

**Social and Political Change Practicum  
Pitzer in Ontario Program  
Fall, 2009: ONT 104  
Professor Tessa Hicks Peterson**

Class: Wednesdays, 3:00-5:00pm  
Location: Ontario house, 132 E. H Street, Ontario  
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Email: [tessa\\_hicks\\_peterson@pitzer.edu](mailto:tessa_hicks_peterson@pitzer.edu)  
Office hours: Tuesdays, 11am- 1pm or by appointment  
Class assistants: Sam Field

Course Description:

This class is centered around an intensive internship and community immersion experience that will provide you with a focused exposure to the roles particular agencies play in addressing urban issues and with experience in playing an active role in Pitzer's local communities. Internship placements are arranged in a variety of private, public, and educational agencies and are integral part of this hands-on, learning experience. This class will support you as you navigate the journey of "engaged scholarship". In addition, we will explore strategies and narratives around community building and social change through an engagement with texts, interactive activities, guest speakers and field trips. We will critically examine the complex intersections between charity, service, social justice, activism and academia through rigorous intellectual exercises in writing, discussion and community-based praxis. Your grade will be earned based on both your contributions to the internship site and on the learning that takes place, as demonstrated in class discussions, supervisor evaluations, your essays and research papers, final paper/portfolio and final presentations.

Expectations:

This class supports the notion that both the internship community and one's academic peers are the best sources for support, critical feedback and curriculum co-creation throughout the semester. Accordingly, your participation (in terms of being consistently present, well-read and vocal at each class) is not only something expected in respect to your grade but out of respect for your peers. Similarly, your familiarity and compliance with Pitzer's Student Code of Conduct and academic honesty is to be assumed. It is also expected that you will not only complete all weekly readings, fieldnotes and assignments, (and attach assignments online to the "assignments" section of Sakai at least one hour before the following class meeting) but that you will also maintain all paperwork for this class (handouts, class notes, agency literature, essays, research papers, etc) in a binder, as this will help in the creation of your final course portfolio. It is up to you to become familiar with the Sakai class website and visit it between classes for announcements, returned assignments and more. Assignments will be docked a ½ point for each day that they are turned in late. The bulk of one's workload will be evident in time spent in the field and it is expected that you will not only complete your required weekly internship hours, but also reading and writing assignments. In order to ensure that you are keeping

up with these readings each student will be required to come to each class with at least one discussion question, inspired by your analysis of the readings. These questions will be used as prompts for our collective review of the readings and should be written down and brought to class. Note that additional fieldtrips may be scheduled in the semester, in addition to usual class sessions.

If you are taking this course full time and have the ability to take on the ideal internship hour commitment, you will receive 1.5 credits for ONT 104 under the assumption that you will commit to a 15 hour weekly internship. If not, you can take the class for 1 credit with a commitment of a 10 hour weekly internship. You will be held accountable for your hours in the community (by them and by me, per a weekly timesheet) and this will be in addition to time you spend on reading and writing for this course and time spent conducting research hours there (for ONT 106 students). Please make your choice wisely and recognize that while this is a large time commitment, it is also one of the most fulfilling things you may participate in during college! If you need to change your credit option, per your hourly commitment, I can sign off on the registrar paperwork. Lastly, please be aware that while very fulfilling, the class is demanding and the commitments to the community are of utmost importance.

<u>Assignments:</u>	<u>Grading:</u>
In-class participation & discussion questions based on reading	10% of grade
Assignments: Essays: 2 pages each; 4 total	20% of grade, 5% each
Assignments: Research papers: 5 pages each; 2 total	14% of grade, 7% each
Internship Engagement: hours, achievements & site's feedback	25% of grade
Final Internship Portfolio, including final action/paper	25% of grade
Final Presentation	6% of grade

Course Schedule:

- 9/2: Introduction to course, each other and syllabus  
Explore internships options/ tour of sites (SOAR, Ohlone & Prototypes)  
In-class journal: describe your top 3 internship placement choices based on your skills, interests, and abilities (turn in at end of class)
- 9/9: Get-to-know-you games  
Charity-service-social justice discussion  
Review readings

**Readings:**

- Sweitzer, H.F. and King, M.A. CHPT 1 & 2
- Sandy, Marie & Arguelles, Lourdes. "Fusing Horizons Through Conversations: A Grassroots Think-Tank Approach to Applied Research"
- Austin, A.W. & Sax, L. (1998). How undergraduates are affected by service participation. *Journal of College Student Development*, 39(3), 251-263.

- 9/16 Awareness of self, others and working in communities  
Interactive activities on identity, bias, and community building

Internships secured/ Clearance paperwork completed

**Readings:**

- McIntosh, Peggy (1998) “White Privilege: Unpacking the Invisible Knapsack”
- Sweitzer, H.F. and King, M.A. CHPT 4
- Bernal, D.D., Elenes, C.A., Godinez, F.E., Villenas, S., Eds. *Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy and Epistemology*. Albany: New York Press: 2006. P. 261-280

**Assignment:** Essay #1: Write two pages that connects the readings, in-class discussions and activities and your internship placement: cite theories as you explore your reflections and aims.

