SSIR LDST - 290  
Self-Discovery and Social Change: Living a Life of Consequence  
Fall 2020  
Course Syllabus

Instructor: Dr. Craig T. Kocher  
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Phone: 289-8500 (office)  
Office hours: by appointment  
Class meeting time: Fridays, 12:00-2:40pm, Queally Center for Admission, 125A.

Description

This course will engage the ethical, creative, and reflective imaginations of students by examining various models of social engagement, and different pathways to self-discovery, in light of the significant social challenges of our time.

The course aims to integrate theory and practice by encouraging students to reflect on their own talents, passions, and aspirations towards a consequential life in the context of what they are learning through readings, class lectures and discussions, and personal reflection.

The course is centered on two questions:
- What does it mean to live a life of consequence?
- How does self-discovery lead to social change?

Learning objectives:

1. To offer a variety of ways to think ethically and reflectively about one’s self and the wider world.
2. To integrate theory and practice of social engagement.
3. To expose students to three different models of engaging social challenge.
4. To develop skills in understanding and critiquing the assumptions of various ways of engaging social difference.
5. To enable students to reflect on their own life stories, passions, and aspirations within the models presented.

Assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper One</td>
<td>200</td>
</tr>
<tr>
<td>Paper Two</td>
<td>250</td>
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<tr>
<td>Final Paper</td>
<td>350</td>
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<tr>
<td>Four in-classes quizzes</td>
<td>100 (25 points per quiz)</td>
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<tr>
<td>Summer work, class participation, Calm app</td>
<td>100</td>
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Total  1000 points
The three major papers should be organized in the following way:

1. **Format.** Please type the paper double-spaced, in Times New Roman font size 12, on one side of the paper only, with one inch margins all the way around. Page numbers should be at the bottom center.

2. **Title.** Think carefully about how your title communicates the argument of the paper in an attractive way, and whether you want to use a subtitle. The title, name of course, and your name should be on a cover sheet.

3. **Introduction.** Write this after you have written your paper, so that it genuinely introduces:
   - the argument that follows
   - the specific ways in which you are narrowing your subject down to a manageable size
   - the specific terms you are using that need some definition
   - the introduction should not take up more than 5% of a paper of this kind. One or two paragraphs should do it.

4. **Main body of the paper.** A sequence of subheadings that divide the paper into logical, roughly even-length sections reassures the professor that the argument has been planned and reasoned carefully before being written.

5. **Conclusion.** Should be very short and summarize main findings.

**Grading Standards:**

These standards have been articulated by the Jepson faculty and serve as a helpful guide for students preparing papers.

“A” work is well-written, well-argued, and thoroughly conversant with the source material, containing no major inaccuracies or contradictions, and illustrating subtlety and nuance of argument. “A” papers consist of interesting, substantial thoughts well-packaged in technically proficient writing.

“B” work attempts to forward an argument and shows good familiarity with and understanding of the source material, and is generally well-written. There are generally two genres of “B” work: papers that have some of the qualities of an “A” paper, but also contain serious flaws; and papers that contain no serious flaws, but also lack originality or depth of perceptiveness, or simply fail to be persuasive.

“C” work makes an attempt to complete an assignment but contains substantial flaws, either of writing quality, inadequate comprehension of the material, unsupported arguments, and/or logically contradictory or implausible arguments.

“D” and “F” work refers to papers that are seriously inadequate and fail to meet the basic requirements of the assignment.
Readings

The following books are required:

*Manifesto for a Moral Revolution*
Jacqueline Novogratz

*Traveling Mercies: Some Thoughts on Faith*
Anne Lamott

*when they call you a terrorist: a black lives matter memoir*
Patrisse Khan-Cullors and Asa Bandies

Other readings will be found on Blackboard. Other assignments may be accessed through the links in the syllabus. One book will be given to you in class.

Class meetings and assignments

F August 28 – Introduction to the class, processing summer discoveries, and in-class presentations

- Come to class prepared to share an abstract from one of your summer papers. Chose 2-3 paragraphs that capture one of your most significant discoveries from the summer reading.
- Read Andrew Debalco *What is College For*
- An Introduction to Mindfulness with Professor Monti Datta

F September 4 – Who am I? Where am I going?

- Read Craig Kocher, *Living a Life of Consequence: How Not to Chase a Fake Rabbit*
- Read Felton Johnson, *At the Center of All Beauty (chapters 1, 2, 12)*

F September 11 – Learning Richmond’s Story

- Read Ben Campbell, *Richmond’s Unhealed History (Parts 1 and 2)*
F September 18 – Poverty Around the World

- Read John Rawls, *A Theory of Justice*
- Read Paul Collier, *The Bottom Billion* (Preface, Ch 8)

F September 25 – Three Models of Social Change

- Read *Manifesto for a Moral Revolution*  
  By Jacqueline Novogratz

F October 2 – Social Change: Working With

- Read Muhammed Unis, *Poverty is a Threat to Peace*  
- Discuss approaches to Paper One

F October 9 – Social Change: Working For and Being With

- Read Hugh Heclo, *On Thinking Institutionally* (1-10, 45-66)  
- Read Michael Sandel, *The Moral Limits of Markets*  
- Read Jean Vanier and Stanley Hauerwas, *Living Gently in a Violent World* (21-51)

