

METHODS, MODELS, AND TOOLS FOR SOCIAL CHANGE (CL-521)

Instructor: Dr. Timothy Eberhart
Email: timothy.eberhart@garrett.edu
Office Hours: By Email Appointment

Class Time: Wednesdays, 8:30-10:30am
Modality: Hybrid (2 Hours In-Person, 1 Online)

Course Description

While most Christians believe the Gospel calls them to change the world – out of charity, to do justice, by divine command, for the common good, as a witness – the many approaches used by individuals, groups, and ecclesial traditions to do so vary widely. In some cases, well-meaning impulses to make a difference or to transform the world can lead to unreflective actions, which often do far more harm than good. This course surveys and evaluates a variety of methods and tools Christians have used to bring about social change from within and outside of existing institutions. The aim is to equip students to be thoughtful, effective, and faithful in seeking to love God and neighbor, realize justice for the poor and oppressed, and promote the common good. The course is a requirement in the Master of Arts in Public Ministry degree and is open to students from other degree programs if space permits.

Student Learning Outcomes

Students who graduate from this course will be able to:

1. Identify and describe diverse methods and tools, as well as representative models, that Christian individuals, communities, and institutions have used and are using to effect social change.
2. Explain the ideological, theoretical, biblical, and theological assumptions underlying various strategies and tactics employed to realize justice.
3. Analyze and evaluate the effectiveness of different methods and tools to attain social justice and promote the common good.
4. Propose for implementation relevant and effective methods and tools for social transformation in relation to specific contexts and particular matters of social concern.

Course Readings

Brown, Adrienne Maree, *Emergent Strategy: Shaping Change, Changing Worlds*, AK Press 2017 (ISBN-13: 978-1849352604, \$16.00 at akpress.org)

McFague, Sallie, *Blessed Are the Consumers: Climate Change and the Practice of Restraint*, Fortress Press, 2013 (ISBN-13: 978-0800699604, \$24.00 at fortresspress.com)

Harder, Cameron, *Discovering the Other: Asset-Based Approaches for Building Community Together*, May 6, 2013, Rowman & Littlefield Publishers 2013 (ISBN-13: 978-1566994293, \$26.00 at rowman.com)

Chambers, Edward T., *Roots for Radicals: Organizing for Power, Action, and Justice*, Bloomsbury 2018 (ISBN-13: 978-1350043121, \$17.95 at bloomsbury.com)

hooks, bell, *Teaching to Transgress: Education as the Practice of Freedom*, Routledge 1994 (ISBN-13: 978-0415908085, \$35.96 at routledge.com)

Wink, Walter, *Jesus and Nonviolence: A Third Way*, Fortress Press 2003 (ISBN-13: 978-0800636098, \$9.99 at fortresspress.com)

Janus, Kathleen Kelly, *Social Startup Success: How the Best Nonprofits Launch, Scale Up, and Make a Difference*, Da Capo Lifelong Books 2018 (ISBN-13: 978-0738219905, \$12.72 at amazon.com)

McAlevy, Jane F., *No Shortcuts: Organizing for Power in the New Gilded Age*, Oxford University Press 2018 (ISBN-13: 978-0190868659, \$18.23 at amazon.com)

Wolff, Richard D., *Democracy at Work: A Cure for Capitalism*, Haymarket Books 2012 (ISBN-13: 978-1608462476, \$10.50 at haymarketbooks.org)

Greenleaf, Robert K, *The Power of Servant-Leadership*, Berrett-Koehler Publishers 1998 (ISBN-13: 978-1576750353, Price \$27.95 at penguinrandomhouse.com)

Barber II, William J., *Revive Us Again: Vision and Action in Moral Organizing*, Beacon Press 2018 (ISBN-13: 978-0807025604, \$18.00 at penguinrandomhouse.com)

Course Requirements

A. Weekly Mapping Exercise* (due by Tuesday at 5pm) – **22%**

1. *Based on the week's readings, briefly describe a) the method for social change, as well as b) the particular tools recommended for practitioners of that approach.*
2. *Explain underlying assumptions (ideological, theological, etc.) that shape the method and tools.*
3. *Research and briefly describe an example of a Christian model of this particular method, past or present.*
4. *Summarize key insights from the online interview (see below).*
5. *Suggest possible strengths and weaknesses of this approach.*
6. *Identify ways this method and set of tools might be coopted by forces of domination and oppression.*

* Expectations and a template will be reviewed the first week of class.

Grading Rubric (11 total submissions)						
	a) Did I complete each of the required tasks for the assignment? b) Does the content I provide reflect an accurate summary of the readings? c) Does my analysis suggest a careful engagement with the material? d) Do I demonstrate curiosity and imagination?					
(No)	0.0	0.5	1.0	1.5	2.0	(Yes)

B. Class Participation – 18%

Based on the readings, mapping exercise, and online interview (see below), engage your instructors and classmates in a critical assessment of the week’s method and tools, raise for discussion the Christian model you identified, and imagine possibilities for implementation in relation to a particular area of public concern.

In addition to the 2 hours of in-person weekly class, you will be required to view a recorded interview, which will be posted on the course site by Monday morning, in preparation for class each week.

