

**SC311: Diversity, Community and Service  
Spring 2012  
Carney 305  
Wednesdays, 12:30-2:50 p.m.**

Prof. Dave Harker

McGuinn 410A

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Office Hours: Mondays and Wednesdays, 4:30-6:00pm or by appointment

**Course Description:**

Poverty, racism, homelessness, inadequate education, lack of quality and affordable healthcare, unemployment, violence, and environmental pollutions, etc. have become daily realities for many people living in a stratified society. What are the roles and responsibilities of individual citizens in addressing the pervasiveness of injustice and inequality in our society? How do our personal experiences influence the way in which we understand inequality and how does this understanding shape our motivations and forms of civic engagement? What forms of civic engagement can lead to social change? How can privilege distort our views and impact our actions?

This course will engage with several bodies of literature - social movement, community organizing, service learning, feminist and critical race studies - in understanding the dilemmas facing those working for social change. Students will explore contemporary forms of civic engagement, volunteerism, service, community organizing, and 'activism' and evaluate how each addresses social change. Drawing on case studies, personal accounts, and sociological research, students will have the opportunity to reflect upon their own personal motivations and/or experiences with these social change forms as well as gain a deeper understanding of how various forms of privilege can influence social change efforts.

**Course Objectives:**

- Gain a deeper understanding of your own moral responsibilities as a member of society.
- Identify and articulate how your personal experiences have been shaped by larger societal patterns and in turn have shaped your understanding of inequality and what it takes to make social change.
- Evaluate the strengths and weaknesses of various social change models and be able to apply these models to a particular social issue.

- Develop an understanding of how privilege can impact our actions toward social change and explore ways in which we can effectively work across differences.

**Required Texts (available in bookstore and on reserve):**

Poppendieck, Janet. (1998). *Sweet Charity? Emergency Food and the End of Entitlement*. New York: Penguin Group.

Wilson, William Julius. (2009). *More Than Race: Being Black and Poor in the Inner City*. New York: W. W. Norton & Company, Inc.

**Course Requirements:**

Class participation (25% of your grade):

Class participation is required, as much of the learning will take place in the classroom through participation in class discussions. It is expected that when you are in class you will participate. Students are expected to come to each class session having completed the assigned readings and prepared to discuss the material. I will take note of the frequency of your participation as well as excessive absences and lateness, as this has an effect on group discussion. \*\*If I sense that students are not doing the assigned readings, I will assign additional quizzes and/or short writing assignments to ensure the readings are completed.

Every student will also be required to sign up, as part of a group, to lead discussion for one class during the semester. This will be considered as part of your class participation grade.

*A note on personal electronics and class participation:* \* Since this is a heavily participation and discussion-based class, I request that students refrain from using laptops and other personal electronic devices (computer, iPad, iPhone, etc.) during the class period. I find that such devices tend to be more of a distraction than a learning aid. Powerpoints of lecture slides will be posted on *Blackboard* after the class for your convenience. If you have any questions or concerns about this request, please let me know.

Assignments and due dates (75% of your grade):

You will be asked to complete three assignments and a short presentation over the course of the semester. A detailed description for each assignment can be found on Blackboard.

<i>Personal Reflection Paper (10%)</i>	<b>Due date:</b>	<b>Wed., Feb. 15</b>
<i>Inequality Analysis (25%)</i>	<b>Due date:</b>	<b>Wed., Mar. 29</b>
<i>Field Experience Report (25%)</i>	<b>Due date:</b>	<b>Wed., Apr. 26</b>
<i>Final Presentation (15%)</i>	<b>Due date:</b>	<b>TBD, end of semester</b>

Late work: If you have extenuating circumstances, you must see me BEFORE the due date to discuss a possible extension; otherwise you will lose 5 percentage points each day the assignment is late.

A note on academic integrity:

Sharing of information and ideas are encouraged as you will be working with your classmates on your assignments. In cases where you are required to use published work, you must cite the work. If you plagiarize or cheat in some other form, you will fail the assignment; repeated episodes will result in failure of the course. If there are any questions on proper method of citing, please see me. For more information on Boston College's academic integrity policy, please visit: [www.bc.edu/offices/stserv/academic/resources/policy/#integrity](http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity).

