

SOCIOLOGY 361

Leadership and Social Change

Fall 2019

Tuesdays 9:30a.m.-12:00p.m.

Instructor:

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Office Hours:

T: 12-2 pm; Wed 10-11am
and by appointment

A. Introduction

This seminar explores the relationship between leadership and social change. People mobilize to address concerns by forming networks, launching social movements, engaging in political advocacy, and establishing social service programs. Why do some efforts fail and some succeed? How does leadership make a difference? You will investigate leadership and social change by learning social science theories about leadership and social movements, studying historical social change leaders, and practicing skills in your CBL project. In the context of our Jesuit institution, we will pay particular attention to the role that spirituality and religion can play in mobilizing social action.

Leadership for social change brings “the sociological imagination” -- that is, connecting private troubles with public issues – to life. As an integral part of your learning this semester, you will take responsibility for a leadership project of your choosing, with a campus or community-based organization. As reflective practitioners of community action, you will reflect on your projects in analyzing course material.

In keeping with the context of our Jesuit institution, some of the course material deals with the Catholic social justice tradition and Catholic social teaching: the official teachings, people, and organizations working on issues such as poverty, immigration, peace, and the environment. By the end of this course you will gain a deeper understanding of both formal Catholic social teaching and how ordinary people have put it into action.

Throughout the course, we will also be exploring issues of vocation. “Where can I make a difference in the world? What paths do I feel called to pursue? What are my unique gifts and skills? How can I use them in making the world around me a better place?”

B. Learning Objectives

By the end of this course, you will:

- (1) Be familiar with social science research on leadership and social movements
- (2) Be familiar with many examples of social change leadership
- (3) Develop a deeper understanding of Catholic social teaching and its relation to key areas of sociology
- (4) Better understand principles of leadership and how to put them into practice

C. Requirements

1. *Leadership project*: Students base class work on their experience leading a project or "organizing campaign" of their own choosing or design. An "organizing campaign" requires mobilizing others to join you in achieving a clear outcome that advances your shared purpose by the end of the semester. It should be rooted in your values – something that you truly care about. It must require collaboration with others and be focused on a specific outcome by the end of the semester.

You may choose a project on which you are currently working, initiate a new one, or serve with one of a variety of community or campus organizations. The instructor and the Donelan Office for Community-Based Learning can assist you in developing a project.

Some examples of community-based projects that students have done in the past include: worked on a "1000 Summer Youth Jobs" campaign through Worcester Interfaith Organization which entailed connecting with employers and putting on a job fair for youth and employers; worked with Girls Choice to start a mentoring program for Worcester girls; helped develop a neighborhood Leadership Academy through South Worcester Neighborhood Center; worked with the Massachusetts Public Health Association in support of legislation for improved school nutrition; held "listening meetings" with a group of teens in local organization to hear their concerns then guided the teens to start addressing their concerns about violence prevention; developed a leadership class for sixth graders at a local elementary school; worked on grassroots political campaign for a Worcester city council member. Examples of campus-based projects include: mobilizing multiple Holy Cross departments to provide Thanksgiving meals to all of the families of the children at Nativity School; organized student athletes to provide books and stuffed animals to children in Worcester shelters; mobilized students to provide toiletries and journals to Abby's House residents, organized a Mothers on the Hill forum; organized a CORI reform panel at Holy Cross; among many others.

You should spend approximately five hours per week on your project. All of your written work for the class including the midterm and final term paper will involve applying academic theory to developing a greater understanding of your community work and drawing on your community work to better understand academic theory.

2. *Participation*: The seminar meets for two and a half hours once a week for thirteen weeks. In each session, we will divide time between discussion of readings and applying the readings to student projects. You are required to attend all class sessions, do all the reading, and take an active part in discussions. In a seminar, we need everyone's engaged participation.

