

Capital Community College
Department of Social Sciences
Course Outline for SOC* 261: School and Community

SECTION 1

SUBJECT AREA AND COURSE NUMBER: Sociology: SOC* 261

COURSE TITLE: School and Community

CATALOG COURSE DESCRIPTION: This course will be considered the capstone course for the Social Services Degree-Community Change Studies Option. The course is designed to provide students with the opportunity to integrate their academic course work, field study and original research. Students will work closely with a community-based organization to complete a project that is defined as important to the organization. Students are expected to conduct a semester long supervised field experience (150 hours/10 hours for 15 weeks) in a Hartford community agency.

LECTURE HOURS PER WEEK: 3

CREDIT HOURS: 3

PREREQUISITE: Successful completion of SOC* 123, SOC* 101, POL* 101 and IDS* 105.

SECTION II

A. SCOPE:

The Social Services Degree Program at Capital Community College has forged strong ties with surrounding community based agencies and tailors its degree courses to prepare students for the multitude of exciting challenges that await them at the college and beyond. The purpose of this course is to further enhance student learning while cultivating crucial life abilities that are important both academically and professionally: establishing connections within the larger community, identifying strategies for analyzing and addressing community problems, and working with others trained in community organizing.

The Capstone is a community based/service learning course designed by Capital Community College faculty to provide students with the opportunity to apply, in a team context, what they have learned in their major and in their other general education courses to a real challenge emanating from the Greater Hartford community. Students address these real challenges and produce a community needs assessment under the instruction and guidance of CCC faculty member.

B. REQUIRED WORK: Students will conduct a semester long field experience (150 hours/10 hours for 15 weeks) in an agency located in the Greater Hartford community. They will produce a written community needs assessment, carry out a community organizing project and conduct a presentation of their field experience grounded on

community organizing theory and practice. During the course, students will be supported and challenged to develop skills in speaking, listening, building relationships, and coordinating community action. Through class discussions, journal writing, group-work, service learning, reading, and self-observations students will reflect on their learning experiences.

C. ATTENDANCE AND PARTICIPATION: Students are expected to complete their 150 hours in a field placement and attend six 1- hour class seminars during the semester at Capital Community College campus.

D. METHODS OF INSTRUCTION: Instructional methods may include but are not limited to lectures, service learning, field experience, internet-based information and presentations.

E. COURSE OBJECTIVES, OUTCOMES AND ASSESSMENT

To demonstrate an understanding of:	Students will:	As measured by:
1) Community organizing theory and practice as they relate to work and social policy.	a) Analyze and describe the roles of community organizers in social policy and community development. b) Relate the above roles to appropriate theory.	-Ability in facilitating community meetings -Performance in conducting grassroots organizing -Performance in developing strategies for influencing policy -Using technology for organizing
2) Collaboration and collegiality among members of the class, host organizations and communities.	a) Select and apply appropriate group work skills to all interactions. b) Evaluate and report on group processes.	Using a scoring rubric; Performance in motivating people -Performance in resolving group conflict -Performance negotiating among different groups -Surfacing issues -Building consensus
3) Self reflection and ethical engagement related to working in diverse communities.	a) Define goals of work in diverse communities. b) Evaluate and report on individual progress toward work goals. c) Analyze and describe ethical issues of work in diverse communities. d) Reassess and report on emerging ethical perspectives as work progresses.	-Performance in building coalitions and alliances -Helping groups organize on cultural lines -Understanding racism, classism and sexism and their impact on organizing. -Performance in youth organizing and cross-generational organizing -Evaluating how class, class barriers, and economic opportunity have an impact on communities
4) The role of community work in students' current and future endeavors.	a) Identify career opportunities in community work and public service. b) Project and map individual career paths.	-Working in teams -Completing a career analysis -Networking with local, national and international organizations -Applying community organizing skills in field placement
5) History of the Greater Hartford area and of other regional cities.	a) Describe key events and patterns in the history of Hartford and neighboring vicinities. b) Synthesize historical elements to define trends.	-Describing the vision, values, history and different schools of organizing -Identifying the political structure and policy process of Greater Harford. -Monitoring and enforcing agreements; holding institutions accountable
6) Cross-cultural	a) Identify effective cross-	-Surfacing racial issues

communication.	<p>cultural communication skills related to the populations served.</p> <p>b) Analyze and describe problems in cross-cultural communication.</p>	<ul style="list-style-type: none"> -Conducting participatory research action -Negotiating among different racial and cultural groups -Evaluating self and relating to other people -Motivating people
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F. TEXTS AND MATERIALS: Materials used by students in this course may include professional journals, online news resources, and use of social science research databases.

G. INFORMATION TECHNOLOGY: Students will use internet and online learning management systems (such as Black Board). In addition, students will use the internet to conduct research and use a computer to submit their journals and other written assignments.

