**Discovery Core II :**

 **Creating Social Change with an International Lens**

This course is a hybrid internationally engaged course, drawing on DCI student-produced global team action-research papers, and leading students to implement social action projects here and abroad. Collaborating virtual with university students in India, at the Central University for Tibetan Studies (CUTS), we study three examples of large-scale social movements and apply strategies to current issues of local/global importance; The US community organizing poor people’s movement (Saul Alinksy roots); The non-violent movement for Indian Independence (Mahatma Gandhi roots); and the Free Tibet Movement (Dalai Lama roots). Students meet local activists on their own turf (India and US) and practice communication skills in both face to face and virtual environments. Students enhance their social action research and personal reflection skills acting on local issues through global teamwork.

Learning Outcomes

1. Enhance Information Literacy, Communication, and Community Engagement Skills
2. Improve Writing and Research Skills
3. Enhance Quantitative Literacy Skills
4. Understand and Develop E-Portfolio for Career Enhancement
5. Enhance understanding of academic integrity

Student Evidence of Learning

* Produce a two-page paper that analyzes and evaluates one of fou DCI student produced research papers and evaluates sources used. Will also select one cited source and close read and analyze research. (Individual project). (2)
* Students post a cultural artifact on a shared facebook page that is related to their own relationship to social engagement/activism, as a way to introduce who they are. (1)
* Attend the Pathway to Academic Engagement Fair, selecting one pathway, and writing a 2 page reflection paper about what they learned, what steps they might take to engage in this during the year, and post on their e-portfolio (1, 4)
* Through multiple drafts and ultimately a final 5 page paper, students in small global teams will apply principles, strategies and tactics of three historical movements to improve upon the local social action recommendations offered to them in a student global team-produced DC I paper. Working in teams students select and carry out elements of the social action implementation on a local issue, and include their analysis of why these elements were chosen and the result. (Global Team product) (1, 2)
* Students will continuously share their findings and action steps with global teams at CUTS, the India-based university, comparing and contrasting their efforts, through postings on a shared facebook page. A final live video conference presentation in which the teams present a summary of their action and reflections will be conducted and assessed. (1)
* Students will post weekly a current event that relates to social action strategies being studied and reflect on it.
* Students assigned to seek out evidence of conflicting data to the assigned research paper and integrate these findings into the team paper (3)
* Students conduct an interview with a local activist, and then produce a reflective response to the interview. Both the reflection and a 5 minute edited version of the video interview is posted in the e-portfolio. Students use the activist interview to write a paper that accurately demonstrates paraphrasing, quoting, summarizing and citing in the reflection paper noted above. (1, 4, 5)

**Readings:**

Rules for Radicals, By Saul Alinksy

**Other source material**

* The Democratic Promise (6 part video series)
* Gandhi (movie)
* Sun Behind the Clouds (movie)
* Recorded interview of activist Jim Diers, conducted by me)
* Recorded presentation produced by CUTS students on Dalai Lama
* Live Interview with producer of “The Democratic Process” series

**Field Trips:**

Puget Sound Sage (Duwamish River)

Social Justice Fund (local social movements analysis)

Tibetan Monastary

Town Hall or UW talk?

**In the Field individual work**

Individual Interviews with activists

**On-line live Skype Interviews (Go to meeting? With Bruce Orenstein on Video, class at home and at CUTS)**

Bruce Orenstein, Duke University,

Weekly Schedule

Week I

**Tuesday, Jan 6th**

**Beginning of time illustration.** [**https://www.youtube.com/watch?v=H2\_6cqa2cP4**](https://www.youtube.com/watch?v=H2_6cqa2cP4)

**Point is that we are all here a very short time. Make the most of it. Its all you have. I think to make the most of it, we must find our passions, what we care about. Develep our unique talents to put our best energy into those things we care about. And when we leave, some things are better than when we arrived.**

**We have a short time in this class together. Here is how I can help you on this path.**

1. **You leave here with tools to Communicate Better. Work with Others Better. Explore path to find passions. Develop skills to solve problems to you leave world better than you arrived.**