Class participation also includes taking responsibility for being a reading Discussion Leader: Each week, student(s) will serve as a Discussion Leader for each of the assigned readings. Discussion Leaders will provide a brief 5 minute (timed) introduction to the reading and pose two discussion questions for other students to respond to. In preparing these presentations, remember that everyone is required to read these articles. This means that you do not need to restate the author's full argument. Instead, select a few of the most important points and say a few words about each.

After guest speakers visit, class participation includes posting to the class forum your reflections on your takeaways from their visit. Everyone needs to post before the following week's seminar and read the whole forum before the next seminar.

Missing classes without major extenuating circumstances -- or using social media, texting, or other forms of distraction during class -- will result in an automatic failing grade in the participation part of the course. A late arrival of more than 10 minutes also will constitute an unexcused absence. Please see Holy Cross's excused absence policy here:

http://www.holycross.edu/sites/default/files/files/registrar/excused_absence_policy.pdf

Grading criteria for participation can be found at the end of the syllabus.

3. *Reflection Papers:* You will keep field notes on the basis of which you will submit reflection papers, beginning the fifth week of class. Reflection papers must be 500 words and should analyze your project in light of the week's readings. You are required to do reflection papers as part of preparation for the seminar meeting; they must be turned in on moodle by 5 pm the day before class, which gives me time to read them that evening before we meet the next morning. They will be graded on a check/check-plus/check-minus scale. Reflection papers that do not thoughtfully integrate the readings with the organizing project work that week and/or are too short or poorly written, will receive a check-minus or perhaps no credit. Late papers without major extenuating circumstances receive no credit.

4. *Presentation.* You will sign up for one 15-minute presentation, which will present your project to the class and analyze your project in light of the week's topic and readings. These will occur beginning week 5 and take place at the beginning of the second half of the seminar meeting, after a theoretical discussion of the week's readings. Guidelines for presentations are on the course moodle site.

5. *Mid-term paper:* At the beginning of class on Oct 29, you will submit a seven page paper analyzing whether or not you think your project is working, drawing on the course framework and readings. The paper will not be graded on whether or not the project is working but rather on the analysis of the project based on course concepts and readings. The paper must be double spaced, in 12 pt Times New Roman, and have 1 inch margins.

6. *In-depth analytical paper:* On or before the beginning of the last class meeting, you will submit a 15-20 page paper, analyzing your project in light of class theory and readings. Detailed guidance about this paper will be provided later in the semester. The paper must be double spaced, in 12 pt Times New Roman, and have 1 inch margins.

Grading:

Reflection papers	20%
Midterm paper	30%
Class Participation	10%
Presentation	5%
In-depth analytical paper	35%

Late midterm or in-depth analytical papers will be lowered by one half letter grade up to each 24 hours late unless your class dean has notified me of major extenuating circumstances such as family emergencies. Late homework reflection papers are not accepted for credit barring major extenuating circumstances.

Readings:

All of the reading is on moodle, as are Marshall Ganz's Organizing Notes.

Academic integrity:

Academic integrity in all forms is essential in all of your work for this course. The Department of Sociology and Anthropology adheres to the College's policy on academic honesty.

Each student is responsible for knowing what constitutes violating the policy. The policy is in the College Catalog and can be accessed at this link:

https://www.holycross.edu/sites/default/files/Registrar/academic_integrity_policy.pdf

From the policy:

All education is a cooperative enterprise between faculty and students. This cooperation requires trust and mutual respect, which are only possible in an environment governed by the principles of academic integrity. As an institution devoted to teaching, learning, and intellectual inquiry, Holy Cross expects all members of the College community to abide by the highest standards of academic integrity. Any violation of academic integrity undermines the student-faculty relationship, thereby wounding the whole community.

The principal violations of academic integrity are plagiarism, cheating, and collusion.

Plagiarism is the act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one's own.

Cheating is the use of improper means or subterfuge to gain credit or advantage. Forms of cheating include the use, attempted use, or improper possession of unauthorized aids in any examination or other academic exercise submitted for evaluation; the fabrication or falsification of data; misrepresentation of academic or extracurricular credentials; and deceitful performance on placement examinations. It is also cheating to submit the same work for credit in more than one course, except as authorized in advance by the course instructors.

