

**History 2100-01 – Activism in Rochester**  
**Spring 2026**  
 Civic and Community Engagement Core Class  
 St. John Fisher University

**Faculty name:** Professor Anthony C. Siracusa  
**Classroom Location:** Basil 213  
**Office room number:** Basil 128  
**Office hours:** W 1 - 2 p.m., T/TR – 10 - 11 a.m.  
**Contact information:** [asiracusa@sjfc.edu](mailto:asiracusa@sjfc.edu)

**Class information:** *Tuesday / Thursday – 3:10 – 4:30 p.m.*

**Pre-requisites:** *NA*

**Required texts, supplies:** *all course books and readings will be provided to you.*

**Course Description:** in this course, students will learn how to build power in a democratic society. They will learn about the history and contemporary work of community organizing in Rochester and the US more broadly. They will partner with contemporary community organizers in the Rochester community to research current issues and, ultimately, engage in multiple campaign activities and at least one campaign action alongside local organizers to advance policy change.

**Attendance policy:** You have two freebies in this class, meaning you can miss two classes (one week total) without any impact on your grade.

Every class you miss after your second class will reduce your grade by one half letter grade (from an A to A-, A- to B+, etc.)

Roll is taken at the start of every class. Please be on time to be sure your presence is accounted for.

**How will this course work?**

This is a community engaged learning course, meaning you will work with community organizations throughout the semester to help these organizations with their issue based advocacy work. Your goal is to plan and execute at least one campaign action in partnership with your community organizations. A campaign action is defined as an event or meeting that helps an organization move closer towards its ultimate campaign goal. Examples of such actions include:

- Street Theatre
- A Press Conference
- Meeting with decision makers where you make a direct ask

[Past student campaigns carried out in locations across the country can be found here.](#)

Past student campaigns carried out here at Fisher can be found here.

As students, you will work in teams throughout this course. Your team will submit a final portfolio as the culminating assignment for this class. You will contribute to this final portfolio through specific weekly assignment. It is up to your team to break up the pieces of these weekly assignments in a way that is fair and equitable.

You will log your work routinely through your weekly reflections. These weekly logs should describe the specific activities and tasks you did for your campaign during the past week. It should include total time spent on this work in 15 minute intervals.

You will receive an individual grade for this course, but this final grade will be based in part upon your team's assignments. A core learning outcome for this course is learning to both lead and collaborate

effectively in group settings. This is routinely the most important skill that employers are looking for in employees. This class will give you an outstanding opportunity to develop, practice, and refine your team work skills. Additionally, It will provide you plenty of examples of how you work within a team - a question that many employers ask of potential employees.

Finally, you will also work with community partners throughout this course. Our partners will attend class on January 18th, and you will hear from each of them as you consider which partner and issue you would like to work on. I will provide you an opportunity to rank your preferred partner, and my goal will be to ensure each student is able to work with one of their top three choices.

### **Community Partners for this Course**

<b>Community Partner</b>	<b>Name of Contact</b>	<b>Contact Information</b>
<a href="#">ROC Acts</a>	Wanda Wilson	wanda.wilson@rochesteracts.org
<a href="#">Citizen Action</a>	Jalil Muntaqim	jmuntaqim@citizenactionny.org
<a href="#">Student Government Association at St John Fisher University</a>	Brooke Chase	<a href="mailto:beco6368@sjfc.edu">beco6368@sjfc.edu</a>

### **Assignments and Grading for this Course:**

This class will run according to the standards of **contract grading**. Meaning, you are in complete control of the grade you will receive in this class. I will not hand out any grades that are numbers. Rather, you will be asked to complete specific assignments, to follow the assignment guidelines, and if you complete the required assignments and you meet all the guidance you will receive the grade that corresponds with your completion.

To start the course, I will ask you to complete a contract telling me what your grade intention is for this course. Your contract is in our Brightspace week one folder. All students are required to complete this contract by Friday, 16 January at 9 a.m.

I ask that you track your progress on all assignments using brightspace, as I will also do. At the end of the term, we will discuss your initial contract and we will together identify the grade you earned based on the assignments you completed.

Grades distract from learning. All the research points to this conclusion. My goal for this process is to give you complete control over your grade from the start, so that you can focus instead on what you are learning, the feedback I offer to help you learn and grow, meaningfully incorporating my feedback into your work, and incorporating my feedback into your work.

I am always available to talk with you about anything related to this course - or anything under the sun, for that matter - whether during office hours or at another time. I can also easily meet with you on zoom.

Below I have noted which assignments are individual assignments, and which assignments are group assignments.

### **The Use of Generative Artificial Intelligence (AI) in this Class**

You are allowed to use AI for your work in this course, but it is imperative that you cite the use of AI when doing so. I explain how to do this at the end of this document.

