EDCP 418J: Advanced Topics in Leadership:  
Now What? Composing a Life of Meaning and Purpose  
Spring 2013  
2/5/13

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

INSTRUCTOR:  
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CLASS:  
Tuesday, 2:00-4:45 pm  
0122 Jimenez

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

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
Required Textbooks (On Amazon and other online sources. Please obtain them IMMEDIATELY, because readings from them are required for class on February 12.)


Other readings will be posted to the course site throughout the semester. Therefore, it is important 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, such as printing the readings and placing them in a binder or organizing them into online files that you will access on your laptop in class. 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 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

WEEKLY REFLECTIONS: WRITTEN AND ONLINE

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 digital story.
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 reflecting within the context of this class is the opportunity to share with one another the diverse experiences and perspectives that each of us brings. Prior to each class for which a two-page written reflection is assigned, please post a reflection to the Discussion Board no later than Monday at 12noon for others’ to reflect some thoughts or questions back to you. I expect that you will post a brief (~one paragraph) reflection that led up to your written assignment, is excerpted from it, or is about something completely different (e.g., one of the course readings, a piece you read in the media, a past or present incident).

Before the start of class the following week (e.g., before 2:00pm Feb. 12 for reflections posted prior to class on Feb. 5), please respond to a minimum of two of your classmates’ posts. At least one of these should be at least one paragraph in length and particularly thoughtful; at least one other can be a few words or one sentence.

**SOCIAL CHANGE STRATEGY ANALYSIS PRESENTATION AND PAPER**

Each student will select a strategy and prepare a 10-minute presentation, to be followed by a written analysis of approximately 5 pages that covers:

- What it is
- When to use it
- Who would benefit
- How to do it
- Pros
- Cons
- Concrete examples (3 of how this strategy has been used in the past, 3 of how it is being used now)

The presentations and papers will provide direction for the class in selecting a social change strategy for the Social Change Action Project.

**DIGITAL STORY**

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 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.

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Your digital story 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. 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 23-27. 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:

Grading Criteria:

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 (A-, A, A+)

B (80-89.99%) Very good thoughtful objective and subjective 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%) Completed assignment but did not provide a thoughtful analysis (D-, D, D+)

F (below 60%) Assignment not completed

Grade Computation:

Final grades will be computed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Two-page reflection papers</td>
<td>25%</td>
</tr>
<tr>
<td>Social Change Strategy Analysis paper</td>
<td>10%</td>
</tr>
<tr>
<td>Class presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Digital story</td>
<td>10%</td>
</tr>
<tr>
<td>Group project grade</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

TOTAL 100%

***I gratefully acknowledge my colleague, Dr. Marshall Welch, who generously shared his syllabi with me. They have greatly inspired this one.***
SPRING 2013 COURSE CALENDAR

Class 1: January 29

Topics: Introduction and Course Premises, Pre-course Assessments, Social Change Model of Leadership, Social Change Wheel, What is Critical Reflection, DEAL Model

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

Class 2: February 5

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

Readings due:


Assignments due:

Five-minute oral presentation: 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?

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.
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 3: February 12

Topic: Strategies for Social Change: Philanthropy, Volunteerism, Community Building

Readings due:

Common Fire, chapter 1

Habits of the Heart, Introduction, Preface, chapter 1

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

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

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

Assignments due:

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

Social Change Strategy Presentations – service/philanthropy (Katlin), civic professionalism (Rabi)
Class 4: February 19


Readings due:

*Common Fire*, chapter 2

*Habits of the Heart*, chapter 2

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


Introduction to *Building Communities from the Inside Out* [www.abcdinstitute.org/docs/abcd/GreenBookIntro.pdf]


**NOTE:** This exhibition is at the Baltimore Museum of Art through May 5, 2013.


**NOTE:** This exhibition is at the Hirshorn Museum on the Smithsonian Mall in Washington, D. C. until February 24, 2013. HIGHLY RECOMMENDED!!
Assignment 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.

