

**HESI 418J: Advanced Topics in Leadership:
Now What? Composing a Life of Meaning and Purpose
Spring 2016 (3)**

“We didn’t create the world that we inherited, but we don’t have to leave it the way we found it.” – John Lanchester

“The unexamined life is not worth living.” -- Socrates as cited by Plato

INSTRUCTOR: Dr. Barbara Jacoby
Faculty Associate, Leadership & Community Service-Learning, Adele H.
Stamp Student Union
Affiliate Associate Professor, Student Affairs and Higher Education
1110 Stamp
bjacoby@umd.edu

CLASS: Tuesday, 2:00-4:45 pm
Margaret Brent A (2112 Stamp)

COURSE DESCRIPTION:

Class members will have the opportunity to reflect deeply on their experiences and to develop their future plans as civically engaged citizens, scholars, and leaders in their professions, their communities, and in our global society. The class will examine various social change strategies and work collaboratively to apply one or more of the strategies to address a critical social issue.

Please understand that this is a **very** different kind of class. You will be a partner with the instructor and your fellow students in co-creating your learning experience. You cannot and will not be able to sit passively and have information poured into your head that you can regurgitate to get a grade. You will be working with others to create and achieve an action plan for social change, albeit on a small scale. Others will depend on you to do your part. The good news is that you will have the opportunity to make a difference and to engage in the lifelong process of composing a life of meaning and purpose.

LEARNING OUTCOMES:

Students who successfully complete this course will be able to:

- Demonstrate a critical awareness of self and others in the context of multiple communities.
- Demonstrate the ability to critically reflect on your own responsibility and commitment to work on behalf of social change.

- Demonstrate the ability to recognize and articulate where you believe change is needed and why.
- Demonstrate the ability to think critically about the civic dimensions of your present and potential future roles as a student, community member, professional, and member of various bodies politic.
- Identify values and priorities related to social change for the common good that you regard as authentically your own (as opposed to socialized, culturally determined values and priorities).
- Demonstrate knowledge of various strategies for social change, their strengths and weaknesses, and how to apply them in practice.
- Demonstrate an understanding of the social issues that underlie hunger and food insecurity in local and global communities and strategies to address them.
- Demonstrate the ability to work effectively with others to develop an action plan and to implement a successful collaborative project.

COURSE EXPECTATIONS:

- You can expect the instructor to be prepared for each class and to willingly listen to student concerns. The syllabus should be considered to be a road map that sets direction for the class but can be altered along the way to better meet our learning outcomes and course goals.
- Students will come to class having completed the assigned readings and assignments, prepared for active participation.
- Attendance at all classes and on-time arrival are essential. Unexcused absences as well as late arrivals or early departures will also be factored into your grade for class participation. Because each session is the equivalent of a week of class time, absences from a portion of the class session will be factored into your participation grade. Excused absences will be provided only on a limited basis for illness, religious observations, participation in university activities at the request of university officials, or compelling circumstances beyond your control. Excused absences will only be permitted with advance notice, except in emergency circumstances. Please note that simply telling the instructor that you will not be present does **not** mean that the absence is excused.
- For both excused and unexcused absences, you are still responsible for coursework missed and for turning in your assignments on time.
- All assignments must be emailed to the instructor (bjacoby@umd.edu) by 2:00pm on the Tuesday on which they are due. Late assignments are **not** accepted.

- All of us will work together to ensure that the classroom is a safe environment for exploring ideas and challenging assumptions. Active and positive participation in class discussions is expected, including building on the comments of others, raising good questions, listening well, and being sensitive to your own level of participation. The latter means exercising care to increase or decrease your frequency of participation and length of time as a speaker to encourage all voices to be heard and valued.
- It is important to show respect for your classmates and instructor, even when you disagree with their perspectives. Cell phone use, texting, emailing, web surfing, and other distracted behaviors are inconsistent with respect for others in the classroom and absolutely not to occur during class time.

COURSE POLICIES

Code of Academic Integrity:

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu.

In addition, students will sign the University's honor pledge (see below) during the first class which will hold true for all assignments, papers, and tests throughout the semester.

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

– Sign your name

Religious or Cultural Observances:

Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students' requests for excused absences and make-up requests due to reasons of religious observances. Be mindful that it is the student's responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

Students with Disabilities:

Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

Students in Need of Assistance:

The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Services (LAS)** - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the **Counseling Center** or the **Mental Health Service at the University Health Center** for an appointment. The Counseling Center also offers on-line resources on a series of topics.