My preference for your writing process in this class is as follows: *use the assigned material as well as sources that you identify, read and analyze those sources, and write up your thoughts. I prefer to read your thoughts and ideas on the material rather than reading insights from AI.* I personally also feel that you gain a lot more when you go through the 'old school' process of reading, thinking, and then writing - rather than immediately outsourcing these tasks to AI.

Before you use AI, please ask yourself the following questions:

- Why am I using AI for this assignment?
- Have I read, thought about, and written notes on the assigned material?
- What ideas have I developed about the assigned material? Have I written out my original ideas?
- Am I using AI to summarize an assigned reading? Should I read the assigned material instead and try to summarize it first instead? What do I gain by doing it myself?
- Am I using AI to draft my ideas in writing? Should I draft my own ideas first instead? What do I gain by doing it myself?
- Am I using AI to proofread and refine my writing? Should I proofread and refine my own writing? What do I gain by doing it myself?
- What advantages come along with using AI? Saving time? 'Better' work? Learning to use these tools effectively?
- What disadvantages come along with using AI? What do I lose when I use AI?

**If you have asked yourself these questions before using AI, and you ultimately decide to utilize one of these tools, it is imperative to cite your use of AI in your written work.**

If you use a direct quotation from AI, you must of course cite the tool. But you must also cite AI in the following scenarios:

- Using keywords generated by AI
- Using ideas and analysis generated by AI, even if you do not use the same words
- Using writing structures, frameworks, and outlines generated by AI
- Any other AI influences on your final writing products

If any key word, idea, structure, or other direct influence from AI makes it into a sentence, you need to cite that AI tool at the end of your sentence parenthetically. You should include a hyperlink to the full response generated by AI so I can review that if need be.

Here is an example of how you do this:

- Martin Luther King, Jr. was elected chairman of the Montgomery Improvement Association in December of 1954. ([ChatGPT](#))

If you do not follow this guidance and you do not provide proper attribution for the use of a generative AI source, this is plagiarism. As Fisher students, you are students of integrity. I know none of you want to engage in plagiarism. That is why I have created this clear guidance to assist you in properly citing the use of AI in your work.

## **Class Participation and Notes from Reading/Viewing and Class Discussion - Individual**

### **Class Participation**

The success of our class time depends on each student being prepared for class. This includes completing all of the assigned reading before class begins, preparing a few notes, talking points or questions for class, and actively participating in our small group and large group discussions. Students will receive an update on their class participation grade at the mid term. If you have any concerns about your ability to participate in class, please contact me. I welcome the opportunity to help you grow as a young scholar.

Class participation is tiered in the following ways:

#### **To get an A in this course, you must:**

- Upload your reading and discussion notes each week as a google drive link and ensure the sharing settings are set to “EVERYONE AT ST JOHN FISHER”
- Ensure your notes are formatted as such to show me that you have taken notes on both readings/viewings and our classroom discussions:
  - **Class Date**
  - **Reading/Video I:** notes
  - **Reading/Video II:** notes
  - **Classroom Discussion:** notes
- Respond to a classmate’s comment during class discussion at least once per week or, share a comment in class each time we meet based on the assigned reading in our small or large group discussions.

#### **To get a B in this course, you must:**

- Upload your reading and discussion notes each week as a google drive link and ensure the sharing settings are set to “EVERYONE AT ST JOHN FISHER”
- Ensure your notes are formatted as such to show me that you have taken notes on both readings/viewings and our classroom discussions:
  - **Class Date**
  - **Reading/Video I:** notes
  - **Reading/Video II:** notes
  - **Primary Source:** notes
  - **Classroom Discussion:** notes
- Share an idea or comment that occurred to you during our small or large group discussions at least once every other week.
- Be prepared to discuss at least one primary source from our assigned options each week during class

**To get a C in this course, you must:**

- Share an idea or comment that occurred to you during our small or large group discussions from time to time - once every other week or so, at the least.

I have an expectation that everyone will speak at least once per week during our class time, contributing to our group conversation consistently.

**Weekly Reflections - Individual**

*Every week, you should reflect on the following prompts by 9 a.m. on Friday in Brightspace.*

- What is your understanding of the key ideas or concepts we discussed this week?
- What work did you do to contribute to your team's campaign this week?
- How much time did you spend on campaign work? Please list in 15 minute increments.

