

ASSESSMENT REPORT REMOTE/DISTANCE LEARNING
Department of Sociology

ACADEMIC YEAR 2019 - 2020

I. LOGISTICS

- 1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).**

Evelyn I. Rodriguez, Chair

- 2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major and Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program. Please also indicate which report format are you submitting – Standard Report or Reflections Document**

Sociology is submitting an aggregate Reflections Document for our Major and Minor.

- 3. Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.**

There have been NO changes to Sociology's 2019-20 Curricular Map.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

Mission Statement (Major/Minor):

No changes were made to Sociology’s Mission statement. Our current mission statement (for both our major and minor) is:

The mission of the Department of Sociology is to provide students with a high quality educational experience where they learn to critically apply sociological theories, frameworks and concepts to the understanding of everyday lives, pressing social problems and structural inequalities at the local and global levels. Our overarching goal is for students to develop what C. Wright Mills called a “sociological imagination.” The program gives students the tools and skills to challenge interlocking systems of oppression and privilege and build just societies as scholars, advocates, policymakers, and activists. It is also part of the Department’s mission to provide a collegial and enriching working environment for the professional growth of its members and associates.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019?

No.

PLOs (Major/Graduate/Certificate):

1. Sociology majors should be able to analyze critically social practices, structures, and inequalities, such that the student will be able to:
 - a. Define, give examples of, and use meaningfully at least six of the following: culture; status; role; norms; deviance; social structure; social class; social mobility; social change; socialization; stratification; institutions; race; ethnic group; gender.

- b. Identify both macro-sociological and micro-sociological aspects of social life and discuss examples of these from at least one substantive area of sociology.
 - c. Describe at least two intersections between structural inequalities of race, ethnicity, gender, sexuality, class, and/or nation-state.
 - d. Describe inequalities at the regional, international, and/or global levels of analysis.
2. Sociology majors should be able to discuss, differentiate, and apply major sociological theories, frameworks and traditions, such that the student will be able to:
 - a. Describe, compare, and contrast basic theoretical orientations, such as functionalism, conflict theories, and interactionism.
 - b. Describe and apply some basic theories or theoretical orientations in at least one area of social reality.
3. Sociology majors should be able to formulate, conduct, and communicate independent social research, such that the student will be able to:
 - a. Describe, compare, and contrast basic methodological approaches for gathering sociological data, including both quantitative and qualitative methods.
 - b. Design and implement a research study in an area of choice and explain why various decisions were made, including sampling, variables, measures, methods of data collection, and data analysis.
 - c. Use computerized and online databases to find published sociological research.
 - d. Critically assess a published research report in an area of choice.
 - e. Clearly convey data findings in writing.
4. Sociology majors should be able to connect sociological analysis to practical social action, such that the student will be able to:
 - a. Explain the implications for practical action of sociological theory and research in an area of choice.
 - b. Develop a sociologically informed action plan in an area of choice.
 - c. Conduct at least twenty-five hours of service or activist work in an area of choice and explain what they have experienced from a sociological framework.

III. REMOTE/DISTANCE LEARNING

1. What elements of the program were adaptable to a remote/distance learning environment?

Teaching/learning:

Our department created a shared Google document where each faculty member could share our “wins and woes” with remote learning. We then held a sustained discussion of our experiences at our annual Department of Sociology retreat held on Saturday, November 7th, 2020. All our faculty (including adjuncts) had received emergency training during Spring Break 2020 and participated in intensive summer training with ETS staff in order to prepare for remote instruction. We have also had to collectively discuss SDS and Zoom recording policies, especially because of video/audio privacy and security issues. We found that modes of instruction were variably adaptive as follows:

Lectures, discussions, guest lectures, and student presentations were adaptable, and the quality of the interaction stayed close to the pre-shelter-in-place (pre-SIP) quality, because students had already been able to learn with each other in-person for several weeks. Nonetheless, Course Community Guidelines and Policies had to be revised/ established to include expectations in a remote learning environment; and class time had to be designed and offered to provide students with Zoom orientations/trainings (See Appendix). In addition, we found that **class size definitely matters**. It has been much more challenging to “read the room” and facilitate meaningful class discussion in large classes where it’s frankly difficult to see the students’ faces or body language.