Learning Assistance Services (LAS)
2201 Shoemaker Hall
Email – Lasinfo@umd.edu
Phone – 301-314-7693
Website – www.counseling.umd.edu/LAS

Counseling Center
Shoemaker Hall
Phone – 301-314-7651
Website – www.counseling.umd.edu

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - www.health.umd.edu/services/mentalhealth.html

Course Evaluations:

While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are a couple more formal ways we will engage in evaluation as a class. The university has a campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.

READINGS

Readings in addition to those on the syllabus will be posted to the course site throughout the semester. Therefore, it is essential to check ELMS well before class each week.

It is important that you come to each class prepared to discuss the week's readings. You should organize the readings so that you can bring those assigned for each class with you on the day they will be discussed. You can do this as you choose, either on your laptop or by printing them. You should note points that you agree with and that were helpful to you, as well as those you have questions about or disagree with. If you encounter a word you do not know, look it up.

COURSE ASSIGNMENTS

Written

Papers should be in Microsoft Word, double spaced, with 1" margins and 12-point font. They should be emailed to the instructor (bjacoby@umd.edu) prior to the class for which they are due. Clear writing, strong organization, good use of grammar and syntax, and thorough proofreading are important in conveying your message and will count in grading. References should be in APA style [<http://www.apastyle.org/>].

Details for assignments not described in this syllabus will be provided later through the ELMS course site.

Participation

The quality of the learning experience in this course rests heavily on a high degree of interaction and exchange of ideas among students. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighted in determining final grades. You are not expected to have all the “right” answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to discussions. The value of our time together will depend on how well prepared you are and how willing you are to share the results of your preparation with the class.

Your participation grade is based on several factors:

- Attendance – your attendance is vital to your class participation grade. If you are more than ten minutes late for a class period, your attendance for that class will not count. Attendance is approximately half of your class participation grade and will suffer as a result of unexcused absences or tardiness.
- Reading – in order to participate fully in class, all assigned readings must be completed. Failure to complete the readings will be obvious during class discussions and will cause your class participation grade to suffer.
- Preparation – in order for class discussions to be rich and worthwhile, you will need to thoroughly prepare as noted in the syllabus and on the ELMS site for each class. Students who come to class unprepared may be asked to refrain from participating in in-class activities.
- Raising and answering questions
- Sharing ideas, observations, and personal experiences
- Relating and synthesizing ideas of others
- Pointing out relationships to earlier discussions
- Helping others develop their views and ideas

WEEKLY WRITTEN REFLECTIONS

Regular critical reflection is an important part of this course. Each reflection is intended to build on past reflections, allowing you to intentionally reconsider your prior thinking. When your reflections are returned by the instructor, keep them together so you can refer to and build on them as you work on your subsequent papers and cumulative reflection.

Grading of reflections will be based on the three continuums of Socially Responsible Leadership Skills and Practices posted on ELMS for the first class. You are expected to reference the readings for this class as well as others that are relevant.

One of the special things about weekly reflections within the context of this class is the opportunity you will have to ground each week’s reflection on your previous reflections together with the questions and comments that I will offer. In order for this to occur, you will need to email your reflections to me by 2:00pm on the Tuesdays on which they are due. I will respond to your

reflections and return them to you via email by 5:00pm on Fridays so that you have a few days to do your next reflection after you have received my questions and comments. You will also have the opportunity to share with one another the diverse experiences and perspectives that each of you brings to our class discussions.

SOCIAL CHANGE ACTION PROJECT

This class isn't just about reflection; it's also about action. A substantial part of this course consists of a collaborative project in which you will employ one or more of the social change strategies we study to address real issues. Our community partner this semester is the College Park Community Food Bank (CPCFB). We will work with Pastor Mark Garrett of College Park Church of the Nazarene, where the food bank is housed, to identify a project that will benefit the CPCFB and its clients. Most tasks related to the project will need to be accomplished *outside class time*. You will receive a group grade for this collaborative project that will figure prominently in determining your grade for the course.

VOICES OF SOCIAL CHANGE AND COMMUNITY SERVICE

It is a requirement of this course that you attend the presentations by the speakers in the **Voices of Social Change** series sponsored by Leadership & Community Service-Learning. Most of the events are held in the evenings in the Stamp with seating available on a first-come, first-served basis. Therefore, you need to be sure to arrive early enough to be sure to get a seat. Some speakers and dates are on the syllabus; others will be added as information becomes available.

Students are required to participate in food distribution at **College Park Community Food Bank, Saturday, February 20, 2016**. Please arrive at 9:30a.m., College Park Church of the Nazarene, College Park Center for Faith and Community, 9704 Rhode Island Avenue, College Park, MD 20740.