Collusion is assisting or attempting to assist another student in an act of academic dishonesty.

Please read and familiarize yourself with the whole policy. You must develop and submit your own original work for this course, properly citing all sources used, including books, chapters, newspaper, journal, and magazine articles, websites, or other sources. You may not submit work you completed for another class to satisfy the requirements for this course. If applicable, internship supervisors will be consulted throughout the semester to ensure the best possible experience for you and to ensure that you are doing the work satisfactorily. If this is unclear to you, please speak with me for further clarification.

All breaches of academic honesty will result in a failing grade for the assignment and will be reported to the class dean. For an initial violation of the policy, in addition to being placed on academic probation for two semesters, students must also participate in a workshop on academic integrity.

Disability Services:

Any student who feels the need for accommodation based on the impact of a disability should contact the Office of Disability Services to discuss support services available. Once the office receives documentation supporting the request for accommodation, the student would meet privately with Disability Services to discuss reasonable and appropriate accommodations. The office can be reached by calling 508-793-3693 or by visiting Hogan Campus Center, room 215A.

If you are already registered with Disability Services, please be sure to get your accommodation letters and deliver them to me in a timely fashion. Instructors need 4-5 days advance notice to be able to facilitate the process of receiving testing accommodations.

Classroom engagement and inclusion:

Our seminar environment will be one that is respectful of diverse backgrounds, experiences, and viewpoints. You are expected to participate in classroom discussions in a manner that is respectful of all students. Class will begin and end on time. In the spirit of promoting engagement and dialogue in the class, please turn your cell phone or other gadgets off, as you may not text, surf the web, etc. during class. Laptops are not allowed in class except with notification to me by the Office of Disability Services.

Other information:

The best way to communicate with me is by email. I regularly check email M-F between 9 and 5, and you can expect a response in those hours. You also should check your Holy Cross email every day, as that is how I will send out class updates or other announcements.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as your professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, any information that you disclose that addresses sexual misconduct or relates to a prior suicide attempt or an intention to attempt suicide requires my sharing that information with those on campus who are able to provide you with necessary resources.

Following the **College's Sexual Misconduct Policy**, I am required to share information about sexual misconduct with the College's Office of Title IX Initiatives. If you would like to talk to Title IX directly, they can be reached at 508-793-3336 or titleix@holycross.edu. For more information, please visit <https://www.holycross.edu/sexual-respect-and-title-ix>. If you would like to discuss the matter confidentially, the following confidential resources are available to you: the Chaplains' Office, 508-793-2448; Counseling Center, 508-793-3363; Health Services, 508-793-2276.

Following the **College's Suicide Protocol**, if you disclose a prior suicide attempt or an intention or plan to attempt suicide, I am required to share that information with the Chair of our student CARE Team, who will engage in appropriate outreach.

COURSE OUTLINE

***please note some weeks we may need to switch if speakers need to change their scheduled time**

Week 1 (Sep 10): Introduction to the class

Welcome. This week we get acquainted, get an overview of the course, set goals, answer questions, talk about CBL, and discuss organizing projects.

Marshall Ganz, "What is Organizing" Organizing Notes

Marshall Ganz, "Learning to Organize," Organizing Notes Chapter 1 pp. 6-10. Answer questions on p. 9 in class.

Week 2 (Sep 17): Introduction to leadership in social change: Skills Session This week we will have a leadership skills session to jumpstart your leadership project work. We will also begin to learn some mindfulness skills to help you develop as a centered, purposeful leader. Readings must be done before the session.

