CAT 124:
Engaging San Diego in Global Issues
Syllabus is always subject to change

"Education, therefore, is a process of living and not a preparation for future living" (John Dewy)

"If there is a crisis in education in the United States today, it is less that test scores have declined than it is that we have failed to provide the education for citizenship that is still the most significant responsibility of the nation's schools and colleges" (Frank Newman)

Contact Information
Professor: Bill Robertson Geibel
Email: wgeibel@ucsd.edu

Class Information
Class Hours: Thursdays 11:00am-1:50pm
Class Location: Smart Classroom, Sixth College

Office Hours Information
In Person: Mondays from 11:00-12:00pm in my office
● *See CANVAS Home Page for directions*
ZOOM: By appointment
(https://ucsd.zoom.us/j/6966412335)

COURSE DESCRIPTION:
In this hands-on, experiential learning course you will be challenged to not only learn about important global issues, but to take local action to help solve them through a grassroots, social impact campaign. In the first part of the class, you will work in groups to identify and research a specific local issue to address. In the second part of the class, you will learn about various approaches and theories of social change that will inform the development of your group's Action Plan. Each Action Plan will be unique, but may include such activities as: volunteering, creating a media campaign, organizing a rally, or doing political advocacy, among other things. Finally, we will end the class by analyzing our campaigns and reflecting on their impact and sustainability.

Ultimately, this class will push you to think individually and collectively to form original ideas that build off of established knowledge and practices. As such, you will improve your critical thinking, perspective taking, and research skills while simultaneously giving yourself an opportunity to develop important professional attributes such as public communication, strategic planning, and delegation.

LEARNING OUTCOMES:

By the end of this class you will be able to:
- Identify, analyze, and explain global-local issues impacting San Diego
- Design and carry out individualized secondary research
- Understand, through practice, the steps of effective community action
- Appreciate the importance of identity and power in community engagement
- Articulate your own positionality and agency in the context of social change
- Locate their own agency and power to take action and make change

ASSIGNMENTS & GRADING:

- **Class Participation (20%):** Each week you will be assessed through your active engagement and participation in the classroom. This includes, but is not limited to, taking notes, bringing reading notes to class; completing writing, homework, and group activities; being an active listener; and contributing to discussion.

- **Research Brief (20%):** Each group will submit a research brief that articulates the issue your group will be campaigning on and provides an overview of the the context, challenges, and history of this issue in San Diego. You will also be asked to identify solutions and approaches that have been successful in addressing this issue in other communities, nationally, and internationally.

- **Social Impact Campaigns (50%):** The main component of this class is the development and execution of a group, social impact campaign. You will be assessed on both your design and planning of the campaign (assessed through your Action Plan) as well as your success in implementing it (assessed through your final presentation and report). The breakdown of this project is as follows:
  - (15%) Action Plan
  - (35%) Group Presentation and Report

- **Final Reflection (10%):** Each student will turn in a final paper that reflects on their campaign and their role within it. Prompt will be provided.

- **Extra Credit (up to 2%)**: Each group will have the opportunity to get up to 2% extra credit by having a member(s) either a) attend an event related to your topic and/or b) conduct an informational interview with an organization working on this issue. Each of these activities will be worth 1% EC. The member(s) attending the event/interview must submit a summary to CANVAS and share it with their entire

group in order to get the points. (Once you have identified an organization/event, you must get approval from the instructor before moving forward).

COURSE POLICIES

Technology: As part of this class you will be required to bring a laptop/tablet or similar device with internet connection to class. If you do not have a device to bring, please look into these campus lending options. You may not use your technology for any non-class related activities.

Attendance: As a small seminar course, attendance and participation in class are essential. You will be graded on both attendance as well as active participation (e.g. being engaged, speaking when appropriate, contributing to the learning environment, etc.). You are allowed 1 absence without penalty. After that, each unexcused absence will result in a ½ of a letter grade deduction in your participation grade. More than 3 unexcused absences in grounds for failing the course. If you are worried about upholding these requirements, please talk to me immediately.

Late Work Policy: Late work will not be accepted without at least a 50% penalty. If you are worried about meeting a deadline, you must reach out to me in advance of the deadline to request an extension (I will not give extensions retroactively except in cases of significant extenuating circumstances).

The Respect Rule: I ask you all to show the utmost respect to everyone in the classroom. We all have different backgrounds, values, beliefs, identities, and experiences that may sometimes cause disagreement; but when you are in this class, you are required to demonstrate understanding, respect, and empathy towards your fellow classmates, guest speakers, and instructors. Additionally, you should take care to represent your opinions as your own, and not generalize or speak for others (e.g. "I think…").

Office Hours Policy: I highly encourage you to take advantage of my office hours. My door (both physical and virtual) is always open and I am happy to talk to students about a range of topics, not just course-specific issues. I want to help make your experience at UCSD a positive one. If you cannot make my scheduled times or would like to meet in person, please let me know, and we can make an individual appointment.

Academic Honesty: Plagiarism or cheating is a serious offense and will be dealt with following university guidelines. It is your responsibility to become familiar with its policies, definitions, and penalties. These rules apply to exams and papers. If you have any questions about proper conduct, please see me. Do not guess or be uncertain about what constitutes cheating. Resources and information on academic integrity can be found at https://academicintegrity.ucsd.edu/

Plagiarism and/or cheating will not be tolerated, and at **the very least**, you will receive zero points on the assignment and be reported to the University. Ultimately, you may receive a failing grade in the class and be subject to university discipline.