Film clips and some in-class exercises were also adaptable.

Examinations have been adapted onto Canvas, but in many classes, they are now open book/open notes (and take considerably more time to build and disseminate).

Our **Community-Engaged Learning (CEL)** courses required massive reorganization in response to city and university orders to maintain social distance. This required the instructor contacting pre-SIP community partners to update them on new restrictions on student community engagement, identifying alternate partners/projects for students whose partnerships could not continue under SIP, and creating new guidelines and assignments to provide graduating seniors with multiple pathways for fulfilling CEL requirements (see Appendix).

Specifically, our Capstone faculty had to completely replace the original CEL requirements since both Capstone sections' community partners were hit significantly hard by the pandemic and thus could not pivot to remote hours with students. Instead, in one of the sections, after training materials were provided (organized through ITS and ETS), students worked in groups or individually (their choice) to create blogs on a social justice issue they were passionate about. Ideally, they linked their blogs to the three assignments that made up their Scholar-Activist Portfolios: (1) a digital guide focused on a key form of inequality/oppression/privilege (including, among other requirements, a research paper that also required them to apply intersectional theory and the four domains of power); (2) a case study of a social movement organization that addresses the inequality they focused on in the first assignment (plus a compilation of other related resources that they would recommend to those interested in activist engagement); and (3) their own social justice platform (linked to the topics they addressed in the first two assignments). In the other section of Capstone, alternative CEL assignments included: (1) describing and analyzing working with the community partner Faith In Action to make community "care calls" during SIP; and (2) designing, administering, collecting,

and reporting a USF undergraduate mental wellness survey to help another community partner, the USF Counseling Center, better understand how students' mental needs were being affected by the pandemic and SIP.

This all supports the department's assessment that, during remote instruction, **class preparation** (even for courses faculty have previously offered) increased considerably, to **3-4 times** what was needed during in-person instruction. Department members overall felt that our **teaching workload** increased dramatically as we tried to most effectively serve our students and to adapt our curricula to a remote format. Nonetheless, we have strived to be innovative, interesting, and flexible. **Novel modes of instruction** have been incorporated across the faculty, including Zoom polls, breakout rooms, use of Jigsaw, and integrated use of films and podcasts.

Graduation:

The Department adapted our end-of-the-year graduation recognition luncheon into a remote event that invited all graduates of December 2019 and May 2020, loved ones who wanted to participate, and Sociology faculty and staff. It also included presentation of a TikTok video created by faculty and staff for the graduates, and delivery of a Sociology Graduates' Care Package (with students' graduation cords, AKD [Sociology Honors Society] certificates, and one green and gold ribbon lei).

New Student Recruitment and Orientation:

We successfully delivered our student recruitment efforts and new student orientation via Zoom, although additional Zoom appointments and welcome emails to prospective and admitted students were unanticipated work for our faculty volunteers, on top of our new teaching demands.

Major/ Minor Fair:

Thanks to the coordinating efforts of the College, our Program Assistant, faculty volunteers, and several student volunteers, we were able to successfully participate in the Major/Minor Fair.

Advising:

All faculty members conducted advising sessions on Zoom. Three faculty conducted all summer advising sessions for newly-admitted Sociology majors.

Extracurricular programming:

We were able to organize several department events around the elections and around racial justice, as well as a film night led by students, all via Zoom. Some of these events were supported in part by STEP (Sociologists Together Empowering People), our sociology club run for and by students with mentorship provided by a volunteer faculty advisor.