Marshall Ganz, "Leading Change: Leadership, Organization, and Social Movements", Chapter 19 in Handbook of Leadership Theory and Practice, edited by Nohria and Khurana; HBS Press, 2010

<http://leadingchangenetwork.org/files/2012/05/Chapter-19-Leading-Change-Leadership-Organization-and-Social-Movements.pdf>

John McKnight, "Services are Bad for People,"

<http://oaklandcommunitybuilders.pbworks.com/f/Services+are+Bad+for+People.pdf>

Daniel P. Barbezat and Mirabai Bush, *Contemplative Practices in Higher Education*, pp. 95-110 ("Mindfulness")

Marshall Ganz, "People, Power, and Change (Constituency, Strategy, and Goals)" Organizing Notes Chapter 2, p. 11-30. Answer questions on p. 30 if possible.

Week 3 (Sep 24):

This week we explore "how" we will learn over the course of the semester using a pedagogy of "reflective practice," and we consider the tradition in which organizing is rooted. We also focus on putting into words the sources of your motivation to learn leadership, organizing, and social action. Readings from psychologist Ellen Langer will help us to develop a more mindful understanding of our motivations and actions. This is important to understand not only for its own sake, but because whenever one assumes a role of leadership, especially in a community other than one's own, people expect an account of who you are and why you are there. These questions of what I am called to do, what the community is called to do, and what we are called to do now are at least as old as Moses' conversation with God at the Burning Bush: Why me? asks Moses, when he is called to free his people. And, who – or what – is calling me? And, why these people? Why here, now, in this place?

Marshall Ganz, "What is Public Narrative?" Organizing Notes Chapter 3, pp. 31-46 and worksheet (moodle). You will use this worksheet in preparing for your public narrative as part of your presentation.

The Bible, Exodus, Chapter 2-6 (<http://www.catholic.org/bible/>)

Mindfulness: Chapter 4 “The Costs of Mindlessness,” Chapter 5, “The Nature of Mindfulness (moodle)

A Vision of Justice, pp. xi-xviii (moodle)

Sim Sitkin, "Learning Through Failure: The Strategy of Small Losses," Research in Organizational Behavior, Vol.14, 1992, (pp. 231-266) (moodle)

- **Reading Discussion Leader**

Week 4 (Oct 1): Session on community organizing in Worcester with guest speakers Frank Kartheiser and Rev. Jose Perez

Richard L. Wood and Brad R. Fulton, *A Shared Future: Faith-Based Organizing for Racial Equity and Ethical Democracy*, pp. 125-178

- **Reading Discussion Leader**
- **Project report form due in class**

Week 5 (Oct 8): Relationships and building community

Organizers build relationships to construct a “community of interest”, a constituency. Through relationships we come to understand our interests and develop the resources to act upon them.

See Judge, Act, Chapter 2 (“Human Dignity and Racism”) (moodle)

Ian Simmons, “On One-to-Ones,” 1998 (moodle)

Brian Christens, “Public Relationship Building in Grassroots Community Organizing: Relational Intervention for Individual and Systems Change,” *Journal of Community Psychology*, v38 n7 p886-900 Sep 2010 (moodle)

Marshall Ganz, “Relationships,” *Organizing Notes*, Chapter 4 pp. 47-60

“Story of Us and Now” <http://neworganizing.com/content/toolbox/story-of-us-and-now>
(short video clip - in class)

- **Reading Discussion Leader**
- **Presentations**
- **Reflection paper #1 due**

FALL BREAK

Week 6 (Oct 22): Structuring leadership
Isabel Jenkins CBL office check in 9:30

Where do leaders come from? How do we know one when we see one? What do they actually do?

