

DeAnza College

Intercultural Studies and Philosophy 17

Fall 2014

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This course will explore issues related to social change and the development of ways of thinking that promote social change. Students will read classical and contemporary authors on movements for social change, strategies for organizing, and the development of consciousness.

Texts:

Paulo Freire, *Pedagogy of the Oppressed*

Cynthia Kaufman, *Ideas for Action: Relevant Theory for Radical change*

And other supplemental readings. All readings are available on course catalyst page

Requirements:

- Students will be expected to come to class having completed all of the day's assigned readings and to participate in class discussions.
- There will be three short papers (two pages each). They will be turned in in two stages (rough and polished drafts). Both drafts must be turned in on time. Any draft brought to class more than 10 minutes late will be considered late. These papers can be rewritten for the possibility of a higher grade.
- There is a mandatory 12 hour engagement project. One paper, some reading and homework have been eliminated to make time for this work. There is a set of journal assignments associated with the service project.
- Students will be expected to answer daily study questions. These are due at the beginning of class. I will put the folders away after about 10 minutes and any work received after that point will be considered late.

Attendance and classroom policies:

- I reserve the right to drop any student who misses more than three classes. You must process your own drop paper work to be sure you are dropped. Any student considering dropping should talk to me before doing so, I may be able to make accommodations to deal with major life crises.
- Do not have your cell phone on in class. If you have some sort of personal emergency that requires you to answer your phone in class, please clear it with me that day.
- Please do not use your computer for handheld device for anything but note taking in class.
- Any student caught plagiarizing will be failed for the assignment and will be reported to the Dean. Plagiarism is defined as using four words in a row from another writer without putting those words in quotes and giving credit to the original author.

Grading:

Grading is on the following point system:

Daily assignments: 100 points
Support group: 100 points
Papers 200 points each
Engagement project 200 points
700-769 C/ 770-799 C+/ 800-829 B-/ 830-869 B/ 870-899 B+/ 900-929 A-/930-1000A

- Any papers submitted electronically will automatically lose ten points.

Support Group:

I will assign you to be in a support group for this class. You will work with that group for the first half of the quarter. We will be switching groups half way through the quarter.

Here's what I will want you to do for your group:

- Check in with any members who are absent and report to me what is happening with them.
- Check in and be sure everyone is turning in papers
- Meet together at least 1 time over the half of the quarter you are together to work on assignments for this class or to discuss class
- Turn in a sign in sheet that shows who attended your meeting (one of you can make a sign-up sheet for this)

Study Questions:

You will also be asked to turn in answers to study questions every class meeting. These also do not need to be polished, typed, or correct! Each assignment should be labeled with the due date at the top of the page. The study questions and reflections can be back to back on one piece of paper.

Papers:

The papers will take the readings as a starting point. You will have to decide on a specific topic related to what you found interesting in the readings. In all of the papers you will be expected to explain a major concept encountered in the reading and convince the reader to agree with your view on the idea. They can be rewritten up to 3 times.

Paper Format:

- All papers must be typed. Rough drafts do not need to be typed.
- Double-space everything, including indented quotations.
- Underline or italicize titles of books.
- Put double quotation marks around quotations, titles of essays, stories, poems and songs.
- Use single quotation marks only for quotations within quotations.
- If a quotation is four lines or less, include it within the body of your essay and surround it with quotation marks.
- If a quotation is longer than four lines, indent the entire quotation ten spaces from the left and omit quotation marks.
- Never plagiarize. If you use ideas from a written source or from a friend, acknowledge your source. If you take a sentence directly from another source, identify it as a quote.
- Document all sources using a standard system.
- Generally papers should have an introduction that gets the reader interested in the question your paper addresses, some explanatory material, support for your thesis, and a conclusion that shows the reader why they should agree with your thesis.

Honors:

Students may elect to take this class for honors. Students are allowed to take one honors class at De Anza before signing up for the honors program. Anyone interested in joining the honors program should contact dahonors@deanza.edu. Taking this class for honors involves working with other honors students on a project of your choosing.

Assignments

Poly 17/ ICS 27 Winter 2016

For the readings: Roots= Roots of Justice, EIL= Emotionally Intelligent Leadership. All other readings are either on the class catalyst site or will be given as handouts.

When answering the questions, I am looking for a few sentences to a short paragraph. It does not need to be polished writing.

Week 1

Tuesday 1/5: Introduction and Context Setting

Thursday 1/7:

Read: Power and MLK quote

Do: Based on the definitions in the handout, give an example of a time when you have experienced each of the 3 forms of power.

Week 2:

Tuesday 1/12

Read: Roots Chapters 1 and 2.

Do: Identify how each of the 3 forms of power (power over, power with, and power for) operate in the situations described in each of the 2 chapters (in other words, do the exercise twice).