*Please use no more than 300 words, and write at least 100 words. In these reflections, I would like you to discuss the work you did for your campaign during the previous week, including time spent on the work you did.*

- **To get an A in this class, you should do 14 reflections. Additionally:**
  - They must all be submitted on time
  - You must submit them by dropping a google drive link to your post for the week. Make sure the post is set to be shared with "EVERYONE" at SJF.
  - Follow the AI Guidance above
  - Additionally, you will receive written feedback from me on your reflections. You should meaningfully incorporate my thoughts and insights into your future work - your group assignments - and these should be clearly reflected in your future assignments. It is up to you to clearly reflect back to me your understanding of my feedback and meaningfully incorporate this into your ongoing reflections, papers/projects, and work.
- **To get a B in this class, you should do at least 12 reflections. Additionally:**
  - They must all be submitted on time
  - You must submit them by dropping a google drive link to your post for the week. Make sure the post is set to be shared with "EVERYONE" at SJF.
  - Follow the AI Guidance Above
  - Additionally, you will receive written feedback from me on your reflections. You should meaningfully incorporate my thoughts and insights into your future work - your group assignments - and these should be clearly reflected in your future assignments. It is up to you to clearly reflect back to me your understanding of my feedback and meaningfully incorporate this into your ongoing reflections, papers/projects, and work.
- **To get a C in this class, you should do at least 10 reflections. Additionally:**
  - At least 6 of these reflections are submitted. Some of them might be late.
  - You must submit them by dropping a google drive link to your post for the week. Make sure the post is set to be shared with "EVERYONE" at SJF.
  - Follow the AI Guidance Above

- Additionally, you will receive written feedback from me on your reflections. You should meaningfully incorporate my thoughts and insights into your future work
- your group assignments - and these should be clearly reflected in your future assignments. It is up to you to clearly reflect back to me your understanding of my feedback and meaningfully incorporate this into your ongoing reflections, papers/projects, and work.

***If you do fewer than 10 reflections, you cannot pass this course.***

## **Campaign Portfolio - Team**

All portfolio work will be submitted through Brightspace by dropping a Google Drive link into the assignment window. Make sure the document is set to be shared with “EVERYONE” at SJF.

Your final portfolio will be a compilation of all your portfolio assignments throughout the semester. It is imperative that you incorporate my feedback into your final portfolio, revising specific sections and points as I suggest.

I will provide feedback to you on your portfolio work, and this work will be graded as either done or not done. To pass the course, all student teams are required to complete each component of the portfolio.

Specifically, the portfolio will have the following components - assembled week by week as you progress through the class:

- 1. PORTFOLIO 1 - Who is your Partner - no more than 500 words total - Week Two**
  - Who is your community partner, and what is their history?
  - Who are your contacts at the site? What are their roles?
- 2. PORTFOLIO 2 -What is your Issue and Problem - no more than 2000 words for this section - Week Three**
  - Define and describe the issue you are working on, and demonstrate the particular problem you are tackling here. (300-400 words)
  - Create a short history of this issue (1000-1250 words) through research and interviews.
  - Create a short history of how this problem has been tackled locally (300-500 words) through research and interviews.
  - Be sure to answer: what is the **theory of change** you see present for the partner in working on this issue up to this point?
  - Where does the issue and problem stand today?
- 3. PORTFOLIO 3 -How will your team Build Power? - Week Four**
  - How has your organization and / or individuals built power to take on this issue and problem historically?
  - How might you build power to take effective action on this issue and problem?
- 4. PORTFOLIO 4 - What is Your Primary Policy Goal, Who or Whom can Make that decision, and how will you develop a Power Map? - Week Five**
  - As you prepare to begin the campaign, who or whom needs to be your primary focus person, and why? This is the person or persons capable of making a direct decision about the issue and problem you are working on.
  - As you begin to look at who or whom might influence your primary focus person, map out these relationships. Influencing these individuals can help you influence this person.
- 5. PORTFOLIO 5 -What are the Roles for each person in your group? - Week Six**

- As your group gears up for a campaign launch, you will need to nail down your roles. You will need to determine a facilitator, and each individual on the team should have a role of roughly equal workload and importance.
- Please also spell out how you make decisions - by majority rule, consensus, or leader determinations.

**6. PORTFOLIO 6 -What Strategies and Tactics will you use in your campaign? - Week Seven**

- Please be specific about the strategies you will use, and how these differ from yet relate to your tactics.

**7. PORTFOLIO 7 -What is your Campaign Kick Off Plan? - Week Nine**

- **Please be specific about the plan for your campaign kick off, meaning:**
  - Where will it be located?
  - What time will it kick off?
  - What roles will each team member play?
  - What is your goal for the kick off event?

**8. PORTFOLIO 8 -How did your Campaign Launch go? - Week Ten**

- In evaluating your launch, did you achieve the goals you hoped?
- Did each team member play their part?
- What are the next steps that emerged after launching your campaign?

**9. PORTFOLIO 9 -What is your Campaign Management Plan? - Week Eleven**

- What is your campaign timeline?
- What are your strategies for staying on track?
- Do you need to engage in any fundraising activities?
- How will you track developments in your campaign, both internally and externally?

