

**HESI 418J: Advanced Topics in Leadership:  
Now What? Composing a Life of Meaning and Purpose  
Spring 2015 (2)**

**“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  
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Affiliate Associate Professor, Student Affairs and Higher Education  
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**CLASS:** Tuesday, 2:00-4:45 pm  
0122 Jimenez/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 begin 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 diverse 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 the ability to work effectively with others to develop a shared vision and 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** necessarily 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 posted to ELMS or emailed to the instructor ([bjacoby@umd.edu](mailto: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](http://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](http://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](mailto:Lasinfo@umd.edu)  
Phone – 301-314-7693  
Website – [www.counseling.umd.edu/LAS](http://www.counseling.umd.edu/LAS)

Counseling Center  
Shoemaker Hall  
Phone – 301-314-7651  
Website – [www.counseling.umd.edu](http://www.counseling.umd.edu)

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

**Required Textbooks (On Amazon and other online sources. Please obtain them IMMEDIATELY, because readings from Common Fire are required for class on February 10.)**

Parks Daloz, L.A., Keen, C.H., Keen, J.P., and Daloz Parks, S. *Common Fire: Leading Lives of Commitment in a Complex World*, Beacon Press, 1996.

Light, Paul C. *Driving Social Change*, Wiley, 2011.

***Other readings 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 posted to ELMS 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 our class discussion. 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 DEAL Model of Critical Thinking, posted on ELMS for the first class. You are expected to reference the books and articles that you are reading for this class as well as for 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 post your reflections to ELMS or email them 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. You will have time in class to develop and work on planning and implementing your project. However, tasks related to the project will need to be accomplished outside class time as well. You will receive both individual and group grades for this collaborative project that figure prominently in determining your grade for the course.

## **VOICES OF SOCIAL CHANGE**

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. Exceptions will be granted only if you have class during the time of the event. 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. I will provide information about the speakers and dates throughout the semester as soon as it is available.

## CUMULATIVE REFLECTION

The two-page written reflections you will do throughout this course are intended, in part, to help you prepare to present your response to the prompt and questions below in any medium you choose—narrative, poetry, visual arts, performance, digital, and so on. Your imagination is your only limit as far as form of communication.

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 should 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.*

Over the course of the semester, you will reflect on the following questions, but you do not need to address them *directly* in your summative reflection. Please be sure to include at least one story about yourself that illustrates why you answered at least one of the questions or responded to the prompt in the way that you did:

1. What do I really know about myself? Conversely, what do I *not* know about myself?
2. When I think about my life, how well is it hanging together? Do I like where it's taking me? What's the best part of where it's taking me? The worst part?
3. Is the life I'm living a real expression of who I am and who I want to be? How can I tell?
4. What choices have I made that have gotten me closer to the person I want to be?
5. What am I *not*?
6. What are you pretending not to know?
7. Why don't you do the things you know you should be doing?

## GRADING:

### *Grading Criteria:*

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%
<b>TOTAL</b>	<b>100%</b>

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

**SPRING 2015 COURSE CALENDAR**

**Class 1: January 27**

**Topics: Introduction and Course Premises, Pre-course Assessment, Social Change Strategies, What is Critical Reflection, DEAL Model**

Materials to be discussed in class are on ELMS under today's class.

**Class 2: February 3**

**Topics: Making Meaning, What is Social Change?, What I/We Care About**

**Readings due:**

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

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&region=c-column-top-span-region&WT.nav=c-column-top-span-region&\\_r=0](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&region=c-column-top-span-region&WT.nav=c-column-top-span-region&_r=0)]



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, *2014 Social Change Impact Report*,  
[<http://www.waldenu.edu/~media/Files/WAL/about/scir/2014-social-change-impact-report.pdf>]

S. Tanenhaus, "Generation Nice," *New York Times*, 8/15/14,  
[<http://www.nytimes.com/2014/08/17/fashion/the-millennials-are-generation-nice.html>]

### **Assignments due:**

Two-page written reflection: What are your core values? In preparation, review the Values List posted to ELMS for today's class. Select your top five and reflect on why you chose them.