2. What elements of the program were not adaptable to a remote/distance learning environment?

Certain class activities have been immensely challenging to adapt, especially when these require active involvement from all members of the class. For safety reasons, students could not interact with each other, but they also had to avoid public social settings as well, which meant that some experiences (fieldwork; social experiments) had to be described and augmented with film clips, rather than directly experienced by the students. Other assignments had to move at a slower pace than would have been required in a traditional classroom. Any classes that entail fieldwork assignments were negatively affected, as students couldn't engage in participant observation or ethnography. The ethnographic essay in Writing in Sociology had to be totally rethought.

In our experience it has been really difficult for students to keep up with readings given the pandemic and stress during these times. Several faculty members reduced the **amount of readings** around the mid-semester point. Some assignments were also reworked to lessen students' workload.

We found **Breakout sessions** on Zoom to be a real challenge, but faculty adapted as best they could. Sociology classes are often discussion-based and community-building by pedagogical design, and that has been challenging to replicate on Zoom. This is especially true in larger classes. While breakout rooms do help students to work together, in **larger courses with over 20 students** (the number of Zoom frames that can fit on a standard computer screen), the small groups often have to include too many students in order to avoid having too many groups reporting back to the class at large. This impedes community-building and makes it more challenging for quieter students to speak up, while also making it easier for "free riders" to simply sit by while others in their larger-than-ideal group do the work. Faculty do drop in to the breakout sessions to see how students are doing, but given time constraints, we obviously can't monitor all of those dynamics with large numbers of students per group, nor can we do so with large numbers of groups.

Overall then, particularly with a **class size over 20** --and **without adequate budgets for student assistants for all faculty** this semester--discussions have been very clunky, since faculty members can't view all students **and** keep track of the Zoom Chat while simultaneously instructing. In addition, we cannot view students when we are **sharing the screen**. This limits the teacher's ability to recognize when someone is ready to participate (or when students seem to be having difficulty grasping a concept, and/or are not ready to move on).

In smaller classes, discussions seemed to work much better. For larger classes, getting students into groups where they could truly work together proved challenging, so some faculty began to use the Collaboration feature on Canvas, which allows student groups to access Google Docs. This seemed to work the best.

With larger classes, evaluating attendance and participation in the online format is also quite hard to do. Using debates also proved to be exceptionally difficult. Students had reported that remote **in-class debates** on Zoom had been unsuccessful in other courses, so faculty tended to cancel planned debates.

Remote instruction also made it necessary to adapt various course assignments. For instance, in our Fall 2020 Sociology Capstone Seminar, , faculty had to adapt their **case study assignment** focused on a local social movement organization (SMO) of the students' own choosing. Originally, students were required to conduct interviews and use participant observation (attending SMO meetings and events), but the plan had to be modified due to sheltering in place. Faculty also could not employ exercises where students work in groups with **hard-copy materials** such as magazines and mailings from various social justice organizations that have been collected over the years (to provide a historical perspective). In prior semesters, the faculty member would provide them with hard copies so that they could cut out images and articles, highlight certain portions, and tape them up on the white board. Then next to their collection they would write notes with dry-erase markers, connecting those highlights to key concepts/findings/theories in their assigned readings. Afterward, groups would verbally share and then students would walk around and look at other groups' displays. In attempting to adapt this project to an online format, some older material wasn't available, and it took too long for some groups to navigate the digital tools necessary to find, compile, and annotate materials and then share with the rest of the class.

3. **What was the average proportion of synchronous versus asynchronous learning for your program or parts thereof? A rough estimate would suffice.**

We polled all faculty members, and **synchronous learning ranged from 75% to 100%, with asynchronous activities comprising between 0 and 25% of class time.**

In meetings and at our retreat, we have shared strategies for **asynchronous learning (which we have defined as work done without the professor necessarily present, and not necessarily during the regularly scheduled class time)**. Asynchronous learning counts toward total seat time. We discussed how some of us use asynchronous learning to enhance our courses in this remote environment.

