Interdisciplinary Social Action: Campaigns for Making Change
POLI 319: ST in Public Policy / WGST 323: ST in Arts & Humanities
CRNs 23132 & 23077

Class Meeting: TR 10:50-12:05, ECTR 116

"To refuse to participate in the shaping of our future is to give it up…Each of us must find our work and do it." – Audre Lorde, 1982, "Learning from the 60s"; Learn more about [Audre Lorde](#)

"The most potent weapon in the mind of the oppressor is the mind of the oppressed" Steve Bilko, 1971; Learn more about [Steve Bilko](#)

Professors: Dr. Hollis France and Dr. Kris De Welde
Student Hours:
    Dr. France: Email me to schedule a time (franceh@cofc.edu)
    Dr. De Welde: Email me (deweldek@cofc.edu) or use [this link](#) to schedule a time

https://www.chicagohumanities.org/media/protest-does-it-still-have-power-create-real-social-change/

Course Description: This course introduces students to social action and social change through the application of intersectional feminist frameworks that are informed by the disciplines of Political Science and Women's and Gender Studies. Bridging the social sciences and the humanities through case studies, theory, and practice, students will engage in social justice praxis: the process of learning theory, taking action, and reflecting. As an experiential learning course, students analyze power dynamics in sociopolitical arenas and will apply their learning to team-based, hands-on social change campaigns.

Land & labor acknowledgement: Our class gathers on traditional lands that were once occupied and subsisted on by the Edisto people before they were forced out through colonization. The Etiwan, Kiawah, Edisto Natchez-Kusso, Santee, and Wasamassaw people

also are among this land's ancestors. Furthermore, we work, live and commune in buildings and spaces that were built by enslaved people. We recall these ancestors and forebearers, who resisted their material conditions, to honor them and their legacies. I am a guest on this land, and share this statement in an effort to resist the erasure of these histories and peoples.

Course Prerequisites: none.

Student Learning Outcomes: Specifically <u>through reading/video/podcast assignments and annotations and portfolio reflection essays</u>, students will be able to:
1. Understand and analyze power dynamics in sociopolitical arenas, specifically through the lens of intersectional feminism
2. Examine primary source materials related to social action and interpret the material through course frameworks (e.g., intersectional feminism, human rights, social justice)
3. Reflect on their own learning by practicing metacognition ("thinking about your thinking")

Specifically through <u>team-based social action campaigns,</u> students will be able to:
4. Understand how be an effective member of a team; empathize with and better understand people different from themselves (e.g., by gender, ethnicity, age, etc.); and work effectively with people different from themselves
5. Co-design and collaboratively implement a social action campaign by identifying an issue for social action, researching the issue, building power, creating campaign strategies and tactics, and running the campaign
6. Reflect on their own values, skills, and aspirations as engaged citizens and how to apply personal and professional skills for the betterment of society

An Important Note: This course will be challenging, requiring active participation, group work, intellectual curiosity, time-management, and self-motivation. If you are not prepared to work hard, participate fully in your group campaign, and contribute to the class community, this is not the course for you. If, however, you *are* willing to fulfill these expectations, then you may look forward to lively discussions, engaging assignments, gaining knowledge about the intersections of social change and human culture, and building a strong skill set for democratic participation.

Image art: Ricardo Levins Morales

How will this course be structured? This course will happen face-to-face. The class will follow a discussion-seminar format for a portion of most class meetings. Your professors will facilitate discussion of assigned materials and topics for each class period, often inspired by student annotations. We will almost always engage in some sort of activity as well as opportunities for teams to meet. Toward the latter half of the semester, when campaigns are in full swing, we will spend more in-class time on these, celebrating wins, brainstorming solutions to challenges, and more. **Students will not be able to complete all of**

their group/campaign work in class, **however. You should plan to be meeting with your team regularly on a weekly basis as well as other campaign-related meetings, events, recruitment activities, etc.**

How will we engage with each other? By now you know that topics covered in Political Science and WGS courses can be controversial. It is critical that our classroom (and all spaces that are extensions of the class) be respectful. Rude interruptions, derogatory comments, hate speech, denying someone their voice, or personal attacks are totally unacceptable. Together, we will create "**accountable spaces**" for conversation and learn to authentically dialogue.