**So, first lesson in great communication. Understand the Other person’s world.**

1. **I care that you learn a lot.**
2. **I know most of you care a lot about what grade you get. (show quadrant and overlap)**
3. **Those who do, learn. Those who don’t, wont. Try and fail better than no try. You will have tough tasks. Interview an activist. Write using powerful illustrations. Deep research. Engage with passion. Do community work. If you do stuff, but not on time, marked down. Don’t do it, grade will be trashed. I will ask you to be uncomfortable. I expect you to do things you don’t feel you are that good at. Talk in class. Think on feet. Do more research than usual. Probe deeper to find meaning. Learn to ask questions. Good questions.**
4. **So that is the eagle eye view. No lets get specific. We will learn all this in the context of 3 major social movements of our time, and then take on 4 local issues of global significance.**
5. **Here’s the big things you will be doing today:**
	1. **Get to know who is in this class. First rule of communication. Learn PIE**
	2. **Start learning a bit about the 3 social movements we will study. These movements are just the tools for learning the skills. And we will do an exercise today to start crowd sourcing what we already know**
6. **Over the course of the class you will:**
	1. **Pick one of 4 issues, research, write, summarize the issue to improve the paper**
	2. **Study how to take effective action and apply it, reflect and write about it**
	3. **Hybrid. In class, in community, with Tibetans.**
7. Review syllabus. Review 7 Issues. Discuss PIE. Discuss ideal paper and plan.
8. Class introductions of your relationship to community engagement. Meet in pairs, then introduce partner after each person writes notes on their passions that are larger than self. Write about one thing you care deeply about, and give illustration/story related to it. What’s it mean. (P.I.E). I go first. (story of becoming a consciences objector). Introduce partner in class (up to 3pts). Rest do it on Discussion board. (2pts) that we don’t have time for.
	1. Assignments:
		1. Review all 7 issue papers. Pick one (up to 5 in each). Produce a two-page paper that analyzes and evaluates your issue paper that DCI student produced research papers and evaluates sources used. This will not be scored for analysis, only effort. Post in Discussion area for your team. Use discussion area to begin responding to each others ideas and where to start up on Tuesday. (5pts)
		2. Produce and post a cultural artifact and write-up summary for Facebook. Post in your Team Facebook Page. (CUTS posts own intro as soon as they can in their team space on Facebook) The image should be the “I” of PIE. I want it compelling! (3pts)
		3. Assignment: By every Thursday, post one article on current activism from news. Use PIE format to respond, and place in Team Facebook page.
		4. Assignm ent: Have 3 questions to ask CUTS, after doing some research. (Need a research team). Extra credit\*

**Thursday, Jan 8th.** No class. Work on collaboration on paper.

* + 1. Assignment: Read up on your issue. Post one research item that will help your team and describe how this will help your team, noting gap: Organizations working on the issue locally, added background, recent articles on the issue, ideas for improved strategy based on other content you find. (3pts)

Tuesday, Jan 13 Teams meet in class and begin discussions about their papers, after I review one paper and give examples on how to improve it.

8:30am 10pm: Skype Video conference. 8:30am (10pm Varanasi time) Greg introduces self to CUTS, giving instructions for the teamwork, and importance of working together, keeping in touch. Reviews key assignments, and how to get the most out of this. Nyima and Tenzin present to UW why CUTS is participating, what benefits they derive, and what is important that all students do make the course a success.

1. Each University prepares 3 questions to ask of the other side, and shares one day ahead of this video conference.
	* 1. In-class assignment: Pop-Quiz, on the seven issues, using clickers. \*Ensure I can score by person. (3pts)
		2. Read Rules for Radicals, 30 pages. I use example of funeral from my own work.
		3. Each team submits analysis on weak points of paper and how they will improve.

Thursday, Jan 15 Skype Video conference. I present the class to everyone, including CUTS, giving instructions for the teamwork, and importance of working together, keeping in touch. And assignment to interview an activist. In class, one team agrees to vet questions and ask the best ones at Next Thursday video conference.

* + 1. Assignment: Read about Tibet. Post insights, questions on Facebook. Engage in discussions. Journal what you learn so you can include in final paper. Post your best questions in Discussion section. (possible 1 extra credit pt for good questions).
		2. Assignment: Read about Wes Moore, and book excerpts on leading a meaningful life.

Monday, Jan 19th. Town Hall, with Wes Moore. How to lead a meaningful Life. 7:30pm Town Hall, and post discussion. (If can’t come, watch Ted Talk and write reflection paper on what it makes you consider). 2pts per attendance, and up to 2 for paper

Tuesday, Jan 20

10pm-10:15pm: Live Video conference presentation by CUTS students

10:15-10:30. Q and A, with UW asking questions.

Assignment: CUTS students post more information on Facebook to help UW students understand more

Students do journal-like reflection on discussion board about what new insights they got.