It is required that you visit the exhibition, Network of Mutuality: 50 Years Post Birmingham (Art Gallery, Art-Sociology Building, through April 27). Please come to class prepared to discuss a piece that was most meaningful for you and what about it made it so.

Social Change Strategy Presentations – grassroots political activity/public policy work (Mike), community building/organizing (Kapria), artistic expression (Julia)

Class 5: February 26

**Topic:** Strategies for Social Change: Social Entrepreneurship, Social Media, Confrontation

**Readings due:**

*Common Fire*, chapter 3 and Interlude

*Habits of the Heart*, chapter 3

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 Audioclip from Interview with David Green [http://www.pbs.org/opb/thenewheroes/meet/]


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

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


Assignments due:

Two-page written reflection: Question #1, page 6: What do I really know about myself? Conversely, what do I not know about myself?

Social Change Strategy Presentations -- social entrepreneurship (Nima), social media (Amy), confrontational strategies (Alaurah), community economic development (Ned)

Class 6: March 5

Topics: Deciding on a Cause and a Strategy

Readings due:

Common Fire, chapter 4

Habits of the Heart, chapter 4


Action planning template

Assignments due:

Two-page written reflection and five-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…”

“I suggest we consider using this/these (1-2) strategies for our project to address this cause…”

Come prepared with three ideas/resources from the Community Toolbox for class discussion on selecting a cause and a strategy.
Two-page written reflection: Question #2, page 6: 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?

Class 7: March 12

Topic: Introduction to Digital Stories; Work on Class Project
Guest speaker: Dr. James McShay, Associate Director, Adele H. Stamp Student Union

Readings due:

*Common Fire*, chapter 5 and Interlude

*Habits of the Heart*, chapter 5

Assignments due:

Five-page Social Change Strategy Analysis paper based on presentation and class discussion. Post your paper to ELMS (instructions to be provided) and email it to the instructor prior to class on March 12.

In class, continue work on project action plan; select a volunteer to email it to instructor following class.

March 19 – SPRING BREAK; NO CLASS

Class 8: March 26

Topic: Finalizing the Project Action Plan

Readings due:

*Common Fire*, chapter 6

*Habits of the Heart*, chapter 6

P. Loeb, “10 Suggestions for Effective Citizen Engagement, *Soul of a Citizen*, 20 (on ELMS for today’s class)
[http://www.huffingtonpost.com/paul-loeb/soul-of-a-citizen-want-to_b_614880.html]

Assignments due:

Two-page written reflection: Questions 3 & 4, page 6:

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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 9: April 2

Topic: Presentations of Digital Storyboard Drafts

Readings due:

*Habits of the Heart*, chapter 7

Assignments due:

Ten-minute presentation on first draft of digital story board; bring copies for all

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?

Class 10: April 9

Topic: Civic Professionalism

Readings due:

*Common Fire*, Epilogue

*Habits of the Heart*, chapter 8

Assignments due:

Two-page written reflection: To what degree 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?

Complete assigned tasks for Social Change Action Project.

Class 11: April 16

Topic: Digital Stories, Work on Social Change Action Project

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Readings due:

*Habits of the Heart*, chapter 9

Assignments due:

Complete assigned project tasks.

Digital story presentations.

**Class 12: April 23**

**Topic:** Digital Stories, Social Change Agents

Readings due:

*Habits of the Heart*, chapter 10

Assignments due:

***PROJECT IMPLEMENTATION***

Digital story presentations.

*Mandatory: Attend Gloria Steinem lecture. Come to class on April 30 prepared to discuss implications of her lecture for social change agents.*

**Class 13: April 30**

**Topic:** Digital Stories

Readings due:

*Habits of the Heart*, Chapter 11


Assignments due:

Digital story presentations.
Two-page written reflection paper: Based on the portraits of the individuals in *Common Fire* and *Habits of the Heart*, envision yourself as a social change agent on a large or small scale. Include response to Question #5 on page 6, What am I not?

**Class 14: May 7**

**Topic:** Final Reflections; Topic TBA

**Readings due:**

**Assignments due:**

Questions will be provided for final in-class oral reflections.

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

Prepare for final exam in class today.

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