CMC 250G Topic: Social Change and Community Organizing

CMC 250G, Spring 2016, 4:00-6:30 PM on Wednesdays
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Catalogue Description:
This course examines the socio-cultural origins of contemporary social movements and how we may participate in them. Social inequality motivates people to act on an individual and systemic level to promote social change. You will study forms of mainstream and radical protest and their role in promoting agency. You will consider who is marginalized within particular social groups (such as disabled women and women of color in second wave feminism) and resulting intergroup conflict. Activism across identity lines emphasizes shared oppression and the importance of allies when correcting power imbalances. Potential course topics will be discussed the first night of class to determine which areas students would like to explore most over the course of the semester.

Credit Hour Statement:
This course is a four-credit-hour course. The value of four credit hours results from work expected of enrolled students both inside and outside of the classroom. Rollins faculty’ require that students average approximately three hours of outside work for every hour of scheduled class time. In this course, the additional outside of class expectations include:

- Field visits and study of local organizations dedicated to the social change issue of your choice.
- Weekly reading and reading accountability exercises (Accountability exercises encompass response papers, cultural artifacts, completion of study guides—multiple choice questions and short answer questions, and other assignments designed to facilitate your engagement with and understanding of assigned reading).
- Research and advanced preparation of cultural artifacts related to social change.
- Abstract and Annotated Bibliography outlining the topic and preliminary sources for the Integrated Paper. You may not change topics without advanced, explicit permission from the course instructor once this assignment is completed.
Library research and writing of integrated paper in lieu of a final examination. You are required to spend at least one hour at the writing center in preparation for this paper. Any additional time will count as extra credit.

**Required Textbooks:**

One copy of each textbook will be on reserve in the Olin Library for the duration of the semester, for in-library use only. Please photocopy the chapter(s) needed and bring them to class, with your annotations and highlights for discussion. Please leave no trace on the reserve copies.

Retail Price: $28.33 (New)


**Course Goals/Learning Outcomes:**

Some course topics we will address: Racial Justice Movements (Ferguson, #BlackLivesMatter), feminism and women’s movements, GLBTQ+/queer movements, the Disability Rights Movement, AIDS activism, and Occupy Wall Street. Additional topics will be chosen according to student interest.

We will examine intergroup activism, mainstream movements, and radical/fringe movements. We will ask: What methods are the most successful at enacting social change? Why or why not? How do we take the lead from our predecessors and apply it to the most pressing social matters of our time?

This course is designed to understand the “what” of social change and “how” we can use contemporary methods to change the current social climate and solve pressing social problems of our time. With traditional media, social media, and the internet, we have more tools at our disposal than ever before in order to facilitate change. You will pick a social issue that has personal meaning to you and a related community organization that addresses that population.

By the end of the semester, you will feel empowered to make a difference and know how to accomplish it. It only takes one concerned and dedicated citizen to enact lasting social change. In addition to learning about social issues and community organizations, this course is also designed for self-reflection and personal transformation.

I look forward to learning from you and with you, and I am always available for individual appointments (especially if you get stuck or frustrated as we address concerns that keep many of us awake at night). Please give me at least 24 hours in advance of an appointment request, unless it’s directly before or after class on a Wednesday.

**Upon successful completion of this course, students should be able to:**
1) **Examine** the socio-cultural origins of local and national social movements. **Determine** the most effective methods of enacting lasting social change.

2) **Identify** how micro-level social inequalities promote macro-level social change. **Consider** the roles social and community psychology play in social change, as well as individual action.

3) **Discern** between mainstream and radical social and community organizing, and their roles in implementing change. What works? What doesn’t? What can we learn as we enact our own strategies for social change and community organizing?

4) **Describe** marginalization and intergroup conflict in historical and contemporary social movements.

5) **Visit and participate** in a local community organization of your choice. **Determine** how this organization applies the principles we have studied in class.

**Assignments:**

1) **Study Guides (Nelson Text):** You will be required to complete a total of six multiple choice and short answer study guides over the course of the semester. Eleven opportunities will be provided. If you complete more than six, I will count them as extra credit.

