In *Agents of Change* we consider the nature of global citizenship and how to create a civically engaged life defined by personal and collective acts in service to the public good. Understanding how to increase the impact and quality of these acts using disciplinary expertise, interdisciplinary scholarship and collaboration is also emphasized. Readings covered in the course encourage students’ personal discernment of values, ethics, and commitments towards contributing to the public good in meaningful ways. We will learn how to affect small and large scale social change and how a connected life is grounded in communities of civic practice. Students will develop their personal theory of change informed by their discipline and study best practices in civic engagement, social movement and organizational change efforts.

Success in this honors course will depend heavily on your willingness to participate in classroom discussions. There will be no exams. Learning to think and act in disciplinary ways in relation to civic life and your personal impact as a global citizen is the goal of the class. We expect you will have read all the readings before class, will be prepared to engage in class discussion, will not miss class, will complete all assignments on time according to APA guidelines, and will put your best effort into all work. The course is a seminar in which we spend most of our time discussing readings and engaging with each other in meaningful dialogue; thus, we need your involvement, curiosity and intellectual energy to make that work.

**Course Objectives**

The student learning outcomes in the course include the essential intellectual and practical skills of critical thinking and effective oral and written communication as well as two *core values* the undergraduate education program seeks to foster:
**Personal and Social Responsibility:** Demonstrates knowledge and skills necessary to take responsibility for one's own life and actions, and to recognize opportunities and responsibilities to become engaged in our various local, regional, national, and international communities.

**Creativity:** Takes intellectual risks and applies novel approaches to varied domains.

Specific intellectual and skill objectives for the course include:

**Knowledge Objectives:** Develop an understanding of how a civic life is lived and what constitutes civic engagement (historical and interdisciplinary perspectives); understand how to create a personal theory of change and how to evolve that theory over a lifetime founded on philosophic reflection, disciplinary expertise, identification of civic need, communities of practice, and personal passions or interests. Understand how change is enacted and strategies for overcoming resistance to change in the civic arena; become aware of best practices in civic engagement; understand how to design scholarly civic engagement interventions, projects, and studies that directly address community needs and meet the student’s academic goals.

**Skill Objectives:** Professional-level presentation skills (public speaking, use of media, clear articulation of concepts from micro to macro and vice versa); small group discussion and collaboration; clear and concise written integration of academic research into professional report formats; advanced interviewing techniques; focus group facilitation; and visual media production.

### Course Requirements

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<th>Assignment</th>
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<td>Book in Common: <em>Just Mercy</em> Discussion Facilitation</td>
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**Discussion Facilitation** (15 points)
In pairs, students will prepare to lead the book discussion for one class session. Discussion leaders should post an online discussion prompt by Friday before class, responses to the prompt are due by all students by Monday night. Prompts should go beyond facts and comprehension; they should require analysis or informed evaluation of the readings and connect to the concepts we’ve been discussing in class. Book discussions should be well organized and include an activity for the entire class to be involved. Plan for no longer than 45-60 minutes of class time. Sign-up sheet for dates will be circulated.

**Report on Change Makers** (10 points)
Using a variety of reading and internet suggestions provided, identify one change maker whose work is of interest to you. Come to class prepared to report on the following:

- Why did you choose this person/organization?
- In what ways was this person’s identity connected to the actions? (e.g. how did privilege or oppression impact the experience)
- What was the challenge or opportunity for the change effort?
- What strategies were used to create change?
- How was agency acquired/enacted?
- How was (or could) the change effort be evaluated?

Oral reports will last no more than 5 minutes. A 1-2 page summary with references will be submitted.

**Digital Story** (25 points)
Each student will prepare a digital story to be shown in class on October 13th. These will be personal stories created in a digital media of no longer than 4 minutes. Stories should demonstrate an exploration of one aspect of your identity, a strength that contributes to your ability to make a difference. A brief summary of this project should be written to be included in your final project proposal.

**Photo Voice Project** (20 points)
Step 1: Photographs: Take photos of CSU, Chico or your own community neighborhoods, which document life in this geographic community. Document features that show you: a) the area’s assets; b) challenges; c) the people who live and spend time there; and d) what you believe are the markers of the neighborhood which help define its character and/or boundaries. As you are taking pictures, think about ways that you and other concerned members of this community could intervene to address the challenges you see. Pick your individual favorite 4-6 photos

Step 2: Class Presentation Each individual will decide on 4-6 photos to share with the class and tell us 1). Why you picked these photographs and what you learned about this community/neighborhood; 2). What actions could be taken (by you and/or others) within this place/context that would serve to address challenges you documented here 3). How your strengths and skills could contribute to making a change.

Step 3: Senior project proposal section
This written portion of your project proposal should outline the topics in the presentation outlined above.