**10. PORTFOLIO 10 -How would you evaluate your campaign at this stage? - Week Twelve**

- As a team, please reflect on the campaign activities and campaign actions you engaged in this week. How did it go? Did it go as planned? Were there surprises or challenges?
- Please write at least 300 words for this group submission.

**11. PORTFOLIO 11 -How would you evaluate your campaign at this stage? - Week Thirteen**

- As a team, please reflect on the campaign activities and campaign actions you engaged in this week. How did it go? Did it go as planned? Were there surprises or challenges?
- Please write at least 300 words for this group submission.
- Specifically, what adjustments has your team made over the last week?

**12. PORTFOLIO 12 -How would you evaluate your campaign at this stage? - Week Fourteen**

- As a team, please reflect on the campaign activities and campaign actions you engaged in this week. How did it go? Did it go as planned? Were there surprises or challenges?
- Please write at least 300 words for this group submission.
- Specifically, what adjustments has your team made over the last week?

**13. PORTFOLIO 13 -What Final Reflections do you have on your campaign? - Week Fifteen**

- How did you do? Did you succeed? Did you come up short? What did you learn, and what might you have done differently now that you have completed your work?

### Final Portfolio

- As a team, please combine your portfolio reflections into a narrative summary with clear headings. The goal for this assignment is to create a final portfolio that another team of students can pick up to quickly understand exactly what has taken place on this campaign, and where they might pick up the work and continue. If you were successful and concluded your campaign, please note that in your document. The final portfolio should include the following sections:
  - A Summary of your partnership
  - A summary of the issue and problem you worked on
  - An explanation of how your team built power to tackle the problem
  - What your primary policy goal was, the decision made on whom you focused, and what was the outcome of the decision?
  - What roles did each student play on your team? Would you have made changes after completing the campaign?
  - What strategies and tactics did you use in your campaign? Were they effective, or would you suggest a different approach in the future?
  - What did you learn over the course of managing the campaign?
  - What final reflections do you have as a team on this process, the goal, and the work you completed as a group?

### Final Presentation - Team

During our culminating experience period your team will provide a 10-15 minute presentation of the process you went through over the course of the fourteen week semester. I will provide detailed guidance for this presentation as we approach the culminating experience Day.

### Attendance Policy - Individual

You have two freebies in this class, meaning you can miss two classes (one week total) without any impact on your grade. Every class you miss after your second class will reduce your grade by one half letter grade (from an A to A-, A- to B+, etc.)

### Weekly Class Topics and Assignments:

	Class Instruction Topics*	Assignments** (due date)
Week One	<p><b>Tuesday, 13 January</b> - Review Syllabus and Class -</p> <p><b>Thursday, 15 January</b> - Understanding Social Issues and Problems in Rochester Part I</p> <p>- <b>PARTNER PRESENTATIONS During Class Thursday!</b></p>	<p><b>Tuesday -</b></p> <p>- <b>NONE</b></p> <p><b>Thursday -</b></p> <p>- READ: <a href="#">ACT Rochester Poverty Report</a></p> <p>- READ: <a href="#">RMAPL Unity Agenda</a></p> <p><b>DUE Friday by 9 a.m.</b></p> <p>- <b>WRITE:</b> Discussion Post One - Which community partners interest you most, and why? Please rank them 1 - 5, and explain in one to two sentences for each why you are interested in each.</p>