2) **Integrated Paper Proposal:** For this assignment, you will include a short summary of your topic (abstract) and what you hope to accomplish by the end of the paper. You will also include an annotated bibliography. You are not required to read any of the material (in full) you chose when the assignment is due. However, you must include an annotation for each source explaining how it pertains to your topic and field visit. Generally, sources from the past five years are preferred (including media). However, you are also encouraged to use “classic” sources that pertain to your topic, social change, and community organizations. I encourage you to go to the OWL (Purdue’s Online Writing Lab) for examples of annotated bibliographies and proper citation format.

3) **Reading Critique & Response Papers (2 total):** At the top of the page, include an open-ended research question that interests you and pertains to the material we are addressing that week. I realize that you may not be able to provide an answer to the question you posed, and that is fine. The idea is to start thinking about the material as an emerging scholar.

Write a 1-2 page (double spaced with 1” margins on all sides) typed synopsis and personal response to the assigned reading. The first half will include a summary of the assigned readings. Include the most important points from the author (and cite them). This may be accomplished through a combination of paraphrasing with appropriate citations and direct quotes. Link related readings together and explain their commonalities and differences.

The second half of the paper is your response to the assigned readings. Include the material and your reactions to what you found the most interesting, challenging, or pertinent to the research question you designed. This may be written in the first person and you may use “I.” I want to know what you agreed and disagreed with, how the readings enhanced your understanding and learning (or failed to), and digressions between the readings.

Please do not be afraid to be playful with this portion of the assignment, or go out on a limb with your personal response. If the reading angered you, excited you, confused you, (or evoked another strong emotion), don’t be afraid to tell me. Also tell me why you had that reaction. You have room to
experiment and try out new ideas and rhetorical techniques. I want to know more about you, and how your values, ethics, life experiences, and previous knowledge impacted your scholarly and personal interpretation. You may include rhetorical questions and new knowledge gained as a result of the reading.

**Objectives of this assignment:**

1) Practice designing scholarly research questions and supporting them with evidence from what you’ve read.
2) Practice skills needed for the integrated paper assignment.
3) Gain autonomy over your own interests and academic curiosity.
4) Develop the ability to synthesize scholarly research and integrate it across disciplines and perspectives.

**(4) Cultural Artifacts:**

You will be required to present four cultural artifacts throughout the semester that apply the readings and course material to “real world” examples. You may use a variety of sources: YouTube clips, TED Talks, articles or videos from alternative and mainstream media, still images, etc. The artifacts you choose are only limited by your imagination. You will be expected to log into your Rollins account and play any videos you chose on the classroom computer.

When assigned, please bring a 1-2 page double spaced typed summary and interpretation encompassing the meaning and significance of the artifact you chose. Consider how media studies and cultural studies scholars would interpret the artifact you chose. Please include a brief synopsis of the artifact and why you chose it (including how it relates to the assigned readings for the week). Include a critical evaluation of the artifact. Impress me with your ability to dissect the material for its deeper meaning and implications. If you have lingering questions or curiosities, include those too.

Remember to include the following:

1) Citations of your artifacts (Where did you find this material?)
2) Citations of materials read in class (or outside of class) to support your interpretations.

**(5) Integrated Paper (8-10 pages):**

This paper is assigned in lieu of a final comprehensive exam and is due by the last class meeting. The purpose of an integrated paper is to integrate and apply your knowledge into a cohesive whole. It is an academic paper that requires reading and research outside of class, as well as a personal component detailing your field experience observations. For this reason, you should choose a topic and local organization that are congruent. You will be expected to explain whether or not the organization you chose applies the principles and research you found and your own commentary on what the organization excels at as well as your suggestions for improvement (the how of social change and community organization). Your paper should be approximately 85% academic research and 15% personal commentary/field write-up.
A rubric will be provided outlining my expectations and exactly how your paper will be graded section by section. Due to the nature of this assignment, you are expected to get started as early in the semester as possible and to work on this project for the duration of the semester.