There is an important annual community food drive on **College Park Good Neighbor Day, Saturday, April 2, 2016**. It is course requirement to participate. It is also a requirement to participate in the **Terp Service Day on Saturday, April 9, 2016**. Further details will be provided when available. You will be expected to participate on these days unless there is a religious or other valid reason why you cannot.

CUMULATIVE REFLECTION

The two-page written reflections you will do throughout this course are intended, in part, to help you prepare your cumulative reflection. It should be approximately five double-spaced pages. If you would like to consider doing your cumulative reflection in a different format (e.g., poetry, visual), please consult with me well in advance of the due date, **April 26, 2016**.

Your cumulative reflection should demonstrate your ability to critically reflect on your responsibility and commitment to work on behalf of positive social change, as you define it and in your own way. **It must be a reflection on this statement:**

In a complex world, composing a life is more than defining goals and then living happily ever after. It is, rather, about reinventing oneself again and again in response to changing environments and circumstances. Two things matter most: (1) your awareness of the values and convictions that will guide you as you consider your myriad possibilities and that will form the bedrock on which you will compose a life of meaning and purpose, and (2) the degree to which your values are congruent with your present and future actions.

Please use your weekly reflections, the readings/videos, and class discussions over the course of the semester in your summative reflection. Also be sure to include at least one story about yourself that illustrates why you responded to the prompt in the way that you did.

GRADING:

Grades and points will be assigned to participation, papers, and presentations as follows:

A (90-100%) Exceptionally thoughtful analysis that critically considers and integrates readings and course concepts (A-, A, A+)

B (80-89.99%) Very good thoughtful analysis that thoroughly applies readings and course concepts (B-, B, B+)

C (70-79.99%) Average to below average analysis that does not thoroughly integrate readings and course concepts (C-, C, C+)

D (60-69.99%) Did not provide a thoughtful analysis (D-, D, D+)

F (below 60%) Assignment not completed

Grade Computation:

Final grades will be computed as follows:

Class participation	25%
Two-page reflection papers	30%
Cumulative reflection	20%
Group project grade	25%
TOTAL	100%

***This syllabus was inspired by Dr. Marshall Welch, who generously shared his syllabi.

SPRING 2016 COURSE CALENDAR

Class 1: January 26

Topics: Introduction and Course Premises, What is Critical Reflection?, Socially Responsible Leadership Skills and Practices, Social Change Strategies
Materials to be discussed in class are on ELMS under today's class.

Class 2: February 2

Topics: Making Meaning, What is Social Change?, What Kind of Citizen?, Hunger by the Numbers

Readings due:

E. Maisel, "Making Meaning," page 1 and 2
[<http://talentdevelop.com/articles/MakingMeaning1.html>]
[<http://talentdevelop.com/articles/MakingMeaning2.html>]

W. Wagner, "What is Social Change?," *Leadership for a Better World*, 2009.

K. Cilente, "An Overview of the Social Change Model of Leadership Development," *Leadership for a Better World*, 2009.

Walden University

Take the quiz: What kind of social change agent are you?

<http://impactreport.waldenu.edu/>

2014 Social Change Impact Report

<http://mediacdn.waldenu.edu/-/media/files/wal/about/scir/2014-social-change-impact-report.pdf?la=en&v1>

J. Westheimer & J. Kahne, "What Kind of Citizen?" *American Educational Research Journal*, Summer 2004. On ELMS under today's class.

D. Brooks, "Introspective or Narcissistic," *New York Times*, 8/7/14,
[http://www.nytimes.com/2014/08/08/opinion/david-brooks-introspective-or-narcissistic.html?hp&action=click&pgtype=Homepage&module=c-column-top-span-region®ion=c-column-top-span-region&WT.nav=c-column-top-span-region&_r=0]

World Hunger Education Service. 2015 World Hunger and Poverty Facts and Statistics.
[<http://www.worldhunger.org/articles/Learn/world%20hunger%20facts%202002.htm>].

Assignments due:

Two-page written reflection: Review the three documents describing socially responsible leadership skills and practices: Critical Thinking and Reflection, Self-Awareness, and Social Mindfulness and Engagement. Select one continuum from each document and assess where you believe you are now. In your reflection, describe why you selected the three continuums you did and how you determined where you are now.

Class 3: February 9

Topic: Philanthropy and Direct Service, Food Insecurity

Readings due:

“Why is Volunteering Important?,” Idealist.org. [<http://www.idealists.org/info/Volunteer/Why>].

