EDCP 418J: Advanced Topics in Leadership:  
Now What? Composing a Life of Meaning and Purpose  
Spring 2011

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CLASS: Tuesday, 2:00-4:45 pm  
1108 Hornbake

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. Together, the students and the instructor will build a classroom community that is a model of a participatory democracy. The class will examine various social change strategies, collaboratively determine the strategies they will study, and create a social change strategy handbook for use by UMD students. Class members will work as a team to put a social change strategy into practice.

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 societies.

• 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.

• Feel more confident using technology to critically reflect and make meaning of your own experiences.

• Feel more confident using technology to promote dialogue about your own experiences and the experiences of others.

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 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 classwork missed and for turning in your assignments on time.

• 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.

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) Counseling Center
2201 Shoemaker Hall Shoemaker Hall
Email – Lasinfo@umd.edu Phone – 301-314-7651
Phone – 301-314-7693 Website – www.counseling.umd.edu
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

Required Textbooks (On Amazon and other online sources. Please obtain them ASAP.)


Other readings will be posted to the ELMS course site throughout the semester.

Please print each week’s readings from the ELMS site and place them in a looseleaf (3-ring) binder. Bring the binder to class, along with the books from which readings were assigned for that class. It is important that you come to each class prepared to discuss the week’s readings. 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 double spaced, with 1” margins and 12-point font. They should be mailed to the instructor at 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/]. When your papers are returned by the instructor, place them in your binder for the appropriate class.
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 leave.
• 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

SOCIAL CHANGE STRATEGY HANDBOOK ENTRY

You will learn about a range of social change strategies and the civic skills required to implement them. Based on the Social Change Strategy Analysis paper that you will prepare for class on March 8 and the ensuing discussion, you will develop an entry for the Social Change Strategy Handbook through the class Wiki. The handbook entries will form the foundation of a handbook that will be added to by subsequent classes for use by UMD students interested in engaging in action for social change.

DIGITAL STORY

The 2-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 the form of a digital story. Your digital story should be 3-4 minutes in length and utilize various visual images (e.g., scanned images, online images, photos you have taken with a digital camera), audio media (e.g., music clips,
other recorded sounds), and narrative. Further information on creating a digital story will be provided.

Your digital story 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. What matters most is your awareness of the values and convictions that will guide you as you consider your myriad possibilities and will form the bedrock on which you will compose a life of meaning and purpose.

Take the time to reflect on all of the following questions, but you do not need to address them directly in your digital story. Please include at least one story about yourself that illustrates why you answered 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 is my latest “aha” moment? How did it affect me?

SOCIAL CHANGE ACTION PROJECT

This class isn’t just about reflection; it’s also about action. As a group, you will select an issue or cause, local or global, that you will address through a collective social change action project on or around the week of April 26. You will have time in class to develop and work on your action plan. Tasks related to the project and the project itself may need to be accomplished outside class time. You will receive a group grade for this collaborative project that will be figured into your grade for the course.

GRADING CRITERIA:

Participation, papers, and presentations will be assigned points as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation 14 classes x 50 points</td>
<td>700</td>
</tr>
<tr>
<td>2-page reflection paper 7 x 40 points</td>
<td>280</td>
</tr>
<tr>
<td>Class presentations</td>
<td></td>
</tr>
<tr>
<td>5-minute 15 points</td>
<td>15</td>
</tr>
<tr>
<td>10-minute 4 x 30 points</td>
<td>120</td>
</tr>
<tr>
<td>Social Change Strategy Handbook Entry</td>
<td>80</td>
</tr>
<tr>
<td>Social Change Action Project (group grade)</td>
<td>140</td>
</tr>
<tr>
<td>Civic Professional Interview</td>
<td>40</td>
</tr>
<tr>
<td>Digital Story</td>
<td>140</td>
</tr>
<tr>
<td>Final exam</td>
<td>85</td>
</tr>
</tbody>
</table>
Grades and points will be assigned to participation, papers, and presentations as follows:

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

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

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

D (60-69.99%) Completed assignment but did not provide a thoughtful analysis

F (below 60%) Assignment not completed

Final grades will be computed as follows:

A = 94-100%
A- = 90-93.99%
B+ = 87-89.99%
B = 84-86.99%
B- = 80-83.99%
C+ = 77-79.99%
C = 74-76.99%
C- = 70-73.99%
D+ = 67-69.99%
D = 64-66.99%
D- = 60-63.99%
F = below 60%

While plusses and minuses will appear on your transcript, the University will only calculate whole points into your GPA.
COURSE CALENDAR: 2011

Class 1: January 25

Topics: Introduction, Pre-course Assessments, Review of Social Change Model of Leadership

Class 2: February 1

Topics: Making Meaning

Readings due:

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

Common Fire, chapters 1 and 2


Course Premises. On ELMS under today’s class.

What is Critical Reflection? On ELMS under today’s class.

Levels of Critical Reflection. On ELMS under today’s class.

Assignments due:

As you will need to do for each class, print this week’s readings from the ELMS site and place them in a looseleaf (3-ring) binder. Bring the binder to class, along with the books from which readings were assigned for today’s class. It is important that you come to each class prepared to discuss the week’s readings. 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.

2-page written reflection and 5-minute oral presentation (not graded): Take a look at your bedroom/dorm room door/refrigerator door/bumper stickers on your car. What kinds of things, if anything, have you displayed? What do they suggest or reveal about who you are? What might it mean if there is nothing displayed?
Class 3: February 8

Topic: What I/We Care About

Readings due:

*Common Fire*, chapters 3 and 4 required; Interlude pp. 80-101 optional

Assignments due:

Two-page written reflection: Why do you want to change the world? Why does it matter to know why? (See information under Course Assignments and Grading Criteria.)

Please come to class prepared to share with us:

1. Causes I care about
2. Contributions and commitments I want to make
3. I want to fulfill the contributions and commitments I’ve identified,

but__________________________________________________________,

but__________________________________________________________,

but__________________________________________________________,

but__________________________________________________________,

but__________________________________________________________,

but__________________________________________________________.

Class 4: February 15

Topic: What kind of citizen are you? What is the role of service in citizenship?

Readings due:

J. McKnight, “Why ‘Servanthood’ is Bad?,” 1989
[http://housingministries.org/policyAssets/policy%20articles/The%20Other%20Side,%20McKnight,%201989.pdf]

Ivan Illich, “To Hell with Good Intentions,” 1968
[http://www.swaraj.org/illich_hell.htm]

On ELMS under today’s class

Assignment due:

2-page reflection paper in which you thoughtfully consider the community service and service-learning experiences you have had, how they affected you and the community, and the degree to which they benefited both.

Class 5: February 22

Topic: Civic Engagement: Strategies for Social Change

Readings due:

Levine, Chapters 1-3

National Conference on Citizenship, 2008 Civic Health Index: Beyond the Vote (PDF) [http://www.ncoc.net/index.php?tray=content&tid=top5&cid=97]


“Dragonfly in Action,” [http://www.dragonflyeffect.com/blog/dragonfly-in-action/] (please read all the examples)


CIRCLE Civic Indicators [http://www.civicyouth.org/practitioners/Core_Indicators_Page.htm#1]

Carrotmob [http://www.carrotmob.org]

The Extraordinaries [http://www.beextra.org]
Assignment due:

10-minute presentation: What are the three civic actions/social change strategies that you are most interested in learning more about personally? What are three strategies that you believe we should consider using for the class project? Why?