Dr Martin Luther King, *A Testament of Hope*, “The Drum Major Instinct,” (pp. 259-67) (moodle)

The Bible, Exodus, Chapter 18 (<http://www.catholic.org/bible/>)

Mary Beth Rogers, *Cold Anger*, Chapter 11, “Leave Them Alone. They’re Mexicans,” (pp. 105-126) (moodle)

Jo Freeman, “The Tyranny of Structurelessness,” <http://www.jofreeman.com/joreen/tyranny.htm>

Marshall Ganz, “Structuring Leadership,” *Organizing Notes*, Chapter 5, pp. 61-75

Read short biographies of a number of human rights leaders at <http://www.humanrights.com/voices-for-human-rights/champions-human-rights.html>. Read as many as you would like, but you must read Mahatma Gandhi, Eleanor Roosevelt, Nelson Mandela, and Bishop Desmond Tutu. Also please read this short biography of Oscar Romero: <http://moralheroes.org/oscar-romero>

- **Reading Discussion Leaders**
- **Presentations**
- **Reflection paper #2 due**

Week 7 (Oct 29): Mapping your project world: Actors, Values, Interests, Resources, and Power

Can you “map” the social world in which your organizing project is unfolding? Who are the actors? What do they want? And why? Are there leaders, a constituency, an opposition? What needs, values, and interests are in play? How do we get the power to act on our interests? What resources does your constituency need to act on its interests? Who controls them? What are *their* interests? And where do you fit into the picture? How does a social science framework help you understand actors and interests?

Guest speaker: Former SOCL 361 student & MA State Representative Dan Donohue

****Midterm paper due at the beginning of class****

Anjalé D. Welton, Rhoda Freelon, “Community Organizing as Educational Leadership: Lessons From Chicago on the Politics of Racial Justice,” *Journal of Research in Educational Leadership*, Dec 27, 2017

Bernard Loomer, “Two Kinds of Power,” The D.R. Sharpe Lecture on Social Ethics, *Criterion*, Vol. 15:1, 1976 (pp. 11-29) (moodle)

Marshall Ganz, *Organizing Notes*, pp. 11-22 and p.30

- **Reading Discussion Leader**
- **Presentations**

**Week 8 (Nov 5): Visit with City Council Member Rev. Dr. Sarai Rivera
Van leaves Hogan at 9:30**

Linda Plitt Donaldson and Susan Crawford Sullivan, “Catholic Social Teaching, Poverty, and the Economy,” pp. 62-74 in *A Vision of Justice* (moodle)

Irving Janis, “Groupthink,” in *Perspectives on Behavior in Organizations*, ed by J.R. Hackman (1983), (pp. 378-384) (moodle)

Daniel Groody and Colleen Cross, “From Neighbor to Brother and Sister: Immigration in Catholic Social Teaching,” Chapter 5 in *A Vision of Justice* (moodle)

Week 9 (Nov 12) Interpretation, Story, and Motivation

This week, we reconsider the role of motivation in organizing and the role of stories of “us” and “now” in generating action.

William Shakespeare, *Henry V*, Act IV, Scene 3, “We Happy Few,” (pp. 140-49)
http://www.shakespeare-literature.com/Henry_V/20.html

Daniel Goleman, *Working With Emotional Intelligence*, Chapter 2, “Emotional Competence (pp. 24-28), Appendix 2, “Emotional Intelligence,” (pp. 317-318) (moodle)

Bryan N. Massingale, “‘A Dream Deferred’: Meditations on African American Understandings on Justice and Hope, pp. 130-150 in *Racial Justice and the Catholic Church* (moodle)

Spe Salvi (Saved By Hope), 2007, Pope Benedict XVI, paragraphs 35-36; 38
http://www.vatican.va/holy_father/benedict_xvi/encyclicals/documents/hf_ben-xvi_enc_20071130_spe-salvi_en.html

Review Marshall Ganz, “What is Public Narrative?” *Organizing Notes* Chapter 3, pp. 31-46 (moodle)
<http://neworganizing.com/toolbox/training/story-of-self/> (0-16:27, in class)

- **Reading Discussion Leader**
- **Reflection paper #3 due**
- **Presentations**

Week 10: (Nov 19) Strategy and Deliberation

We reflect this week on a “classic” tale of strategy recounted in the Book of Samuel: the story of David and Goliath, a tale that argues resourcefulness can compensate for lack of resources by developing “strategic capacity.”