Please keep all materials including drafts, field notes, annotated articles, outlines, etc. Anything that you do to demonstrate dedication and preparation for this assignment will increase your grade. **You are required to spend a minimum of one hour with a writing consultant or a CMC tutor.** Time beyond one hour will count as extra credit.

6. **Autobiographical Response Papers** 1-2 pages each (2 total): Please note: You always have the right regarding what, when, and how much you choose to disclose in your papers and in the classroom. I will treat your responses with the highest respect and dignity. Anything you choose to disclose will remain confidential.

(a) This response will be completed two times: one at the beginning of the semester and one due on the last day of class. The first autobiographical response requires you to situate yourself in this course through life experiences and the identities you bring inside and outside the classroom. The initial paper should include what you hope to gain/learn from this course. You will be graded for completion rather than content. Points will only be deducted for pervasive problems with composition and mechanics.

(b) The final autobiographical response will also be graded for completion rather than content. This should be a cumulative summary and exposition of what you learned from the course, how you have changed and developed as a person, and how this course influenced your values and ethics. This response should be relevant to you and your own meaning-making process. You may include a personal narrative or experience, or questions to explore during your remaining course of study at Rollins. As with the first paper, points will be deducted for pervasive problems with composition and mechanics.

7. **Activism Worksheets** (Shaw text):

This assignment will accompany the readings in the Shaw text. You will be asked to identify the social issues discussed, the community or national organizations discussed, and the strengths and weaknesses of the approaches utilized to enact change. You will also be asked about your ideas about strategies that could be considered for the future. If more than one chapter is assigned during the same week, you are only required to submit a worksheet for one chapter. Rather than “busy work”, this assignment is meant to guide your reading and processing of the text. You may complete this assignment on your computer or by hand, whatever works best for your learning style.

**Classroom/Attendance Policies:**

**Course Attendance Policy**

This interactive seminar class consists mostly of discussion and collaborative learning, with some mini-lectures to supplement course readings and assignments. While CMC faculty understands that there are a number of legitimate reasons for being absent, please keep in mind, that just like many other life
situations (e.g., employment, internship, a wedding or funeral), not being here is not equivalent to being here—no matter how valid the reason. Each student is allowed to miss the equivalent of one week of class (one absence in our case since we meet once per week). After that, there will be a 3% deduction from your final overall grade for each additional absence.

There are certain catastrophic situations in which the best course of action may be to drop the class. That said, your faculty will do our best to balance accountability and compassion. Exceptions to the attendance policy may be made at the professor’s discretion. An exception is most likely to be granted when no “grace” absence has been used frivolously.

**Additional Course Policies:**

1) Classroom decorum: Being off task, disruptive, or engaging in distracting behavior will result in a forfeit of your participation points for the day and potential dismissal from the classroom. This encompasses unauthorized cell phone use (texting or checking email/Facebook), unauthorized computer use, side conversations, etc. This is distracting and disrespectful to everyone in the classroom.

2) You will need access to your Rollins email account and Blackboard (You are expected to check both frequently for announcements, supplementary readings, and other vital information).

3) You will also a need a binder for handouts and pen/pencil and paper for notetaking and group work. Laptops and cell phones must remain stowed and in the off position unless you have prior authorization from the instructor. Some activities will require internet access and you will be notified in advance. Students with certain medical conditions and the designated note-taker are permitted to use laptops for notetaking purposes only. It is distracting to your student colleagues and to me as an instructor. Unauthorized computer or cell phone use will result in suspension of these privileges for the entire semester.

4) Please keep hard copies of all assigned and graded work until the end of the semester in case of grade discrepancies or issues with Blackboard. If you notice a discrepancy in grading, please notify me within 24 hours of receiving graded assignments.

5) **Homework Policy**

All assignments are due as hard copies (printed) at the top of class. You will not be permitted to go to the computer lab to print your work, back to your dorm room, etc. If you must miss a class, your work is due as an attachment by 4 pm (time stamped) on the due date. Work submitted after that time is considered late and will subject to point deductions at my discretion. I will do my best to balance accountability and compassion, especially when extenuating circumstances apply.

