(CRN: 16068) SOCI 215, Fall 2012: Human Service Systems
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MWF 8-8:52, Coleman 120
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Common Learning Agenda Requirements Satisfied: EGSS; HUMD; SOSC.
College Core Curriculum Requirements Satisfied: DUSC; EGSS; SLSC; SSLG

This course provides an overview of the system of human service institutions from a perspective that emphasizes their role in democratic, civil society. Human service institutions include, among other things, education, the criminal justice system, health care, religious institutions, employment, the welfare system, and the informal structure of local communities.

The course emphasizes direct exposure and involvement with some of these institutions. There will be a series of focused, short-term field experiences, some required and some that you will choose from a list of choices. The experiences will provide you with rich, intense experiences that help us think about important dilemmas confronting democratic society in America.

SOCI 215 and the University and Departmental Curriculum.

This course fulfills the College Core Curriculum’s Social Sciences requirement. The requirement encourages students: 1) to explore the complex interaction between individuals, social groups, social structures, history, and culture; and 2) to apply theoretical principles of social analysis to critically interpret society. In addition, this course fulfills the Diversity in the United States requirement. Courses in this area convey information and knowledge about the nature and experiences of different groups within U.S. Society. These courses also help students to develop critical analysis skills for understanding the consequences of those differences and thinking about social and ethical responsibilities related to difference. In addition, this course fulfills the social sciences requirement for engineering students.

The focus on diversity, inequality, social oppression, and social control in this course also addresses a central goal of the Sociology curriculum for majors and nonmajors. The course provides clear examples of how sociologists understand what society and culture are, and doing this is a departmental goal for serving nonmajors. For majors, the course presents core concepts of the discipline of sociology related to the nature of institutions, concepts about how to perceive and understand social inequality, how institutional power and social control affect the lives of individuals, and how individuals construct a sense of self and their personal identities.

Students are encouraged to visit the Moodle site for the course, which provides a complete list of learning outcomes specific to the College Core Curriculum, the Department of Sociology and Anthropology, and Bucknell University at large.
Important Information about Field Experiences

Students in this course must complete four short field assignments. To participate in field experiences students must complete two screening and certification processes. Failing to complete these certifications on time (by September 17) will give students an automatic zero (0) for 10% of the course grade. By the end of the third week all students must also complete and be certified in Bucknell’s protection of human subjects course which is found at: https://www.citiprogram.org/Default.asp All students must also complete state police, FBI, and Department of Public Welfare child abuse screenings by the end of the third week of class. This process will cost about $60. Information about these screenings can be found at: http://www.csiu.org/index.cfm?pageid=2375 If you do not want to complete these screenings you must inform the professor and discuss the way that you will participate in the field portion of the class. (Not completing the screenings is only an option if you think you may have problems passing or you have specific ethical objections to the screening.)

Students who do not have a car, who are at least in their second year, and who have clear driving records should take Bucknell’s driving test ($25 fee). Then you may check out a university car. The tests will be given in the ELC Forum and notices about when they are given will be posted around campus. If you cannot get to your field site, you cannot complete your assignment. If you have your own car and want to be reimbursed for gas, the Department of Sociology and Anthropology has the Meerwarth Fund, an undergraduate research grant program that will reimburse your costs. You must, however, submit a proposal to secure funding. To do this talk to Prof. Milofsky.

The Idea of the Course

Democracy or civil society requires a citizenry that is actively involved in the political process, in volunteering, and in monitoring professional institutions that provide human services. One goal of this course is to provide students with a survey of these institutions. Service institutions are problematic in terms of political objectives, in terms of their openness to the public, and in terms of general social policy objectives that our society should pursue.

In addition to giving you exposure to the institutions, our field experiences will help you to think about some of the issues we read about and discuss in class. Should schools or health care institutions be organized socialistically, as a governmental monopoly, or should market competition (and market failure) prevail? Are civil liberties protected by law an outmoded value in an era of terrorism? Is community valuable as a part of life and a means for taking care of our social and personal needs? Or is it a romantic, outmoded idea poorly suited to the mobility and individuality of modern life? Is religion a process that is controlling and exclusive or is it an important vehicle for building community and promoting basic social values?

This is one of the core courses of the Human Services Concentration in Sociology. It is meant to provide the general conceptual framework you need to understand how
particular human services work. Our feeling is that one must have intensive field experiences to properly understand human services. Following up on this semester's field experiences, SOCI/ANTH 201 (Field Methods) offered next semester will provide you with a more in depth experience. SOCI 215 and SOCI/ANTH 201 prepare you for more advanced, intensive field experiences that you can find in the Department of Sociology and Anthropology and elsewhere at Bucknell. Some of these advanced courses are SOCI 315, Sociology of Education, SOCI 322, Medical Sociology, SOCI 360, Organizational Theory, SOCI 302, Public Service and Nonprofit Management, and SOCI 318, Social Services in the Community, A Practicum.

