The philosophers have only interpreted the world...the point, however, is to change it.

Karl Marx, 1845

**COURSE CATALOG DESCRIPTION**

This course considers the sociological issues most relevant to American society and students' occupational interests. Students learn to apply theory and related research to concrete situations in their lives and future careers. The course fulfills the advanced writing requirement.

**COURSE OVERVIEW**

In this course, we will engage in project-based service learning. As such, the course will operate in the fashion of a workshop as we use a collaborative format in order to gain a deeper understanding of sociology, as we enact sociological theories and concepts, and as we engage in and with the community outside our classroom doors. In this effort, we will explore our role in the consumption, production, and understanding of sociological knowledge through on-going journaling, reflection, and analysis based on our readings, assignments, discussions, and experiences in our service learning site, and research. In this, the class employs C. Wright Mills’ notion of the sociological imagination in the interplay of the individual and the social.

The course serves as a capstone to your sociology minor or major as it allows you to integrate your theoretical, methodological, and substantive training with sociological practice. In addition, this course, as a service learning course, allows you to extend your training and practice through engagement outside the classroom as an active participant within larger communities as you learn from and with others in an effort to analyze social arrangements, interactions, and institutions, contribute to sociological knowledge and affect social change. The skills you attain through the successful completion of this course will stead you well in your professional, personal, and public lives.

We will explore this all through a lens of food justice. I have arranged for us to work with the Warren-Sharpe Community Center—co-founded in 1991 by a Lewis Sociology Department alumna, Kathleen Bolden—where a food pantry, community garden, preschool, and afterschool program are based. The Center is located at 454 S Joliet St, Joliet, IL 60436 and the number is (815) 722-2727 in Joliet. You can visit their website at http://www.warren-sharpecommunitycenter.org/executive-director.html. Our contact there is Kay Bolden, the Center’s executive director. Other service learning sites might be available as long as these 1. relate to issues of food justice, 2. you can complete 20 hours of service learning there, and 3. are approved in consultation, in advance, and in
writing by me. All service learning sites must be secured by the third week of class.

In line with the Sociology Department Mission Statement, this class models engaged sociology. Engaged sociology prepares students for a wide variety of professional opportunities, including community research, social policy planning and action, applications of legal and criminal justice, and leadership in business, government, and social service institutions. The goal of this course is to foster students’ ability to gain and apply sociological skills through collaborative, experiential service learning outside of the traditional classroom setting.

Service learning at Lewis University is an experiential pedagogy in which faculty and community partners co-determine structured opportunities for students that meet academic learning outcomes and contribute to goals in the community. Service learning experiences are integrated with course materials, activities and directed reflection that enable students to practice social and civic responsibility while deepening disciplinary knowledge and skills.

This course will likely operate very differently from other courses that you have taken. Rather than have a strict schedule of readings, papers, and exams, this class will require you to integrate your prior sociological knowledge and apply it in a community-based research project on food justice that will unfold over the course of the semester. We will actively participate in seminar-style discussions and workshops in the classroom as well as inquiry and service outside the classroom. Collaboration across multiple groups and domains is key in this course. During the course, you will find yourself working individually and with others at your service-learning site, and as you are conducting relevant literature reviews, research design and implementation, data analysis, as well as the dissemination of findings through reports and recommendations. This will require significant effort, initiative, and motivation from you—which may also be much more rewarding as it is a more engaged and empowering form of learning. I will be available as a consultant on matters related to sociological concepts, data, methodologies and theories as you work on this project. The resources of the Office of Service Learning, directed by Dr. Christie Billups, will also be available to you in this class.

The course fulfills the advanced writing requirement for Sociology majors, and fosters the Lewis University and Sociology Department Mission goals of knowledge, association and justice. This course is also influenced by the University’s commitment to be a Sanctified Zone. Inspired by the University’s Mission values of Wisdom, Knowledge, Justice, Fidelity and Association, the Lewis Community declares that Lewis is a Sanctified Zone where people are committed to working to end racism, bias and prejudice by valuing diversity in a safe and nurturing environment.

**Learning Outcomes**

Upon the successful completion of this class, you should be able to:

- Identify the impact of sociology and service in personal, public, and professional life
- Assess connections between the self and others as well as between individuals, institutions, and structures
- Analyze and develop civic, critical thinking, leadership, writing, communication, research, and collaborative skills
- Appraise practical, ethical, and other issues that arise during social science research
- Design and deliver multimedia presentation
- Evaluate community needs, strengths and resources using sociological theory, concepts, and methods
- Generate oral and written reports based on sociological theory, concepts, methods, and empirical research
- Make recommendations based on sociological theory, concepts, methods, and empirical research

**ACCOMMODATIONS POLICY**
Reasonable accommodations are available for students with documented disabilities.

**WRITING EXPECTATIONS**
This is a writing intensive course and we will spend much time on writing in and out of the classroom. I expect formal, academic writing in all writing that you do in the class. Spelling, grammar, and organization do count, so please avail yourself of the Writing Center, located on the first floor of the library. There is also information on writing in general and writing for sociology posted on Blackboard in the Writing folder under Contents.

