

Community, Consensus, and Commitment

Course Description

This interdisciplinary course will be useful for community fellows who seek to understand and address contemporary social issues in a purposeful and strategic manner. To help develop organizing leadership skills, the course will require community fellows to apply these skills in community service-learning sites where they will utilize theory and practice. Community fellows will learn the various dimensions of what constitutes community and how to apply the tools of community organizing, consensus-building, and sustaining commitment in addressing social issues. Through this process, community fellows will learn how to create positive change in their communities by utilizing effective analytical, planning, facilitation, and relationship-building skills that can help reverse social isolation through civic engagement.

LEARNING OBJECTIVES

Upon completion of the course, community fellows will be able to:

- \$ apply consensus organizing skills
- \$ read and write critically
- \$ articulate sociological concepts such as community, individualism, and social capital
- \$ distinguish the differences among various types of organizing
- \$ facilitate meetings
- \$ prepare action plans
- \$ give presentations
- \$ become involved in a community organizing effort

Course Requirements

This course will meet once a week, seminar style. Attendance and active participation are essential in creating a thriving learning environment. No more than one absence will be allowed in order to pass the course and to receive Continuing Education units. Please arrive on time and set all cellular telephones to the vibrate mode. This course will meet once a week, seminar style. Attendance and active participation are essential in creating a thriving learning environment.

COMMUNITY SERVICE-LEARNING

As noted in the course description, Sociology 464 contains a community service-learning element that is an integral component of the course. Community service-learning is a pedagogical and learning strategy that integrates meaningful community service with instruction and reflections to enrich the learning experience, teach civic responsibility, and strengthen communities. Community fellows will work in their sites and write a final reflection paper on the course that includes a critical reflection of the organizing effort, individual and community action plans, and a confidential peer evaluation of each team member's contribution.

ASSIGNMENTS

Each community fellow will form a core group and are required to hold a minimum of two meetings as this group and one house meeting. In addition, each community fellows will develop a community action plan based upon community input obtained from a house meeting that will be coordinated by the core group. The results of this house meeting will form the foundation for a community action plan that will be presented to civic leaders, USD community members, and peers.

Each community fellow will also write an individual implementation plan based upon the community organizing action plan. The community action plan and the community fellow's role in implementing it are to be included in the final reflection paper.

WRITTEN ASSIGNMENTS

I. Reflection Papers: Community fellows will write short reflection papers on aspects of the organizing process. These papers will be 2-3 pages in length and should be typed (if possible), double-spaced, one-inch margins OR neatly printed in blue or black ink.

II. Reader's Journal: Readings on the lecture schedule should be completed for the class meeting in which they will be discussed. For certain reading assignments (indicated in the syllabus with an asterisk), community fellows will write a 2-3 page reflection about that reading in their journals. These reading journals should be typed (if possible), double-spaced, one-inch margins OR neatly printed in blue or black ink. As the semester progresses, these entries should incorporate information from previous readings, lectures, as well as life experiences. The reflection papers and journal entries will be read and graded (%- % %+).

These papers will serve as the basis for the seminars and will be evaluated on clarity, organization, depth of analysis, a demonstration of *critical* reading as well as on grammar, spelling, and punctuation.

Consider the following questions when writing these journal entries. However, these are suggested questions and should not form the structure of the paper:

- § What are the main ideas presented by the author?
- § What ideas interested you the most?
- § How do these ideas relate to your own experiences?
- § How do the ideas relate to the other readings and lectures?
- § How do these ideas help to improve conditions and/or the quality of life in your community?
- § How does the reading relate to the issues of community, consensus, organizing, and sustaining commitment?

If possible, please provide **TWO** hard copies of the reflection papers and submit them at the beginning of class.

IV. IN-CLASS WRITING ASSIGNMENTS

To help facilitate class discussions, there will be in-class writing exercises during some classes that consist of a 10-15 minute period where community fellows will respond to specific questions concerning major concepts found in the readings. We will discuss and review these responses during the class period.

V. PRESENTATIONS

Community fellows will facilitate the discussion during some classes on the assigned readings, in-class exercises/simulations, and their experiences in the community implementing the consensus organizing process. Through these facilitations and presentations, community fellows will learn not only how to analyze the readings and strengthen their understanding through class activities, but they will also learn/practice presentation skills.