J. McKnight, “Why ‘Servanthood’ is Bad,” 1989.

[<https://drive.google.com/viewerng/viewer?url=http://coco-net.org/wp-content/uploads/To+add+to+media+library/Why+%E2%80%98Servanthood%E2%80%99+Is+Bad.pdf&hl>]

I. Illich, “To Hell with Good Intentions,” 1968.

[http://www.swaraj.org/illich_hell.htm]

S. Mosle, “The Vanity of Volunteerism,” *The New York Times Magazine*, 7/2/00,

[<http://www.nytimes.com/2000/07/02/magazine/the-vanity-of-volunteerism.html?scp=1&sq=sara%20mosle%20the%20vanity%20of%20volunteerism&st=cse>]

Kristen, “Dear World: Let’s Stop Giving Our Crap to the Poor,” We Are THAT Family blog, 10/18/14, [<http://wearethatfamily.com/2014/10/dear-world-lets-stop-giving-our-crap-to-the-poor>].

J. Zaki, “The Feel-Good School of Philanthropy.” *New York Times*, 12/5/15.

[<http://www.nytimes.com/2015/12/06/opinion/sunday/the-feel-good-school-of-philanthropy.html?action=click&pgtype=Homepage&clickSource=story-heading&module=opinion-c-col-left-region®ion=opinion-c-col-left-reg>].

A. Coleman-Jensen, USDA, Commemorating 20 Years of Food Security Measurement, 10/5/15.

[<http://www.ers.usda.gov/amber-waves/2015-october/commemorating-20-years-of-us-food-security-measurement.aspx#.VnLo0ZMrKfX>].

List of Values. On ELMS.

Assignments due:

Two-page reflection: What are your core values?

Class 4: February 16**Topic: Making Hard Choices, Hunger in Our Local Communities****Guest Speaker: Pastor Mark Garrett, College Park Church of the Nazarene**

W. Deresiewicz, “What Are You Going to Do with That?,” Chronicle of Higher Education, 10/3/10. [<http://chronicle.com/article/What-Are-You-Going-to-Do-With/124651>].

R. Chang, “How to Make Hard Choices,” TED, 5/14, [http://www.ted.com/talks/ruth_chang_how_to_make_hard_choices]

B. Schwartz, “What Does It Really mean to Learn How to Think?,” Chronicle of Higher Education, 6/18/15. [<http://chronicle.com/article/What-Learning-How-to-Think/230965/?key=STggIVFrb3VGYnEyaj8QOmsBYXxoZUx3Y3JMPnknblFWEA==>].

D. Brooks, “Thinking for the Future,” New York Times, 12/9/13. [<http://www.nytimes.com/2013/12/10/opinion/brooks-thinking-for-the-future.html?emc=eta1>].

E. Esfahani & Aaker, J. L. “Millennial Searchers,” New York Times, 11/30/13. [<http://www.nytimes.com/2013/12/01/opinion/sunday/millennial-searchers.html?ref=opinion>].

College Park Community Food Bank. [<http://www.collegeparkfoodbank.com/>]

Manna Food Center. Our Community. Neighbors in Need and The Hunger Problem. [<http://www.mannafood.org/our-community/>].

Capital Area Food Bank. [<https://www.capitalareafoodbank.org>]. Thoroughly explore this website and links.

T. Health, “Running Food Bank is a Smorgasbord of Challenges,” Washington Post, 12/28/15. [https://www.washingtonpost.com/business/economy/running-the-regions-food-bank-is-a-smorgasbord-of-challenges/2015/12/27/bebd7828-a5bf-11e5-b53d-972e2751f433_story.html].

Assignments due:

Two-page written reflection: Where did your core values come from?

Participate in food distribution at College Park Food Bank, Saturday, February 20, arrive 9:30a.m., College Park Church of the Nazarine, College Park Center for Faith and Community, 9704 Rhode Island Avenue, College Park, MD 20740.

Class 5: February 23

Topic: Artistic Expression for Social Change, Hunger on Campus

B. Ullmann, "The Fearless Ones: Can Art Change the World?," TERP Magazine, 2/10/14, [http://terp.umd.edu/the-fearless-ones/#.VJrlVF4AKB].

N. Kristof, "Alicia Keys Asks: Why Are We Here?" New York Times, 9/20/14, [http://www.nytimes.com/2014/09/21/opinion/sunday/nicholas-kristof-alicia-keys-asks-why-are-we-here.html?module=Search&mabReward=relbias%3Ar%2C%7B%221%22%3A%22RI%3A7%22%7D]

M. Cieply, "Participant Index Seeks to Determine Why One Film Spurs Activism, While Others Falter," New York Times, 7/6/14, [http://www.nytimes.com/2014/07/07/business/media/participant-index-seeks-to-determine-why-one-film-spurs-activism-while-others-falter.html?src=me&_r=0]

Artists Against Hunger and Poverty. [http://whyhunger.org/artists-about].