Course Requirements

Your grade in SOCI 215 will be based on three elements: two kinds of writing assignments and your participation in class.

1. **Attendance is required unless you have permission of the instructor.** If you miss one of the first two days of class or one of the last two days of class these will count for double absences (e.g., it will be as though you had missed two class sessions.) If you miss more than three days during the semester (or one session plus one of the double-counted days listed in the last sentence) your grade will be dropped. You will lose 1/3 of a letter grade (A goes to A-, A- to B+ and so on) for each infraction (if you miss one of the first two days and you miss four days of class your grade will drop by 2/3 of a letter grade). These grade reductions will be implemented after the rest of your grade has been computed.

2. **You must respond to 6 questions from among the multiple questions I will make available on Moodle to guide each day’s class and discussions. These responses replace exams. There will be no formal midterm or final for the course.**

   In past years, students have had trouble understanding the process involved in this assignment and they have trouble completing questions in a timely fashion. It is your responsibility to understand the process and to complete assignments on time. If you do not follow through your question responses may not be counted and you will receive a grade of zero for one or more of the questions.

   Responding to questions means that as part of the graded assignment you must be ready to express yourself publicly and share your writing with other students in the class. The questions usually will be available on the web two weeks before the reading is scheduled to be discussed in class. To respond to a question, you must post on Moodle a draft response that the whole class can read before class on the day the readings are due to be read. Revise your draft question by the following Sunday and submit it via email to Prof. Milofsky via email. **Posting a draft question on Moodle does not count as a final submission and if you do not send your response to Milofsky via email you will receive a zero for the question.**
If you respond to a question, you must be prepared to discuss your response and help to lead the class discussion. Look at the responses others have posted before class and respond to them. If you respond to another student’s posting, that still will count as a draft that you can revise and submit at the end of the week.

You may respond on class days to as many questions as you want over the course of the semester (you may find that this is a good way to think about the readings). If you respond to more questions than are required without handing them for a grade, this will count positively towards your participation grade. You also may submit more questions than are required and let the highest grades you receive count as the grades for required questions.

For those responses that you want to count as one of your answers to the six required questions, you will revise what you posted for class. Submit your final copy to milofsky@bucknell.edu via e-mail by the following Sunday midnight. **You must complete three questions before Fall Break and three questions after Fall Break. You may only hand in one question a week. If you do not complete work on time you will receive a zero for that assignment.** Each question will be worth 8% of your grade and the six questions together will count 48% of your total grade. If you do not complete questions by the time they are required, you will receive a zero for each question not completed.

3. **You must participate in four field experiences over the course of the semester and submit a description of each field experience to milofsky@bucknell.edu via e-mail within a week of having had the field experience.**

   a. **Certifications**

   All students in this course must complete the Bucknell Institutional Review Board course on protection of human subjects and show the certificate of completion you receive to the instructor. To access the course go to: [http://www.citiprogram.org/default.asp?language=english](http://www.citiprogram.org/default.asp?language=english)

   If you have completed the IRB course within the last three years your certificate will still be valid but you must still make a copy and submit it to me.

   When students work with people under 18, especially those who are incarcerated, state police, Department of Public Welfare, and FBI clearances are mandated by the host organization. Since we also work with vulnerable populations in settings that do not explicitly require the certification, we have decided that we need to gain the assurance of safety for all settings that screenings provide. Thus we require screenings of all students and they must be secured early in the semester (by the end of the 3rd week). This will cost about $60. You can quickly secure clearances if you go to the UPS store across from WalMart or go to the following website for information:

If you received clearances last year they are still good if you can produce certificates of approval and make copies and submit them to Prof. Milofsky. Completing these certifications will have no effect on your grade. NOT completing the certifications will result in an automatic 10% reduction in your overall course grade (this comes from your course participation grade) and you will only be allowed to participate in a restricted list of field experiences.

b. Field Experience Papers

Field Experience papers must be at least three pages long. A general description of my expectations for these writing assignments are the website at:

http://www.facstaff.bucknell.edu/milofsky/HumServSys/FieldWriting/FieldWriting.htm

and on Moodle. In addition, specific instructions and guidelines for each field experience are available on the course web site at:

http://www.facstaff.bucknell.edu/milofsky/HumServSys/FieldWriting/

A large number of possible experiences are listed. You may propose others.

