**COURSE SYLLABUS**

**SJCE 310, Fall 2022**

**M 2:30-5:30PM**

**Instructor:** Paul Simpson

**Office:**Lewis 216 B

**Office Hours:** Tuesdays from 1 to 2 pm. Fridays from 11 am to 12 pm.   I am also available by appointment. I do not hold office hours during University holidays.

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Before describing the course, I want to start by acknowledging that we are living through more than one tremendous challenge: COVID 19, racism, an economic crisis, and the threat of carbon-emission created climate catastrophe. We are all affected but in different ways and to different extents. Everything we do this semester will be overlaid with pandemic-related global, national, community and personal challenges. I am committed to your success. Please let me know how I can support you.

It is essential that we all make the *Caritas Commitment* to ensure each other’s safety this semester (see this document on Canvas). Note that no student will be able to attend class without being masked (nose and mouth must be covered with an N95, surgical mask or multi-layer cloth mask—no masks with valves will be allowed) and maintaining distance for the entire semester. Please see more about this under Other Points, below.

Course Description, Goals and Objectives

Catalog description: SJCE 310 SOCIAL CHANGE METHODS (0 to 3 hours)

How does social change happen? How can I participate in creating a more just and humane world? This course will examine social change methods in the context of understanding human behavior and engage students in reflecting on their civic engagement experiences, engaging with community members who are working for social justice, and developing a proposal for a social justice project. The course will cover social change methods such as community-based action research, community organizing, policy development, philanthropy and accompaniment. Prerequisite(s): SJCE 210, or consent of instructor.

The purpose of this course is to engage students in documenting and reflecting on their civic engagement experiences, identifying a social justice issue of focus, building knowledge of social change methods and community partners that use them, and developing a proposal for a social change project. Students who successfully complete this course will achieve the following learning objectives:

1. Describe social justice issue(s) they care about and factors (empirical and/or lived experiences) that influenced the development of their interests.
2. Demonstrate analysis skills of social justice issues and community and social change interventions designed to address them.
3. Demonstrate networking skills and networks with at least three community organizations working on a social justice issue(s) of interest.
4. Demonstrate how they might contribute to social change in partnership with a community organization through a social change proposal.

As a student in this course, you will gain experience supporting each other and gaining comfort and mastery with written and oral presentations of interests, social issue analysis, and developing a proposal for a social action project.

To meet the course learning objectives, I expect you to read and study the assigned material and actively participate in the course assignments, including classroom discussions and presentations. Secondly, this course is a community-based learning course and **you will spend a minimum of 15 hours over the course of the semester working with an agency**. The organization with whom you work **may** be the same organization with whom you choose to propose a social change project at the end of the semester, but that is not a requirement for the course work.

Finally, we are a learning community and I ask that you engage in this learning community with care and empathy for each other. Critically examining and assessing our most basic assumptions and values is an activity vital to living an authentic life and pursuing a more just and humane world. I urge you to have the courage to live in the uncomfortable and unfamiliar in this class.

In return for that courage, I will work to ensure a learning community that supports you and values your learning by enabling you to take those risks. This means that the learning environment (from materials, to assignments and classroom environment) is structured to help all students succeed, and values contributions from all members of our diverse classroom. Diversity in this case refers to sex, race, age, national origin, ethnicity, gender identity, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, educational background, intellectual and physical abilities, primary language, family status, communication style, and other characteristics and their intersections. If there are specific and unique ways that I can be supportive and inclusive of you in our work together, please let me know through a meeting or other communication (including one of the reflective assignments).

**All readings, films, web links, materials and assignments** are posted on Canvas. You should complete all readings and assignments before the class during which they are scheduled to be discussed.

**Assessment:**

70% Social Change Proposal

 40% Formative assignments (10 assignments)

 30% Final proposal (oral and written product)

20% Social Change Method Assignments

10% Participation

Social Change Proposal: As a culminating project, you will present orally and in writing a proposal for a social change project. For Schmitt Scholars to complete the Schmitt Scholarship requirements and SJCE Minors to be prepared for their SJCE Minor Capstone (SJCE 410), this assignment will also include a written commitment from a community partner who will support the implementation of your social change project during a future (generally Spring 2022) semester. To support you to complete the proposal, you will be assigned 10 formative assignments, providing you with structure and opportunities for feedback for every element of the proposal. See the course schedule for details and due dates for the 10 formative and the final proposal assignments.

Social Change Method Assignments: During the semester we will study several social change methods (accompaniment, consciousness raising, grant writing, community development, and – at far greater length – grassroots organizing for change). For each method, you will be assigned readings and other source material, and be asked to conduct your own online research to help you understand how the social change method is used in practice. You will engage in assignments to demonstrate your understanding of the social change method and its applications. See the course schedule for details and due dates for the social change method assignments.

