**St. Petersburg College  
Human Service Program**

**HUS 2550-1121 - SOCIAL SERVICES AND THE DISENFRANCHISED**

**Fall Term 2023 (0625)**

**3 CREDIT HOURS (ONLINE)**

**Semester is 8/14/23 - 12/7/23.**

**16 Week Course**

Instructor: Janice Kicklighter (she/her)

Phone: (727) 497-5050

E-mail: Use MyCourses to send me an email

**I will make every attempt to respond to your correspondence within 24 hours, Monday-Friday.  However, if I am unable to, I will be sure to respond to you within 48 hours.**

If you have an emergency, please email me or contact me by phone at (727) 497-5050.

A.  Course Description:

   This course is designed to give students an in-depth understanding of forces that impact minorities and other disenfranchised families in America. Emphasis will be given to historical trends, social stratification, and current status. Additionally, the effects of perceptions and misconceptions on minorities and other disenfranchised families will be considered. The primary purpose of this course is to prepare professionals to work effectively with individuals who are ethnically, culturally, and racially different. 47 contact hours.

B.  Major Learning Outcomes:

      1.   The student will understand the historical experiences of minorities and other disenfranchised groups in America.

      2.   The student will demonstrate an understanding of the concept of social stratification in America and how it contributes to inequality and discrimination.

      3.   The student will identify key issues related to cultural, ethnic, and linguistic differences.

      4.   The student will develop an awareness, understanding and acceptance of cultural differences.

      5.   The student will distinguish between perceptions and misconceptions.

      6.   The student will demonstrate an understanding of the major institutional problems in America that impact minorities and other disenfranchised families.

C.  Course Objectives Stated in Performance Terms:

      1.   The student will understand the historical experiences of minorities and other disenfranchised groups in America by:

            a.   examining the history and effects of segregation and discrimination in America.

            b.   examining the history and future of opportunities available to African Americans and other disenfranchised groups in this country.

            c.   describing the effects of exclusion, disrespect, and powerlessness.

            d.   describing the current status of minorities and other disenfranchised groups in America and Pinellas County.

      2.   The student will demonstrate an understanding of the concept of social stratification in America and how it contributes to inequality and discrimination by:

            a.   reviewing the class structure in America.

            b.   recognizing how social class is obtained and maintained.

            c.   examining the social change process.

            d.   recognizing the social impact and social stressors on family systems.

            e.   recognizing the role of social statistics.

      3.   The student will identify key issues that relate to cultural, ethnic, and linguistic differences by:

            a.   exploring ethnic and racial strengths of individuals and groups.

            b.   describing the influence of cultural values and practices.

            c.   being able to reduce ethnocentric judgment.

            d.   understanding cultural relativism.

            e.   developing cultural competence.

      4.   The student will develop an awareness, understanding and acceptance of cultural differences by:

            a.   enhancing their sensitivity toward ethnic and cultural differences.

            b.   demonstrating genuine respect for diverse perspectives and lifestyles.

            c.   learning strategies to enhance their ability to create and maintain an environment that fosters diversity.

      5.   The student will distinguish between perceptions and misconceptions by:

            a.   understanding the definition, source and effects of perceptions.

            b.   identifying myths associated with various disenfranchised groups.

            c.   recognizing stereotyping.

      6.   The student will demonstrate an understanding of the major institutional problems in America that impact minority and other disenfranchised families by:

            a.   describing the current family structure.

            b.   defining the impact of the political system.

            c.   recognizing the effects of the economy.

            d.   presenting key components of the educational system.

\*\*\*\*Required Text: **Developing Cross-Cultural Competence,** A Guide for Working with Children and Their Families, Eleanor W. Lynch, Marci J. Hanson, (2011) (4th Ed.). The Publisher is Paul H. Brookes

ISBN: 13: 978-1-59857-163-9 (Can be ordered through the Barnes & Nobles website; aip.bncollege.com)

**Participation Policy**:

Regular participation is required for successful completion of all course objectives. Online education requires sincere academic discipline. Online learning can be more difficult than the traditional course because of the major reliance on **you the on-line learner** being organized and self-motivated.

**Any student missing the 1st two weeks of the course will be considered “no shows” and will be withdrawn from the course. Please be mindful of this and adhere to the attendance policy**.

**It is mandatory that you make a discussion post and address the responses of at least two of your peers on each online portion of the class schedule.**

Unless otherwise noted, assignments will be due each **Sunday at 11:55 pm.**

**\*\*\*** Assignments are posted with ample time for completion. Computer difficulties, Internet connections, and software issues are unsatisfactory excuses for not having completed assignments on time.