J. McCarthy, "Five Works of Art that Bring Truth to the Refugee Conversation," Global Citizen, 12/15/15. [https://www.globalcitizen.org/en/content/5-works-of-art-that-bring-truth-to-the-refugee-con/].

S. Goldrick-Rab and K. M. Broton, "Hungry, Homeless, and in College." New York Times, 12/4/15. [http://www.nytimes.com/2015/12/04/opinion/hungry-homeless-and-in-college.html?emc=eta1].

S. Kolowich, "How Many College Students Are Going Hungry?," Chronicle of Higher Education, 11/3/15. [http://chronicle.com/article/How-Many-College-Students-Are/234033?cid=at&utm_source=at&utm_medium=en&elq=45a59c390ab64e009e5a936b81927979&elqCampaignId=1].

S. Kolowich, "'Sometimes I Cry': A Ground-Level View of Student Poverty," Chronicle of Higher Education, [http://chronicle.com/article/Sometimes-I-Cry-a/234509?cid=at&utm_source=at&utm_medium=en&elq=da42b92a2ad14a268ee37af43c12c7cc&elqCampaignId=2016&elqaid=7149&elqat=1&elqTrackId=270d144563334e758cec68e602a49202].

UMD Campus Pantry. [http://campuspantry.umd.edu/].

Assignments due:

Two-page reflection: What conflicts exist or could arise within or among your core values? How might you deal with such conflict(s)?

Explore the art on display at this exhibit and throughout the Stamp noting where art does and does not contain a message related to social change. Select one piece to photograph and describe in this regard in class:

CAPP AT 10: The Shape of Remembering

January 28–March 11, 2016

Opening Reception Birthday Party: Thursday, January 28, 5–8 pm

The 2015–2016 academic year marks the 10th anniversary of the University of Maryland’s Contemporary Art Purchasing Program (CAPP). Over the course of a decade, the collection— assembled through the talent and dedication of students at the University of Maryland—has grown to include some forty works of art by 33 artists from our region and around the world. Nearly all of this outstanding collection will be on view in a special retrospective exhibition filling the Stamp Gallery and surrounding spaces in the Adele H. Stamp Student Union—Center for Campus Life.

Class 6: March 1

Topics: Confrontation and Protest

Readings due:

K. LaRiviere, J. Snider, A. Stromberg, & K. O’Meara, “Protest: Critical Lessons of Using Digital Media for Social Change,” *About Campus*, July-Aug. 2012. Posted to ELMS site.

R. Rosenthal and L. Brown. “Then and Now: Comparing Today’s Student Activism with the 1960s,” Huffington Post College Blog, 8/27/14. [http://www.huffingtonpost.com/rob-rosenthal/then-and-now-comparing-to_b_5724940.html].

E. Chenoweth, “The Success of Nonviolent Civil Resistance,” TEDxBoulder, 2013, [<http://www.tedx-boulder.com/reflecting-on-nonviolent-civil-resistance-with-speaker-erica-chenoweth>]

R. Hugs, No, We Won’t Calm Down – Tone Policing is Just Another Way to Protect Privilege,” *Everyday Feminism*, 12/7/15. [<http://everydayfeminism.com/2015/12/tone-policing-and-privilege/>].

J. D. Sutter, “The Shoes Are Marching for Us,” CNN, 11/29/15. [<http://www.cnn.com/2015/11/29/opinions/sutter-climate-demonstration-paris-cop21/>].

“Racial Tension and Protests on Campuses Across the Country.” *New York Times*, 11/11/15. [<http://www.nytimes.com/2015/11/11/us/racial-tension-and-protests-on-campuses-across-the-country.html?ribbon-ad-idx=6&rref=us&module=Banner&version=context®ion=Header&action=click&contentCollection=U.S.&pgtype=article>].

P. Sehgal. "The Profound Emptiness of Resilience," New York Times, 12/1/15.
[http://www.nytimes.com/2015/12/06/magazine/the-profound-emptiness-of-resilience.html?_r=1].

Assignments due:

Two-page written reflection: Why do you want to change the world?

Class 7: March 8

Topic: Formal Political Activity

Guest speaker: Devin Ellis

Readings due:

R. L. Fox & J. L. Lawless, "Turning Off the Next Generation of Politicians," Washington Post, 11/22/13

[http://www.washingtonpost.com/opinions/turning-off-the-next-generation-of-politicians/2013/11/22/b98d1b80-52db-11e3-9e2c-e1d01116fd98_story.html?tid=auto_complete]

S. Page, "Public Service Valued; Politics—Not So Much," USA Today, 7/22/13 (article and video)

[<http://www.usatoday.com/story/news/nation/2013/07/21/public-service-valued-politics--not-so-much/2573743/>]

J. L. Lawless and R. L. Fox, "Just Say Run: How to Overcome Cynicism and Inspire Young People to Run for Office," Brookings, 7/7/15.