Week Two	<p><b>Tuesday, 20 January</b> - Introduction to Social Action and Activism in Rochester</p> <p><b>Thursday, 22 January</b> - Establishing your Group and Identifying your partner</p> <ul style="list-style-type: none"> <li>- Class Activities - Setting the Tone <ul style="list-style-type: none"> <li>- Developing your group agreement</li> <li>- researching and explaining your partnership</li> </ul> </li> </ul>	<p><b>Tuesday</b> -</p> <ul style="list-style-type: none"> <li>- READ: <a href="#">CHANGE preface, student victories, Ch 1 p 1 - 16</a></li> <li>- WATCH: <a href="#">Walk the Walk first 15 minutes</a></li> <li>- Read: <a href="#">Josh Barouse student reflection</a></li> </ul> <p><b>Thursday</b></p> <ul style="list-style-type: none"> <li>- READ: <a href="#">Allegory of the Cave</a></li> <li>- READ: CHANGE! "Setting the Tone," Ch 2, pp. 20 - 26</li> <li>- WATCH: <a href="#">Walk the Walk 2nd 15 minutes</a></li> </ul> <p><b>DUE Friday by 9 a.m.</b></p> <ul style="list-style-type: none"> <li>- PORTFOLIO 1 - Who is your Partner? - no more than 500 words total</li> </ul>
Week Three	<p><b>Tuesday, 27 January - Theories of Change Part I</b></p> <ul style="list-style-type: none"> <li>- Broad models of change</li> <li>- Issue Development Pt. I <ul style="list-style-type: none"> <li>- What is the issue?</li> </ul> </li> </ul> <p><b>Thursday, 29 January - Theories of Change Part II</b></p> <ul style="list-style-type: none"> <li>- Models of Change within your Orgs</li> <li>- Issue Development Pt. II <ul style="list-style-type: none"> <li>- What is the problem?</li> </ul> </li> </ul>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>- READ: CHANGE Ch 3 pp 28 - 32</li> <li>- Watch: <a href="#">The Abolitionists, Part II</a></li> </ul> <p><b>Thursday</b></p> <ul style="list-style-type: none"> <li>- READ: CHANGE Ch 3, pp 33 - 42</li> <li>- Watch: <a href="#">Failure is Impossible, Episode 2</a></li> </ul> <p><b>DUE Friday by 9 a.m.</b></p> <ul style="list-style-type: none"> <li>- <b>PORTFOLIO 2</b> - What is your Issue and Problem: no more than 2000 words for this section</li> </ul>
Week Four	<p><b>Tuesday, 3 Feb - Building Power Part I</b></p> <ul style="list-style-type: none"> <li>- Recruitment</li> </ul> <p><b>Thursday, 5 February - Building Power Part II</b></p> <ul style="list-style-type: none"> <li>- Reflections on how movements have built power in ROC</li> </ul>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>- READ: CHANGE CH 4, pp 43 - 48</li> <li>- <a href="#">Watch: Saul Alinsky Went to War</a></li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>- READ: CHANGE CH 4 pp.48 - 59</li> <li>- READ: <a href="#">Student Reflection from David Salinas</a></li> </ul> <p><b>DUE Friday by 9 a.m.</b></p> <ul style="list-style-type: none"> <li>- <b>PORTFOLIO 3</b> - How will your team build power? Please give thought to the historical precedents we have discussed and articulate how your own approach will align or differ from our historical analogs.</li> </ul>
Week Five	<b>Tuesday, 10 February - ROC Activism</b>	<b>Tuesday:</b>

	<p><b>Finalizing your RAP and Reflecting on Rochester</b></p> <ul style="list-style-type: none"> <li>- Each group will finalize their rap and pitch it to the class.</li> <li>- We will also discuss the history and legacy of activism in Rochester - and how this might help you with framing the issues in your campaign.</li> </ul> <p><b>Thursday, 12 February</b></p> <ul style="list-style-type: none"> <li>- Naming your policy goal</li> <li>- Identifying a person of focus</li> <li>- Creating a power map</li> <li>- Identifying assets</li> </ul>	<ul style="list-style-type: none"> <li>- <b>REVIEW:</b> your notes from the Abolitionists, the Susan B Anthony Documentary and the FIGHT documentary. We will discuss what impact the</li> <li>- <b>FINALIZE:</b> your RAP - no more than two minutes - and we will pitch these in class.</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>- READ: Change CH 5 pp. 60 - 71</li> <li>- READ: <a href="#">What is a Power Map?</a> <a href="#">What is an Asset Map?</a></li> <li>- Read: <a href="#">MS Freedom Summer Power Map</a></li> </ul> <p><b>DUE Friday by 9 a.m.</b></p> <ul style="list-style-type: none"> <li>- <b>PORTFOLIO 4 - Please address the following:</b> <ol style="list-style-type: none"> <li>1. What is Your Primary Policy Goal</li> <li>2. Who or Whom can Make that decision</li> <li>3. Develop your Power Map</li> <li>4. Develop your asset map</li> </ol> </li> </ul>
Week Six	<p><b>Tuesday, 17 February - Group Dynamics Part I</b></p> <ul style="list-style-type: none"> <li>- Evaluating your group dynamics</li> </ul> <p><b>Thursday, 19 February - Group Dynamics Part II</b></p> <ul style="list-style-type: none"> <li>- Facilitation, Discussion, Consensus, majority rule</li> </ul>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>- READ: Change, CH 6, pp 72 - 78</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>- READ:</li> <li>- Rodriguez, "<a href="#">A More Balanced Playing Field...</a>"</li> <li>- <a href="#">AS, SJSU, Board of Directors' Resolution</a></li> <li>- Student Reflection: <a href="#">Lucila Ortiz, Class of '10</a></li> <li>- <a href="#">Portfolio 6</a></li> </ul> <p><b>DUE Friday by 9 a.m.</b></p> <ul style="list-style-type: none"> <li>- <b>PORTFOLIO 5</b> - What are the Roles for each person in your group?</li> </ul>
Week Seven	<p><b>Tuesday, 24 February - Strategies and Tactics Part I</b></p> <p><b>Thursday, 26 February - Strategies and Tactics - Strategies and Tactics Part II</b></p>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>- READ: Change CH 7, pp 81 - 89 <ul style="list-style-type: none"> <li>- Video: <a href="#">Student Homeless Alliance combine a march and a rally/press conference</a></li> <li>- Franco, "<a href="#">Students Declare Housing Crisis</a>"</li> <li>- Mehta, "<a href="#">No Deal</a>"</li> <li>- DeRuy, "<a href="#">SJSU Students Blast University Leaders</a>"</li> </ul> </li> </ul>