You are expected to be in the classroom by the start of class time. You are allowed only one excused absence, granted if requested ahead of time and if based on legitimate reasons, for the course.

Grading Rubric						
	a) Was I on time and in attendance for every class period? b) Did I demonstrate, verbally and non-verbally, that I was present to, engaged with, and respectful of my instructors and classmates? c) Did I contribute to each class discussion based upon the requirements for participation listed in the syllabus? d) Were my contributions based upon my preparations for class, including the research I completed and my close reading of the assigned texts?					
(No)	0	4.5	9	13.5	18	(Yes)

C. Interview and Presentation (choose one Method from weeks 2-12*) – 25%

1. Read the full text assigned for that week.
2. Interview (via Zoom, recorded) a practitioner skilled in the relevant method and tools that week.**
3. Post the recorded interview on the course site for viewing no later than midnight on the Sunday of the week you’ll be presenting.

4. *Present in class an explanatory and critical overview of the method and tools for the week in relation to the text you've read and the model you've researched (30 min).*

* Students will sign up for their presentation week the first day of class.

** Practitioners for each of the 11 weeks have already been identified and invited by the instructor. Guidance and a basic template for interviews will be covered the first week of class.

Grading Rubric							
	a) Was my interview effectively facilitated? b) Was my recorded interview posted on time? c) Did my presentation cover the required elements? d) Was my overview sufficiently explanatory and critical? e) Was my presentation accessible, engaging, and creative?						
(No)	0	5	10	15	20	25	(Yes)

D. Final Paper (Due December 10 by class time, 12 pages, double-spaced, Times Roman, 1 inch margins) – **35%**

Write a final paper, which, 1) based upon the description of a particular matter of social concern and 2) shaped by a theological framework, 3) imagines a new model of Christian public ministry that 4) proposes a particular method and describes the specific tools this model would use to realize public justice.

Grading Rubric							
	a) Does my paper sufficiently address each of the 4 assignment requirements? b) Does my paper offer a strong thesis statement within the introduction, are my ideas clearly arranged, well-developed, and convincingly tied to my thesis, and is my writing free of grammatical, spelling, and citation errors? c) Does my paper substantively and accurately engage a breadth of high quality and relevant sources to support my thesis? d) Do my analyses and constructive proposals reflect a careful and insightful interpretation of differing perspectives, are my respective claims integrated and nuanced, and do my conclusions show promise of advancing public ministerial work toward the realization of justice? e) Is my class presentation accessible, informative, and engaging?						
(No)	0	7	14	21	28	35	(Yes)

Scale

97-100	A+	73-76	C
93-96	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D
83-86	B	60-62	D-
80-82	B-	<60	F
77-79	C+		

Academic Policies

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- Academic integrity and plagiarism: (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: *The Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/studentlife/student-services> "Writing Center" for more detailed information.

Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed.... All participants in the teaching/learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set

out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19- 20 Handbook, 20)

Course Schedule

Week 1 September 8: Course Introduction

<https://thenextsystem.org/learn/stories/index-systemic-trends>
<https://thenextsystem.org/sites/default/files/2017-08/JessicaGordonNembhard.pdf>

Week 2 September 15: Systems Change

Brown, Adrienne Maree, *Emergent Strategy: Shaping Change, Changing Worlds*
pp. 43-165

Week 3 September 22: Personal Conversion

McFague, Sallie, *Blessed Are the Consumers: Climate Change and the Practice of Restraint*
pp. 39-140

Week 4 September 29: Asset Based Community Development

Harder, Cameron, *Discovering the Other: Asset-Based Approaches for Building Community Together*
pp. 1-36, 73-133, 167-184

Week 5 October 6: Community Organizing

Chambers, Edward T., *Roots for Radicals: Organizing for Power, Action, and Justice*
pp. 9-143

Week 6 October 13: Direct Action

Wink, Walter, *Jesus and Nonviolence: A Third Way*
pp. 1-103

Week 7 October 20: Liberative Education

hooks, bell, *Teaching to Transgress: Education as the Practice of Freedom*
pp. 13-75, 129-165

Week 8 October 27: Non-Profit Leadership

Janus, Kathleen Kelly, *Social Startup Success: How the Best Nonprofits Launch, Scale Up, and Make a Difference*
pp. 3-92, 145-172, 185-200

Week 9 November 3: Union Organizing

McAlevey, Jane F., *No Shortcuts: Organizing for Power in the New Gilded Age*
pp. 1-70, 101-142, 199-211

Week 10 November 10: Democratic Enterprise

Wolff, Richard D., *Democracy at Work: A Cure for Capitalism*
pp. 85-183

Week 11 November 17: Public Policy Advocacy

Barber II, William J., *Revive Us Again: Vision and Action in Moral Organizing*
pp. xi-xix, 18-45, 66-83, 96-99, 109-118, 124-136, 143-148, 156-166, 177-185, 194-212, 217-222

Week 12 December 1: Institutional Leadership

Greenleaf, Robert K., *The Power of Servant-Leadership*
pp. 17-59, 111-233

Week 13 December 8: Project Presentations

Final Papers Due