Interdisciplinary Social Sciences Mission Statement
The curriculum for the Interdisciplinary Social Sciences (ISS) degree at USF Sarasota-Manatee trains students in critical and creative thinking, and develops the organization, presentation, and communication skills called for by many professions, and graduate programs. The ISS major provides an opportunity to blend the study of two selected social-sciences disciplines: anthropology, criminology, gerontology, history, international studies, political sciences, psychology, religion, sociology, social work, or women's studies. By the time students complete the ISS program, they understand the principles, methods, and theories informing the social sciences, as well as the important facts, principles, and theories of two separate social science disciplines. In a senior seminar, ISS students demonstrate these competencies through an original research project that synthesizes and applies ideas from at least two of the social sciences.

Course Description:
This course focuses on an interdisciplinary analysis of the processes associated with children’s services both locally and more globally. The course reviews issues presented by expanding globalization and by changing attitudes and perceptions of society toward children and children’s services. Social, economic, political and cultural forces contributing to threats to children’s well-being will be examined, as well as the unique perception of children who have themselves been a part of foster care or other children’s services or system.

Course Objectives:
Upon completion of this course, the student will be able to:
1. Delineate major theoretical perspectives in the social science disciplines that explain the advent of services to children throughout history, particularly at the present time.
2. Define and explain the impact of globalization on economic and political structures.
3. Recognize differences due to culture and ethnicity when children receive public services.
4. Engage in interdisciplinary analysis of forces impacting threats and opportunities that arise in the children’s services milieu.

**Required Texts:**

Readings as presented throughout the course that pertain specifically to child welfare or services.

**USF Sarasota-Manatee Policies and Procedures**

**Academic Dishonesty**
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog and the USF Student Code of Conduct. Current and archived catalogs may be found at: [http://usfsm.edu/academics/](http://usfsm.edu/academics/) and the USF Student Code of Conduct can be found at [http://www.sa.usf.edu/srr/page.asp?id=88](http://www.sa.usf.edu/srr/page.asp?id=88)

**Academic Disruption**
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog and the USF Student Code of Conduct. Current and archived catalogs may be found at: [http://usfsm.edu/academics/](http://usfsm.edu/academics/) and the USF Student Code of Conduct can be found at [http://www.sa.usf.edu/srr/page.asp?id=88](http://www.sa.usf.edu/srr/page.asp?id=88)

**Contingency Plans**
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Campus Police Website](http://usfsm.edu) for further information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

**Disabilities Accommodation**
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; email: disabilityservices@sar.usf.edu and website: [http://usfsm.edu/disability-services/](http://usfsm.edu/disability-services/)

**Fire Alarm Instructions**
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See information available on the USFSM student and faculty webpages at [www.usfsm.edu](http://www.usfsm.edu)

**Religious Observances**
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. [http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf](http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf)

**Emergency Preparedness**
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness. See information available on the USFSM student and faculty webpages at www.usfsm.edu

**Web Portal Information**
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore it is the student’s responsibility to check their USF email regularly.

**Instructor Copyright**
Students may not sell notes or other course materials.

**Course Assessment/Student Assessment/Student Evaluation**
- During the last weeks of each semester USF designates days for students to evaluate their classes online. Students will be notified via email (USF) on where to log in to and when assessments are ready to be completed. Reminder emails will be sent until the evaluation is completed.
- **Canvas™ Support** is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. Please call 941-359-4295.
- The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.
- Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

**Evaluation of Student’s Work:**

**Evaluation Criteria:**
1. Research Paper on Children’s Services 8-10 pp 25%
2. Topic summary 1-2 pp. 25%
3. Organizational Chart 3-4 pp. 25%
4. Reflection cards (indicating class participation) 25%

**GRADING values**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
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<tr>
<td>A</td>
<td>94-98</td>
</tr>
<tr>
<td>B+</td>
<td>90-93</td>
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<tr>
<td>B</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>80-83</td>
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<tr>
<td>B-</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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</table>

**Evaluation Criteria:**
1. Research Paper on Children’s Services 8-10 pp 25%
2. Topic summary 1-2 pp. 25%
3. Organizational Chart 3-4 pp. 25%
4. Reflection cards (indicating class participation) 25%
Assignments

1. Research Paper Topic Summary: Children’s Services Topic Summary. 25 points
The topic summary needs to include (but not be limited to):

- Grading Criteria:
- Generally 1-2 pp.
- No cover page necessary
- Introduction and rationale for the topic.
- Background and reason for your interest in the topic, if pertinent
- Concise summary of what the paper will contain (introduction, overview, findings, conclusions or discussion of findings, and summary. Can include ideas for future study)
2. **Research Paper:** The student is to write a paper on an issue or question pertaining to children’s services; issues that can be studied from an interdisciplinary perspective will be a primary focus of the paper. This assignment requires that the student write 8-10 pages which include the following: 1) a statement of the chosen topic; 2) a statement as to how this topic is conducive to interdisciplinary study through two social science disciplines chosen from this list: anthropology, criminology, gerontology, history, international studies, political sciences, psychology, religion, sociology, social work, or women’s studies; and 3) an explanation of how each social science discipline will inform the research into this question (i.e., the student will research literature as usual, but may also interview professionals in the field of children’s services, use news items, and the like). Some content from the Topic Paper may be incorporated into the main paper. We will discuss this in class. Please use correct APA writing style; you will find helpful information here: http://owl.english.purdue.edu/owl/resource/560/01/

This site provides information on finding and evaluating sources: http://www.lib.usf.edu/guides/how-to-evaluate-sources/

3. **Organization Chart: 25 points**
   Please choose a children’s services organization and develop an organizational chart showing the way that a child or family progresses through the system. Examples will be given throughout the class.