[http://www.brookings.edu/blogs/fixgov/posts/2015/07/07-just-say-run-young-people-politics-lawless-fox?utm_campaign=Brookings+Brief&utm_source=hs_email&utm_medium=email&utm_content=20510712&_hsenc=p2ANqtz-_gy-qMgkCg9dUVrgf4HEcfpKjoP1wzJmYpjGyEvghjfiX1s_jqh-gzYI3XSMw4BXKQBoZjZe2GkUQE4KWji3ozrHeiA&_hsmi=20510712].

"How to End Hunger," Bread for the World. [<http://www.bread.org/how-end-hunger>].

Assignments due:

None: YAY!

March 15 – SPRING BREAK; NO CLASS

Class 8: March 22

Topic: Community Building, Community Economic Development

Guest speaker: Margaret Morgan Hubbard, Founder and CEO, ECO City Farms (invited)

Readings due:

D. L. Kirp, "What Do the Poor Need? Try Asking Them," New York Times, 8/8/15.
[<http://www.nytimes.com/2015/08/09/opinion/sunday/david-l-kirp-what-do-the-poor-need-try-asking-them.html?ref=todayspaper>].

J. Kretzmann & J. McKnight, Introduction to *Building Communities from the Inside Out*, 1993.
[www.abcdinstitute.org/docs/abcd/GreenBookIntro.pdf]

D. Karlan, "Why You Should Root for Nigeria (or Brazil, Mexico or Ghana)", Washington Post, 6/25/14. [<http://www.nytimes.com/2014/06/26/upshot/why-you-should-root-for-nigeria-or-brazil-mexico-or-ghana.html?abt=0002&abg=0>]

M. Rosenwald, "Romance Queen Nora Roberts Has Remade Boonsboro with Books, Businesses," 11/18/12.
[http://articles.washingtonpost.com/2012-11-16/local/35506849_1_nora-roberts-inn-boonsboro-page-bookstore]

A. C. Brooks, "Start Helping the Helpers," New York Times, 10/17/14.
[<http://www.nytimes.com/2014/10/18/opinion/arthur-c-brooks-start-helping-the-helpers.html?module=Search&mabReward=relbias%3Aw%2C%7B%22%22%3A%22RI%3A8%22%7D>]

Let's Get Digital! 50 Tools for Online Public Engagement, Community Matters,
[<http://www.communitymatters.org/blog/let%E2%80%99s-get-digital-50-tools-online-public-engagement>]

Assignments due:

Explore the Community Matters website.

Two-page written reflection: Is the life I'm living a real expression of who I am and who I want to be? How can I tell? What choices have I made that have gotten me closer to the person I want to be?

Class 9: March 29

Topic: Social Media – Activism or “Clicktivism”?

Readings due:

D. Walker, “Why Giving Back Isn’t Enough,” *New York Times*, 12/17/15.
[http://www.nytimes.com/2015/12/18/opinion/why-giving-back-isnt-enough.html?smid=fb-nytopinion&smtyp=cur&_r=0].

M. Gladwell, “Small Change,” *The New Yorker*, 10/4/10.
[http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell]

C. Sunstein, “The Daily We: Is the Internet Really a Blessing for Democracy?” *Boston Review*, 6/1/01,
[<http://bostonreview.net/cass-sunstein-internet-democracy-daily-we#.Uq83O2MnbRY.gmail>].

J. Grygiel, “There is No Such Thing as a Global Citizen,” *Washington Post*, 12/6/13.
[http://www.washingtonpost.com/opinions/theres-no-such-thing-as-a-global-citizen/2013/12/06/2924cae6-5d0a-11e3-bc56-c6ca94801fac_story.html?hpid=z5].

A. Howard, “Civic Tech 2015: \$6.4 Billion to Connect Citizens to Services, and to One Another,” *TechRepublic*, 2/6/15. [<http://www.techrepublic.com/article/civic-tech-in-2015-6-9-billion-to-connect-citizens-to-services-and-to-one-another/>].

A. Tugend, “When Making Donations, Know An Agency’s Needs,” *New York Times*, 11/5/15.
[http://www.nytimes.com/2015/11/08/giving/when-making-donations-know-an-agencys-needs.html?ref=todayspaper&_r=0].

N. Onishi, “American Support for Gay Rights May Leave Africans Vulnerable,” *New York Times*, 12/21/15. [http://www.nytimes.com/2015/12/21/world/africa/us-support-of-gay-rights-in-africa-may-have-done-more-harm-than-good.html?ref=todayspaper&_r=0].