Each paper will count 8% towards your total grade for a total of 32%. If you fail to complete four field observation experiences and the four related papers, you will receive a zero for each missed assignment.

You must complete three of the four field assignments before midterm grades are due (October 10). We do this because in the past students have been slow about getting around to the field assignments and at the end of the semester have been unable to complete their work. The first field assignment is required (you have choice about which of the others you want to do). The first assignment has you attending a rural estate auction within the first two weeks of class. Your other field experiences involve choices among the alternative options listed on the course web site. A listing and schedule of field opportunities is available on the course web site at:

http://www.facstaff.bucknell.edu/milofsky/HumServSys/FieldOpps.htm

If you want to do more than one of the field experiences that have scheduled times after October 10, contact Prof. Milofsky. Also contact him if you have made two definite appointments for field visits after October 10 so you can have permission to hand in field papers late.

Some new sites may be added during the semester. Students also may suggest activities or settings that they would like to experience or might share with others. Early in the term you must select the field experiences you will visit. This is important because some of the sites have room for only a few people and also because students tend to fall behind in visiting settings and then face the possibility that they cannot complete these assignments. Advanced planning is especially important for criminal justice settings where you must be screened for a past police record by having your name and
social security number submitted to the State Police, the FBI, and the state child abuse authorities.

Some settings are close to campus so you can walk to them and we may organize car pools for others. However, if you do not have access to a car you will want to register for a university driver's license. All students in class should be certified to drive university vehicles since this also is important for other field research courses.

3. Participation is a critical part of this course and attendance is required.

Participation means taking part in class discussions, responding to discussion questions on line, attending class regularly, and being responsible about the field assignments you take part in. You may not miss more than three class sessions (unless attendance for a class date is listed as optional in the syllabus) or your grade will be lowered (I take attendance).

Participation in this class has unusual weight because it involves acting responsibly in field settings.

Being responsible with respect to field experiences means showing up at the field site on time, DRESSING CONSERVATIVELY, acting responsibly in the field, being inquisitive and outgoing with field contacts, using common sense, and telling field supervisors if there is something you want or need.

In several of our sessions confidentiality is essential. We will talk about the ethics of observation and how we respect and protect subjects of our research. Do not talk to people outside of class about things you see if you are in a confidential setting. It is a good idea to substitute a fake name for a real name if you describe individuals in your writing. It also is a good idea to slightly change personal details that do not matter (hair color, height, age) to further disguise it if you are talking about particular individuals.

Do not be shy. Be independent and assertive. Be prepared for your field supervisor to ask you to help out—students are often asked to lead discussion groups in our prison visitation, for example. I get feedback from field supervisors.

Understand that we all play a role in creating and preserving field settings for future students. If you are insensitive or disruptive in a setting it may make it impossible for Bucknell students to use that site in the future.

Wearing flip-flops, showing your midriff, wearing revealing or low cut shirts, and wearing T-shirts with slogans that promote drinking or that make questionable sexual jokes are all things students in this class have done that have caused problems in field settings. Sometimes you'll want to dress up a bit (going to court, going to the hospital) and sometimes you'll want to dress casually (going to auctions). If you do not know what it means to dress conservatively and in a way that respects your setting, ask.

Try to avoid openly taking notes in the field or being obvious about “studying” people. Also, avoid “clumping” with other students. Go on your
own, strike up informal conversations with locals, and ask questions about what is going on. Taking notes and “clumping” not only make people uncomfortable about your presence but makes it difficult for other students who are trying to use the same setting and who will want to strike up relaxed conversations with local people.

Do not choose a field site if you think it will be upsetting to you. Some of our field experiences are intense and involve unusual experiences. Do not be a hero or feel that you are expected to get involved in situations you find scary or worrisome. You are graded on your intellectual work, which means the papers you write, not on the dramatic value of your field experience. If you are in a setting and become uncomfortable, leave or let people know. Be careful about experimenting and testing your limits by trying out a field setting. This sometimes happens when a student has had a prior experience related to a setting and thinks it might be constructive to try experiencing the setting through this class. If this applies to you, **PLEASE TALK TO THE PROFESSOR BEFORE GOING TO THE FIELD SETTING. I don’t like surprises.**

To summarize, grades will be determined as follows:

- 6 class discussion question responses @8% each, 48% total
- 4 field observations and writeups @8% each, 32% total
- Participation, 20% total
- Failing to complete certifications and screenings, 10% deduction from participation grade.