		<p><a href="#">for Handing of Housing Crisis”</a></p> <ul style="list-style-type: none"> <li>- Trujano, “<a href="#">SJSU’s New Housing Solutions</a>”</li> <li>- Student Reflection: <a href="#">Mayra Bernabe, Class of '19</a></li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>- READ: CHANGE, CH 7, 89 - 98</li> <li>- Rey, “<a href="#">Campus Safety: A Reason to be Worried?</a>”</li> <li>- Bradley, “<a href="#">Campus Safety and Statues Garden</a>” Clark, “<a href="#">UPD to Expand Its Escort Program</a>”, (bottom of page 1)</li> <li>- CMS Info, “<a href="#">Students Auto-Enrolled in Alert-SJSU</a>”</li> <li>- Student Reflection: <a href="#">Natasha Bradley, Class of 2011</a></li> <li>- <a href="#">Portfolio 7</a></li> </ul> <p><b>DUE Friday by 9 a.m.</b></p> <ul style="list-style-type: none"> <li>- <b>PORTFOLIO 6</b> - What Strategies and Tactics will you use in your campaign?</li> </ul>
Week Eight	<b>NO CLASS MARCH 3 and MARCH 5 - SPRING BREAK</b>	<b>NO CLASS MARCH 3 and MARCH 5 - SPRING BREAK</b>
Week Nine	<p><b>Tuesday, 10 March - Campaign Kickoff and Planning Part I</b></p> <ul style="list-style-type: none"> <li>- Class Activity - discuss campaign kick off examples</li> </ul> <p><b>Thursday, 12 March - Campaign Kickoff and Planning Part II</b></p> <ul style="list-style-type: none"> <li>- Class Activity - planning your kick off event</li> </ul>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>- READ: CHANGE CH 8, 99 - 107</li> <li>- READ and WATCH: <a href="#">Campaign Kick Off Part 1 Resources</a></li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>- READ: CHANGE PP 107 - 113</li> <li>- READ and WATCH: <a href="#">Campaign Kick Off Part 2 Resources</a></li> </ul> <p><b>DUE Friday by 9 a.m.</b></p> <ul style="list-style-type: none"> <li>- <b>PORTFOLIO 7</b> - What is your Campaign Kick Off Plan?</li> </ul>

Week Ten	<p><b>Tuesday, 17 March - Campaign Launch</b></p> <ul style="list-style-type: none"> <li>- In class team meetings to prepare for your campaign launch</li> </ul> <p><b>Thursday, 19 March - Staying on Track</b></p> <ul style="list-style-type: none"> <li>- How did the launch go?</li> <li>- What challenges did you experience or anticipate?</li> </ul>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>- READ: CHANGE PP, "Campaign Plan," <a href="#">114 - 120</a></li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Review Timeline and Campaign Plan.</a></li> </ul> <p><b>DUE Friday by 9 a.m.</b></p> <ul style="list-style-type: none"> <li>- <b>PORTFOLIO 8</b> - How did your Campaign Launch go?</li> </ul>
Week Eleven	<p><b>Tuesday, 24 March</b> - Your journey - in the campaign and life</p> <p><b>Thursday, 26 March</b> - Explore Campaign Frames</p>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>- READ:</li> <li>- CHANGE, CH 11, <a href="#">pp 125 - 130</a>, "The Hero and Shero's journey"</li> <li>- Change, Ch 10, <a href="#">122 - 124</a>, "Campaign Evaluation"</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>- READ: <a href="#">UN Declaration of Human Rights</a></li> <li>- Meyers Lipton, <a href="#">An Economic Bill of Rights</a></li> </ul> <p><b>DUE Friday by 9 a.m.</b></p> <ul style="list-style-type: none"> <li>- <b>PORTFOLIO 9</b> - How did your Campaign Launch go?</li> </ul>
Week Twelve	<p>Tuesday, 31 April - The Right to a Job Gulf Coast Civic Works Project Part I</p> <p>Thursday, 2 April - The Right to a Job Gulf Coast Civic Works Project Part II</p>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>- READ: <a href="#">Right to a Job Resources</a> 1 - 4</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>- READ: <a href="#">Right to a Job Resources</a> 4 - 8</li> </ul> <p><b>DUE Friday by 9 a.m.</b></p> <ul style="list-style-type: none"> <li>- <b>PORTFOLIO 10</b> - How would you evaluate your campaign at this stage?</li> </ul>
Week Thirteen	<p>Tuesday, 7 April - Right to a Living Wage Pt 1</p> <p>Thursday, 9 April - Right to a Living Wage Pt II</p>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>- READ: <a href="#">Right to a living wage resources</a>, 1 - 5</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>- Read: READ: <a href="#">Right to a living wage resources</a>, 6 - 10</li> </ul> <p><b>DUE Friday by 9 a.m.</b></p> <ul style="list-style-type: none"> <li>- <b>PORTFOLIO 11</b> - How would you evaluate your campaign at this stage?</li> </ul>

