

Community, Consensus, and Commitment

Course Description

This interdisciplinary course will be useful for students 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 students to apply these skills in community service-learning sites where they will utilize theory and practice. Students 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, students 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, students 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

Sociology 464W/D is an advanced upper-division Sociology course and fulfills a requirement in the major or the minor, fulfills the upper-division writing requirement, and fulfills the diversity requirement. It is also a community service-learning course for the Ethnic Studies Program (listed as Ethnic Studies 494C). Advanced upper-division status (90 units and above) or permission of the instructors is a prerequisite for this course. Ethnic Studies students must have substantially completed the requirements for the major

to enroll in this course. 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/Ethnic Studies 494 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. Students are required to work outside of the classroom at community sites for a minimum of 15 hours. More hours may be required in order to accomplish the organizing process. Completion of the hours and 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 are worth 20% of the final grade.

ASSIGNMENTS

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

WRITTEN ASSIGNMENTS

I. Reflection Papers: (15% of the total grade for the course): Students will write short reflection papers on aspects of the organizing process (related to the meetings of the core group and the house meeting) and include analysis about the community site. These papers will be 3-5 pages in length, typed, double-spaced, one-inch margins, 12 points font size or larger.

II. Analysis of the Readings (50% of the total grade for the course): For certain reading assignments (**indicated in the syllabus with an asterisk**),

students will write a 3-5 page analysis paper (typed, double-spaced, one-inch margins, 12 point font size or larger) about that reading. As the semester progresses, these papers should incorporate information from previous readings and lecture materials. Although these papers will have a brief summary of the readings, they are NOT research papers, book reports or reviews; instead, they are critical analyses of the readings. On the reverse side of the last page, students have the *option* of including personal reactions to the readings. That is, what thoughts, feelings, and questions did the readings raise for you? How did the readings relate to your own experiences? These comments are NOT part of the paper and will not be evaluated.

These papers will serve as the basis for the seminars and will be evaluated on clarity, organization, depth of analysis, a demonstration of *critical analysis* of the reading as well as on grammar, spelling, punctuation, and proper documentation of sources. Students are encouraged to bring their drafts to the Writing Center (Camino Hall 125, 260-4581). This is a free service; however, be certain to make appointments well in advance.

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

- § What are the main ideas presented by the author?
- § How do the readings relate to the other readings?
- § How does the reading illuminate the issues of community, consensus, organizing, and sustaining commitment?
- § How does the reading relate to previous course work you may have taken?
- § How do these ideas help to improve conditions and/or the quality of life within a community?
- § In what ways does the reading relate to the course work in your major.

TWO hard copies of the analysis papers are due at the beginning of class period (6:00 P.M.) **FOUR** hard copies of the first two analysis papers are required. Papers received after 6:05 P.M. and before 8:00 A.M. the following day will not be read and will receive a grade of F (50 points) for the paper. After the allowable time, the paper will receive no credit (zero points). Computer, disk, and printer failure or the inability to find a parking space will NOT be acceptable reasons for lateness. Papers may be sent any time BEFORE the deadline via an e-mail attachment (in either Word or WordPerfect format) to <liuusd@SanDiego.edu>. Hard copies, however, are still required.

III. Peer Evaluations (10% of the total grade for the course): Students will read and provide critical feedback on selected analysis papers written by their peers. Based upon the feedback from both peers and the instructor, students will have the opportunity of rewriting their papers with the average of the two scores as the final grade for the paper. Specific instructions will be provided in 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 students will respond to specific questions concerning major concepts found in the readings. We will discuss and review these responses during the class period. These exercises will be collected and graded as part of class participation. Class participation will be 25% of the total grade.

V. PRESENTATIONS

Students 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, students will learn not only how to analyze the readings and strengthen their understanding through class activities, but they will also learn/practice presentation skills. Presentations will be considered part of the participation grade.

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 **F**. Late arrivals and early departures are disruptive, rude, and unacceptable, and will count for one-half of an absence. Set all cellular telephones to the **silent/vibrate** mode.

USD's policy on academic integrity is expressly integrated into this course. As stated in the USD catalog, violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor (p. 56). Any deviation from the standards of this policy will result in a grade of "F" for the course

and other sanctions. Because the work in this course must be your own, any unauthorized assistance will be considered a violation of the academic integrity policy, and students should consult the *Undergraduate Bulletin* for the complete policy. We will discuss the nuances and meanings of this policy in the class as well.

The American with Disabilities Act (ADA) provides comprehensive protection for persons with disabilities. Students who feel they need an accommodation for any documented disability, please contact Disability Services in Serra 300 and make an appointment to see me during office hours.

Assignment of Grades

The final grade in the class will be based on the cumulative scores of analysis papers, reflection papers, peer evaluations, community action plan, individual action plan, confidential peer evaluations, and class participation. The independent measure of absences or excessive tardiness and early departures will also be factored into the grade. The final grade will be assigned on the following basis:

90 - 100 points = A
80 - 89 points = B
70 - 79 points = C
60 - 69 points = D
59 and below = F

IMPORTANT DATES AT A GLANCE:

(All papers are due at 6:00 P.M. on their due dates)

PUM Inventory Results Due	Friday, February 1, 2008 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: liuUSD@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 liuUSD@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, "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, *Lawrence 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, 2006 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