**Late Assignments will be accepted for up to 50% credit. You will need to email me and let me know when you have submitted your assignment and tell me which assignment you have submitted in order for me to go back and post a grade.**

**\*\*\*Lessons should reflect the quality and integrity of college level work**.

**Notification:**

Your Online attendance will be measured by the assignments completed on time. The only valid excuses for absences are:  
1. Death in the immediate family  
2. Military service  
3. Medical emergencies of you or an immediate family member

**DISCUSSION FORUMS**

**Discussion Forums are due Sundays at 11:55pmunless otherwise posted**Each response to a question must contain a minimum of 150 words  
Each student must also respond to at least **2** of their peers, no exceptions.   
Each peer response must consist of a minimum of 50 words   
Refer to the Discussion Forum Rubric for grading.

**Points will be deducted** if you fail to:

           ·          Contribute a personal response of your own

           ·          Respond to at least **two** of your peers’ responses, no exceptions.

**REACTION PAPERS**

* **Drop Box Assignments are due Sunday at 11:55pm unless otherwise posted**
* Each response to a question must contain a minimum of 150 words.

**Culture Research Paper**:

Each student will be asked to write:

* A 2 -4-page paper. The purpose of this assignment is to enable the student to understand more fully the cultural influences that shape all cultures and to develop cross cultural competence. Try to choose a culture that is different from your own culture. The **Culture Research paper** is due on **Sunday, 11/5/23. It is due the same time as lessons 12.**
* **In the paper students will be asked to:**
* Examine what they know about the culture and why they have chosen this particular culture.
* The next part of the paper will be to research and learn some things the student does not know about the culture.
* And to end the paper the student will be asked to discuss, based on what they know and have learned, how they would approach working with an individual or family from the culture they have chosen.
* **Some points to include may be:**
* Describe some of the traditions of the culture.
* Describe some significant historical markers from the culture.
* Describe how the culture may respond to social service intervention.
* Describe what drives the cultures traditional beliefs and values.
* Describe how the culture approaches child rearing practices.
* Describe some of the ways that this culture is marginalized or disenfranchised.

**Grading Policy:**

***\* A minimum grade of “C”*** is required for successful completion of this class as well as all other General Education courses, Support courses, and Major courses for the Human Services program.

 If you completely withdraw from the college anytime on or before the dates of your session, you may incur repayment of Financial Assistance funds. See [financial aid withdraw deadlines](https://www.spcollege.edu/financial-aid/financial-aid-dates).

**Important Reminder**

**Students classified as "No Show" for both of the first two weeks will be administratively withdrawn from the course.**

**Assignment Due Dates**

Lesson 1         8/20/23

Lesson 2         8/27/23

Lesson 3          9/3/23

**Labor Day Monday, September 4, 2023- The college is closed.**

Lesson 4          9/10/23

Lesson 5          9/17/23

Lesson 6          9/24/23

Lesson 7          10/1/23

**Veteran's Day, Friday, November 10, 2023-The college is closed.**

Lesson 8          10/8/23

Lesson 9           10/15/23

Lesson 10         10/22/23

Lesson 11          10/29/23

**Staff Discovery Day-October 31, 2023- The college will be closed.**

Lesson 12          11/5/23 **The Cultural Research Paper is also due.**

Lesson 13           11/12/23

Lesson 14            11/19/23

**Thanksgiving Break, November 19 - 25, 2023- The college is closed.**

**Lesson 15 11/26/23**

**Lesson 16 12/3/23 (The Final Exam is also due, by 11:55pm)**

**Important Dates**

**Important Dates to Remember:**

**Semester is August 14 - December 7, 2023**

**8/14/23         First day of classes**

**8/18/23         Last day to drop with a refund.**

**9/14/23         Labor Day**

**10/28/23       Last day to withdraw with the grade of “W.”**

**10/31/23       Staff Development Day (The college will be closed)**

**11/10/23       Veteran's Day**

**11/19-11/25/23   Thanksgiving Break**

**Winter Break December 9, 2023 - January 15, 2024**

**Instructions for the Midterm and Final Exams**

There are no links for the Midterm or the Final Exams

Go to **Submission Review**, click on **quizzes**, then click on the **Midterm or Final exams.**

**Midterm exams will be open from 10/6/23 - 10/8/23.**

**The Final exam will be opened on 12/1/23 and will be closed on 12/3/23.**

I know that each of you are going to do great!

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**\*\* Refer to the Addendum to the syllabus in the Table of Contents for due dates for all assignments. You can locate the tab in course content, it is placed directly underneath the Meet Your Professor tab. The due dates can also be found in each lesson tab. I will not post the due dates in the academic calendar, as they have been placed at the top of each lesson and in the addendum to the syllabus.**

**\*\* Also refer to the SPC College Academic Calendar for more important dates:**

<https://www.spcollege.edu/academic-calendar>

**Syllabus Addendum**

**Human Services Attendance Policy**

Class attendance (both face to face and online) and full participation is ***required*** of all students in all classes. A student may be withdrawn for excessive absences (both unexcused and excused) and/or not actively participating in the course.