Some of us have experimented with a **mini-flipped classroom** model. Students in some classes, for example, switch roles in leading focus groups and taking notes. Other faculty have assigned documentaries or other films to be watched outside of class in order to free up time during class for discussion and connections to assigned readings. Some teachers have found success in posting assignments for students to read before class and then join groups on their own, where they answer various prompts related to the readings. Other faculty have also encouraged students to look at the learning outcomes that the instructors post each week instead of just reading them on the syllabus at the beginning of the semester.

Asynchronous activities have included watching **films** (and completing instructor-created Viewing Guides-- see Appendix) or doing **peer review**; listening to **podcasts**; compiling an **election guide** on various propositions,

summarizing the “for” and “against” arguments and making connections to course content; and **group project work**, with completed response papers or review papers due to the professor. Having peer review take place asynchronously has encouraged students to collaborate, bond, and produce better writing.

4. **For what aspects of learning is synchronous instruction effective and for which ones is asynchronous instruction more effective?**

Synchronous instruction has been found to be effective for lecture and discussion as well as some hands-on activities where students were led through an exercise.

Asynchronous instruction works well when students had to watch or read material, conduct group work or peer review, reflect on material, and share their observations and what they learned.

5. **As remote/distance learning continues in the current environment, what changes has the program instituted based on experiences with remote instruction?**

No changes have been made to the Sociology program as a whole.

The department discussed policies related to Zoom attendance and a “camera-on” policy (with exceptions). We decided to leave such decisions to the individual instructor, and we shared strategies for encouraging students to attend and actively participate (and for us to monitor who is actually in class and not just logged in). These strategies include asking students to pose a “muddy point” at the end of class that they are thinking about; asking student to respond

to a question or a graph or other visual on the Zoom chat; having students connect the material they are learning with “real-world” events and comment on a chat or Canvas Discussion site; and having students put all their names on the group slides, engaging their creativity to come up with a funny group name and to use memes or GIF’s that they find.

A number of us have made curricular changes and adaptations as described above. We have learned from each other as well as colleagues outside the department and have made changes to how we deliver our classes as a result. We aim to vary our mode of instruction to prevent “Zoom fatigue.”

Curriculum Map of Sociology Core Courses by PLOs

Program Learning Outcomes X Courses	Sociology majors should be able to analyze critically social practices, structures, and inequalities	Sociology majors should be able to discuss, differentiate, and apply major sociological theories, frameworks and traditions	Sociology majors should be able to formulate, conduct, and communicate independent social research	Sociology majors should be able to connect sociological analysis to practical social action
Courses or Program Requirement				
Soc 150: Introduction to Sociology	I	I		I
Soc 302: Global Inequalities & Social Justice	M	D		D
Soc 306: Sociological Theory		M		
Soc 308: Research Methods		D	M	
Soc 410: Honors		M	M	
Soc 450: Capstone	M	M	M	M

Key:

I = Introductory

D = Developing

M = Mastery

Curriculum Map of Sociology Electives by PLOs

Sociology Student Learning Assurance Plan Electives

Curriculum Map DEPARTMENT OF SOCIOLOGY

Key I = Introduced with minimal coverage
M = Moderate coverage
C = Comprehensive coverage

