

TMC 20
“Scholar and Citizen: Leadership for Social Change”
Thurgood Marshall College Honors Seminar
UC San Diego
Spring Quarter 2018
Fridays | 12:00 – 12:50 p.m. | TMC Administration Building 127

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Office Hours: Tuesdays 2:00 – 4:00 p.m., TMC Administration 106

Fridays 9:00 – 10:00 a.m., OceanView Dining

Description

TMC 20 explores how to enact the College’s motto of “Scholar and Citizen” within and beyond UC San Diego, with particular attention to exercising political and civic leadership in order to advocate and advance social change. This course includes a service-learning project and is designated as a UC San Diego Changemaker activity. The course highlights interactive learning by linking personal experiences and academic coursework to political/social issues and vice versa, as well as promoting social responsibility and community engagement. Marshall College Honors Seminars are open to all TMC Honors program students of all course standings.

Learning Objectives

Honors programs at Thurgood Marshall College and UC San Diego have been established to provide exceptionally motivated and capable students with enhanced educational experiences through close interaction with faculty and other honors students. By the end of this course, students in TMC 20 should be able to demonstrate achievement of the following objectives and learning outcomes:

- To learn multiple modes of individual and collective action for social justice and change;
- To analyze how students can—as citizens and leaders, individually and in coalition with others—exercise their political and civic voices in order to effect change;
- To think critically about the connection between theory and practice; and
- To engage in a meaningful service-learning project that allows for the exploration and application of the above learning.

Changemaker Campus



UC San Diego received official designation as a “Changemaker Campus” by Ashoka U (<http://ashokau.org>) in 2017; we are the only University of California campus to be recognized and one of only 43 universities across the world. Changemaking activities include engagement in community service or service-learning initiatives, social justice or social justice education, and social innovation and social entrepreneurship projects. To learn more, visit changemaker.ucsd.edu.

Organization, Format, and Required Materials

The course design seeks to provoke critical discussion and learning through readings, lectures, classroom activities, a service-learning project, and prior experiences of course participants and professor. Required readings (articles) will be shared via e-mail; there is no course textbook.

Requirements

This course is graded “pass/P” or “Unsatisfactory/U.” To receive a grade of “P” and earn the one credit hour for the course, you must satisfy both of the following requirements; failure in one area results in a “U” grade. To pass this course you must earn at least 80% of the points for attendance and participation (80/100 points) and 70% for assignments (70/100 points). Late work will lose 25% of the possible points for the first week it is late and 50% of the possible points after it is more than one week late.

1. **Attendance and Participation.** *Earn at least 80 points (80%) out of 100 points.*
 Since the course only meets for 50 minutes per week, attendance is imperative and punctuality is expected. All readings are to be completed prior to class and students are expected to be active participants in classroom discussions. 10 points are possible for each class session; 5 are awarded for attendance and 5 are earned through your active participation. Late arrival results in a reduction of points for attendance.

2. **Assignments:** *Earn at least 70 points (70%) out of 100 points.*
 Throughout the quarter, you will have short writing assignments. Additional instructions and parameters will be shared as the course progresses for each of the assignments. The assignments and point distribution is awarded as follows:

20 points	Two Reflection Papers (10 points each). You are required to choose among prompts to write two reflection papers.
50 points	Service Learning Project and Reflection Paper. We will be working with the nonprofit Intersectional Health Project San Diego (IHPSD) to engage in 5-7 hours of service with the organization. The service will be a mix of orientation and general support for their work as well as a connection between your interests/skills and their need. A reflection paper will explore your learning in connection to this service-learning project.
30 points	Final Paper: “Scholar and Citizen Philosophy Statement.” We will use class readings and course materials to formulate a personal philosophy that explores your definition of the college motto of “scholar and citizen.” This document shares your ideals and values as a human as it relates to activism and social change, what you stand for, your declaration of ideals/importance, etc. Please keep in mind, however, that this piece is only “personal” and “opinionated” insofar as you get to choose what issues to write about based on what’s important to you (the issues discussed in this class which you felt most strongly about); this is an academic essay and all claims must be fully supported by academic sources. Essays must be a minimum of 500 words with a maximum of 750 words (to promote succinctness, approximately 2-3 pages). Additional guidance and grading requirements will be shared in class.

Extra Credit

I offer two opportunities to earn extra points. No late work is accepted for extra credit. The opportunities include the following:

- Complete the mid-term course evaluation, due May 4 (see page 6 of the syllabus). 3 points awarded in the “Assignments” category.
- Complete the final course evaluation, due June 8 (see page 6 of the syllabus). 3 points awarded in the “Assignments” category.

General Conduct

The following behaviors are considered discourteous and disruptive: arriving late or leaving early (unless approved prior to the start of class), sleeping, texting, leaving the room numerous times during class, holding private conversations while others are talking, and using your laptop for other purposes than taking notes. If you are using your laptop for non-class purposes, I will ask you to not bring it to class again for the entire term. Only students who are the primary caregiver for small children may keep their phones out during class.

Respect toward peers and the professor includes actively and respectfully listening to what they have to say, even if your opinion or views differ. Although in this class we critique various ideologies and systemic forms of oppression, targeting individuals is antithetical to serious intellectual inquiry. Also, please keep in mind that even if the social sciences value personal experience as a valid source of knowledge, you must be able to present this knowledge through an objective lens, critical thinking and/or verifiable evidence beyond your personal beliefs. Students are expected to demonstrate in discussion and coursework the ability to make connections between personal experiences/opinions and broader social, cultural, historical, and political contexts. Failure to follow these guidelines will be reflected in your participation grade or may lead to possible dismissal from the class.