9/23: Check-in on progress at internship sites/ Review learning contracts  
Interactive exercise and discussion on asset-based assessments, mapping

**Readings:**

- Sweitzer, H.F. and King, M.A. CHPT 3 & 5
- Kretzmann, J.P & McKnight, J.L. *Building Communities From The Inside Out; A Path Toward Finding and Mobilizing a Community's Assets*. PAGES 1-11; 29-45
- Mapping community assets that support student success. Asset-mapping: A strengths-based approach.

**Assignment:** Essay #2: Create a learning contract, per instructions from Switzer.

9/30: Awareness of self, others and working in communities  
Interactive activities on somatic awareness and activism  
Guest speaker: Hala Khouri, M.A.

**Readings:**

- Macy, J. and Brown, M.A.: “Coming Back to Life”
- Beath, A. *Consciousness in Action*
- Kottler, J. (2001) “Bringing the Mystery Back Home.” *Psychotherapy Networker*.
- Kelley, Robin D.G. *Freedom Dreams*. PAGES ix-12

10/7: Check-in on internship sites/ Review readings and activities thus far

**Readings:** Sweitzer, H.F. and King, M.A. CHPT 8 & 9

**Research paper #1:** Write 5 pages regarding the history, demographics, local politics, assets and needs of the community where your agency exists and describe if/how your agency interacts with the community. Use books, newspapers, the web and local people as sources.

10/14: GIS Workshop with Warren Roberts (Meet at library lobby!)

**Readings:** GIS related handouts, examples

10/21: Check-in on progress at internship sites  
Further exploration of “asset-based community development & mapping”  
Collective review of site histories and social issues

**Readings:** Kretzmann, J.P & McKnight book, PAGES TBD

**Assignment:** *Visual Essay #3:* Create your own GIS or assets based map, to the best of your ability (can work with a classmate if they share the same site)

- 10/28: Check-in on progress at internship site  
Strategies for change: introducing “caring economy” (connect to ABCD)  
**Readings:** Eisler, Riane. *The Real Wealth of Nations: Creating a Caring Economics*. PAGES 1-68
- 11/04: Strategies of cultural affirmation/empowerment from the indigenous South  
**Readings:** Ishizawa, Jorge. *From Andean Cultural Affirmation to Andean Affirmation of Cultural Diversity*  
Hayden, Tom, Ed. *The Zapatista Reader*. New York: Thunder’s Mouth Press, 2002. PAGES 1-7 AND 217-250  
**Assignment:** *Essay #4:* Write two pages of observation notes using one of the journal writing strategies suggested in the Sweitzer reading pages 10-17.
- 11/11 Tour(s) of Ontario  
**Readings:** Notes from Nowhere (Eds) *We are Everywhere: The Irresistible Rise of Global Anticapitalism*.  
Find readings that explore your site’s histories, social issues and evidence of social change activism
- 11/18 Social change and community-based education in action: Role models  
Professional panel  
**Readings:** Learning True Love (handout)
- 11/25: Check-in on progress at internship site/ Review research papers  
Review readings  
Lecture on strategies for change: anti-imperial, anti-neoliberal movements  
Watch documentary film: Showdown in Seattle  
**Readings:** Sweitzer, H.F. and King, M.A. CHPT 6 & 7  
**Assignment:** *Research Paper #2:* Write 3-4 pages regarding your internship site’s history, mission, goals-objectives, primary social issues, funding, staff roles, internal hierarchies, relationship to community and “clients”, and organizational culture.
- 12/2 Check-in on progress at internship site  
Exploring intersections of charity/service-learning and social justice  
**Readings:** Kezar, A. & Rhoads, R. (2001) *The Dynamic Tensions of Service Learning in Higher Education: A Philosophical Perspective*, 72(2), 148  
Lewis, T. (2004) Service Learning for Social Change? Lessons from a Liberal Arts College, *American Sociological Association*, 32 (1), 94-108.  
Powers, W. (2009) Zarah story. The Sun Magazine.  
Ward, K. & Wolf-Wendel, L. (2000). Community-centered service-learning: Moving from *doing for* to *doing with*. *American Behavioral Scientist*, 43 (2), 756-767  
Marullo & Edwards. From Charity to Justice: The Potential for University-Community Collaborations for Social Change.

INCITE! Women of Color Against Violence, (Eds) *The Revolution will not be funded: Beyond the Non-profit Industrial Complex*

- 12/9 Practice Presentations – practice and feedback  
Closing circle for conclusion of class  
Review final project and conference:  
Evaluations  
**Reading:** Sweitzer, H.F. and King, M.A. CHPT 10 & 14  
**Assignment:** Create short presentation and be ready to present

WEEK OF 12/14; Date TBD

### CONFERENCE PRESENTATIONS:

Present results of your semester's work, briefly providing an overview of the internship site, what you did there, how it connected to theories of this class and any specific findings/ insight you want to share. PRACTICE presentation so that it is polished and professional; will be given at a student symposium, open to both your community site supervisors and Pitzer community.