Sociology Electives	Department Goals/Outcomes													
	1a	1b	1c	1d	2a	2b	3a	3b	3c	3d	3e	4a	4b	4c
SOC 109 Humans & Environmental Change	I	I	I	M		I				I	I			
SOC 195 American Dreamers	M	C	C		M	M								
SOC 195 Gangsters, Geishas, and Geeks	M	C	C		M	M				M				
SOC 226 Social Problems (Stephanie)	M	C	C		I	I	I		I	I		M	I	
SOC 226 Social Problems (Evelyn)	M	C	C		M	M								
SOC 228 Asians and Pacific Islanders in U.S. Society	M	C	C		M	M								C
SOC 229 Diversity of American Families	C	C	M			I			M	I	I	I	I	
SOC 230 Urban Places, Faces & Spaces	M	C	C	C	I	C	I	I	M	I		C	I	I
SOC 233 Gender, Development and Globalization	I	M	M	C	M	C			M					
SOC 238 African American Culture and Society	M	C	C		M	M	I		M					
SOC 240 People of Mixed Descent	C	C	C		M	M			M	C	C			
SOC 260 Sociology of Gender	M	C	C		M	M	I		I	M				
SOC 319 Health & Environment	M	I	M	M	M	M					I			
SOC 320 Global Environments & Societies	M	I	I	C		I					I			
SOC 322 Resistance to Corporate Globalization	M	M	M	C	I	M			M	I				
SOC 325 Critical Approaches to Race and Ethnicity		M	C	C										
SOC 326 Sociology of Popular Culture	M	C	M	I	M	C	M	M	I	I	M			
SOC 327 Migration and Diversity in East Asia		C	C	C										
SOC 333 Nationalism and Citizenship		M	C	C										
SOC 345 Feminism, Gender, and the Body	I	I	M			M			I	I	I	M		
SOC 347 Sex and Sexualities	I	I	M			M			I	I	I	M		
SOC 354 Sociology of Law	M		C	I	C	C			I	I		M		
SOC 355 Deviance and Social Control	M	C	M		M	C			I		I			
SOC 357 Criminology	I	C			I	C						M		
SOC 360 Cities in a Global Context	M	C	C	C	I	C	I	I	M	I		C	I	I
SOC 361 Brazilian Culture and Society	M	I	C	M	I	M				M				
SOC 392 Community Organizing (Stephanie)		M	M		M	C	M	M	C	M	M	C	C	C
SOC 392 Community Organizing (Evelyn)	I	M	M				M					C	C	C

Curriculum Map of Sociology PLOs by USF ILOs

	PLO1	PLO2	PLO3	PLO4
Institutional Learning Outcomes X Program Learning Outcomes	Sociology majors should be able to analyze critically social practices, structures, and inequalities	Sociology majors should be able to discuss, differentiate, and apply major sociological theories, frameworks and traditions	Sociology majors should be able to formulate, conduct, and communicate independent social research	Sociology majors should be able to connect sociological analysis to practical social action
Institutional Learning Outcomes				
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	X			X
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.		X		
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	X	X	X	X
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.		X	X	
5. Students use technology to access and communicate information in their personal and professional lives.		X	X	
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.		X		X
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	X	X	X	X


APPENDIX: ADDITIONAL MATERIALS

(A-D, attached)

A: Zoom Orientation Slides (pg 1 of 3)

Remote Instruction Extended Through the End of the Semester


Shifting Gears...



- I. ZOOM Tutorials
- II. Contemporary Community Organizing
- III. Discussion Facilitation Guidelines



Zoom



- Yay! We're "here"!
- Hardware check
 - WiFi + internet connection
 - Zoom mic/ speaker test
 - Clean desktop
- Downloading the app
- Safety check
- Tech check
- Logging in to our meetings
- Muting your sound

Review: Joining Remote Class Meetings



Zoom Menu



This is where CHAT sidebar should appear



Let's try!

This is where CHAT function is

This is where Share (screen) function is

Zoom Orientation Slides (cont'd pg 2 of 3)

Sharing Your Screen (for Facilitations)



The screenshot shows a Zoom meeting interface with a 'Sharing Your Screen' overlay. It displays various video thumbnails, including one for Google Classroom and another for Zoom Meetings & Screen Sharing. The interface includes standard Zoom controls like 'Mute', 'Unmute', and 'Share Screen'.

Zoom Breakout Rooms



The diagram shows a grid of participant video feeds. A red arrow points from a 'Breakout Rooms' button to the grid, indicating the process of moving participants into smaller groups for work.