The Bible, Book of Samuel, Chapter 17, Verses 4-49 (<http://www.catholic.org/bible/>)

Marshall Ganz, “Why David Sometimes Wins: Strategic Capacity in Social Movements,” in *Rethinking Social Movements* (pp. 1-10) (moodle)

Clayton, “Black Lives Matter and the Civil Rights Movement: A Comparative Analysis of Two Social Movements in the United States” (moodle)

Kim Bobo, *Organizing for Social Change*, Chapter 4 “Developing a Strategy (pp. 30-47), Chapter 12, “Planning and Facilitating Meetings” (pp. 128-139) (moodle)

Marshall Ganz: “Strategizing,” Organizing Notes, Chapter 6 (pp. 76-89)

video clip in class on the Montgomery Bus Boycott from “Eyes on the Prize,”

- **Reading Discussion Leaders**
- **Reflection paper 4 due**
- **Presentations**

Week 11 (Nov 26): Paper workshop; possible visit by Claire Schaeffer-Duffy of the Catholic Worker

<http://www.catholicworker.org/dorothyday/servant-of-god.html>

Other readings TBD

Week 12 (Dec 3): Becoming a Good Organizer. This week we reflect on organizing as a craft, art, and vocation: why do it, what can make a person good at it, what to do about the rest of our lives, how we can make sure we continue to grow? We also consider the big picture: So what does organizing contribute to public life? How does organizing relate to sociology?

Robert Coles, *The Call of Service: A Witness to Idealism*, Chapter 3, “Satisfactions,” (pp. 68-94), Chapter 4, “Hazards,” (pp.115-144) (moodle)

Ronald Heifetz, *Leadership Without Easy Answers*, Chapter 11, “The Personal Challenge,” (pp. 250-276) (moodle)

Cesar Chavez, “The Organizer’s Tale,” *Ramparts Magazine*, July 1966, (pp. 43-50) (moodle)

Marshall Ganz, “Organizations – Communities in Action,” Organizing Notes Chapter 11 pp. 103-116

Marshall Ganz, “Becoming a Good Organizer,” Organizing Notes pp. 116-118

- **Reading Discussion Leaders**
- **Reflection paper #5 due**
- **Presentations**

Week 13 (Dec 10): Leadership, Justice, and American Democracy. This week we step back to consider the bigger picture: So what does organizing contribute to public life? How does social change leadership relate to American democracy? What does Catholic social teaching add to a study of institutions?

****In-depth analytical paper due on or before this date**

Robert Bellah, et al, *The Good Society*, "Introduction: We Live Through Institutions," (pp.3-18) (moodle)

A Vision of Justice, Chapter 10 (moodle)

Participation Assessment	
A-Engaged	<ul style="list-style-type: none"> -Demonstrates ongoing and active engagement in discussion - Demonstrates excellent preparation: has analyzed readings exceptionally well -Offers analysis, synthesis, and evaluation of material, can apply key insights to new topics, extend analysis or critically discuss limitations; applies insights to CBL -Contributes to ongoing class discussion: keeps analysis focused, responds thoughtfully to other students' comments, contributes to cooperative argument-building, suggests alternative ways of approaching material and helps class analyze topics
B- Active	<ul style="list-style-type: none"> -Demonstrates good preparation: knows reading well -Offers interpretation of readings to the class, as well as applications to CBL -Regularly contributes well to discussion: responds to other students' points, thinks through own points, questions others in a constructive way
C- Average	<ul style="list-style-type: none"> -Demonstrates adequate preparation: knows basics of readings but does not show evidence of trying to interpret or analyze them -Offers contributions to discussion occasionally -Contributes to a moderate degree when called upon
D- Limited	<ul style="list-style-type: none"> -Does not offer to contribute to discussion, but contributes to a moderate degree when called on -Demonstrates sporadic involvement
F-None	<ul style="list-style-type: none"> -Unexcused absences -Present but does not participate -Distracting to others: uses phone, surfs Internet, has side conversations, etc.

** Parts of syllabus adapted with permission from Marshall Ganz, PhD