SSIR LDST - 390
Self-Discovery and Social Change: Living a Life of Consequence
Spring 2021
Course Syllabus

Instructor: Dr. Craig T. Kocher
Office: Wilton Center
E-mail: ckocher@richmond.edu
Phone: 289-8500 (office)
Office hours: by appointment
Class meeting time: Monday and Wednesday, 4:15-5:30pm, Boatwright Library, Room 176.

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>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper One</td>
<td>200</td>
</tr>
<tr>
<td>Paper Two</td>
<td>250</td>
</tr>
<tr>
<td>Final Paper</td>
<td>350</td>
</tr>
<tr>
<td>Four in-classes quizzes</td>
<td>100 (25 points per quiz)</td>
</tr>
<tr>
<td>Participation and reflective assignments</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

The three major papers should be organized in the following way. Points will be deducted from papers that do not follow this template.

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, word count, 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:

*The Second Mountain: The Quest for a Moral Life*
David Brooks

*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

*Into the Wild*
John Krakauer

Other readings will be found on Blackboard. Other assignments may be accessed through the links in the syllabus.

Class meetings and assignments

W January 20 – Introduction to the class
  - Read the syllabus and come prepared with any questions
  - Read the introduction to *The Second Mountain* by David Brooks.
M January 25 – Who am I? Where am I going?
- Read Craig Kocher, *Living a Life of Consequence: How Not to Chase a Fake Rabbit*
- An Introduction to Mindfulness

W January 27 – Who am I? Where am I going?
- Read David Brooks, *The Second Mountain, (Part I, Chapters 1-8)*
- Angela Duckworth on *Grit: The Power of Passion and Perseverance* https://www.youtube.com/watch?v=smHZNrt5q00

M February 1 – Learning Richmond’s Story
- Read Ben Campbell, Richmond’s Unhealed History (*Part 1*)

W February 3 – Learning Richmond’s Story
- Read Ben Campbell, Richmond’s Unhealed History (*Part 2*)

M February 8 – Poverty Around the World
- Read John Rawls, *A Theory of Justice*
- Read Poverty as defined by the World Bank: https://www.worldbank.org/en/topic/poverty/overview

W February 10 – Poverty Around the World
- Read Paul Collier, *The Bottom Billion (Preface, Ch 8)*

M February 15 – A Moral Revolution
- Read Jacqueline Novogratz, *Manifesto for a Moral Revolution,(Introduction and Chapters 1-7)*

W February 17 – A Moral Revolution
- Read Jacqueline Novogratz, *Manifesto for a Moral Revolution,(Chapters 8-14)*

M February 22 – Social Change: Working With
- Read Muhammed Unis, *Poverty is a Threat to Peace*
- Discuss approaches to Paper One
W February 24 – Social Change: Working For
• Read Hugh Heclo, On Thinking Institutionally (1-10, 45-66)
• Read Michael Sandel, The Moral Limits of Markets
• Listen to: https://www.aspenideas.org/podcasts/profit-and-purpose-go-hand-in-hand-corporate-leaders-dan-schulman-and-mellody-hobson-on-values-driven-business

Sunday February 28, 5:00pm – Paper One Due
The paper should be sent to the instructor as an attachment to an email.

M March 1 – Social Change: Being With
• Read Jean Vanier and Stanley Hauerwas, Living Gently in a Violent World (21-51)
• Watch Andrew Solomon TED Talk https://www.ted.com/talks/andrew_solomon_love_no_matter_what

W March 3 – Addictions and Social Change

• Read Beth Macy, Dopesick: Dealers, Doctors, and the Drug Company that Addicted America (Prologue, Chapters 1-2, 5)

M March 8 – The Activist Life
• Read when they call you a terrorist: a black lives matter memoir by patrisse khan-cullors and asha bandele (Part 1)
• Discuss Approaches to Paper Two

W March 10 – The Activist Life
• Read when they call you a terrorist: a black lives matter memoir by patrisse khan-cullors and asha bandele (Part 2)

M March 15 – The Heroic Life
• Guest Presenter: Professor Scott Allison
• Read: Allison and Goethals The Heroic Self

W March 17 – The Self and Career Decision-Making
• The self and career decision-making
  Guest presenter: Jasmine Hunter, Career Services
• Introduction to personal Mission Statements and Eulogies

Paper two due: The paper should be sent to the email as an attachment prior to the beginning of class.
M March 22 – The Reflective Life
  • Read David Brooks, *The Second Mountain*, *(Part 4, Chapters 19-22)*
  • Personal Mission Statements due. Be prepared to share with the class.

W March 24 – The Reflective Life
  • Eulogy is due. Be prepared to share portions with the rest of the class.

M March 29 – The Religious Life
  • Read Anne LaMott, *Traveling Mercies: Some Thoughts on Faith* *(Parts 1-3)*

W March 31 – The Religious Life
  • Read Anne LaMott, *Traveling Mercies: Some Thoughts on Faith* *(Parts 4-7)*

M April 5 – The Transient Life
  • Read Jon Krakauer, *Into the Wild*, *(Chapters 1-10)*

W April 7 – Break Day – No Class

M April 12 – The Transient Life
  • Read Jon Krakauer, *Into the Wild*, *(Chapters 11-18)*
  • Discuss approaches to final paper

W April 14 – Return to the Second Mountain
  • Read David Brooks, *The Second Mountain* *(Part II Chapters 9-13 and Part V Chapters 23-25)*

M April 19 – Discovering Your Vocation
  • Read Parker Palmer, *Let Your Life Speak: Listening for the Voice of Vocation* *(Chapters 1-3)*

W April 21 – Discovering Your Vocation
  • Read Parker Palmer, *Let Your Life Speak: Listening for the Voice of Vocation* *(Chapters 4-6)*

**Final Paper due Wednesday, April 28 at 5:00pm.**
The paper should be emailed to the instructor as an attachment.
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 1400-1600 words in length.

The paper is due by 5:00pm on Sunday, February 28. The paper should be sent to the instructor as an attachment to an email.

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 1600-1800 words in length.

The paper should be emailed to the instructor prior to class on Wednesday, March 17. The paper should be sent as an attachment to the email.

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 2700-3000 words 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 is due by 5:00pm on Wednesday, April 28. The paper should be emailed to the instructor an attachment.
Reading quizzes: 100 points (25 points per quiz)

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.

The writing consultant for the course is Will Walker, will.walker@richmond.edu.

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](http://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/](http://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](http://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](http://registrar.richmond.edu/planning/religiousobs.html)

**Addressing Microaggressions on Campus**

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To do so, the following resources are available to support our students: Spiders Against Bias (an anonymous peer to peer support network that aids microaggression and bias incident survivors in connecting to different resources) and the
Bias Resource Team. Additionally, this semester students are leading a series of workshops, Not So Slight: Combating microaggressions, for students to learn how to recognize microaggressions and how to have meaningful conversations around difficult topics in an aggression-free environment.

With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

---


5. https://commonground.richmond.edu/contact/bias-incidents/index.html

*Updated 01/06/2021*
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.