- We will still do small group work using Zoom's "Breakout Rooms" option
- *Let's try it!*


Our Community Groundrules (Syllabus, 7)

- **Be here—on time, in time, the whole time.**
 - Log on (*w video on and speaker muted*) with a *stable and secure connection by 1pm*
- **Take notes during class and office hours.**
 - Participate via Zoom Chat – instructor will announce when individuals can unmute.
 - When possible, when unmuted, use microphone.
- **Complete all assignments on time.**
 - On Canvas
- **CEL and in-class learning will be performed with a professional and respectful attitude**
 - CEL check-in
- **Listen and dialogue with each other respectfully**

Netiquette & Digital Citizenship (adapted fr Woodinville High School)

- School appropriate clothing, because this is still class!
- Video always unmuted (unless excused by instructor), so that your engagement is visible
- One person at a time is unmuted (per instructor's directions), so each person's voice can be heard
- Limit use of acronyms (eg YOLO), icons, and emojis
- No falsifying information or impersonating others online
- **No reproduction or redistribution of Zoom slides nor recordings** (intellectual property; academic integrity)
- *What other groundrules should we consider for our remote meetings?*

Checking in



- Welcome back, Z'aujanae!
- **"Three Words" Group Check-in**
 - What three words describe your Spring Break, and/ or how you're feeling right now?

Weeks Ahead: CEL

- SCP Proposals
- USF Community Engaged Learning Advisory
 - Students should **cease course-related community engagement activities that include direct service and onsite visits** for the time being.
 - Students should continue with any offsite project-based work they are doing for community partners, as this does not require direct physical contact.
- Possible paths forward might include:
 - Students switching to indirect off-site service, if you have priorities and needs that can be met in this way
 - **Your ideas?** (re other arrangements that account for your priorities and needs, your well-being, and that of organizations/ communities you are serving)

Zoom Orientation Slides (cont'd pg 2 of 3)

Weeks Ahead: Meetings

- Class meetings via Zoom for the remainder of the semester
- Consultation II (by Apr 22)
 - Remote (via Zoom)
 - Sign-ups at <https://bit.ly/2PAmuYg>
- Quiz II (Apr 27) will be on Canvas
- Final Presentations (Week 15) – Zoom or self-produced YouTube video
- Facilitations (Weeks 9-13)
 - Via Zoom

Discussion Facilitation

- Each team is assigned to teach one aspect of community organizing
- Your presentation should take 30-45 mins (including time for Q&A)
- Your presentation requires:
 - Identification of key terms and concepts
 - Use of a visual (eg, PPT or shared Zoom screen(s))
 - Submission of your lesson plan
 - Submission of study guide key terms/ questions
- It can also include group activities, dialogues, and anything else that might aid in comprehension

Facilitation Teams and Schedule

Topic	Date	Member 1	Member 2	Member 3
Getting Started	Mar 23	Carlos	Amanda	
Research	Mar 30	Ya'qub	Lisa	
Issue Development	Apr 6	Ashley	Ana	Z'aujanae
Media	Apr 13	Alyssa	Sierra S.	Anne
Direct Action	Apr 20	Marinelle	Jamal	Sierra D.

Discussion Facilitation

- Your lesson is worth 100 pts:
 - 25 pts from each audience group
 - 25 pts from instructor
- You will be scored on (see rubric on Canvas):
 - Explanation of topic (30%)
 - Applicability of lesson (50%)
 - Presentation style (20%)
- You must create and distribute a Study Guide for the class

Next Meeting

- READ
 - C: Alinsky
 - O: Websites of [IAF](#), the [Midwest Academy](#), [PICO](#) and [CTWO](#)
 - O: Han, "[When Does Activism Become Powerful?](#)"
- THINK ABOUT
 - How do these community organizing institutions train organizers?
 - What does this tell us about "ingredients" for community organizing?

C: Remote Learning Policies

Why do we need Remote Learning Community Agreements?

Our university community will be 100% remote during Fall 2020 in compliance with [cityLinks to an external site.](#) and [state ordersLinks to an external site.](#) for all those in San Francisco to shelter in place. Though we are meeting as a learning community on Zoom, we still share the collective responsibility to maintain a [safeLinks to an external site.](#) and [braveLinks to an external site.](#) learning space for ourselves and each other.