When sending emails, I recommend that you use your Lewis email account for this course to avoid any problems with the server blocking your messages. I will send emails regularly so make sure that you are checking the email address listed for you in Blackboard at least two-three times each week. It is your responsibility to check for and appropriately respond to the messages that I send. You should also keep copies of all emails that you send to me and that you receive from me. Below is a guide to email that I expect you to use in class.

- Include your class and the focus of your email in the subject line (e.g. Question about the assignment — Applied Sociology). This will ensure that I receive your messages and that I can appropriately and swiftly address your email.
- The classroom — whether face-to-face or online is a professional space and professional communication is expected at all times. Ensure that all your communications in the context of this course are professional and appropriate for the classroom setting.
- When sending emails, begin with a proper greeting such as “Dear Professor Allen” or “Dear Dr. Allen” and close with a proper signature line. These include phrases like “Thank you”, “Please respond at your earliest convenience”, “Sincerely”, “Best Regards”…, followed by your name.
- Avoid textspeak — for example: r, u, ttyl, 2morrow, b4, b/c… in emails, discussions, and any other course communications.
- Make sure that you spellcheck and proofread before hitting the send or submit button in emails, reflections, your proposal, bibliographies, reports, and any other course communications.
• Use complete sentences and standard grammar and punctuation in emails, discussions, and any other course communications.
• **DO NOT YELL** — i.e. do not use the caps lock button and/or bolding excessively in emails, discussions, and any other course communications.

This helps to provide the most effective communication and will come in handy in your other classes and your professional life. I am happy to answer any questions that you have on this.

**Course Requirements and Evaluation**

- You are expected to spend at least 20 hours at your service-learning site, which you will document in your service-learning journal.
- You are expected to be present from the time class begins until it ends. You are also expected to be attentive and participative in every class session.
- You are responsible for all assigned readings by our first class each week and coming ready to analyze, discuss, and apply said readings in class.
- You are responsible for keeping a service-learning journal on what you learn and experience during the course of the semester. You will need a dedicated notebook for the journal.
  - You will write a total of 15 weekly entries, each worth 10 points.
    • Weekly entries will be due in class each Monday. Late entries will not be accepted.
    • These will shape the bulk of your final project, so it is imperative that these be done well and that you do not fall behind in these.
    • Your journal entries will allow you to reflect, record, and help you to analyze and integrate what you have learned from readings, class discussions and activities, and your experiences in your service-learning site. You will use your journals to record your field notes and the impressions, thoughts, ideas, questions, and emerging theories that you glean from these. You will also include an accounting of the length of time you have spent at your site during that week. During certain weeks, I may provide specific questions or prompts for your entries that will help guide your projects and analyses. Some things to consider each week in your service-learning journals should include answers to the following:
      • What did I learn this week?
      • What did I read?
      • What did I do?
      • What did I see?
      • What made sense with what I already knew? What did not? What challenged me?
      • What questions were raised for me? What else do I need to know? How can I find the answers?
      • How can I use this knowledge in this class? My personal life? My professional life? My public life?
- You are responsible for preparing a research proposal.
  - This is worth 50 points.
• You are responsible for preparing an annotated bibliography.
  - This is worth 50 points.
• You are responsible for preparing oral and written reports on your findings at
  the end of the course. In these reports, you will use your fieldnotes to describe in
detail the food justice issues facing the community. You will then contextualize,
explain, and analyze the factors that led to these food justice issues in this
community in particular and in similar communities in general. You will also
identify specific policies, plans, and/or interventions that could lead to increased
food justice in the community in which you worked and communities like it. You
will make connections between what you learned in your service learning site
with readings from the class and scholarly sources that you identify in your
research on the relevant scholarly literature in your area of interest as well as
other theories, concepts, and data you have gained in your sociological courses.
These are worth 200 points.

**LATE ASSIGNMENT AND EXAM MAKE-UP POLICY**

Journals and presentations may not be made up. Any other assignment turned in late
will be assessed an automatic one-letter grade penalty. In addition, any late written
assignments must be submitted no less than three days after the due date. No
assignments will be accepted after this three-day period.