Week Fourteen	Tuesday, 14 April - Group Work Day and Consultations with Dr. Siracusa Part I  Thursday, 16 April - NO CLASS EASTER BREAK	<b>DUE Friday by 9 a.m.</b> - <b>PORTFOLIO 12</b> - How would you evaluate your campaign at this stage?
Week Fifteen	Tuesday, 21 April - <b>Community Engagement Event</b>  Thursday, 23 April - Class Discussion and Presentation Prep	<b>Tuesday:</b> - Prepare to table at the community engagement awards event to share information about the work your team did this semester. <b>Thursday:</b> - We will review the final portfolio requirements and prep for presentations.  <b>DUE Friday by 9 a.m.</b> - <b>PORTFOLIO 13</b> - What Final Reflections do you have on your campaign?
Culminating Experience	Tuesday, 28 April at 3 p.m. - Presentations on your group's campaign	FINAL GROUP PORTFOLIO DUE BY 3 p.m. on TUESDAY, 28 APRIL

### Resources for this Course

- [Student Campaign Examples](#) (about halfway down the page)

### General University Policies

General University Policy: Students are permitted to use AI tools on their own to study, to further explore course topics, to brainstorm ideas, and to seek assistance from campus services who may use generative AI tools as part of their support.

The [AI Toolkit](#) is a resource to understand [appropriate and inappropriate uses](#) of generative AI tools, what [tools are best](#) to use, and how to use these tools [effectively](#) and [safely](#). Please watch this short video to learn more about the permitted use of AI for all students.

Any student who uses generative AI takes final responsibility for any AI generated output in their assignments. Therefore, you must:

Disclose its use with enough detail for the professor to understand how it was used in the assignment. Cite its use per APA, MLA, or whatever citation system you are using. It is not appropriate to use AI generated content as your own and this would be a violation of the [Academic Integrity Policy](#).

Evaluate the credibility of the AI output using reliable sources, such as academic databases, journals, and government websites.

Evaluate AI output for potential bias, discrimination, and other ethical concerns. You may only include AI output in your assignments if it is appropriate to do so.

Support for citing and evaluating AI output can be found on the [Lavery Library Lib Guide: AI Tools & Resources](#).

Each instructor determines how generative AI tools can or cannot be used for assignments in each course.

### **Here are the AI instructions for assignments this course:**

The use of generative AI is required in the following ways:

- There is no requirement for AI use in this class.

The use of generative AI is allowed in the following ways:

- Students can use AI like google - as a tool for identifying information. However, just as you would not incorporate ideas from the web without citing your source, you must cite AI when used to identify information. Failure to do so is the same as using information without proper citations: plagiarism.

In this course, the use of generative AI tools is prohibited in the following ways:

- Students should not use AI as a first resource to generate ideas.
- Students should not use AI to do any writing or proofreading of their writing.
- Students should not use AI to generate core themes or ideas that they then unpack in their own words.

Any violation of this policy will result in the student receiving no more than a C for the assignment.

### **Mental Health Resources**

College is a time of transition and growth. Students may experience situations that require additional support. Support can come in the form of both formal and informal help. If you are overwhelmed, anxious, stressed or worried know that these emotions may be a natural response to a specific stressor. If you find yourself struggling with your daily routine, your academic performance, athletic performance, friend or family relationships you may want to seek formal support. "It's ok to not be ok" but there is help and support available.

For your benefit, various no cost and confidential resources to support you are listed below:

- If you or someone you know needs emergency mental health assistance, please contact the Office of Safety and Security at (585) 385-8111. During the academic year, there is an on-call counselor that may be contacted to assist in assessing the urgency of the situation. This individual is accessed through the Office of Safety and Security or a residential director. <https://www.sjf.edu/student-life/health-and-wellness-center/faculty-and-staff-resources/>. If you are off campus and need emergency help please call 911.
- The [Counseling Center page](#) on sjf.edu includes information for accessing a mental health counselor on campus. Please review our website and contact the Health and Wellness Center directly with any questions: [healthcenter@sjf.edu](mailto:healthcenter@sjf.edu).
- [NY Project Hope](#) is a no cost confidential website that is available to all NYS residents.
- Lifeline is a 24/7 warm local phone support line that is accessed by calling 211.
- 988 offers 24/7 access to trained crisis counselors who can help people experiencing mental health-related distress.
- Additional local and national resources are listed on this [webpage](#).