## **Class 3: February 10**

**Topic: Connection and Complexity**  
**Social Change Strategies: Philanthropy, Service**

### **Readings due:**

*Common Fire*, chapter 1

R. Chang, "How to Make Hard Choices," TED, 5/14,  
[[http://www.ted.com/talks/ruth\\_chang\\_how\\_to\\_make\\_hard\\_choices](http://www.ted.com/talks/ruth_chang_how_to_make_hard_choices)]

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>]

Ivan Illich, "To Hell with Good Intentions," 1968  
[[http://www.swaraj.org/illich\\_hell.htm](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>]

E. Hu, “How Millennials Are Reshaping Charity and Online Giving,” NPR blogs, 10/14/14, [<http://www.npr.org/blogs/alltechconsidered/2014/10/13/338295367/how-millennials-are-reshaping-charity-and-online-giving>]. Listen to the story on All Things Considered.

W. Deresiewicz, “What Are You Going to Do with That?,” Chronicle of Higher Education, 10/3/10

**Assignments due:**

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

**Class 4: February 17**

**Topic: Community**

**Social Change Strategy: Grass-roots Political Activity/Public Policy Work**

**Guest Speaker: Devin Ellis, Research Faculty Member, Government and Politics and/or Andrew Friedson (invited)**

**Readings due:**

*Common Fire*, chapter 2

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](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/>]

Psoriasis Action Network [<http://psoriasis.org/advocacy>]

General Assembly of Maryland. [<http://mgaleg.maryland.gov/webmga/frmlst.aspx?tab=home>]

*2015 User Guide General Assembly of Maryland Website*. [<http://mgaleg.maryland.gov/Pubs-current/current-about.pdf>]

**Assignment due:**

Two-page written reflection: Question #1, page 7: What do I really know about myself? Conversely, what do I *not* know about myself?

## Class 5: February 24

**Topic: Compassion**

**Strategy for Social Change: Community Building/Organizing**

**Guest speaker: Margaret Morgan Hubbard**

### Readings due:

*Common Fire*, chapter 3 and interlude

J. Kretzmann & J. McKnight, Introduction to *Building Communities from the Inside Out*

[[www.abcdinstitute.org/docs/abcd/GreenBookIntro.pdf](http://www.abcdinstitute.org/docs/abcd/GreenBookIntro.pdf)]

D. Beckwith & C. Lopez, Community Organizing: People Power from the Grassroots,

[<http://comm-org.wisc.edu/papers97/beckwith.htm>]

Community Toolbox [<http://ctb.ku.edu/en/table-of-contents>]

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:

Two-page written reflection: Question #2, page 7: When I think about my life, how well is it hanging together? Do I like where it's taking me? What's the best part of where it's taking me? The worst part?

Explore the Community Toolbox and Community Matters websites and come to class prepared to discuss how they are similar and different.

## Class 6: March 3

**Topic: Conviction**

**Social Change Strategy: Confrontation**

### Readings due:

*Common Fire*, chapter 4

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.

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

#Occupy Wall Street: New York City General Assembly. [http://www.nycga.net/] Spend some time exploring this site, including events, GA Guide, FAQ, and [occupywallstreet.net]

D.Spencer and N. Dei, “This is a Problem for Everybody: UMD Students Pack Student Union to Protest Ferguson Decision,” 4 NBC Washington, 11/25/14, [http://www.nbcwashington.com/news/local/UMD-Students-Hold-Sit-In-Protest-Ferguson-Grand-Jury-Decision--283860631.html]

J. Eligon & J.D. Goodman, “At Home and at Work, Black Police Officers are on the Defensive,” 12/24/14, New York Times, [http://www.nytimes.com/2014/12/25/us/at-home-and-work-black-police-officers-on-defensive.html?module=Search&mabReward=relbias%3As%2C%7B%22%22%3A%22RI%3A10%22%7D&\_r=0]

### **Assignments due:**

Two-page written reflection: Questions 3 & 4, page 7:

Question 3: Is the life I’m living a real expression of who I am and who I want to be? How can I tell?

Question 4: What choices have I made that have gotten me closer to the person I want to be?

## **Class 7: March 10**

**Topic: Courage**

**Guest speaker:**

**Readings due:**

*Common Fire*, chapter 5 and interlude

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

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]

E. Hartman, Why UNICEF and Save the Children are Against Your Short-Term Service in Orphanages, [globalsl.org](http://globalsl.org),

[<http://globalsl.org/why-unicef-and-save-the-children-are-against-you-caring-for-orphans/>]

**Assignments due:**

None: YAY!

**March 17 – SPRING BREAK; NO CLASS**

**Class 8: March 24**

**Topic: Confession**

**Social Change Strategy: Artistic Expression**

**Readings due:**

*Common Fire*, chapter 6

B. Ullmann, “The Fearless Ones: Can Art Change the World?,” TERP Magazine, 2/10/14, [<http://terp.umd.edu/the-fearless-ones/#.VJr1VF4AKB>].