Discrimination and Harassment: UCSD does not discriminate on the basis of race, color, age, religion, national origin, sex, marital status, sexual orientation, disability, or status as a U.S. veteran. This class adheres to those guidelines. Alternative viewpoints are welcome in this classroom. *However, statements that are deemed racist, sexist, classist, ableist, homophobic, or otherwise discriminatory toward others in the class will not be tolerated and students will be asked to leave.* Students come from a wide variety of backgrounds and possess a diverse array of values and beliefs and the classroom must be a safe space to discuss opinions and ideas. As such, I will not tolerate harassment of any kind in my classroom.

ADA Statement: Students requesting accommodations for this course due to a disability should (if needed) 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 then required to present their AFA letters to Faculty (please make arrangements to contact your professor privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. No retroactive accommodations can be provided. The CAT OSD liaison is Lynette Brossard: lbrossard@ucsd.edu.

Transfer Students: The Triton Transfer Hub is available to meet transfer students' academic, social, and personal needs, including group & individual study space, events, workshops and coaching. Take time to meet with a peer coach and learn a little more about the UCSD culture.

      Triton Transfer Hub
      Transferstudents.ucsd.edu
      tritontransfers@ucsd.edu
      Biomedical Sciences Library (Pepper Canyon Hall – Coming soon!)

Other Important Policies: Anyone having problems or challenges related to the course is strongly encouraged to contact me as early as possible. Whether it's challenges with childcare, transportation, housing, work, or anything, I am here to help however I can. **My goal is for you all to succeed!**

SCHEDULE

PHASE 1: DEVELOPING A FOUNDATION: PROBLEM IDENTIFICATION AND RESEARCH

Week 1: Course Overview and Frameworks
Required Readings:
- [Sustainable Development Goals](#)
- bell hooks, [Democratic Education](#) (chapter 2)

Week 2: Doing Research and Defining the Problem
Required Readings:
- [What is a Social Problem?](#)
- Bill Berkowitz, [Analyzing Community Problems](#)

Required Resources (read and use to complete homework):
- [SDGs in San Diego](#)
- [SANDAG SDGs](#) (look at your group SDG in depth)
- [2022 State of the City Report](#)
- [Sustainable Development Report](#)

Optional Reading/Resources:
- [UNA-SD - Sustainability in San Diego](#)

Homework (due in class on Thursday):
- Identify and describe two specific San Diego issues related to your group's SDG (full prompt on Canvas)

Week 3: Community Engagement and Theories of Change
Required Readings:
- Robert Longley, [What is Civic Engagement?](#)
- Daniel Hunter, [Campaigning for Social Change: Not Just Protesting It](#)
- Andrew Hoffman, [What Is Your Theory of Change](#)

Additional Resources:
- [Practical Guide to Building a Theory of Change](#)

- [Designing a Theory of Change for a Community of Practice](#)
- [How to Design a Theory of Change](#)

Homework (due in class and online on Thursday):
- Research Brief (see instructions linked in "Assignments" section)

PHASE 2: TAKING ACTION: CASE STUDIES & BUILDING SKILLS

Week 4: Pitfalls of Social Change and Team Action Plan Meetings
Required Readings:
- Carl Greg, [How Change Happens: Why do Some Social Movements Succeed While and Others Fail](#)
- Cabrera, Matias, & Montoya (2017), [Activism or slacktivism?](#)

Additional Readings/Resources:
- [Keys for Organizing a Campaign](#)

Guest speaker:
- [Yeni Linqui Palomino](#), Vice President, Community Health Improvement Partners

Homework (due on Canvas by Sunday at 11:59pm):
- Action Plan (Part 1) (see instructions linked in "Assignments" section)

Week 5: Messaging, Marketing, and Audience (Digital Media)
Required Readings:
- [This Is How Gen Z & Millennials Have Changed Activism](#)
- Nat Kendall-Taylor & Sean Gibbons, [Framing Social Change](#)
- Ilana Cohen, [Can Artificial Intelligence Help Cool the Planet?](#)

Additional Readings/Resources:
- [Activist Messaging Strategies](#)
- [Values Based Messaging](#)
- [The Op Ed Project](#)

Homework (due on Canvas by Sunday at 11:59pm)
- Action Plan (Part 2) (see instructions linked in "Assignments" section)

Week 6: Building a Lasting Impact (Partnerships & Collaborations)
Required Readings:
- John Kania & Mark Kramer, Collective Impact
- Betsy Reed, Radical Thinking Reveals the Secrets of Making Real Change Happen

Guest Speaker:
- Ali Mariko Dressel, Climate Justice Policy Coordinator, Climate Action Campaign

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Week 7: The Power of Young People
Required Readings:
- Alcinda Honwana, Are Global Youth Protests Learning from the Arab Spring?
- Kathryn Schumaker, Why the Parkland, Fla., high school students make such powerful activists

Guest Speaker:
- Genavieve Koenigshofer, President, GENup Collegiate at UCSD

Week 8: Civic Professionalism and Career Development & Transferable Skills
Required Readings:
- Koritz, Schadewald, & Hubert, Civic Professionalism (select sections TBD)
- 25 Transferable Skills Employers Look For

PHASE 3: NEXT STEPS: ASSESSMENT AND LESSONS LEARNED

Week 9: What's Next?: Reflection and Sustainability
Required Readings:
- Jason Hickel, The SDGs Won't Make the World a Fairer Place
- Robin Bleiweis, 100 Years After the 19th Amendment, the Fight for Women's Suffrage Continues

Guest Speaker: Rochelle Smarr, Director of Experiential Learning, UCSD

Week 10: Group Presentations

Homework (due on Canvas by Sunday at 11:59pm)
- Group Report

Week 11: Finals Weeks

Homework (due on Canvas by Wednesday at 11:59pm)
- Final Reflection