Assignments due:

Two-page written reflection: What am I *not*?

Explore and compare these 4 websites regarding their effectiveness for social change, *particularly related to hunger*:

Global Citizen. [<https://www.globalcitizen.org/en/>].

Change.org. [<http://www.change.org>]

KIVA. [<http://www.kiva.org>]

Indiegogo. [<https://www.indiegogo.com/>].

There is an important annual community food drive on College Park Good Neighbor Day, Saturday, April 2, 1016. It is course requirement to participate. It is also a requirement to

participate in the Terp Service Day on Saturday, April 9, 2016. Further details will be provided when available.

Class 10: April 5

Topic: Social Entrepreneurship

Ashoka, What is a Social Entrepreneur? [http://www.ashoka.org/social_entrepreneur]

L. Core, “This Entrepreneur Turns Leftover Cafeteria Food into Hot Meals for Hungry People,” 11/27/14.

[<http://grist.org/people/this-entrepreneur-turns-leftover-cafeteria-food-into-hot-meals-for-hungry-people/>]

J. Conway, “Altering Clothes, and Lives, with Design,” New York Times, 2/29/12.

[http://www.nytimes.com/2012/03/01/fashion/young-designers-focus-efforts-on-homeless-population-in-detroit.html?pagewanted=1&_r=2&sq=veronika%20scott&st=cse&scp=1].

“She Gave a Homeless Woman a Coat and Got Yelled At,” Dumpist.com., 11/14.

[<http://dumpest.com/she-gave-a-homeless-woman-a-coat-and-got-yelled-at-her-response-is-brilliant-and-inspiring>].

Social Entrepreneurs in Residence. Center for Social Value Creation, UMD Robert H. Smith School of Business. [<http://www.rhsmith.umd.edu/centers-excellence/center-social-value-creation/about-us/social-entrepreneurs>].

T. Rosenberg, “For Students With a Mission, A Little Capital Goes a Long Way,” New York Times Opinionator Blog, 9/11/15.

[<http://opinionator.blogs.nytimes.com/2015/09/11/for-students-with-a-mission-a-little-capital-goes-a-long-way/?action=click&pgtype=Homepage&module=opinion-c-col-left-region%20AEion=opinion-c-col-left-region&WT.nav=opinion-c-col-left-region>].

J. Zauzmer, “Two Homeless Artists Find a Platform for Selling their Work,” Washington Post, 10/18/14.

[http://www.washingtonpost.com/local/two-homeless-artists-find-a-national-platform-for-selling-their-work/2014/10/18/c28fc2be-54b0-11e4-809b-8cc0a295c773_story.html].

R. Stupart, “7 Worst International Aid Ideas,” Matador Network, 2/20/12.

[<http://matadornetwork.com/change/7-worst-international-aid-ideas>].

Assignments due:

Explore the Ashoka site about social entrepreneurship.

One-page outline or description of your plan for your cumulative reflection.

ATTEND VOICES OF SOCIAL CHANGE

A Conversation with Laverne Cox

Monday, April 11, 2016

6:00-7:30pm, Grand Ballroom, Stamp Student Union

Ms. Cox is an American actress, reality television star, television producer, and LGBT advocate, best known for her portrayal of Sophia Burset on the Netflix television series *Orange Is the New Black*, for which she became the first openly transgender person to be nominated for a Primetime Emmy Award in the acting category.

Class 11: April 12

Topic: Social Value Creation

Guest Speaker: Center for Social Value Creation (invited)

Readings due:

Social Value Creation. Center for Social Value Creation, UMD Robert H. Smith School of Business. [<http://www.rhsmith.umd.edu/centers-excellence/center-social-value-creation/about-us/social-value-creation>]. *Watch videos.*

W. Hu, "Hot Peppers Becoming a Cash Crop for Bronx Community Gardens," *New York Times*, 6/19/15. [http://mobile.nytimes.com/2015/06/20/nyregion/hot-peppers-becoming-a-cash-crop-for-bronx-community-gardens.html?smprod=nytcore-iphone&smid=nytcore-iphone-share&_r=0&referrer].

Honest Tea. [<https://www.honesttea.com/>].

J. Atmonavage, "Nando's Donates Record-Breaking \$29,700 to Campus Pantry," *Diamondback*, 11/1/15. [http://www.diamondbackonline.com/news/nando-s-donates-record-breaking-to-umd-campus-pantry/article_8ee8da08-80e3-11e5-8267-7f38cbb1e361.html].

Assignments due: Two-page written reflection: Review and reflect again on your core values (written reflection for classes 2, 4 and 5). To what extent have you questioned or changed your core values since starting this course?