**Course Schedule:****Wednesday, January 18<sup>th</sup>:**

Introduction to the course

**I. SELF AND SOCIETY****Wednesday, January 25<sup>th</sup>:**

Moral and Social Responsibilities

*Sign up for discussion-leader groups**Readings:*

- Stone, Deborah. (2008). "Introduction" and "The American Malaise." Pp. 1-34 in *The Samaritan's Dilemma: Should Government Help Your Neighbor?* New York: Nation Books. LIBRARY RESERVE
- Hacker, Jacob S. (2008). "Introduction: On The Edge" and "Risking It All". Pp. 1-9 and 35-60 in *The Great Risk Shift: The New Economic Insecurity and the Decline of the American Dream*. New York: Oxford University Press. LIBRARY RESERVE

**Wednesday, February 1<sup>st</sup>:**

Service Learning and Public Sociology

*Readings:*

- Deans, Thomas. (1999). "Service-Learning in Two Keys: Paulo Freire's Critical Pedagogy in Relation to John Dewey's Pragmatism." *Michigan Journal of Community Service Learning*. 6, 15-29. LIBRARY RESERVE
- Marullo, Sam, and Bob Edwards (2000). "From Charity to Justice: The Potential of University-Community Collaboration for Social Change". *American Behavioral Scientist*. 43, 895-912 LIBRARY RESERVE
- Ward, Kelly and Lisa Wolf-Wendel. (2000). "Community-Centered Service Learning: Moving From Doing For to Doing With." *American Behavioral Scientist*. 43:5, 767-780. LIBRARY RESERVE

**Wednesday, February 8<sup>th</sup>:**

Guest Speaker: Burt Howell, Director of Intersections at Boston College

*Readings:*

- Illich, Ivan. (1968). "To Hell With Good Intentions" *Conference on InterAmerican Student Projects, Cuernavaca, Mexico*. BLACKBOARD
- Kolvenbach, Rev. Peter-Hans. (2000). "The Service of Faith and the Promotion of Justice in American Jesuit Higher Education" *Commitment to Justice in Jesuit Higher Education Conference, Santa Clara University*. BLACKBOARD
- Ehrlich, Thomas. (2000). "Introduction: Higher Education and the Development of Civic Responsibility" and "How Concepts of Politics Control Concepts of Civic Responsibility". Pp xxi-xliii and 149-163 in *Civic Responsibility and Higher Education*. Westport, CT: Oryx Press. LIBRARY RESERVE

**Wednesday, February 15<sup>th</sup>:**  
Lived Experiences and Worldviews  
*Paper Discussion*

**1<sup>st</sup> PAPER DUE**

Readings:

- Collins, Patricia Hill. (2000). “Black Feminist Epistemology.” Pp. 251-271 in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2<sup>nd</sup> edition. New York: Routledge. LIBRARY RESERVE
- Krauss, Celene. (1994). “Women of Color on the Front Line.” Pp. 256-271 in *Unequal Protection: Environmental Justice and Communities of Color*, edited by Robert D. Bullard. San Francisco, Calif.: Sierra Club Books. LIBRARY RESERVE
- Nenga, Sandi Kawecka. (2011). “Volunteering to Give Up Privilege? How Affluent Youth Volunteers Respond to Class Privilege” *Journal of Contemporary Ethnography*. 40, 263-289. LIBRARY RESERVE

## II. CRITICALLY EXPLORING INEQUALITY

**Wednesday, February 22<sup>nd</sup>:**  
Stereotypes, Power and Privilege

Readings:

- Bonilla-Silva, Eduardo. (2006). “The Central Frames of Color-Blind Racism.” Pp. 25-52 in *Racism without Racists: Colorblind Racism and the Persistence of Racial Inequality in the United States*. Second Edition. New York: Rowman & Littlefield Publishers. LIBRARY RESERVE
- Mantsios, Gregory. (2007). “Class in America.” Pp. 182-197 in *Race, Class, and Gender in the United States*, edited by Paula S. Rothenberg. 7<sup>th</sup> edition. New York: Worth Publishers. LIBRARY RESERVE
- McIntosh, Peggy. (2005). “White Privilege: Unpacking the Invisible Knapsack.” Pp. 109-114 in *White Privilege: Essential Readings on the Other Side of Racism*, edited by Paula S. Rothenberg. New York: Worth Publishers. LIBRARY RESERVE

**Wednesday, February 29<sup>th</sup>:**  
Stereotypes, Power and Privilege (Continued)

Readings:

- Wilson, William Julius. (2009). “Chapter 2: The Forces Shaping Concentrated Poverty”, “Chapter 4: The Fragmentation of the Poor Black Family” and “Chapter 5: Framing the Issues: Uniting Structure and Culture”

**Wednesday, March 7<sup>th</sup>:**  
*Spring Vacation - No Class*

**Wednesday, March 14<sup>th</sup>:**

Stereotypes, Power and Privilege (Continued)