Most of the readings for this course are on Moodle. If you cannot get that link to work, contact the professor since I have electronic copies of the articles. One book has been ordered and is in the bookstore:

Class Schedule

1—Aug 22  Introduction and overview.

Saturday, August 25, September 1, or September 8
Students must find, select, and attend an auction during one of these three weeks (some auctions are held during the week). Check auction web site at: http://www.auctionzip.com/ and check the course web site for information about doing this auction assignment at: http://www.facstaff.bucknell.edu/milofsky/HumServSys/auctions/. You may also find auctions by picking up hand bills around town or reading the local paper (The Daily Item) which generally only advertises auctions on Thursday so you have to buy the paper on that day. The Daily Item may include smaller auctions than the auction web site. Plan to spend at least two hours at the auction.

2—Aug 24  Is there a crisis in human services?
**Read**  H&M, Prologue and Ch 1, "Malaise", pp ix-14.

3—Aug 27  Should we talk about rights to services?
**Read**  H&M, Chapter 2, "Rights", pp 15-28

4—Aug 29  Why help? Helping and community.

5—Aug 31  Communities and helping

6—Sept 3  Discuss auction papers in class.
**Writing**  All auction field experience papers should be in by today.

8—Sept 7 Field observation in difficult settings: prisons and emergency rooms


**CITI certification and screenings by state police, FBI, and DPW must be completed and shown to Prof. Milofsky.**

9—Sept 10 Being a prisoner


10—Sept 12 Mandatory sentencing, mass incarceration, and the “color blind” policy


11—Sept 13 Michelle Alexander talk, 8 PM, The Forum. **Attendance at this talk is required. This event makes up for a class meeting that we will not have on Nov. 14.**


12—Sept 14 Crime and the humanity of criminals.


13—Sept 17 Rights and Criminals.


The psychology of emotions and violence.


Discuss field experiences. Catch up on where people have been observing.

Three ideological models of policy intervention: radical, liberal, and conservative.


The Social Class Gradient of Disease

**Film** We will watch the first segment (it’s a four-hour series) of Unnatural Causes. Is Inequality Making Us Sick? The segment is titled, “In Sickness and in Wealth.” RA448.4 .U53 2008.


The radical approach

**Read** H&M, Chapter 5, “Class Conflict and the Radical View of the Common Good”, pp. 71-86.

A radical analysis of the social class gradient


Maldistribution of health care costs and quality

Oct 8  Fall Break
Oct 10 Three Field Assignments and three discussion question Writing Assignments must be completed.

20—Oct 10  The liberal approach

21—Oct 12  Policy analysis

22—Oct 15  Schools: Bureaucracy and market monopoly vs. protecting the weakest.
**Read**  H&M, Chapter 4, “The Conservative View: Markets, Inequality, and Social Efficiency,” pp. 51-70 and

23—Oct 17  Charter Schools
LB1027.9 .B38

24—Oct 19  Social Capital and Schooling


25—Oct 22  More on charter schools

26—Oct 24  Institutions as venues for social action

27—Oct 26  Radical perspectives on schooling

28—Oct 29  Education and class reproduction

29—Oct 31  Discuss field experiences. Catch up on where people have been observing

30—Nov 2  Church as communities and changes in church life.

31—Nov 5  Churches and social action

32—Nov 7  Immorality of policy, or the separation of mind and heart
  **Read** H&M, Chapter 8, “Moral Policy”, pp.; 137-158.

33—Nov 9  Institutions and national difference

34—Nov 12 Inclusive vs. extractive economics and politics
35—Nov 14  Milofsky will not be in class but view in class the video, *What Are We Doing Here? Has Foreign Aid Hurt Africa?* B. Klein, N. Klein, D. Klein, & T. Klein, Klein Pictures. Call number: HC 800. W365 2009 DVD

36—Nov 16  No Class (this is the class replaced by the Michelle Alexander talk).

37—Nov 19  Local organization and ABCD

    Nov 21  Thanksgiving

    Nov 23  Thanksgiving

38—Nov 26  Development and freedom
  **Read** **On Moodle:** Amartya Sen, *Development as Freedom,* “Introduction” and Ch. 1, “The perspective of Freedom”, pp. 3-34. (The Blackboard reading selection goes on a bit beyond p. 34; ignore this.)

39—Nov 28  Pragmatic politics
  **Read** H&M, Ch. 9

40—Nov 30  Course evaluation. A proctor will give out course evaluations. In the last half of class we will have an open discussion about the class.

41—Dec 3  The contemporary situation

    Dec 7  All assignments are due by 5 pm on this Friday.