Class 12: April 19

Topic: Civic Professionalism

Case Foundation, *Inspiring the Next Generation Workforce: The 2014 Millennial Impact Report*. [http://cdn.trustedpartner.com/docs/library/AchieveMCON2013/MIR_2014.pdf]

A. C. Brooks, "A Formula for Happiness," *New York Times*, 12/14/13. [<http://www.nytimes.com/2013/12/15/opinion/sunday/a-formula-for-happiness.html?hp&rref=opinion>].

S. Critchley & J. Webster, “The Gospel According to ‘Me’,” New York Times Opinionator, 6/29/13.

[<http://opinionator.blogs.nytimes.com/2013/06/29/the-gospel-according-to-me/>].

M. Gebhard, “52 Cups of Coffee,” Student Speech, Michigan State University Commencement for the 2011 Eli Broad College of Business. [<https://www.youtube.com/watch?v=qQRogJX-85o>].

I. Najarro, “Rare D.C. Housecall Doc Straddles Two Washingtons,” Washington Post, 8/19/14. [http://www.washingtonpost.com/local/rare-dc-house-call-doctor-straddles-two-washingtons/2014/08/19/0e2b7a66-23cd-11e4-958c-268a320a60ce_story.html].

C. Saint Louis, “Pediatricians are Asked to Join Fight against Childhood Hunger,” New York Times, 10/23/15. [http://www.nytimes.com/2015/10/24/health/pediatricians-are-asked-to-join-fight-against-childhood-hunger.html?_r=0].

T. McCoy, “The Technology that Could Revolutionize the War on Hunger,” Washington Post, 6/16/15. [https://www.washingtonpost.com/local/the-technology-that-could-revolutionize-the-war-on-hunger/2015/06/16/056d9d52-1114-11e5-aded-e82f8395c032_story.html]

B. Woosley, “Meathead Movers Offers Services for Free to Victims of Domestic Abuse,” Los Angeles Times, 12/6/15. [<http://www.latimes.com/socal/weekend/news/tn-wknd-et-1206-meathead-movers-20151206-story.html>].

REREAD THIS ARTICLE FROM CLASS 4: W. Deresiewicz, “What Are You Going to Do with That?,” Chronicle of Higher Education, 10/3/10. [<http://chronicle.com/article/What-Are-You-Going-to-Do-With/124651>].

Assignments due:

Two-page written reflection: To what extent do I want my work to be a source of meaning in my life? Based on review and reflection on your core values, what is your definition of a successful career?

ATTEND VOICES OF SOCIAL CHANGE EVENT

Tanya Tagaq

Tuesday, April 19, 2016

6:00pm-7:30pm, Prince George’s Room, Stamp Student Union

Ms. Tagaq is an Inuit throat singer who fiercely advocates for the rights of indigenous people. In addition to being a performer, she speaks regularly about food justice, hunting rights and the relationship that indigenous people have with nature.

Class 13: April 26

Topic: Reflection

Readings due:

P. J. Palmer, "Higher Education and Habits of the Heart: Restoring Democracy's Infrastructure." *Journal of College and Character*, Sept. 2011. [http://www.tandfonline.com/doi/pdf/10.2202/1940-1639.1823].

A. Grant, "The Virtue of Contradicting Ourselves," *New York Times*, 11/14/15. [http://www.nytimes.com/2015/11/15/opinion/sunday/the-virtue-of-contradicting-ourselves.html?ref=collection%2Fcolumn%2FAdam%20Grant&action=click&contentCollection=Opinion&module=Collection®ion=Marginalia&src=me&pgtype=article].

A. C. Brooks, "Beware the City Dolls," *New York Times*, 5/14/14. [www.nytimes.com/2014/05/17/opinion/arthur-c-brooks-beware-the-city-dolls.html?emc=eta1].

S. Scheffler. "The Importance of the Afterlife. Seriously." *New York Times Opinionator Blog The Stone*, 9/21/13. [http://opinionator.blogs.nytimes.com/2013/09/21/the-importance-of-the-afterlife-seriously/?_r=0].

Assignments due:

Project presentation and reflection.

Cumulative reflections due.

Class 14: May 3

Topic: Wrapping It Up

Readings due:

Assignments due:

Two-page written reflection: Review your first reflection, done for Class 2 on February 2, along with the three documents describing the Socially Responsible Leadership Skills and Practices: Critical Thinking and Reflection, Self-Awareness, and Social Mindfulness and Engagement. For that reflection, you selected one continuum from each document and assessed where you believed you were at that time. In this final reflection, describe where you think you are now and what may have contributed to any change.

"I wish you big leaps and happy landings."
Paraphrasing R. Kegan and L. L. Lahey, *Immunity to Change*