Email is the best way to reach your professors. Typically, we will respond to your email within 24 hours, although our response time will be slower on weekends. If you do not receive a reply within 48 hours, please resend your message. Feel free to email both of us or either of us with questions or anything else.

What about attendance? We won't police your attendance. Instead, we will focus on cultivating a learning environment that you will want to join every scheduled class period. It's helpful if you let us know that you'll miss class in advance, but you do not have to document or prove the legitimacy of your absence. It will be clear early on that missing class impacts your learning as much as our community. Chronic absences will have a negative impact on your learning and progress in the course (and yes, final grades), and likely will require a conversation with your professors about what is happening to prevent your in-class attendance and how to get you back on track. **You simply cannot be successful in this class if you are not physically and fully present for class meetings.** Remember, you are accountable to yourself as much as to your professors and your peers.

Content & "activation" warnings: We aim to practice "trauma-informed" facilitation of our class. While there is a general "content warning" in pretty much any WGS class and in many POLI classes, it is inevitable that we will engage in difficult, controversial, and emotionally/intellectually/spiritually/ psychologically challenging content. An "activation" warning can be helpful for specific topics, readings, conversations, etc. that may prove to be especially difficult, harmful, or traumatizing. From the pre-semester survey, the following topics should be approached with a caution because they can serve as "activators" for at least one of our community members: abuse, sexual assault/sexual violence, parental abuse, disordered eating, vomiting

Assignments
- **Readings/videos/annotations** (individual) - 20% of course work and final grade
- **Campaign Binder** (group) - 30% of course work and final grade
- **Portfolio Reflection Assignments** (individual) - 30% of course work and final grade
    - Includes also mid-term and final reflection essays
- **Campaign Presentations** (group) - 20% of course work and final grade

Annotations (individual) - 20%
To support your reading/viewing practice and create community through exchange of ideas, each class member should complete **Reading Annotations** in Perusall which reflect deep and sustained engagement with the assigned content. Perusall is a web-based platform that will contain all of our course readings, videos, and podcasts (with a few exceptions). A detailed description of expectations for annotations, including a rubric

specific to annotations is located on OAKS in the Handout tab. We will provide feedback regularly on these so you know where you stand throughout the semester.

Campaign Binder (group) - 30%

A (virtual) Campaign Binder will serve as a formative and summative log of your work as a team, reflections on your group's experience, and an historical record that can guide future social action students. We will have two scheduled check-in meetings between your team and your professors to formally discuss your progress. Preparation for these meetings will require a group assignment in which you respond to specific prompts that will help you build toward the final campaign binder. Details for these assignments, expectations for the final campaign binder and a detailed rubric are on OAKS located in the Handout tab.

Portfolio Reflection Assignments (individual) - 30%

Portfolio assignments are the place where you can demonstrate the knowledge you are building from assigned course materials in light of your social action experiences. You will be integrating assigned texts with your community change/engagement work throughout the semester. There are FIVE portfolio assignments, due throughout the first half of the semester. Details for Portfolio assignments are on OAKS. **IMPORTANT NOTE:** the primary text for our class also has "portfolio assignments" at the end of each chapter - these are different (though adapted) from the assignments we have developed. You can find the correct portfolio assignment prompts on OAKS. You will also have a mid-term and final reflection assignment that will help to contribute to those grades respectively (details also on OAKS).

Campaign Presentations (group) - 20%

At the end of the semester each campaign team will have an opportunity to make a formal, 20-minute, group presentation. Presentations will highlight key insights from your campaign and course material; demonstrate what your group learned about social action; be engaging, well-organized, and clearly presented. You may focus on selected sections of the campaign binder or another theme that meaningfully captures your learning. Details for campaign presentations are on OAKS.