**GRADING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>450-403 points</td>
</tr>
<tr>
<td>B</td>
<td>402-358 points</td>
</tr>
<tr>
<td>C</td>
<td>357-313 points</td>
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<tr>
<td>D</td>
<td>312-268 points</td>
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<tr>
<td>F</td>
<td>267-0 points</td>
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</tbody>
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**ACADEMIC INTEGRITY STATEMENT**

I take academic integrity very seriously, as do the department and the university.
Clearly cite all materials used in your written work. If you have any questions about
citations, please see me before handing in your work. It is your responsibility to
familiarize yourself with University regulations concerning academic integrity.
Students are expected to comply with University regulations regarding academic
integrity. If you are in doubt about what constitutes academic dishonesty, speak with
me before the assignment is due and/or examine the University web site.

Scholastic integrity lies at the heart of this university. All of its members should expect
to be evaluated on their own work. Plagiarism, collusion and other forms of cheating or
scholastic dishonesty are incompatible with the principles of this university. It is
expected that all material submitted as part of any class exercise and/or course
requirement is the actual work of the student whose name appears on the material and
that the assignment (written or oral) is properly documented. In addition, no assistance
is to be obtained from any organizations that sell or rent research help or papers.

• Academic honesty is expected in all aspects of course work, including writing
  assignments, exams, etc. In simplest terms, ALWAYS do your own, and only
  your own work.
• Plagiarism (the presentations of another’s ideas, words, or work as your own) is not tolerated in any form. Some common examples of plagiarism are:
  o Using words or phrases of others without quotation marks. Please note that it is not acceptable to just switch phrases around or change one or two words in the author’s sentence – use your own words, or quotation marks at all times.
  o Paraphrasing another’s work or ideas without proper acknowledgement.
  o Copying from another student.
  o Allowing another student to copy from you.
• Cheating—such as copying answers, stealing tests or answer keys, using someone else’s data or research (without attribution) in preparation of reports or assignments, or in assisting others in such practices—is not tolerated.
• Penalty for cheating or plagiarism: ALL parties who are found to have engaged in cheating or plagiarism are subject to a grade of “F” for the course. The student may also be reported to their department chairperson, college dean, coach, and/or other Lewis officials for further action.

This policy is based on the policy of Harper College and the “Model Student Disciplinary Code,” Journal of College and University Law. It is also highly recommended that students read the section on “Academic Honesty” in the Lewis University Catalog.

Cases involving academic dishonesty are initially considered and determined at the instructor level. If the student is not satisfied with the instructor’s explanation, the student may appeal at the department/program level. Appeal of the department/program decision must be made to the Dean of the college/school. The Dean reviews the appeal and makes the final decision in all cases except those in which suspension or expulsion is recommended, and in these cases the Provost makes the final decision.

WEEKLY SCHEDULE
In addition to readings provided in class and/or Blackboard, we will read Langton and Kammerer’s Practicing Sociology in the Community: A Student’s Guide. Readings from this book are identified by chapter number. In addition, some readings will be provided in class and/or Blackboard—identified below by (BB). Readings are due by the first class meeting of each week. I reserve the right to make changes to the schedule below.

Week 1
Introductions
Readings: Chapters 1 and 2
Stall, “Civic Sociology”

Week 2
Public and Applied Sociology
Monday: No Class—Consider ways you can be of service today
Readings: Chapters 3 and 4
(BB) Allen, Good Food Manifesto

Week 3
Conducting Community and Applied Research
NOTE: We will hold conferences to discuss your service-learning
site and project this week

**Readings:** (BB) Annotated Bibliography Readings

**Week 4**
What is Food Justice? What is the Food Justice Movement?

**Readings:** Chapters 5 and 6
(BB) Food Justice Readings

**Week 5**
Food Insecurity


OR
(BB) Food Trust, “Access to Healthy Food and Why It Matters”

**Week 6**
Food and Systematic Inequality

**Readings:** (BB) Food and Systematic Inequality Readings

**Week 7**
Local Food Systems

**Readings:** (BB) Local Food Systems Readings

**Week 8**
Spring Break

**Week 9**
Feeding the Community

**Readings:** (BB) Feeding the Community Readings

**Week 10**
Producing Food, Producing Inequality

**Readings:** (BB) Producing Food, Producing Inequality Readings

**Week 11**
Just Food

**Readings:** (BB) Just Food Readings

**Week 12**
Growing Food, Growing Justice

**Readings:** (BB) Holt-Giménez, “Food Security, Food Justice, or Food Sovereignty”
(BB) Alkon and Agyemen, “Cultivating the Fertile Field of Food Justice”

**Monday:** Annotated Bibliographies Due

**Week 13**
Applying Sociology

**Readings:** None Assigned

**Week 14**
Sociological Writing

**Readings:** None Assigned

**Wednesday:** Draft Due

**Week 15**
Sociological Writing, cont.

**Readings:** None Assigned
Week 16  Applying Sociology for Social Justice
Monday:  Oral Presentations
Wednesday:  Written Reports Due
            Oral Presentations
Friday:  Oral Presentations