

ONT 170: COMMUNITY PARTNERSHIPS FOR SOCIAL CHANGE  
PITZER IN ONTARIO PROGRAM  
Fall, 2015

Professors: Tessa Hicks Peterson  
Class: Tuesdays, 1:15-4:00 pm  
Location: Grove House  
Office hours: Fridays, 10-12pm  
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**Course Description:**

Social Change Community Partnerships, ONT 170, is designed to involve students in local social change movements. The course acts as a preparatory class for students who wish to take the full Ontario Program in a later semester, as a post-class for those who have already taken the program, or as a class in which students can test the waters of local community engagement. The course requires between 5-7 hours per week in Ontario Program internships at Huerta del Valle community garden and food hub, the Wheelhouse Bicycle Coalition, Inland Congregations United for Change education/youth organizing, Warehouse Workers United labor organizing, Justice for Immigrants Coalition policy organizing, Immigrant Youth Coalition youth organizing, and CIVIC, Community Initiatives for Visiting Immigrants in Confinement. The course examines different models and philosophies of organizing, helps to build coalitions between higher education and community groups, unpacks critical issues within our local area, and addresses ethical ways of engaging in local social movements in the Inland Empire. The course will demand a weekly commitment to the field site, weekly class sessions, textual analysis on related readings and a final research report culminating the insights of their research endeavor.

This class will be in part student driven, and students will be asked to present during the semester the results of work in their particular topical area. I ask that students engage in layering literature to match the depth of their experience on the ground—and to include theoretical, engaged scholarship, policy-oriented, as well as ethnographic contributions to scholarship surrounding their topic. As your professor, I will guide you through these contributions through assigned readings and workshop-style lessons that broaden your understanding of ethics, research design, ethnographic practice, community engagement and social change.

**Course structure:**

There are various components of this course: reading, class discussions, experiential activities, and writing. Your total participation in each facet of the course is crucial to your individual success in this class (i.e., the grade you earn). This class promises to challenge, inspire, invigorate and teach you; your promise (by virtue of your enrollment

and consistent participation) is to give back fully to the course content (fully completing all readings and writings, as well as community engagement activities). Thus, expect a rigorous commitment of time and personal/mental energy and expect to receive much in return. 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 expected (FMI see: [http://www.pitzer.edu/student\\_life/pdf/Student\\_Handbook.pdf](http://www.pitzer.edu/student_life/pdf/Student_Handbook.pdf).) It is also expected that you will complete all readings and writing assignments, (submitting assignments on Sakai on the due date; that is, the day an item is listed on the syllabus). 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. Students in need of academic accommodations based on documented disabilities should contact Jill Hawthorne at 607-3553 ([http://www.pitzer.edu/student\\_life/student\\_affairs/academic\\_support/index.asp](http://www.pitzer.edu/student_life/student_affairs/academic_support/index.asp).) In order to ensure that you are keeping up with the readings each student will be required to come to 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 this syllabus may change slightly as the semester unfolds. If you feel you are faltering in your ability to keep up with the course content and community engagement obligations, please see one of us immediately.

### **Course Assignments:**

1. Students will research a topic on a social issue related to their internship site, assign the class reading(s) on that topic and then facilitate a class discussion on that topic. Readings should be no more than 70 pages and can either explore the theoretical aspects of a particular social issue and/or provide an example of qualitative research that was done on that subject. You will be expected to come to class with copies of a two-to-three page paper outlining the major theoretical components of your topic, your own analysis derived from your research on the topic and discussion questions for the group that you will facilitate during your presentation. Each student will sign up for a presentation the first day of class and should have the paper ready by the day of their presentation and the readings ready (copied and distributed to the class) *a week before*.
2. Students will create some tangible end product that is applicable/ useful to their site by the semester's end. (Can be a presentation, brochure, website, lobbying visits- anything useful, relevant and needed at the site and supported by your research.) This should be included in your final presentation and turned in with it.
3. ASSIGNMENT 3, TBD
4. Students will write a final report on the advanced research or social change work in the field over the semester. That paper should be 15 pages and is due during finals week

5. Students will present their research papers and applicable community product at a final class conference. These presentations should be less than 5 minutes and well-rehearsed.

<b>Course Grading:</b>	<b>(% of total grade)</b>
In-class participation	10 %
Research, Lesson Design and Teaching of one class	20 %
Action Project	20 %
TBD	15%
Final Research Paper	30 %
Final presentation	5 %

*Readings:*

McKnight, John. 1995. *The Careless Society: Community and Its Counterfeits*. New York: Basic Books. **Book to buy!**

Other select readings are on sakai

Others TBD

*Schedule:*

Week 1:	Introduction/Overview of Course Co-creation of syllabus/course discussions and readings Plan internship/ research <i>Homework:</i> Community Engagement Praxis (7 articles - sakai)
Week 2:	Social Change Theories/Strategies <i>Homework:</i> Social Change Theories/Strategies (2 chapters - sakai)
Week 3:	Social Change Examples <i>Homework:</i> Social Change Examples (3 chapters - sakai)
Week 4:	Critique of social services/ Exploration of asset-based development <i>Homework:</i> Read Intro- Pg. 80 of McKnight- BOOK
Week 5:	Critique of social services/ Exploration of asset-based development <i>Homework:</i> Read End of McKnight- BOOK
Week 6	Student presenter: _____ <i>Homework:</i> Reading TBA by student presenter (bring 12 handouts)
Week 7	Student presenter: _____ <i>Homework:</i> Reading TBA by student presenter (bring 12 handouts)

Week 8	FALL BREAK
Week 9	Student presenter: _____ <i>Homework:</i> Reading TBA by student presenter (bring 12 handouts)
Week 10	Student presenter: _____ <i>Homework:</i> Reading TBA by student presenter (bring 12 handouts)
Week 12	Student presenter: _____ <i>Homework:</i> Reading TBA by student presenter (bring 12 handouts)
Week 13	Student presenter: _____ <i>Homework:</i> Reading TBA by student presenter (bring 12 handouts)
Week 14	TBD: Focus on research methodology and ethics?
Week 15	Overview of Course/ Closing questions and comments Practice final presentations
Week 16 Finals	Final presentations- conference/ party