4. **Reflection cards:**

   **Reflection Cards: 25 points total.** Includes any online assignments

   **Grading Criteria:**
   5 discrete points written on a 5x7 card at the end of designated classes; reflecting upon the day’s discussion, a recent class discussion, your opinion or perspective on the topic, a controversial point of view, questions you didn’t think of during class, and the like. You will turn in Brief Reflection Cards on the dates indicated in class, in which you reflect upon and share understanding, feelings, thoughts, and ideas regarding that day’s assigned chapter(s), class discussions, speakers or video presentations. Do not provide a synopsis or review of each chapter in your reaction cards. Rather, I am looking for your personal responses, thoughts, questions, and feelings toward any of the course material. Handwriting must be legible. Cards are from this day’s class only; no make-up cards (so a missed card = 5% of total reflection (and final) grade).

   **Writing Style:**
   Papers should be double-spaced in Times New Roman 12-point font, with 1 inch margins in APA style. Papers must be a MINIMUM of the specified number of pages of text, and a maximum of 10 pages of text under any circumstances, not including any title page or reference page. A reference page in APA style is titled “References”, rather than “Works Cited”. These papers should reflect an intelligent, thoughtful consideration of the topic, your opinion of the information available in the textbook and other sources, and how you might apply this information to your life (now or in the future).
**Attendance and Participation (including Reflection Cards):**

If you are not in class you have no opportunity to learn from classroom interactions; if you attend and participate in class, your chances increase considerably. It is expected that you will arrive on time. More than one absence or repeated tardiness will negatively impact experiential aspects of learning and, thus, will negatively affect your grade. Participation includes the submission of any day-to-day course assignment such as “bring notes to class on the topic of…” as well as actual attendance and submission of reflection cards on the due dates. Use of INDIVIDUAL ACADEMIC SUPPORT IN THE COURSE is encouraged as students determine it to be helpful. It is anticipated that students will find a meeting with the instructor to be clarifying. *If a student is working within a disability that requires special accommodation or attention, you are expected to notify the instructor at the OUTSET of the course, to ensure a successful learning environment.*

The instructor does not have a make-up policy per se; if a student must miss an assignment due date for any viable reason (illness, injury, or other adverse event to be determined by the instructor), consideration may be made for late submission of work. However, points deducted for lateness may still apply, generally at one letter grade deducted from the assignment grade per day of lateness.

**Class Schedule**

<table>
<thead>
<tr>
<th>Week of…</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Aug 26</td>
<td>Introduction to Interdisciplinary Studies <em>R.C.</em></td>
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<tr>
<td>Sept 2</td>
<td>The Professions of ISS <em>R.C.</em></td>
<td>Systems Theory: Practice Settings</td>
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<td></td>
<td>The Uganda Project (Roberts, Newman, &amp; Akiror) (review lit review)</td>
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<tr>
<td>Sept 9</td>
<td>Methods in Studying ISS &amp; Writing Papers</td>
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<tr>
<td>Sept 11</td>
<td>Theories: bring cursive or typed notes on one social theory to class.</td>
<td>Disaster and Elders: Roberts and Ersing Studies. Combined class w/ISS</td>
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<td></td>
<td>Meet in A-203 A on Sept 11 only.</td>
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<tr>
<td>Sept 16</td>
<td>Research Methods in Studying ISS Topics</td>
<td></td>
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<tr>
<td>Sept 23</td>
<td>Online Class</td>
<td>Research Your Topic and prepare Topic Summary Handout for comment</td>
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<tr>
<td>Sept 30</td>
<td>Ethics and Bio-Psycho-Social Aspects of ISS:</td>
<td>Topic due</td>
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<tr>
<td>Oct 7</td>
<td>Online; Locate a theory in re: your chosen topic</td>
<td>Ritzer, Chap 1-2</td>
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<td></td>
<td>Develop Paper Ideas and Research Your Topic</td>
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<tr>
<td>Oct 14</td>
<td>Children’s Service Interventions</td>
<td>Handout</td>
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<tr>
<td>Oct 21</td>
<td>The Family Safety Alliance: Organizations Collaborate</td>
<td><em>R.C.</em></td>
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<tr>
<td>Oct 28</td>
<td>Online Stress and Its Impact Upon Children and Families</td>
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<td></td>
<td>Developmental Understanding for the Practitioner</td>
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</tbody>
</table>
Nov 4     Basic Psychological Needs: Met in Children’s Services?
           Health Disparities; Confidentiality; Client Rights     Handout
           Research Paper due Nov. 6
Nov 11     Veterans Day: No Class
Nov. 13    Relationships & Intergenerational Needs*R.C.*     Ritzer Chap. 3
Child Caregiving: An Emerging Field in Children’s Services

Nov 18     Cognitive Ability and Children’s Services
           Loveland Project film
           Psychopathology in Childhood: Emotional & Cognitive

Nov 25     Online: Cultivating Social Intelligence (read for next week)     Handout
           Organizational Chart due Nov. 28 (elec)

Dec 2      Final class: Grief and Loss, Bereavement, Children’s Adaptation
           *R.C: Reflection cards due on specified dates in class. Will cover the reading on the date shown.

Reading List to be provided in class.