Class 6: March 1

Topics: Student Activism, Exploring Shared Causes

Readings due:

Bateson, chapters 1-3

Levine, chapter 4


Save the Hillock [http://www.savethehillock.com/overview.php]

University of North Carolina Chapel Hill Build a Block [http://www.uncbuildablock.org/]

Assignment due:

2-page written reflection and 5-minute presentation:

“Based on our class discussions so far, a cause that I believe that our group could come together to work on for our Social Change Action Project is…”

“I care about this cause because…”
Class 7: March 8

Topic: Social Change Strategies and Civic Skills

Readings due:


Bateson, chapters 4-6

Levine, chapter 5

Assignment due:

Social Change Strategy Analysis paper and 10-minute presentation: Based on the social change strategies discussed in the previous class, the class will deliberate and collectively determine which social change/civic action strategies are most promising in addressing the issue related to the class project. Each student will select a strategy and prepare a written analysis (~2 pages) and a 10-minute presentation that covers:

- What it is
- When to use it
- Who would benefit
- How to do it
- Pros
- Cons
- Example(s).

2-page written reflection: How does the quilt analogy on pages 62-63 of Bateson apply to your life?

Come prepared to discuss what civic skills you believe the class should learn about in preparation for implementation of the Social Change Action Project.

Class 8: March 15

Topic: Selecting an Issue and Strategy

Readings due:

*Common Fire*, chapter 5

Action planning template

**Assignments due:**

Draft of Social Change Strategy Handbook entry to the Wiki

March 22 – Spring Break

Class 9: March 29

**Topic:** Civic Professionalism

**Readings due:**

*Common Fire*, chapter 6

Bateson, chapters 7-9


**Assignments due:**

Review and edit *all* Social Change Strategy Handbook entries on the Wiki

First draft of digital story board to instructor and partner

10-minute presentation (we will do presentations on March 29 and April 5, but please be prepared for today) based on an interview with a civic professional in your field of interest (or a field you are considering). Questions should include:

- What are the civic and social issues professionals in this field are concerned about?
- How would you define a civic professional in your field?
- What are the different ways that professionals in your field address civic and social issues?
- Are you a civic professional? If so, how and why?
- What advice do you have for college students interested becoming a civic professional in this field?

2-page written reflection paper: Envision yourself in a career in which you can both do good and do well.
Class 10: April 5

**Topic:** Social Entrepreneurship

**Readings due:**

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

Oregon Public Broadcasting
What is Social Entrepreneurship?, Slideshow: Meet Social Entrepreneurs of the Past [http://www.pbs.org/opb/thenewheroes/whatis/index.html]
Meet the New Heroes and 4 Audioclips from Interview with David Green [http://www.pbs.org/opb/thenewheroes/meet/]

**Assignments due:**

***MANDATORY: Jonathan Kozol lecture tonight, 7:00pm(?)***

Feedback to digital story board partner before class

Levine, chapter 11

*Common Fire*, chapter 7

Finalize your Handbook entry on Wiki.

Complete assigned tasks for Social Change Action Project.

Class 11: April 12

**Topic:** Social Change Agents

**Readings due:**

*Common Fire*, Epilogue

Bateson, chapters 10-12

**Assignments due:**

2-page written reflection paper: Based on the portraits of the individuals in *Common Fire* and *Composing a Life*, envision yourself as a social change agent on a large or small scale.

Come to class prepared to articulate something that you agree with and something that you disagree with from Jonathan Kozol’s April 5 speech.
Revise digital story board for presentation to class and instructor.

Complete assigned tasks for Social Change Action Project.

Class 12: April 19

Topic: Digital Stories

Readings due:

Assignments due:

*Final digital story presentations*

Complete assigned tasks for Social Change Action Project.

Class 13: April 26

Topic: SOCIAL CHANGE ACTION PROJECT!

Readings due:

Assignments due:

*Implement Social Change Action Project*

Class 14: May 3

Topic: Final Reflections

Readings due:

Assignments due:

10-minute reflection presentation on Social Change Action Project:

2-page written final reflection: topic to be assigned.

Prepare for final exam in class today.

Class 15: May 10      NO CLASS