Late assignments: Each student begins the semester with **ten** tokens
that can be used to obtain a "no questions asked" 24-hour extension on any INDIVIDUAL assignment, including annotations, portfolio assignments, etc (tokens are not intended to be used for team/group assignments). Students can exchange more tokens for additional days (e.g., 2 tokens for 48 hours, etc.). Tokens may also be exchanged for revisions to assignments, though consult with your professors first. There is no penalty for using tokens, and no excuses needed. These are yours to use (or not) so that you have more "room" to be intentional and focused in your submitted work. Assignments submitted more than a few days after the due date may not be reviewed right away.

Assignments in general: All assignments should be submitted on OAKS unless otherwise
stipulated. **All assignments should be uploaded as Word documents,** typed, double-spaced, using 11 or 12 point font, with 1" margins all around, and have corrected spelling and grammar. Students must always cite references using a citation style they are most comfortable with (we do not have a preference, but do cite correctly and thoroughly).

Student's' final grades will be determined via a comprehensive review and reflection on learning and growth across the 15-week semester and in accordance with the Grade Criteria document. We will initially draft criteria for final letter grades and then receive student feedback before finalizing what effort/work/learning constitutes an A, a B, etc. That will be posted to OAKS.

Final grading scale:

94 – 100% = A	80 – 82% = B-	67 – 69% = D+
90 – 93% = A-	77 – 79% = C+	63 – 66% = D
87 – 89% = B+	73 – 76% = C	60 – 62% = D-
83 – 86% = B	70 – 72% = C-	Below 60% = F

Grades will be assigned at the END of the term as a result of deep reflection. Midterm grades also will be suggested by students in dialogue with us, but are not necessarily reflective of final grades. If at any point you are concerned about your progress, contact us, let's talk about it. Please remember that grades can be emailed ONLY to CofC student accounts and not to commercial email accounts such as gmail.


The use of **Generative Artificial Intelligence (GAI)** tools is permitted in this class **as a resource**, for brainstorming, outlining, and collecting information about the basic understanding of a topic/idea - AI Planning & Collaborating. However, we expect that in the reflective components of your work you will **NOT** use GAI, here the important outcome is your struggling with and working through ideas on your own. **All uses of GAI must be disclosed and cited and have appropriate documentation as to how you used GAI. This transparency is really critical.** AI-generated content should not be submitted as your original work. Using AI tools ethically means understanding their limitations and ensuring that your work remains the product of your own effort. You are responsible for verifying the accuracy of any AI-generated content and ensuring it complements your learning. While generative AI can assist in learning, it should not replace the effortful engagement required. Willful disregard of these guidelines constitutes an Honor Code violation and will be reported to the Honor Board. One set of examples for how to cite Generative AI can be found here: https://style.mla.org/citing-generative-ai/ An acceptable approach is also to take screenshots of your interactions with GAI to submit as part of assignments.

It is important that you recognize that Generative AI, while seemingly helpful and efficient, is limited, flawed, inherently biased, and is based in exploitative relationships with humans and the natural environment. We will discuss this in class to better understand how to use AI responsibly while never compromising the development of skills that you will need to be successful in your work and lives including writing, speaking, organizing ideas, solving problems, and understanding others' viewpoints.

Guiding Principle: If AI supports your learning, it's likely fine. If it does the thinking for you, it's crossing a line.