CLASS STANDARDS

Students are required to attend all classes, to do the reading assignment beforehand, and to actively participate in class. Because this course will meet once a week, seminar style, attendance and active participation are essential for creating a thriving learning environment. Greater than one absence will result in a grade of AF.@ Late arrivals and early departures are

	E-mail the results to:
	Dr. Alan Farber
	afarber@sandiego.edu ,
	Dr. Liu liuusd@sandiego.edu , and
	John Loggins
	jloggins@sandiego.edu
PUM Interpretation Session	Wednesday, February 6, 2008
First Analysis Paper Due	Wednesday, February 6, 2008
Peer Evaluation (First Paper) Due	Wednesday, February 13, 2008
In-class Writing Assignment	Wednesday, February 13, 2008
In-class Writing Assignment	Wednesday, February 20, 2008
Second Analysis Paper Due	Wednesday, February 27, 2008
Student Facilitation on Readings	Wednesday, February 27, 2008
Peer Evaluation (Second Paper) Due	Wednesday, March 5, 2008
First Reflection Paper Due	Wednesday, March 5, 2008
Social Capital Map Due	Wednesday, March 5, 2008
Team Presentations	Wednesday, March 5, 2008
Third Analysis Paper Due	Wednesday, March 12, 2008
Student Facilitation on Readings	Wednesday, March 12, 2008
Spring Break	Monday, 3/17 - Monday, 3/24
Rewrite of First Paper Due	Wednesday, March 26, 2008
In-class Writing Assignment	Wednesday, March 26, 2008
Second Reflection Paper Due	Wednesday, April 2, 2008
Fourth Analysis Paper Due	Wednesday, April 2, 2008
Team Presentations	Wednesday, April 2, 2008
Rewrite of Second Paper Due	Wednesday, April 9, 2008
In-class Writing Assignment	Wednesday, April 9, 2008
Fifth Analysis Paper Due	Wednesday, April 16, 2008
Third Reflection Paper Due	Wednesday, April 23, 2008
Team Presentations	Wednesday, April 23, 2008

Action Plans Due	Wednesday, May 7, 2008
Team Presentations on Action Plans	Wednesday, May 7, 2008
Course Reflection Paper Due	Wednesday, May 14, 2008
Graduation	Wednesday, May 14, 2008 Salomon Lecture Hall, Maher Hall 6:00 - 8:45 P.M.

Required Texts

Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Boston: Little, Brown and Company, 2001).

Michael Eichler, *Consensus Organizing: Building Communities of Mutual Self-Interest* (Thousand Oaks, CA: Sage Publications, 2007).

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: The University of Chicago Press, 1996).

Course Reader. (Purchased through the Center for Community Service-Learning)

Other readings will be distributed in class.

Office and Office Hours

Judith Liu's office is located in Serra Hall 228

Telephone: (619) 260-4025

e-mail: liuud@SanDiego.edu

Office hours: January 28 - May 12, 2008

T: 2:30 - 3:30 P.M.

W: 2:00 - 5:00 P.M.

TH: 11:00 - noon

Other times by appointment

John Loggins

Center for Community Service-Learning, Maher 214

Telephone: (619) 260-4463

e-mail: jloggins@SanDiego.edu

**STUDENTS ARE RESPONSIBLE FOR ALL
INFORMATION (NOTES, REVISED READING
ASSIGNMENTS, HANDOUTS, REVISED DATES, ETC.)
GIVEN OR DISCUSSED IN CLASS.**

Lectures and Reading Assignments

Wednesdays, 6:00 - 8:45 P.M., Loma Hall 321

Week 1 January 30, 2008 - Introduction/Orientation
Course Requirements
Course Introduction
Preliminary Assessment
Lecture: Participatory Democracy

Assignment: E-mail the four-letter type to Dr. Alan Farber at afarber@sandiego.edu, Dr. Liu at liu@sandiego.edu, and John Loggins at jloggins@sandiego.edu by NO LATER THAN FRIDAY, FEBRUARY 1, 2008.

Week 2 February 6, 2008 - Framing the Issue
PUM Interpretation - Dr. Alan Farber, Career Services
FIRST ANALYSIS PAPER DUE

Readings: *Andrew Sokatch, "Peer Influences on the College-Going Decisions of Low Socioeconomic Status Urban Youth." (handout)

Assignment: Site visits.

Week 3 February 13, 2008 - Social Capital
PEER EVALUATION DUE
In-class writing assignment
Lecture: The value and dimensions of social capital

Readings: Course Reader: Ivan Light, "Social Capital's Unique Accessibility," *Journal of the American Planning Association* 70 (2): 145-151.

Robert D. Putnam, "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6(1): 65-78, January 1995.

Assignment: Site visits.

Week 4 February 20, 2008 - Civil Society
In-class writing assignment
Creating Core Groups

Readings: Michael Edwards, *A Civil Society*@ (handout)

Assignment: Create a Social Capital Map of your community. Each student/community member should create his/her own social capital map, combine all of the information into one map for the team, and submit both maps. Hold at least one meeting of the core group by no later than Wednesday, March 5, 2008. Write a 3-5 page reflection paper on the process and outcomes of the meeting (due Wednesday, March 5, 2008). Complete the Social Capital Map during the first core group meeting.

Week 5 February 27, 2008 - Organizing Models
SECOND ANALYSIS PAPER DUE
Student facilitation on readings

Readings: Course Reader: *Robert Fisher, *Let the People Decide*, Introduction, Chapter 1, pp. 6-14; Chapter 2, pp. 51-65; chapter 4, pp. 104-110; chapter 6, 187-190.