**Questions to consider**

- What community markers, e.g. change of language on signs, change of architecture, parks, vacant lots, abandoned buildings, etc. are you seeing which help you to know the neighborhood and the physical themes of the county or city?
- What community markers (sculptures, signs, etc.) indicate the mixture of the ethnic, racial and social demographics (artists, seniors, persons with disabilities, etc.) of the neighborhood?
• What community markers e.g. sculptures, murals, “Keep Out” signs, “Neighborhood Watch” signs indicate the values of the neighborhood you are in?
• How welcoming are the entrances of public and private institutions including schools, businesses, clinics, faith centers, multi-unit dwellings and homes?
• What changes in foot traffic, vehicle traffic, etc. provide insight to the types of activities that take place in the neighborhood you are in?
• What are the key physical community assets that you have noted where residents likely interact with one another e.g. recreation / socialization / self help centers?

**Honors project plan (25 points)**
A central purpose of this course is to help you prepare for what could potentially become your senior project. At the end of the class, you will present your honors project plan both orally to the class and as a final written assignment on which you will have received feedback on multiple drafts. Paper requirements: 6-8 pages, double spaced, reference list

Paper Sections:
1) Identity – Who am I? What are my strengths? What is my purpose? How can I effect change? Why did you choose this topic?
2) Place – Describe the context for your proposed change initiative (from your Photo Voice project).
3) Research – Research other related initiatives and explain other information that supports your proposed plan from your Photo Voice project. This research should include both empirical and theoretical perspectives. How is this local issue connected to global issues? (include a list of references)
4) Action plan – Develop a strategy to enact your proposed change. What organizing models might you use? Include any challenges or barriers you might encounter in enacting the changes proposed.

**Participation (10 points)**
On the last day of the course you will turn in a 2-3 paragraph description of your participation. Participation is complex; understanding the nature of your own participation as a social worker as well as the needs of the group at any point in time is an important skill. Thus, you may evaluate your participation as it contributes to the good of the group.

Evaluate your participation according to the following criteria:
1. Participation is not just verbal activity. Doing the assigned readings in preparation for class adds to the richness of your understanding of the material and your contribution to others.
2. Good participation takes into account the needs of the group. Be aware of who has spoken (including yourself) and who has not spoken. Make room for those who are quieter to have an opportunity to speak.
3. Evaluate quantity as compared to quality of contributions. Making the same point after another has already made it is less helpful than contributing new ideas, experiences, or understandings.
4. Demonstrate respect in all communication. Disagreement and difference of ideas can be wonderful learning opportunities if handled respectively – valuing the speaker though you see the issue differently.

5. Listening is one of the most important skills of participation. Listening means hearing the message and taking time to understand it before preparing your response.

6. Participation is multi-cultural. People of different cultures and ethnicities participate differently. Learn about the differences and value them in others as well as within yourself. Identify your style of participation. Is it effective for your leadership role?

Write 2-3 paragraphs describing the quality of your participation and assign earned points up to a maximum of 10 - due the last session of class. You will give yourself a grade of 1-10 and this will account for 10% of your course grade.

Additional Course Information

Attendance: This is a seminar course and hence the primary value of the course is derived from regular attendance and informed participation - your full presence. You will be expected to come prepared with specific questions and comments about the readings each day. Your voice and experience are critical to our shared learning.

Students are expected to arrive before class begins. Class will start promptly at 2:00. Personal electronics should only be used as they augment the class discussion and otherwise should be put away. Common courtesy should guide students’ classroom behavior. If for any reason you are going to be absent from class, you are required to email the course instructors beforehand as a professional courtesy to the instructors and your classmates. Two absences will result in a reduced grade. More than two absences will require retaking the course.

Academic Honesty: Any work submitted that is not the product of the student who has his/her name on the work (which would include work done by another student or work taken from any other sources and not properly noted) is plagiarized work and will be prosecuted according to University Code. Any sign of cheating in any way on course exams or assignments will be addressed directly. If you do not understand what constitutes academic honest, review the University Catalog and ask me.

Adds, Drops, and Incompletes: Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester, or, where necessary, submitting a Change of Program (COP) form. During the third and fourth weeks of classes, COP forms are needed to add and drop and will require the approval signature of the instructor. After the end of the fourth week of the semester, all COP forms to add or drop will require a serious and compelling reason (University Catalog) and require approval signatures of the instructor, department chair, and dean of the college. Do not assume you will be automatically dropped for not attending class. It is your responsibility to make a commitment to dropping or staying in class by the end of the second week. It is your responsibility to follow the appropriate drop procedure or you risk getting a failing grade for the class. Incompletes will not be granted for this course.
Accessibility Resource Center: If you have any disability-related needs in terms of taking exams or other accommodations, please contact the Accessibility Resource Center (898-5959) on campus to obtain the appropriate documentation. Afterwards, please come to my office to identify and discuss your needs within the first two weeks of class so that I may make any necessary arrangements.
# Course Outline

## Session 1: Tuesday, August 25th
**Topic:** Introductions to the Course & Each other  
**Materials:**  
- No reading due  
**Notes:** Please bring a cell phone/laptop/tablet to take an online assessment

## Session 2: Tuesday, September 1st
**Topic:** Identity Development  
**Materials:**  
**Notes:** Come to class with your thoughts and ideas about your own identity.