Our required text: *CHANGE! A Student Guide to Social Action* (2023) by Scott Myers-Lipton will be available on Perusall.com. **You will receive a voucher from the bookstore if you opted for Cougar Complete. Here are Perusall instructions and our course code is: 8HPVUD8CTW**. If purchasing the book is a hardship for you please let us know and we will work together to get you access to the required readings. Other **required** readings/videos/podcasts will be on Perusall.
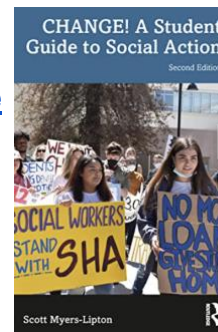
Hardware and Software requirements? Students should have access to a reliable computer with reliable internet. Please let the professors know early in the term if you are concerned about this. No special software is required for this course other than Microsoft Office.

Technical difficulties: With OAKS? Contact CofC IT Service Desk (843-953-3375). Read more about tutorials for course technologies and online readiness. **With Perusall**? Check their FAQ page.

Support for Learning: Everyone learns differently! We strive to make this class as inclusive as possible for all identities and abilities; please talk with us about accommodations you might need. Some of the things that help you learn better may require assistance from our office of disability services; we can discuss these and you should also inquire about these at the Center for Disability Services / SNAP. Please let us know ASAP if you need accommodations for an assignment, or if you need additional supports that we are not already providing. Also, The Center for Student Learning provides academic support through peer-education. They have diverse programs that can help students achieve their full learning potential. Check them out!

Gender pronoun/chosen name accommodations: Your professors will honor your request to address you by the name and gender pronouns of your choice. Please advise us of this early in the semester and we also will guide the class in honoring your request. The College has a system in place to formalize chosen names so they appear on rosters, OAKS, and email addresses. See: Registrar's page and the "Pride Center" has name change resources for campus systems too. And, you can edit your name and add pronouns in Perusall!

Additional student safety nets: There are a lot of supports available to you outside of academics that you may not be aware of. For example, if you have difficulty affording groceries or accessing sufficient food to eat every day, or you lack a safe and stable place to live, you can contact the Dean of Students for support. *There are programs and systems in place for you!* And, please notify us if you are comfortable doing so. This will enable us to provide additional resources.

Other challenges: If you experience trouble accessing any of the course content, email us as soon as possible. We will try to help you access what you need and work with you individually. Even so, *repeated* computer or internet failures or other recurring interruptions to your work and to your accountability to the class can become problematic and stall your progress in the course. Of course, we will be reasonable as things happen, we get that!

Academic Honor Code: Most cheating happens because of time pressures and poor planning, not because a student is inherently devious with compromised ethics. Remember that you have tokens and that I am a reasonable human. Talk to me before making a bad decision!

Please familiarize yourself with CofC's academic honor code. I not only adhere to this, I have a zero tolerance position on cheating or plagiarism. The academic honor code forbids lying, cheating, and plagiarism. Plagiarism or cheating may result in an XF grade for the course. You can find the complete Honor Code and all related processes in the Student Handbook at https://catalog.cofc.edu/content.php?catoid=31&navoid=1394

COURSE SCHEDULE

In general, annotations are due **Sundays** and **Tuesdays**, Written assignments are due **Fridays** - all by midnight.

	Dates	In-class topics	What to do before class	What's due and when?
Week 1 Who are we?	Th 1/8	Intro to course/each other	Review syllabus; complete pre-course survey	Complete pre-course survey by 1/8
Week 2 **What is this course?**	T 1/13	course/community agreements; Defining our terms	**READ:** Tran, Calling In AND Ahenkorah, Accountable Spaces **WATCH**: Bryan Stevenson – We Need to Talk About Justice (24 min)	Annotations on readings and video due by 1/11 11:59pm Drop/Add ends (1/13)
	Th 1/15	Power Mapping & Phase 1: Issue Identification	**READ**: CHANGE Student Victories (pp. xi-xii); Preface (pp. xiii-xviii) **LISTEN**: Protests are Near Constant, Do They Work?	Annotations on readings due by 1/13 11:59pm
Week 3 **What are our Issues?**	T 1/20	Community Organizing & Grassroots Movements Issue Development	**READ**: CHANGE Ch. 1, Issue Development **READ**: Democracy Lives in our Daily Habits	Annotations on readings due 1/18
	Th 1/22	Phase 2: issue brainstorm		Portfolio Assignment #1 due, F 1/23