Michael Eichler, *Consensus Organizing*, Introduction, Chapter 1.

Assignment: Reminder: Create a Social Capital Map of your community. Each student/community member should create his/her own social capital map, combine all of the information into one map for the team, and submit both maps. Hold at least one meeting of the core group by no later than Wednesday, March 5, 2008. Write a 3-5 page reflection paper on the process and outcomes of the meeting (due Wednesday, March 5, 2008). Complete the Social Capital Map during the first core group meeting.

Week 6 March 5, 2008 - Organizing Models
PEER EVALUATION DUE
REFLECTION PAPER ON THE CORE GROUP MEETING(S) DUE
SOCIAL CAPITAL MAP DUE

Team presentations of core group meeting(s)

Readings: Course Reader: Aldon D. Morris, *The Origins of the Civil Rights Movement: Black Communities Organizing for Change*, Chapter 3.

Michael Eichler, *Consensus Organizing*, chapters 2-4.

Week 7 March 12, 2008 - Knowing Your Community
THIRD ANALYSIS PAPER DUE
Student Facilitation on Readings
Lecture: AStrong@ and AWeak@ ties

Readings: Course Reader: *Christine Killory, ATemporary Suburbs,@ *Journal of San Diego History* 39 (Winter-Spring 1993).

Suzanne M. Singh, ANeighborhood Strengthening Through Community Building.@

Mark Granovetter, AThe Strength of Weak Ties.@ (handout)

Assignment: Conduct at least the second meeting of your core group before Wednesday, April 2, 2008 to discuss outreach efforts and results; recruit new members. The main emphasis of this meeting will be on outreach. Write a 3-5 page reflection paper on the process and outcomes of your second core group meeting (paper due Wednesday, April 2, 2008).

Week 8 Monday, March 17 - Monday, March 24, 2008
Spring Break

Week 9 March 26, 2008 - Outreach
REWRITE OF FIRST PAPER DUE
In-class writing assignment

Readings: Course Reader: Peter Plastrik and Madeleine Taylor, ALawrence Community Works: Using the Power of Networks to Restore a City.@

Michael Eichler, *Consensus Organizing*, chapters 5-9.

Assignment: Reminder: Conduct at least the second meeting of your core group before Wednesday, April 2, 2008 to discuss outreach efforts and results; recruit new members. The main emphasis of this meeting will be on outreach. Write a 3-5 page reflection paper on the process and outcomes of your second core group meeting (paper due Wednesday, April 2, 2008).

Week 10 April 2, 2008 - Voices from the Community
REFLECTION PAPER ON CORE GROUP MEETING(S) DUE
FOURTH ANALYSIS PAPER DUE
Guest panel
Team presentations on the core group meeting(s)

Reading: *Malcolm Gladwell, *The Tipping Point*, Introduction, Chapters 1-5.

Week 11 April 9, 2008
REWRITE OF THE SECOND PAPER DUE
In-class writing assignment
Conducting a Successful House Meeting
Lecture: Facilitation and Leadership

Readings: Malcolm Gladwell, *The Tipping Point*, Chapters 6-10; Afterword.

Michael Eichler, *Consensus Organizing*, Chapter 11-13; Epilogue.

Assignment: Organize and conduct a house meeting by no later than Wednesday, April 23, 2008 and write a 3-5 page reflection paper on the process and outcomes of the house meeting (due Wednesday, April 23, 2008).

Week 12 April 16, 2008 - House Meetings
FIFTH ANALYSIS PAPER DUE
Conducting a Successful House meeting

Readings: Course Reader: *Sherry Arnstein, *A Ladder of Citizen Participation*.

Assignment: Reminder: Organize and conduct a house meeting by no later than Wednesday, April 23, 2008 and write a

3-5 page reflection paper on the process and outcomes of the house meeting (due Wednesday, April 23, 2008).

Week 13 April 23, 2008 - On Creating and Sustaining Commitment
REFLECTION PAPER ON THE HOUSE MEETING DUE
Team presentations on the house meeting

Assignment: Write a community action plan and your role in realizing that action plan that will be presented to the class (due Wednesday, May 7, 2008).

Week 14 April 30, 2008 - Creating a Successful Leadership Group
Strengthening the Core Group

Assignment: Reminder: Write a community action plan and your role in realizing that action plan that will be presented to the class (due Wednesday, May 7, 2008).

Week 15 May 7, 2008 - Action Plans
Presentation of Action Plans
Rehearsal for Graduation Presentations

Assignment: Write a 5-7 page reflection paper on the course (due May 14, 2008).

Week 16 May 14, 2008 - Graduation Ceremony, 6:00 - 8:45 P.M.
Celebration and Graduation - Salomon Lecture Hall, Maher Hall
COURSE REFLECTION PAPER DUE