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>]

B. Fellett, “Despite Death Threats, Cartoonists Challenge Religious Hatred and Censorship Online,” Washington Post, 12/27/14, [[http://www.washingtonpost.com/national/religion/despite-death-threats-cartoonists-challenge-religious-hatred-and-censorship-online/2014/12/24/f12f747c-8ba4-11e4-ace9-47de1af4c3eb\\_story.html](http://www.washingtonpost.com/national/religion/despite-death-threats-cartoonists-challenge-religious-hatred-and-censorship-online/2014/12/24/f12f747c-8ba4-11e4-ace9-47de1af4c3eb_story.html)]

“Political Artist Ai Weiwei,” CBS News, 1/27/13, [<http://www.cbsnews.com/videos/political-artist-ai-weiwei>]

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](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)]

**Assignments due:**

Two-page reflection: Question 5, p. 7: What am I *not*?

Bring to share in class a piece of artistic expression in any medium that has inspired you or moved you to social change; tell us how it has inspired you and why.

## Class 9: March 31

**Topic: Commitment**

**Social Change Strategy: Social Media**

### Readings due:

*Common Fire*, chapter 7 and epilogue

M. Gladwell, "Small Change," *The New Yorker*, 10/4/10.

[[http://www.newyorker.com/reporting/2010/10/04/101004fa\\_fact\\_gladwell](http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell)]

S. Sanders, "The Kony 2012 Effect: Recovering from a Viral Sensation," NPR, 6/14/14.

[<http://www.npr.org/2014/06/14/321853244/the-kony-2012-effect-recovering-from-a-viral-sensation>]

J. Testa, "Two Years After Kony 2012, Has Invisible Children Grown Up," BuzzFeed News, 3/9/14. [<http://www.buzzfeed.com/jtes/two-years-after-kony-2012-has-invisible-children-grown-up#.vdLJb27nE>]

Crowdfunding OOJO, "Kickstarter vs. IndieGogo: Choosing Your Crowdfunding Platform,"

[<http://crowdfundingdojo.com/articles/kickstarter-vs-indiegogo-choosing-your-crowdfunding-platform>].

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

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

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>]

### Assignments due:

Two-page written reflection: Review and reflect again on your core values (written reflection for class 2). To what extent have you questioned or changed your core values since starting this course? How does your everyday life reflect these questions and/or changes?

Explore and compare the 3 websites: Crowdfunding OOJO, Change.org, KIVA

## Class 10: April 7

**Topic: What is Social Entrepreneurship?**

**Readings due:**

*Driving Social Change*, Introduction and chapter 1

Ashoka, What is a Social Entrepreneur? [[http://www.ashoka.org/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](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, [<http://dumpest.com/she-gave-a-homeless-woman-a-coat-and-got-yelled-at-her-response-is-brilliant-and-inspiring>].

**Assignments due:**

Explore the Ashoka site about social entrepreneurship.

One-page description of your plans for your cumulative reflection project.

**Class 11: April 14**

**Topic: Social Entrepreneurship: Agitating the Prevailing Wisdom**

**Guest Speaker: Dr. Allison Druin, Chief Futurist, Future of Information Alliance** (invited)

**Readings due:**

*Driving Social Change*, chapters 2 and 3

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>]

**Assignments due:**

Two-page written reflection: Question #6, p. 7: What are you pretending *not to know*?

Cumulative project presentations and discussions.

## Class 12: April 21

**Topic: Social Entrepreneurship and Social Value Creation**

**Guest Speaker: Sara Herald, Assistant Director for Social Entrepreneurship, UMD Center for Social Value Creation (invited)**

### Readings due:

*Driving Social Change*, chapter 4

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](http://opinionator.blogs.nytimes.com/2013/09/21/the-importance-of-the-afterlife-seriously/?_r=0)]

M. Porter, "Creating Shared Value," YouTube, 8/10/10  
[<https://www.youtube.com/watch?v=z2oS3zk8VA4>]

M. Porter, "Why Business Can be Good at Solving Social Problems," TEDGlobal2013,  
[[http://www.ted.com/talks/michael\\_porter\\_why\\_business\\_can\\_be\\_good\\_at\\_solving\\_social\\_problems?language=en](http://www.ted.com/talks/michael_porter_why_business_can_be_good_at_solving_social_problems?language=en)]

Mission in a Bottle: The Story of Honest Tea. [<http://missioninabottle.net>]

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](http://www.nytimes.com/2014/05/17/opinion/arthur-c-brooks-beware-the-city-dolls.html?emc=eta1)]

### Assignments due:

Two-page written reflection: Why do you want to change the world? *Why does it matter to know why?* Review and reflect again on your responses to the written reflections you did for classes 2 and 3 in preparation for writing this week's reflection.