	Dates	In-class topics	What to do before class	What's due and when?
Week 4 **Course Frameworks**	T 1/27	Convergences & Divergences	**READ**: CRIAW Intersectional Feminist Frameworks, Daniel The Social Movement for RJ (excerpt), UNDHR	Annotations on readings, due 1/25
	Th 1/29		**READ**: CHANGE Change theory Ch. 3	Annotations on reading, due 1/27 Portfolio #2 due, F 1/30
Week 5 **Team Building**	T 2/3	Who are you in a team?	**READ**: CHANGE Ch 2, Setting the Tone; **READ**: Iyer, Social Change Ecosystem	Annotations on readings & workbook questions, due 2/1
	Th 2/5	Strategies for group dynamics Issue Development Phase 3: issues in focus	**READ**: CHANGE Ch. 6, Group Dynamics **READ**: Effective Teaming Student Guide to Teamwork	Annotations on readings, due 2/3 Portfolio #3 due, F2/6
Week 6 **Building Power** **Arts in Social Change**	T 2/10	Guest: Millicent Brown Building Power & Recruitment Strategy	**READ**: CHANGE Ch. 4, Building Power; **READ**: Speaking For, Speaking Beside, on Consensual Allyship	Annotations on readings, due 2/8
	Th 2/12	Guest: Joseph Quisol	**READ:** Lorde, Poetry is Not a Luxury **VIEW**: Chicago Humanities, Artists as Activists **VIEW**: TBD Quisol	Annotations on reading and video, due 2/10 Portfolio #4 due, F 2/13
Week 7 **Issues in Focus**	T 2/17	Individual Group Conferences	**READ**: CHANGE Ch. 5, Research (We will inform groups of their conference time,	Annotations on reading, due 2/15 Campaign Binder Working Draft #1, due 2/15
	Th 2/19	Individual Group		

	Dates	In-class topics	What to do before class	What's due and when?
		Conferences	which will be during one of this week's class periods)	
Week 8 **Power Mapping, part 2 & Target Analysis**	T 2/24 Th 2/26	 Plan campaign kickoff	**READ**: CHANGE Ch. 7, Strategy & Tactics **VIEW**: Walk the Walk documentary **VIEW**: SHA Demands, Resources from SJSU	Annotations on reading, due 2/22 Annotations on videos, due 2/24 Portfolio #5 due, F 2/27
Week 9: SPRING BREAK! 3/1-3/8				
Week 10 **Campaign Kickoff**	T 3/10 Th 3/12	Finalize kick-off plans Rap it Up Campaign Plans Rap it Up	**READ**: CHANGE Ch. 8, Campaign Kickoff	Annotations on reading, due 3/8
Week 11 **Campaign Plans**	T 3/17 Th 3/19	Campaign Plans Rap it Up	**READ**: CHANGE Ch. 9, Campaign Plan	Annotations on reading, due 3/15
Week 12	T 3/24 Th 3/26	Individual Group Conferences Individual Group Conferences	(We will inform groups of their conference time, which will be during one of this week's class periods)	Campaign Binder Working Draft #2 , due 3/22
Week 13 **Campaign Evaluations**	T 3/31 Th 4/2	Rap it Up *Water Is Life: From Standing Rock to the Swamp* Rap it Up		
Week 14	T 4/7	Rap it Up	**READ: TBD**	

	Dates	In-class topics	What to do before class	What's due and when?
OPEN & closing out	Th 4/9			
Week 15 **Campaign Presentations**	T 4/14 Th 4/16			
Week 16 **Campaign Presentations**	T 4/21			Last day to Withdraw with a "W" Feminism in Motion! Campaign Binders due, 4/21 by 11:59pm