*Film clips in class:* “Dangerous Minds” (1995)*Readings:*

- Giroux, Henry. (1996). “Race, Pedagogy and Whiteness in ‘Dangerous Minds.’” *Cineaste*, Fall, 46-49. LIBRARY RESERVE
- Wilson, William Julius. (2009). “Chapter 1: Structural and Cultural Forces”
- Decker, Paul T., Daniel P. Mayer, and Steven Glazerman. (2004). “The Effects of Teach For America on Students: Findings from a National Evaluation”. *Mathematica Policy Research, Inc.* BLACKBOARD
- Hartman, Andrew. (2012). “Teach for America: The Hidden Agenda of Liberal Do-Gooders”. *Jaboin*. Winter 2012, 51-56. BLACKBOARD
- Heilig, Julian Vasquez, and Su Jin Jez. (2010). “Teach for America: A Review of the Evidence”. *The Great Lakes Center for Education Research and Practice.* BLACKBOARD

**III. EVALUATING MODELS OF SOCIAL CHANGE****Wednesday, March 21<sup>st</sup>:**

The Politics of Difference

Distributive, Ideological and Feminist Models of Change

*Readings:*

- Piatelli, Deborah. (2009). “A Culture of Privilege.” Pp. 89-116 in *Stories of Inclusion? Power, Privilege, and Difference in a Peace and Justice Network*. Lanham, MD: Lexington Press. LIBRARY RESERVE
- Stout, Linda. (1998). “Chapter 7: Invisible Walls.” Pp. 117-140 in *Bridging the Class Divide: And Other Lessons for Grassroots Organizing*. Boston, MA: Beacon Press. LIBRARY RESERVE
- Young, Iris Marion. (1990). “Social Movements and the Politics of Difference.” Pp. 156-191 in *Justice and the Politics of Difference*. Princeton, NJ: Princeton University Press. LIBRARY RESERVE

**Wednesday, March 28<sup>th</sup>:**

The “Service” Model

*Paper Discussion and Possible Field Experience Placements***2<sup>nd</sup> PAPER DUE***Readings:*

- Poppendieck, Janet. (1998). “Introduction,” “Chapter 1: Charity for All,” “Chapter 2: Who Eats Emergency Food?,” “Chapter 6: The Seductions of Charity”
- Youniss, James and Miranda Yates. (1997). “Getting to Know Homelessness” and “Forming a Political Habit.” Pp. 50-82 in *Community Service and Social Responsibility in Youth*. Chicago: The University of Chicago Press. LIBRARY RESERVE

- Morton, Keith. (1995). “The Irony of Service: Charity, Project, and Social Change in Service-Learning.” *Michigan Journal of Community Service Learning*. 2, 19-32. LIBRARY RESERVE

**Wednesday, April 4<sup>th</sup>:**

The “Service” Model (continued)

*Readings:*

- Eliasoph, Nina. 1998. Chapters 1 and 2, “The Mysterious Shrinking Circle of Concern” and “Volunteers Trying to Make Sense of the World” Pp 1-63 in *Avoiding Politics: How Americans Produce Apathy in Everyday Life*. New York, NY: Cambridge University Press.
- Eliasoph, Nina. 2011. Chapters 5, “Democracy Minus Disagreement, Civic Skills Minus Politics, Blank ‘Reflections’,” and 11, “Tell Us About Your Culture: What Participants Count as ‘Culture’,” Pps 87-114 and 190-205 in *Making Volunteers: Civic Life after Welfare’s End*. Princeton, NJ: Princeton University Press.
- Poppendieck, Janet. (1998). “Chapter 7: What’s Wrong With Emergency Food?,” “Chapter 8: Charity and Dignity,” and “Chapter 9: The Ultimate Band-Aid.”

**Wednesday, April 11<sup>th</sup>:**

The “Community-Organizing” Model

*Film in class:* 9500 Liberty (2010)

*Readings:*

- Stall, Susan and Randy Stoecker. (1998). “Community Organizing or Organizing Community? Gender and the Crafts of Empowerment.” *Gender and Society*, 12, 6, 729-756. LIBRARY RESERVE

**Wednesday, April 18<sup>th</sup>:**

The “Organizing Community” Model,  
*Discuss Field Experience, and Presentation Review*

*Readings:*

- Stout, Linda (1998). “Chapter 4: Building Our Own Model,” Pp 69-85 in *Bridging the Class Divide: And Other Lessons for Grassroots Organizing*. Boston, MA: Beacon Press. LIBRARY RESERVE

**Wednesday, April 25<sup>th</sup>:**

Presentations

**3<sup>rd</sup> PAPER DUE**

**Wednesday, May 2<sup>nd</sup>:**

Presentations