

Winter 2024

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 Dewey)

"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: Tuesdays 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 civic engagement
- Locate their own agency and power to take action and make change

ASSIGNMENTS & GRADING:

When available, all prompts and assignment instructions will be hyperlinked here.

- **Class Participation (18%)**: 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.
 - *Each student is required to attend the instructor's office hours at least once throughout the quarter in order to receive a passing grade.*
- **In Class Quizzes (2%)**: You will have regular in class quizzes intended to ensure that you are doing and comprehending the readings each week.
- **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 graded 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](#) and [Weekly Updates](#) (5%)
 - *You will submit an Action plan in week 5 and again in week 10. Your average score from those two versions will be your grade*
 - (30%) [Group Presentation and Report](#) (due week 10)

Each group will be allocated up to \$100 to help cover the cost of campaign materials (e.g. fliers, posters, etc.). Speak to the professor when ready.

- **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.

SCHEDULE

PHASE 1: PROBLEM IDENTIFICATION

Week 1: Course Overview and Frameworks

Required Readings:

- [Sustainable Development Goals](#)
 - bell hooks, [Democratic Education](#) (chapter 2 only)
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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](#)
- [2022 State of the City Report](#)
- [Sustainable Development Report](#)
- [UNA-SD - Sustainability in San Diego](#)

Guest Speaker

- Genavieve Koenigshofer, President, [GENup Collegiate at UCSD](#)

Homework (due in class on Tuesday):

- Identify and describe two specific San Diego issues related to an SDG of interest (full prompt on Canvas)
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PHASE 2: CAMPAIGN PLANNING

Week 3: How Does Change Happen?

Required Readings:

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- Robert Longley, [What is Civic Engagement?](#)
- Andrew Hoffman, [What Is Your Theory of Change](#)
- Video, [Idealism vs. Materialism](#)

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](#)

Guest Speaker:

- [Ali Mariko Dressel](#), Climate Justice Policy Coordinator, Climate Action Campaign
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Week 4: Social Change Tactics and Building Power

Required Readings:

- Cabrera, Matias, & Montoya (2017), [Activism or slacktivism?](#)
- Daniel Hunter, [Campaigning for Social Change: Not Just Protesting It](#)

Additional Readings/Resources:

- [Keys for Organizing a Campaign](#)

Homework (due in class and online on Tuesday):

- Research Brief (see instructions linked in “Assignments” section)
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Week 5: Messaging, Marketing, and Audience (Digital Media)

Required Readings:

- Marshall Ganz, [Public Narrative Worksheet](#) (you only need to read it)
- Nat Kendall-Taylor & Sean Gibbons, [Framing Social Change](#)
- [Activist Messaging Strategies](#)

Additional Readings/Resources:

- [Values Based Messaging](#)
- [The Op Ed Project](#)

Guest Speaker:

- Ariana Criste, Senior Communications Strategist, [Industrious Labs](#)

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

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- Action Plan (see instructions linked in “Assignments” section)
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PHASE 3: TAKING ACTION

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](#)

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

- Action Plan Updates (see instructions linked in “Assignments” section)
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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](#)
- [This Is How Gen Z & Millennials Have Changed Activism](#)

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

- Action Plan Updates (see instructions linked in “Assignments” section)
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PHASE 4: ASSESSMENT AND REFLECTION

Week 8: Civic Professionalism and Career Development & Transferable Skills

Required Readings:

- Koritz, Schadewald, & Hubert, [Civic Professionalism](#) (Pages 4-8, you can skim or skip the rest)

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

- Action Plan Updates (see instructions linked in “Assignments” section)
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Week 9: What’s Next?: Reflection and Sustainability

Required Readings:

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- 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: TBD

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

- Action Plan Updates (see instructions linked in "Assignments" section)
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Week 10: Group Presentations

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

- Group Report
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Week 11: Finals Weeks

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

- Final Reflection

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: Assignments will be penalized 1 letter grade per day late. 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.

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!)

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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!