Communications Policy

I read and respond to e-mails Monday through Friday, from 8am to 4:30pm. My average turnaround time for responses is 24-48 hours; please resend if you have not heard from me in that window. If I am out of the office, the auto-reply message will let you know when I will retrieve and respond to e-mails.

It is suggested that you visit with me during office hours to discuss any questions, concerns, or clarifications about the course material or requirements.

Academic Integrity

Academic dishonesty and plagiarism of any sort will not be tolerated; please refer to the UC San Diego Policy on the Integrity of Scholarship for guidelines (<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>). Academic dishonesty and plagiarism include but are not limited to: various kinds of cheating, copying the work of another student, handing in the same or a similar paper for two or more different classes without obtaining permission from the professor, and/or quoting or paraphrasing someone else's work without properly referencing the source. The penalty for engaging in any forms of dishonesty in relation to this class at minimum will be a grade of "0" on the assignment and may result in failure in the course and/or disciplinary action.

Students with Disabilities

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: 858.534.4382 (phone); osd@ucsd.edu (e-mail); and <http://disabilities.ucsd.edu> (website).

Course Schedule

**Schedule subject to adjustment at instructors' discretion.

Friday, April 6 (Week 1)

Class topics: Welcome and introductions. Syllabus review. Defining “scholar and citizen.”

Friday, April 13 (Week 2)

Reading/Assignment done for class: Read site partner website (<https://ihpsd.github.io>). Read all four briefs (provided) and fully read the links cited in **two** of the briefings (your choice). *Skills and interest assessment.*

Class topics: Discussion of site partner readings and skills assessment. Discussion: How does change happen?

Friday, April 20 (Week 3)

Reading done for class:

Himley, M. (2004, February). Facing (up to) ‘the stranger’ in community service learning. *College Composition and Communication*, 55(3), 416-438.

Class topics: Guests from Intersectional Health Project San Diego. Discussion of Himley and engaging in service-learning across potential difference.

Friday, April 27 (Week 4)

Due by the start of class: Reflection Paper #1

Reading done for class:

Lorde, A. (1984). *Sister outsider: Essays and speeches by Audre Lorde*. Berkeley, CA: The Crossing Press. [“The transformation of silence into language and action,” pp. 40-44]
Sharp, G. (1992). 198 methods of nonviolent action. In J. J. Fahley & R. Armstrong (Eds.), *A Peace Reader: Essential readings on war, justice, non-violence and the world order* (pp. 473-479). New York, NY: Paulist Press.

Class topics: Activity: *Knowing your values*. Discussion: What can we do?

Friday, May 4 (Week 5)

Due by the start of class: Typed mid-term course evaluations due in class (extra credit).

Done for class: Get active with IHPSD, if you have not already. Log your hours.

Class topics: The tensions of speaking for others. Ethics in the field. Progress check-in.

Friday, May 11 (Week 6)

Reading done for class:

Kivel, P. (2007). Social service or social change? In INCITE! Women of Color Against Violence (Ed.), *The revolution will not be funded: Beyond the non-profit industrial complex* (pp. 129-149). Cambridge, MA: South End Press.

Class topics: Structural analysis of social issues. Intersectionality. Progress check-in.

Friday, May 18 (Week 7)

Due by the start of class: Reflection paper #2.

Reading done for class: TBD based on the needs/interests of the class.

Class topics: Check in on living your values. End of term expectations. Progress check-in.

Friday, May 25 (Week 8)

Due by the start of class: Scholar & Citizen Philosophy Statement.

Reading done for class: TBD based on the needs/interests of the class.

Class topics: TBD based on the needs/interests of the class. Progress check-in.

Friday, June 1 (Week 9)

Reading done for class: TBD based on the needs/interests of the class.

Class topics: TBD based on the needs/interests of the class. Progress check-in.

Friday, June 8 (Week 10)

Due by the start of class: Service learning reflection paper. Final course evaluation (extra credit).

Reading done for class:

Lorde, A. (1978). *The Black Unicorn*. New York, NY: WW. Norton and Company. ["Coping," p. 45]

Class topics: Staying motivated to make change. Next steps.

Mid-Term Course Evaluation¹ (Due May 4)

In order to (1) help you develop reflexive awareness of yourself as a learner, and (2) help me to consider mid-term adjustments in the teaching of this course, please respond to the following questions. Extra credit points will be awarded for the first two questions BEFORE I read them.

Please answer the following two questions, attaching your name to your responses.

1. Broadly speaking, how is the course working for you?
2. Have you been satisfied with your participation in class discussions (keeping in mind that active listening is a kind of participation)?

Please submit the following two responses anonymously.

1. Have the readings, discussions, and lectures been useful to you?
2. Do you have any suggestions for improving the class at this midpoint?

Final Course Evaluation (Due June 8)

In order to continue to track your own experience as a learner, please answer the following questions. Extra credit points will be awarded BEFORE I read them. An additional formal, anonymous evaluation of the course and instructor will be requested at the of the term.

Please answer the following two questions, attaching your name to your responses.

1. Describe what taking this course was like for you. Any unexpected outcomes?
2. What did you learn about yourself as a college student in the context of this course?

¹ The mid-term and final course evaluations are adapted from the work of Dr. Antoinette Errante, The Ohio State University.