Participation: Participation includes two different components. First, during each class you will be involved in activities that are designed to increase your involvement and monitor your comprehension of the course material (i.e., reflection and discussion, engagement with social change agents, working on elements of your proposal). Your engagement is necessary in these activities. Second, you are required to participate in 15 hours of work with a community agency this semester and I ask you to submit 3 reflections on your experience with the agency over the course of the semester.

Course Assignment Calendar:

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| **Week** | **Assignment(s)** |
| 1 | No assignments due |
| 2 | 1. Social Change Formative Assignment #1
2. Pre-class piece responses to consciousness raising and accompaniment.
3. Attend Civic Learning Fair (9/8)
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| 3 | 1. Social Change Formative Assignment #2
2. Pre-class writing responses on Community Development & Grant Writing.
3. Exploring Choices for Campaigns / Projects
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| 4 | 1. Social Change Formative Assignment #3
2. Continue Exploring Choices for Campaigns / Projects
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| 5 | 1. Social Change Formative Assignment #4
2. Choose Campaign / Project & Create Demands
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| 6 | 1. Social Change Formative Assignment #5
2. Name Group & Make Group Dynamic Commitments
3. Finalize Demands
 |
| 7 | 1. Social Change Formative Assignment #6
2. Select Targets
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| 8 | 1. Create Recruitment and Social Media Teams
2. Create Organizational Rap
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| 9 | 1. Formative Assignment # 7
2. Start Recruiting Supporters
3. Make a Campaign Flyer & Commitment Card
 |
| 10 | 1. Formative Assignment #8
2. Start Power Map and Target Analysis
3. Start Meeting Allies
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| 11 | 1. Choose strategies
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| 12 | 1. Formative Assignment #9
2. Choose Tactics
3. Choose Targets
 |
| 13 | 1. Formative Assignment #10
2. Create 2 to 3 line campaign message
3. Meet with Target
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| 14 | 1. Full draft Campaign Proposal
2. Oral Campaign Proposal Practice Presentation
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| 15 | 1. Final Proposals Presentation
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Grading:
Your final course grade will be based on the total number of points that you earn from the course assignments, weighted as described above. The grade scale is as follows:

* A: 94-100
* A-: 90-93
* B+: 87-89
* B: 84-86
* B-: 80-83
* C+: 77-79
* C: 74-76
* C-: 70-73
* D: 60-69
* F: 0-60

**Difficulties with the Course for All Students and Students with Disabilities**:

I am invested in your success! The Dean of Students Office approves and the Disability Support Services (DSS) coordinates providing services, necessary and appropriate, for students with special needs. Students are encouraged to consult with the office of the Director of DSS to determine where specific services and accommodations are needed. *Regardless of disability status, I encourage any student who is having difficulty with the class materials, pace of the class, or exams/assignments to contact me or a member of Dominican’s Wellness Center or Alerts Team for assistance as soon as possible. Do not wait until it is too late!*

You can find resources here: <https://mydomedu.sharepoint.com/sites/StudentSSE>.

You can also request support here: [https://dom.pharos360.com/apps/student\_launchpad.php#](https://dom.pharos360.com/apps/student_launchpad.php)

**Instructor Review:**

You are formally invited to provide feedback for the purpose of course improvement at the end of the semester via university course evaluations. In addition, professors are commonly asked to provide samples of student work (e.g., exams, assignments) when their department reviews their teaching. Please notify me if you would *not* like your work to be included in an evaluation of my teaching.

**Other Points:**

1. We are living through more than a global pandemic. If you have challenges or an emergency that makes it impossible for you to attend class or complete any assignment, contact me as soon as possible.
2. All students should download the #CampusClear app and complete a daily symptom report to help Dominican track COVID 19 infections in our campus community.
3. We are all bound by the *Caritas Commitment* (see copy in Course Welcome! Module on Canvas) to protect each other from COVID 19. If on campus, students are required to wear a face mask (N95, surgical or multi-layer cloth mask, covering nose and mouth) and to maintain distance from others. If students do not comply with the *Caritas Commitment* they will be:
	1. Reminded of the requirements
	2. Requested to immediately put on a face mask and adhere to other requirements
	3. Given one opportunity to retrieve a face mask from a Welcome & Information Desk
	4. Removed from class and if they refuse, be removed by Campus Safety & Security
	5. Reported to the Dean of Students for disciplinary action
4. Academic integrity is vital to our learning community. I will not tolerate academic dishonesty. Read the “*Psychology Department Course Expectations*” handout and the “Psychology Department Guidelines on Plagiarism” for details of my policies. Students who demonstrate academic misconduct (i.e., cheating) will be disciplined according to Departmental and University Policies. A minimum penalty is a score of zero for the assignment and reporting of the student to the Director of the Social Justice and Civic Engagement Minor, Dr. Tina Taylor-Ritzler and to the RCAS Dean, Dr. Chad Rohman.
5. Students are expected to attend class and engage with our course via Canvas. The course schedule will change as we work together and progress through the semester. Changes and reminders will be announced in class and posted on Canvas.