 Watch first video on Promise in America in class.

1. Assignment: Watch remaining 6 videos at home, come prepared to discuss in class.
2. Assignment: Read 30 more pages in Rules for Radicals
3. Assignment:
	1. One team reads articles on Good Interview Questions and preps for Orenstein interview. Researches Bruce. Solicits questions from rest of groupOne team picks questions and asks Bruce next week.
	2. One team prepares and presents on Alinsky style organizing and poor peoples movements. (meets and works on it Thursday)

Thursday, Jan 22 no class

Tuesday, Jan 27th. Attend Pathways to Engagement Fair.

1. Assignment: Post reflections on two activities on Facebook. Select one pathway, and write a 2 page reflection paper about what you learned, what steps you might take to engage in this during the year, and post on their e-portfolio . (3pts)

Thursday, Jan 29th

1. Community Meeting: Watch Gandhi at community theater. And discuss.

Assignment: One team develops questions, ideas to ask of Tibetan students on Feb 10th

Tuesday, Feb 3rd.

 Live interview with Producer, Bruce Orenstein. Debrief in class. What made the interview work, not work? Improve?

Discuss how to set up an interview, what are the components

In-class assignment: Teams meet in class, and decide who you want to interview. Discuss ideas on how to take action on your issue

 Assignment: Set up interview for February.

Live Video presentation by UW students on Alinsky style organizing for poor people’s movements.

Thursday, Feb 5th.

1. Team discussion on how to apply learnings to date to the issue. How to cut issue, added research needed, etc.
	1. Assignment: Students assigned to seek out evidence of conflicting data to the assigned research paper and integrate these findings into the team paper. Students research and interview various organizations to finalize how issue will be cut.
2. Basics in Interviewing, videography
3. Review e-portfolios

Tuesday, Feb 10 Duwamish River Tour

8:30am, 10pm Varanasi time: Live video conference: Discussion of Gandhi Independence movement and movie, with comments and prepared questions ahead of time

Thursday, Feb 12. No Class. Interviews in Community Conducted.

1. Assignment: Mid-point draft of paper to be turned in by teams
2. Thursday, Feb 12th. No Class.
* xv. Assignment: Watch recorded Diers interview. Produce a reflective response to the interview, with at least one question to pose in the live interview.

Tuesday, Feb 17

Jim Diers interview, live taking questions. SET TIME

10PM Varanasi time: Live video presentations: First teams gives 10 min update on group action-taking so far; how applying principles learned, results to date. Total time: 30 min, includes Q and A. (Women’s rights groups)

Thursday, Feb 19th

Social Justice Fund Meeting, discussion on Activism

Tuesday, Feb 24

1. 10PM Varanasi time: Live video presentations: First teams gives 10 min update on group action-taking so far; how applying principles learned, results to date. Total time: 30 min, includes Q and A. Social Discrimination Groups

Thursday, Feb 26th

1. Watch Gandhi Movie, community setting, with food

Tuesday, Mar 3

10PM Varanasi time: Live video presentations: First teams gives 10 min update on group action-taking so far; how applying principles learned, results to date. Total time: 30 min, includes Q and A. Religious Disharmony Groups

1. Interview with Christa Hillstrom?
2. Assignment: Complete and post community leader interview

Thursday, Mar 5

1. Discussion about community interviews

Tuesday, march 10

10PM Varanasi time: Live video presentations: First teams gives 10 min update on group action-taking so far; how applying principles learned, results to date. Total time: 30 min, includes Q and A. Pollution Groups,

Closing Good byes

xvii. Assignment Due: Through multiple drafts and ultimately a final 5 page paper, students in small global teams will apply principles, strategies and tactics of three historical movements to improve upon the local social action recommendations offered to them in a student global team-produced DC I paper. Working in teams students select and carry out elements of the social action implementation on a local issue, and include their analysis of why these elements were chosen and the result.

Thursday, March 12th

1.Final Presentations

1. Assignment: Students will continuously share their findings and action steps with global teams at CUTS, the India-based university, comparing and contrasting their efforts, through postings on a shared facebook page, and submit best interactions weekly. A final live video conference presentation in which the teams present a summary of their action and reflections will be conducted and assessed. (1)

Evaluation and party

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Indicates at-home activity

Indicates In-the-field activity with class

Indicates in the field activity-independent

Indicates in class on campus activity

Indicates at home activity, SET TIME