Thursday 1/14: Isms

Read: Roots Chapters 3 and 4 and “What is Privilege”

Do: Reflect on an example of racism, of sexism, and of classism in these chapters. Reflect on a place where at least two of those isms intersect talk about how they intersect.

Week 3:

Tuesday 1/19: Public Narrative

Read Ganz (on web site)

Do: Write a draft of a public narrative and bring to class: Write this narrative in respect to the work you are doing for your engagement project. Write one a “story of me,” a “story of us,” and a “story of now.” You will be presenting this on Th of week 4 and will have no more than 3 minutes in which to present it.

Thursday 1/21: Consciousness of Context

Read: EIL Chapters 1-3

Do: Answer the questions below

Chapter 2:

1. When serving in a leadership role, are you able to “get on the balcony” or do you always find yourself jumping into the conversation? What are the implications of this?
2. In what environments do you have the greatest success as a leader? Which environments are the most challenging? Why?

Chapter 3:

1. How does group savvy enhance your leadership potential?
2. How does group savvy relate to environmental awareness or consciousness of context?
3. How can you develop your awareness of the listed indicators of organizational culture?

Do: Engagement project contract due and Reflection #1 due. Half of class will present their reflections

Week 4:

Tuesday 1/26: Problems and Issues and Public Narrative

Read: Problems and Issues and Roots Chapters 5, 6, 7, and 8

Do: Identify 4 set of problems, issues, and underlying root causes (one set for each chapter)

Thursday 1/28:

Public Narrative

Do: Present your Public Narrative

Portfolio Element #1 Polished version of your Public Narrative (This assignment will end up in your portfolio). Turn it in on paper.

In class you will give your Public Narrative as a short, two minute presentation.

Grading Rubric:	Story of me	clarity, flow, relevance	10 points possible
	Story of us	clarity, flow, relevance	10
	Story of now	clarity, flow, relevance	10
	Connections between the 3 elements		10
	Emotional depth		10

Week 5

Tuesday 2/2: Know Thy Self

Read: EIL Chapters 4-12

Do: Answer the following Questions:

Chapter 4:

1. What kind of people do you find challenging to work with? What happens to you when you are around these people? How do you work through this?
2. What are your blind spots? What happens when you become frustrated with a situation? Do you check out? Take over? Become argumentative?

Chapter 5

1. What aspect(s) of yourself would you like to know more about? Who can help you learn more?
2. What behaviors do you need to develop as a leader (or follower)? Which can you further capitalize on?

Chapter 6:

1. When do you feel your best? Think about the context, what you're doing, and who you're with.

Chapter 7:

1. What are your hot-button topics? How might you react in an emotionally intelligent way the next time this topic is raised?
2. When you've seen someone lose control, how did others react? How was the setting affected?
3. How does losing control of emotions affect a leader?

Chapter 8:

1. What does it mean to be transparent in word and deed?
2. When you think of authentic leaders who comes to mind? What do they do to demonstrate authenticity?

Chapter 9:

1. Do your peers see you as flexible or rigid in style? In what way or ways?
2. How does this perception help or hurt you in different situations?

Chapter 10:

1. What activities are you passionate about? What brings you into the psychological state of "flow"?

Chapter 11:

1. How have you seen optimism affect organizations? How does a lack of optimism affect others?

Chapter 12:

1. What is it like to work with a leader who displays a low level of initiative? A high level of initiative?

Do: Come to class prepared to do a 10 in 60 presentation (instructions under 10 in 60 on the web page) for the class. Do what is on the exercise sheet, but you can skip the questions that don't seem significant. This is your "elevator speech" for your engagement project.

Thursday 2/4: Community Organizer Guest Panel

Do: write a reflection on what you did what you learned and what you plan to do with what you learned from the guest panel (due next class)

Week 6

Tuesday 2/9: Event Planning Spreadsheet Workshop

Do:

- Look at the model Event Planning Spread sheets on the class web page.
- Bring to class either a spreadsheet program (Excel or Google docs spread sheet are good) for something related to your engagement project **or** a typed version of the categories you would use and dates you would use to create one.

(These can be hypothetical- they don't need to be something your engagement project needs right now)

Engagement project reflection #2 due. Half of class will present their reflections

Thursday 2/16: Developing Leadership and Commitment in Others

Read: Jacoby "Iron Rule" from class web page.

Do: Fill out the questionnaire on page 219-220 of Iron Rule.

Portfolio Element #2 Due: Event Planning Spreadsheet. Turn in in on paper

Grading Rubric:	It is on a spreadsheet?	15 points possible
	Has detailed categories	10
	Has relevant categories	10
	Has a useable timeline	15

Do: Bring a list of questions to share with you group for the Leadership Inventory

Week 7:

Tuesday 2/18: Day of Remembrance

Visit the event in the Campus Center Conference Rooms A and B.