An absence may be excused by the instructor only if it is determined to be an extenuating circumstance, some of which could include a death in the family, hospitalization or emergency room visit.  If you are requesting an excused absence due to an extenuating circumstance, you must submit the proper documentation to verify the reason for the absence.  The instructor must be notified as soon as possible, preferably before missing the class.

Communication with your instructor is required for any absence.

The documentation must be provided to the Human Services program office via fax (727-444-6097) or email.

The instructor has the discretion to determine if the excuse and documentation meet the criteria for an approved excused absence or an extension on an assignment.

Active participation requires your attendance in face-to-face class meetings and online lessons.

* Face to Face Classes:   Active participation means that you come to class.  Further, you must be on time, participate in face to face discussions, group activities, and all learning scenarios.
  + You MUST attend class meetings to learn, practice and meet the stated objectives (MLOs) of each course.
* Online Classes:  Active participation in online classes includes completion of all lesson assignments (reflections, discussions, exams, quizzes, research papers, etc.) by the due date.

The program has PLO’s and MLOs for each course. In order to accomplish the PLOs of the program and MLOs of each course, all assignments must be completed.   Zero grades are not acceptable.   All coursework must be completed to remain in the courses and successfully complete them.

**ATTENDANCE/ACTIVE PARTICIPATION/WITHDRAWAL POLICIES**

**Students classified as “No Show” for both of the first two weeks will be “administratively” withdrawn from any class which they are not attending.** It is the student’s responsibility to know the attendance policy of the class in which they are enrolled.

The student’s financial aid will be adjusted based on their updated enrollment status.

* Depending on the **modality** of the course, attendance may be **online**, **Live Online,** **Blended, or face-to-face, on campus.**

* For ***Live-Online classes attendance*** will be taken online during the normal class meeting time/days. It the policy that you attend all classes for the week.

* ***Students who are feeling ill*** for any reason should communicate with their instructor regarding attending online instead of on-campus, and/or the possibility of excused absences. Students are also responsible to discuss completing any missed work with the instructor.
* Students who are not actively participating in class as defined in an instructor's syllabus will be reported to the Administration during the week following the last date to withdraw with a “W” (as posted in the academic calendar on the college’s web site).

* Students will be able to ***withdraw*** themselves at any time during the term. However, requests submitted after the last date to withdraw with a “W” (see academic calendar) will result in a “WF.” Students and instructors will automatically receive an email notification through their SPC email address whenever a withdrawal occurs.   
    
  Withdrawing after the “Last Date to Withdraw with a Grade of ‘W’” can have serious consequences. If the student withdraws from a class after the deadline posted in the academic calendar, the student will receive a final grade of ‘WF,' which has the same impact on the student's GPA as a final grade of “F.” A “WF” grade also could impact the student's financial aid, requiring repayment of financial assistance. Students should consult with an academic advisor or financial assistance counselor prior to withdrawing from a class.

**ONLINE STUDENT PARTICIPATION AND CONDUCT GUIDELINES**

The practices of courtesy and respect that apply in the on-campus classroom also apply online. Any discriminatory, derogatory, or inappropriate comments are unacceptable and subject to the same disciplinary action applied in courses offered on campus.

**Academic Support / Life Issues Resources:**

The college has many methods in place to assist students with a myriad of academic and personal challenges.  The following is a list of support programs that are available to all students:  Accessibility Services, BayCare Student Assistance Program, Student Support Services, Tutoring, and Career Services.  The following link contains additional information on all of these programs and more:  [Student Support Resources](https://go.spcollege.edu/pages/dynamic.aspx?id=2147484119)

As a SPC student it is vital that you know **Titans Care**.  You can access resources through SPC’s Student Assistance Program (SAP) (<https://mycoursessupport.spcollege.edu/student-assistance-program>), a collaborative resource for students with mental health or general life issues.  SAP provides help and education in suicide prevention, mental health, substance abuse awareness and more.  It is SPC’s belief that supporting mental wellness is everyone’s charge, and that one loss as a result of substance abuse, mental illness, or suicide is one too many. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.

**\*\* Please see the Syllabus Addendum for more information: (link included as well as the entire content is copied and pasted below)**

<https://go.spcollege.edu/Addendum/>

**SYLLABUS ACKNOWLEDGEMENT**

I have thoroughly read the course syllabus and understand the requirements of this course; I have read the syllabus and carefully reviewed the course calendar. I have made note of the due dates for assignments and will check the calendar tab in the course if I need clarification regarding a due date.

I understand that I must earn my grade in this course and that includes submitting quality and relevant responses regarding the lesson for the week. All submissions (whether in class or online) including discussion question posts, responses/feedback to classmates; reflection assignments, exams and quizzes must demonstrate that I have an understanding of the lesson content. I understand that I will receive the grade that I earn. I will keep in touch with my instructor throughout this course and will advise him/her on a timely basis if I have difficulties in this course.

**Now please send me an email letting me know that you have read and understand the syllabus.**

Have an amazing semester!

Professor Kicklighter