**Grading Policy**

For final grades, Rollins uses a plus/minus system, with the exception of A. The grade of A is the highest recorded.

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

Institutional Requirements:

**Students with Disabilities**

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate arrangements with Grace Moskola, Disability Services Coordinator, who can be found in the Thomas P. Johnson Student Resource Center: (407) 646-2354, or via e-mail at gmoskola@rollins.edu. Requests for accommodations must be made as early as possible in the semester.

**Academic Honor Code**

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it the responsibility of all member of the college community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorable in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work." Material submitted electronically should contain the pledge; submission implies signing the pledge.
**Course and Instructor Evaluation**

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student’s comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

For the fall and spring terms, the online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. For the summer term, the CIE process will be open for a period of seven days for the six-week sessions. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

Please note that independent studies, internships, and applied music courses (MUA) are excluded from the online process. Also excluded for confidentiality reasons are courses with enrollments of three or fewer students.

**TITLE IX**

Rollins College is committed to creating and maintaining a community in which students, faculty and staff can work together in an atmosphere free of sex and gender based discrimination. Rollins is strongly opposed to all forms of sex and gender based discrimination (including sexual assault, intimate partner violence, stalking, and sexual harassment) and is committed to providing support, resources, and remedies to individuals that have experienced sex and gender based discrimination. Faculty members are responsible employees under Title IX and must share information about sex and gender based discrimination with the Title IX Coordinator. Information about available confidential resources, support services, and reporting options can be found online at www.rollins.edu/sexual-misconduct.

**Evaluation Dates**: See course calendar for dates of evaluation this term. There are no formal quizzes, tests, or examinations. **Please note: Holt School exams are given the last night of class for the term. There is no separate exam schedule.**
Course Calendar

Tentative and Revisable Schedule: The instructor reserves the right to revise the syllabus, assigned readings, and assignments as needed. Bring your syllabus to every class in case changes are made to the schedule.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>January 13, 2016</td>
<td>Course Introduction, Syllabus, Interactive Activities</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>February 3, 2016</td>
<td>Community Research Methods</td>
<td>Nelson 253-270; Skim Nelson 275-293; Skim Nelson 296-307</td>
<td>Research Proposal (Abstract) and Annotated Bibliography Due</td>
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<pre><code>                          |                                                          |              | Critique and Response Paper Opportunity         |
</code></pre>
<p>| March 2, 2016    | ENJOY SPRING BREAK!!!                                                 | N/A          | N/A                                             |
| March 9, 2016    | Gender and Power                                                      | Nelson 389-406 | Activism Worksheet Due |
| March 16, 2016   | Heterosexism, LGBT Rights                                             | Nelson 407-430 | Cultural Artifacts Due |
| March 23, 2016   | Ableism, the Disability Rights Movement, and Chronic Illness (HIV/AIDS Activism) | Nelson 431-452; Shaw 185-210 | Cultural Artifacts Due; Activism Worksheet Due (Shaw) |
| March 30, 2016   | Liberation, Social Change, and Politics                               | Nelson 519-532 | Summary and Critique Response Due               |
| April 6, 2016    | Media, Social Media, and Online Activism                              | Shaw 139-184 | Cultural Artifacts Due |</p>

Shaw
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook</th>
<th>Notes</th>
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<tbody>
<tr>
<td>April 13, 2016</td>
<td>Student Activism</td>
<td>Shaw 251-274</td>
<td>Activism Worksheet Due</td>
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<tr>
<td>April 20, 2016</td>
<td>Ballot Initiatives, Law, and Social Change</td>
<td>Shaw 110-138; 223-250</td>
<td>Activism Worksheet Due</td>
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<tr>
<td>April 27, 2016</td>
<td>Final Exam Period</td>
<td>N/A</td>
<td>Last day to submit Integrated Paper Portfolio and Final Personal Response Paper</td>
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