Cumulative project presentations and discussions.

## Class 13: April 28

**Topic: Community Economic Development**

### Readings due:

P. Buffett, "The Charitable-Industrial Complex," New York Times, 7/26/13,  
[<http://www.nytimes.com/2013/07/27/opinion/the-charitable-industrial-complex.html>]



R. Stupart, “7 Worst International Aid Ideas,” 2/20/12, Matador Network.  
[<http://matadornetwork.com/change/7-worst-international-aid-ideas>]

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](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)]

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](http://articles.washingtonpost.com/2012-11-16/local/35506849_1_nora-roberts-inn-boonsboro-page-bookstore)]

W. Neuman, “High Ambition and Visions of Andean Haute Cuisine,” 11/7/12,  
[<http://www.nytimes.com/2012/11/07/world/europe/in-bolivia-high-goals-and-visions-of-haute-cuisine.html>]

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%221%22%3A%22RI%3A8%22%7D>]

### **Assignments due:**

Cumulative project presentations and discussions.

Two-page written reflection paper: Why don’t you do the things you know you should be doing?

## **Class 14: May 5**

### **Topic: Civic Professionalism**

### **Readings due:**

Case Foundation, *Inspiring the Next Generation Workforce: The 2014 Millennial Impact Report*, [[http://cdn.trustedpartner.com/docs/library/AchieveMCON2013/MIR\\_2014.pdf](http://cdn.trustedpartner.com/docs/library/AchieveMCON2013/MIR_2014.pdf)]

A. C. Brooks, “A Formula for Happiness,” New York Times, 12/14/13,

[\[http://www.nytimes.com/2013/12/15/opinion/sunday/a-formula-for-happiness.html?hp&rref=opinion\]](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,

[\[http://opinionator.blogs.nytimes.com/2013/06/29/the-gospel-according-to-me/\]](http://opinionator.blogs.nytimes.com/2013/06/29/the-gospel-according-to-me/)

I. Najarro, "Rare D.C. Housecall Doc Straddles Two Washingtons," Washington Post, 8/19/14,

[\[http://www.washingtonpost.com/local/rare-dc-house-call-doctor-straddles-two-washingtons/2014/08/19/0e2b7a66-23cd-11e4-958c-268a320a60ce\\_story.html\]](http://www.washingtonpost.com/local/rare-dc-house-call-doctor-straddles-two-washingtons/2014/08/19/0e2b7a66-23cd-11e4-958c-268a320a60ce_story.html)

L. Nilsson and S. Sastry, "Engineering Improvements for the World," Washington Post, 10/5/14,

[\[http://www.washingtonpost.com/opinions/engineering-improvements-for-the-world/2014/10/05/b83d3230-431f-11e4-b437-1a7368204804\\_story.html\]](http://www.washingtonpost.com/opinions/engineering-improvements-for-the-world/2014/10/05/b83d3230-431f-11e4-b437-1a7368204804_story.html)

### **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?

Cumulative project presentations and discussions.

## **Class 15: May 12**

### **Topic: Final Reflections; Topic TBA**

### **Readings due:**

P. Loeb, "10 Suggestions for Effective Citizen Engagement," *Soul of a Citizen*, 2010,

[\[http://www.huffingtonpost.com/paul-loeb/soul-of-a-citizen-want-to\\_b\\_614880.html\]](http://www.huffingtonpost.com/paul-loeb/soul-of-a-citizen-want-to_b_614880.html)

S. T. Asma, "The Myth of Total Love," New York Times Opinionator Blog, 1/6/13,

[\[http://opinionator.blogs.nytimes.com/2013/01/05/the-myth-of-universal-love/?emc=eta1\]](http://opinionator.blogs.nytimes.com/2013/01/05/the-myth-of-universal-love/?emc=eta1)

### **Assignments due:**

Two-page written final reflection: How am I like no one else in this class? How am I like some of the others? How am I like everyone else in the class? *Why does it matter?*

**"I wish you big leaps and happy landings."**

Paraphrasing R. Kegan and L. L. Lahey, *Immunity to Change*