**FINAL DUE: 12/17**

Your final course portfolio should include essays, research papers, articles, brochures, pictures and literature from site, plus a final action/paper. You have two paper options: 1) **8-10 page final paper** tying together your hands-on experience at your internship with the narratives/strategies for social change that you read, heard and saw through the texts, guest lectures, and field trips of this course. Must explore how you believe your contribution at the internship site enhanced that organization, local community and/or larger social change issues. Also, must cite at least three strategies/theories you learned from specific readings that helped you integrate/ connect the dots of what you experienced in the field with existing theories and practices of social change. 2) **Action and 3 page paper:** create some tangible end product that is applicable/ useful to the site (can be a brochure, website, grant proposal, creation of a new program, lobbying visits-anything useful, relevant and needed at the site, per their feedback.) This should be described in a final paper which articulates the relevance and importance of this action to the community site and how it connects to or exemplifies at least two specific theories of social change/ community engagement read in this course.

### Course materials:

Books in gray need to be purchased at bookstore; excerpt from all others will be put into a READER which can be purchased at Pitzer's Duplicating Services (Bernard, 1<sup>st</sup> floor):

Bernal, D.D., Elenes, C.A., Godinez, F.E., Villenas, S., Eds. *Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy and Epistemology*. Albany: New York Press: 2006. PAGES 261-280

*Provides a fresh and revolutionary understanding of knowledge, one informed by personal, cultural, gendered and raced perspectives and one rooted in a pedagogy of everyday Latina/Chicana life.*

Eisler, Riane. *The Real Wealth of Nations: Creating a Caring Economics*. San Francisco: Berrett-Koehler Publishers, 2007. PAGES 1-68

*Traces the greatest problems of our time- poverty, inequality, war, terrorism, and environmental degradation- to flawed economic systems that fail to value and support the most essential human work: caring for people and the planet. Introduces theory and strategies for “caring economics.”*

Hayden, Tom, Ed. *The Zapatista Reader*. New York: Thunder’s Mouth Press, 2002. PAGES 1-7 AND 217-250

*Provides a journey through an insurgent and magical world of culture and politics to document the Zapatista movement through the eyes of leading activists, intellectuals and political and literary figures whom have been deeply inspired by it.*

Ishizawa, Jorge. *From Andean Cultural Affirmation to Andean Affirmation of Cultural Diversity – Learning with the Communities in the Central Andes*. 2006

*Provides an overview of the work of PRATEC (Andean Project for Peasant Technologies) in the valorization of traditional agricultural practices and knowledge, regeneration of the biological and cultural diversity present in the Central Andes and the intercultural implications of the encounter between Western and Andean cosmovisions.*

Kelley, Robin D.G. *Freedom Dreams*. Boston: Beacon Press, 2002.

*Provides a unique look at the foundation of dreams, love and art that Black radical social movements have drawn from and analyzes these visions and hope as instrumental strategies for social change. PAGES ix-12*

Kretzmann, J.P & McKnight, J.L. *Building Communities From The Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets*. Chicago: ACTA, 1993

*Summarizes lessons learned by studying successful community-building initiatives in hundreds of neighborhoods across the US that address issues as diverse as child health, education, community safety, access for those with disabilities, and economic development, shifting from a traditional focus on assessing needs and deficits within communities to a focusing on identifying and mobilizing local strengths or assets.*

Mapping community assets that support student success. Asset-mapping: A strengths-based approach.

*Provides a brief overview of what community asset mapping is, how it is done, and the integrated roles of capacity building and participatory evaluation.*

Notes from Nowhere (Eds) (2003). [We are Everywhere: The Irresistible Rise of Global Anticapitalism](#). London: Verso.

*Provides case studies and narratives from activists around the world, involved in various anticapitalist-based movements, such as the landless movement of Brazil, sweatshop workers activism in the U.S., reclaim-the-streets activism in London, Mexico’s Zapatista movement, etc. Also provides a theoretical framework that links these various actions.*

Sandy, Marie & Arguelles, Lourdes. "Fusing Horizons Through Conversations: A Grassroots Think-Tank Approach to Applied Research" 2005.

*Provides an overview of the birth of the Pitzer in Ontario program and the community-based action research that took place in the partnership between Ontario residents, Pitzer students and faculty and local community organizers.*

Sweitzer, H.F. and King, M.A. *The Successful Internship: Transformation and Empowerment in Experiential Learning*. Belmont: Brooks/Cole, 2004.

PAGES 3-20; 66-76; 155-163

*Provides a step-by-step review of the conceptual, theoretical and experiential process of the internship experience and how it transforms and empowers students as well as the agencies and communities in which they work.*