## Session 3: Tuesday, September 8th
**Topic:** Agency  
**Materials:**  
- Davis & Weinshenker (2015). Digital Storytelling and Authoring Identity  
- Ted Talk The danger of a single story by Chimamanda Ngozi Adichie https://www.youtube.com/watch?v=D9Ihs241zeg  
**Notes:** Watch the Ted Talk and come to class prepared to discuss what Adichie means by the “danger of a single story”.

## Session 4: Tuesday, September 15th
**Topic:** Social Capital  
**Materials:**  
**Notes:** Watch the Ted Talk and come to class prepared to discuss how you influence your social networks and how they influence you.
### Session 5: Tuesday, September 22nd
**Topic:** Change
**Materials:**
- Ted Talk *The power of introverts* by Susan Cain
**Notes:** Watch the Ted Talk and come prepared to talk about whether you are an introvert or an extrovert and how that has helped shape your identity.
  Digital Storytelling work

### Session 6: Tuesday, September 29th
**Topic:** Change – challenges & opportunities
**Materials:**
**Notes:** Digital Storytelling work

### Session 7: Tuesday, October 6th
**Topic:** Change Makers
**Materials:**
- Examples of Change Makers are abundant on the internet:
  - [http://www.yesmagazine.org/issues/latin-america-rising/the-change-makers](http://www.yesmagazine.org/issues/latin-america-rising/the-change-makers)
  - [http://www.respectfulrevolution.org/](http://www.respectfulrevolution.org/)
**Notes:** Special Guest Speakers from Respectful Revolution
**Digital Stories Due**
*Next week we begin facilitated discussions – be sure to post your response by Monday evening before class.*

### Session 8: Tuesday, October 13th
**Topic:** Concepts of Place
**Materials:**
- *Just Mercy* Introduction & Chapters 1&2
**Notes:** Walking tour of neighborhoods – wear comfortable shoes!  
Discussion leaders should post an online discussion prompt by Friday before class, responses to the prompt are due by all students by Monday night.
**Session 9:** Tuesday, October 20th  
**Topic:** Choosing an issue  
**Materials:**  
- *Just Mercy* Chapters 3&4  
**Notes:** Discussion leaders should post an online discussion prompt by Friday before class, responses to the prompt are due by all students by Monday night.

**Session 10:** Tuesday, October 27th  
**Topic:** Community Organizing – in urban, rural and virtual places  
**Materials:**  
- *Just Mercy* Chapters 5&6  
**Notes:** Discussion leaders should post an online discussion prompt by Friday before class, responses to the prompt are due by all students by Monday night.

**Session 11:** Tuesday, November 3rd  
**Topic:** Civic Engagement  
**Materials:**  
- *Just Mercy* Chapters 7&8  
- Fault Lines in Our Democracy Civic Knowledge, Voting Behavior, and Civic Engagement in the United States  
- Letter from Birmingham Jail, Dr. Martin Luther King  
**Notes:** Discussion leaders should post an online discussion prompt by Friday before class, responses to the prompt are due by all students by Monday night.

**Session 12:** Tuesday, November 10th  
**Topic:** Developing a Strategy / Organizing Models  
**Materials:**  
- *Just Mercy* Chapters 9&10  
**Notes:** Discussion leaders should post an online discussion prompt by Friday before class, responses to the prompt are due by all students by Monday night.

**Session 13:** Tuesday, November 17th  
**Topic:** Building support / developing resources
**Materials:**
- *Just Mercy* Chapters 11, 12&13
- Community Asset Mapping Workbook from Asset-based Community Development Institute

**Notes:** Discussion leaders should post an online discussion prompt by Friday before class, responses to the prompt are due by all students by Monday night.

**Photo Voice Project Due**

*** Tuesday, November 24th Thanksgiving Break ***

**Session 14:** Tuesday, December 1st
**Topic:** The Local is Global

**Materials:**
- *Just Mercy* Chapters 14, 15 & 16

**Notes:** Discussion leaders should post an online discussion prompt by Friday before class, responses to the prompt are due by all students by Monday night.

**Session 15:** Tuesday, December 8th
**Topic:** The Local is Global

**Materials:** No reading

**Notes:**
- **Draft of senior project plans due – Peer critique**

**Session 16:** Tuesday, December 15th
**Topic:** Bringing it all Together

**Materials:** No reading

**Notes:** Discussion leaders should post an online discussion prompt by Friday before class, responses to the prompt are due by all students by Monday night.
- **Project plans due**
- **Participation paragraphs Due**