Remote Learning Codes of Conduct:

By now, you are aware of the dangers of [Zoom bombingLinks to an external site.](#), so you are required to keep all Zoom information related to our course and class private. That is, sharing and/ or distributing course or student meeting or office hours Zoom links or IDs is prohibited.

You may also be aware that information contained in lectures are protected under federal copyright laws (including [federal FERPA rulesLinks to an external site.](#)), and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. Accordingly, the reproduction of redistribution of Zoom slides, recordings, transcripts, and/ or screenshots/ screengrabs/ photographs of our Zoom meetings is prohibited (unless explicit permission has been granted via an SDS agreement, or permission from the instructor and class).

C: Community Engaged Learning Handout

(to summarize requirement revisions in SOC 450-01)

Spring 2020 SOC 450: Pathways for Continuing Community Engaged Learning

If you... <i>Then...</i>	Media Review	Scholarly Literature Review	Original SCP Proposal	Executed SCP Report
Have completed/ are continuing your pre-Spring Break CEL/ SCP	Revise	Revise	Use to compare	Report out during Final Presentation and in Final Portfolio
Have shifted to working with Faith in Action to Make Calls	Review media on seniors and social isolation as a result of COVID-19. Identify where this SP is at in its career.	Review scholarly literature (two research articles + 1 book, via Canvas)	Report and explain on Faith In Action's campaign	Report out during Final Presentation and in Final Portfolio
Creating a new community-engaged project*	Review media on your identified social problem as a result of COVID-19. Identify where this SP is at in its career.	Review scholarly literature (the equivalent of two articles + 1 book (= 6 articles))	Write up a detailed report** for Prof Rodriguez by W Apr 1	Report out during Final Presentation and in Final Portfolio

* Examples of a new (virtual) community-engaged project, to help address local needs that have arisen because of COVID-19 might include:

- You can help mobilize the USF community to organize a Class of 2020 Commencement
- You can create community engaged online content to help raise awareness around a COVID-19-related social problem at USF (eg, unemployment/ preparing for the job market, mental health, social isolation, staying healthy during shelter in place, [exacerbation of eating disorders](#), etc.)

** This report must include, at minimum, the following specifics:

- **WHAT** their specific proposal is, **WHAT** social problem this addresses, **WHAT** specific steps will be taken to execute this proposal
- **WHO** they plan on working with (if they plan to work with a team in class), and **which communities they seek to partner with and serve**
- **WHERE** the social problem this proposal seeks to address is at in its "career"
- **HOW** this proposal addresses an identified social problem
- **WHEN** each step will be taken (try to offer a week-by-week timeline, for the period between Weeks 9-14)
- **WHY** this project is something that you are interested in

D: Sample Class Film Viewing Guide



Race: The Power of an Illusion: “The Story We Tell” (Episode 2)

To help you prepare for an intensive week studying theories of racial formation in the United States, we are watching an episode of the ITVS series, *Race: The Power of an Illusion*. This episode specifically aims to make us more conscious of the “stories” we have heard, and tell ourselves, about race, and examines US history, to help explain how US “hierarchies of social class and social power became filled in with the content of race”. As you watch the episode, take notes to help you answer the following prompts (type responses directly into this document, then upload your completed guide to Canvas as a pdf):

1. What is the connection of **American slavery** to prejudices against African-descended peoples? Why does race persist after abolition?
2. Why was it not slavery but freedom and the **Declaration of Independence’s** proclamation that “all men are created equal” that created a moral contradiction in colonial America, and how did race help resolve that contradiction?
3. Contrast **Thomas Jefferson’s policy to assimilate American Indians** in the 1780s with **Andrew Jackson’s policy of removing Cherokees** to west of the Mississippi in the 1830s. What is common to both policies? What differentiates them?
4. What did the publications of **scientists** Louis Agassiz, Samuel Morton, and Josiah Nott argue, and what was their impact on U.S. legal and social policy?
5. What role did beliefs about race play in the **American colonization** of Mexican territory, Cuba, the Philippines, Guam and Puerto Rico?