Do: Write a reflection on what you learned, how it felt, and what is makes you want to do. Turn that in on 2/20

Thursday 2/20: Power analysis and Recruiting for an organization

Read: Jacoby "Why People Join Organizations" and "Recruiting"

Read: Facilitating Groups

Do: Do the exercise on Page 137-8 and 140 in Jacoby

Do: Do a draft of the assignment' "Power Analysis" on the class web site

Do: Bring a print draft of your Leadership Inventory to class.

Week 8:

Tuesday 2/23: Coming up with a Plan

Read: Roots Chapters 9 and 10

Do: Answer the questions on the Power Analysis sheet for each of the two chapters from Roots

Thursday 2/25: Emotionally Intelligent Leadership 13-23

Do: Answer the following Questions:

Chapter 13:

1. How important is empathy to leadership? Would you consider it an essential skill? Why or why not?
2. How does empathy or the lack of it affect the relationship between leaders and followers?

Chapter 14:

1. What does it mean to be a good citizen in your organization?

Chapter 15:

1. How do you know what is inspiring others? How do you know what others are looking for in a leader?

Chapter 16:

1. How have you seen an individual gain power in an organization?
2. How have you seen an individual lose power in an organization?
3. How does influence relate to the other capacities outlined in the model of emotionally intelligent leadership?

Chapter 17:

1. Who are some people who have helped you along the way? Based on this chapter's explanation of coaching, would you consider them coaches? Why or why not?

Chapter 18:

1. Think about how you tend to react to change. Write out your immediate gut reaction to how you feel about change.

Chapter 19:

1. How do you normally confront conflict?
2. How is conflict dealt with in your organization? In the open or underground? Effectively or not?

Chapter 20:

1. About what area of your life do you want to know more? Who can help you get there?
2. What do you do now to meet new people? What could you do differently?

Chapter 21:

1. What are the different facets of your identity? Write down all the different aspects of who you are according to some of the membership groups mentioned, such as race, religion, nationality, gender, and so forth.
2. When are you with a broad mix of people? What is this like?

Portfolio Element #3 Polish the power analysis you did for last class. Turn in in on paper.

Grading Rubric:

Identifying the problem	5 Points
Identifying the issue	5 Points
Analyzing the Target	5 Points
Identifying research	5 Points
Theory of change	30 Points

Week 9:

Tuesday 3/1: Forms of Organization and Flyer workshop

Read: Miller and Roots chapters 11 and 12

Do: Prepare a flyer for something related to your engagement project. This will end up as a portfolio element. For this class it is a draft.

Do: For the Miller article; name 3 advantages and 3 disadvantages organizing for community power using the non-profit model. Name 2 other ways to organize for community power.

Do: For the Roots chapters, summarize your sense of why the movements were or were not able to be effective.

Portfolio element #4 Due: Leadership Inventory Assessment paragraph of each of the 5 leadership categories. Write a paragraph comparing and contrasting your assessment of yourself in relation to those who perceive you and your leadership abilities, and write a summary of what you learned in this process:

Grading Rubric:	Process Leadership	30 points possible
	Visionary Leadership	30
	Ethical Leadership	30
	Task Leadership	30
	Strategic Leadership	30
	Summary Analysis	50

Thursday 3/3: Visit Global Issues Conference

Do: write a reflection on what you did what you learned and what you plan to do with what you learned (due next class)

Week 10

Tuesday 3/8:

Goal Setting

Do: Use the Goal Setting handout to analyze what you know and what you'd like to develop in terms of your community organizing skills.

Read: Roots Chapter 12

Do: How did Japanese Americans get redress? What were the organizational challenges they faced?

Thursday 3/10:

Guest Panel: Careers for the Common Good

Portfolio element #5 due Flyer

Grading Rubric:	Visually appealing	10 possible points
	Easy to read	10
	Who, what when where	10
	Why (seems interesting)	10
	Who is doing it and contact info.	10

Do: write a reflection on what you did what you learned and what you plan to do with what you learned due next class

Week 11

Tuesday 3/15:

Portfolio Element #6 Summary Reflection

For instructions and grading rubric on this reflection see Engagement Project Guidelines.

Portfolio Element #7 Slide Presentation: Prepare and deliver a slide presentation that includes all of the portfolio elements. Be prepared to discuss each one and reflect on what you have learned and what you see as your skills and areas of growth. This is due either on this day, the next, or on the day of the final, depending on which day you are signed up for. You will have up to 5 minutes to present.

Thursday 3/17 Portfolio Presentations

Week 12

TUESDAY 3/22 1:45-3:45 Portfolio Presentations and closing

Turn in: any late work, your support group documentation, your hours sheet for the engagement work, any work you want re-graded, and your portfolio