### **University Policy on Accessibility & Accommodations**

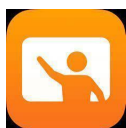
St. John Fisher University has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Students with disabilities who may need some accommodation to fully participate in this class are urged to contact the Student Accessibility Services Office, as soon as possible, to explore what arrangements need to be made to assure access. The Student Accessibility Services Office (Kearney 300) can be reached by phone (585-385-5252) and email ([sas@sjfc.edu](mailto:sas@sjfc.edu)). Additional information can be found [here](#).

### Statement on Academic Integrity

All students, regardless of level or school, are responsible for following the St. John Fisher University Academic Integrity Policy in addition to any other individual school's or program's academic expectations and/or professional standards. Every student is expected to demonstrate academic integrity in all academic pursuits at all times. If a student suspects that another student has violated the Academic Integrity Policy, he or she should contact the instructor for that course and provide support for that suspicion. Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the University records policy. All students are expected to be familiar with the details of the [Academic Honesty Policy](#).

### Here are some additional elements you may want to communicate to your students:

- Classroom app statement (for instructors using this app with iPads in the classroom)
- Online Netiquette statement (for any online sections)
- Human Subjects research (only for courses that involve human subjects research)



Classroom app: If you are using the Classroom app in your section, this statement provides students with information about what it is, how it will be used, and how it won't be used. This is a tool that allows you to view students' screens during class, so there are some privacy boundaries that you want to clarify with students. You are encouraged to explain how you will use the Classroom app. You can customize the language provided here:

### Classroom App

The Classroom app will be used in this course. The use of the Classroom app allows instructors to view the screens of students in the classroom and manage the devices for specific classroom activities. With Classroom, student iPad devices can be managed only during an active class session and no data is stored after a class session ends. The instructor cannot manage or view student devices outside of class. To ensure transparency when Screen View is active for a student's screen in class, a notification at the top of your screen indicates that the screen is being viewed. You may access details of the specific instructor viewing your screen in Settings on your iPad. You must also approve of access to your device either once for the first entry to a class, or every time you enter the class, whichever options you prefer. Please be aware that this level of visibility will be possible during class time, so make sure you are using your iPad for on-task activities related to the course.

Course Netiquette: Etiquette in an online environment is typically referred to as "netiquette." Many components of proper etiquette are the same whether you are engaged as a student in-person or as an online learner. However, there are certain items that are especially important to remember in the online environment that you may not otherwise consider. You can customize the language provided here:

### Course Netiquette

Online learners should review the list of items below and remember to follow these guidelines in your course interactions.

- Be polite, respectful and kind to others at all times. Don't say anything that would be inappropriate to say to another student in a face-to-face class setting.
- Don't use ALL CAPS in messages posted to your classmates. This indicates that you are shouting.
- Use proper spelling and grammar in your communications – don't use texting abbreviations (brb, lol, etc.)
- It is ok to use emoticons to express your feeling but use them sparingly.
- You may use an informal tone in email and discussion posts in your class. However, you should always write in a professional manner. Formal writing should be used for papers, projects and large assignments.
- Use meaningful and concise subject lines for emails and discussion threads.
- Do not expect an instantaneous reply from the instructor or other students. Please be patient.

- Dress appropriately, the same as you would for a face-to-face class, for any live class sessions or video recordings you share with the class.
- Be aware of your surroundings when on camera, including what is behind you and who may be traveling behind you. Find a location where you can sit for any live class sessions that is private, quiet and free from distraction, both for you and for your classmates who can see what is in your background.
- Make sure you are sitting upright (not lying down) and the webcam is providing a proper view of your face. Back lighting (a light source behind the camera, not behind you) can also provide a better visual via the web cam.
- Use an appropriate virtual background to hide your background from view if needed.
- If using Zoom, make sure your name appears correctly in the participants list. You may ask the instructor for the option to rename yourself to be turned on if it is not accurate. You should never use a name other than your own to enter a live class session.
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Human Subjects Research: Any course section that incorporates human subjects research must make a statement about IRB policies and the protection of human subjects. Here is the language for any course section with a research component involving human subjects:

#### University Policy toward Research of Human Subjects

Learning about the research process includes learning about the protection of the rights of human subjects (participants). Students in courses which include the collection of data from human subjects must comply with Institutional Review Board policies and procedures which protect the rights of human subjects. This protection includes informed consent, as well as measures to promote the confidentiality of the data which is collected. Students involved with course-related data collection should speak with course faculty to learn about Institutional Review Board policies relevant to the course project. For more information, please consult the [IRB web page](#).