F October 16 – Addictions and Social Change

- Read Beth Macy, *Dopesick: Dealers, Doctors, and the Drug Company that Addicted America* (Prologue, Chapters 1-2, 5)  
- Read Gabor Mate, *In the Realm of Hungry Ghosts: Close Encounters with Addiction* (Part I)  

**Paper one due**
F October 23 – A Life of Consequence: The Activist Life

- Read *when they call you a terrorist: a black lives matter memoir* by Patrisse Khan-Cullors and Asha Bandele
- Discuss Approaches to Paper Two

F October 30 – A Life of Consequence: The Heroic Life

- Guest Presenter: Professor Scott Allison
- Read: Allison and Goethals *The Heroic Self*
- The self and career decision-making
  Guest presenter: Career Services

**Paper two due**

F November 6 – A Life of Consequence: A Reflective Life

- Write your own mission statement to be shared with the class. More details will be given prior to the assignment.
- Write your own eulogy. Be prepared to share portions with the rest of the class. More direction will be given prior to the assignment.

F November 13 – A Life of Consequence: The Religious Life

- Read *Traveling Mercies: Some Thoughts on Faith* by Anne Lamotte
- Discuss Approaches to the Final Paper

F November 20 – The Transient Life

- No assignments due. Work on final paper. We will watch and discuss the movie “Into the Wild” together as a class.

F December 4 – A Life of Consequence: Vocation (Class Meets Via Zoom)

  *Parker Palmer, Let Your Life Speak: Listening for the Voice of Vocation*

Friday, December 10 – **Final paper due** (by 5:00pm to my inbox)
Assignments

**Paper One: 200 points**

Address the question: Can poverty be fixed? Your paper should draw on the readings and class discussion, with particular attention to poverty in Richmond, VA. Additionally, use one of the theories of social change – working for, working with, or being with – to address the question.

Follow the formatting for papers found in the syllabus. Your paper should have a clear thesis statement and argument. It should be 4-5 pages in length.

*The paper should be emailed to the instructor prior to class on Friday, October 16.*

**Paper Two: 250 points**

Describe one experience of social engagement – either personal or institutional – you have had or witnessed in the context of a social change experience. Analyze it using the categories of working for, working with, and being with. Draw conclusions about the strengths and weaknesses of the engagement. The paper is designed to show the instructor your level of thoughtful wrestling with the three categories of social change that constitute the first part of this course. It should demonstrate your ability to make connections between your own experience and the three categories. Your writing should draw on course readings as appropriate.

Follow the formatting for papers found in the syllabus. Your paper should have a clear thesis statement and argument. It should be approximately 5 pages in length.

*The paper should be emailed to the instructor prior to class on Friday, October 30.*

**Final Paper: 350 points**

Develop a systematic analysis of a specific social problem facing society today. You should draw on your own life experience, the course readings, and at least four outside reputable published sources to support your analysis. Address how one of the social change models: working for, working with, and being with, could be employed to address the particular social problem. Use a character in one of the central books from the second half of the course to shape your argument.

The paper should be 8-10 pages in length and follow the format outlined in the syllabus. The paper should have a clear thesis statement and a well-developed argument.

*The paper should be emailed to the instructor by 5:00pm on Friday, December 11.*
Reading quizzes: 100 points (25 points per quiz)

Calm App: The course will emphasize the healthy practice of mindfulness as a means of self-discovery. We will begin each class session with two minutes of mindfulness. Additionally, students are required to do 10 minutes of mindfulness each day assisted by www.calm.com. A subscription will be supplied for you. Insights from this practice will be incorporated into your assignments.

The course readings are central to the learning goals of the class. There will be four pop quizzes throughout the semester to ensure students are reading and comprehending the material.

Extra Credit: Students are encouraged to meet with the writing consultant assigned to the class to help strengthen their writing. Students will receive 5 bonus points for meeting with the writing consultant to discuss the draft of a paper. Students may receive a maximum of 5 bonus points on each of the three primary papers for a total of 15 potential bonus points for the semester.

Jepson School of Leadership Studies

Common Syllabus Insert

Expectations Regarding In-Person Attendance During the Pandemic

We are facing a challenging situation in which all of us are called on to make a good faith effort to be flexible and to make decisions in the best interest of the community, including staying home when sick. Students who are sick should not attend class, will not be required to provide formal documentation from a health care provider, and will not be penalized for absences.

However, students must:

- Notify instructors in advance of the absence if possible. Contact the Student Health Center if sick.
- Keep up with classwork and attend online class sessions if able to do so.
- Submit assignments digitally on time whenever possible.
- Work with instructors to try to reschedule any missed assignments.
- Stay in close communication with instructors.

This attendance policy puts everyone on their honor. It requires that faculty trust the word of their students when they say they are ill, and it requires that students report the reason for their absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

Integrity with Class Recordings:

Students shall not:

- Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution;
• Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student’s academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

Awarding of Credit
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

disability.richmond.edu/

Honor System
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”

studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

registrar.richmond.edu/planning/religiousobs.html

*Updated 8/20/2020
OTHER ACADEMIC AND PERSONAL SUPPORT SERVICES

Academic Skills Center (asc.richmond.edu): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: On-Call Online Tutors (https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb). Email Roger Mancastroppa (rmancast@richmond.edu) and Hope Walton (hwalton@richmond.edu) for appointments in academic and life skills to request a Zoom conference.

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email (library@richmond.edu), text (804-277-9ASK), chat, or Zoom (by appointment).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu): The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center (speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.