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DePaul University ♦ School for Continuing and Professional Development ♦ Graduate Programs

**LLS 420H -- Graduate Liberal Learning Seminar /  
Cross-listed with CCH 320 – Undergraduate Course  
LEADING FOR SOCIAL CHANGE  
Summer 2022  
HYBRID / + zoom VERSION**

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**INSTRUCTOR** Janise Hurtig, Ph.D.

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*Appointments:* I am available to meet by phone or ZOOM weekday afternoons

**COURSE DATES:** June 13 - August 21

**Meeting Times:** we will have 5 2 ½ hour Zoom sessions on **Mondays**, from 5:30 – 8:00 p.m.— June 13, June 27, July 11, July 25, August 8, and directed independent study in-between sessions using D2L and Zoom.

**Meeting Location:** The Zoom link is <https://depaul.zoom.us/j/93732204229>  
The Meeting ID is : 937 3220 4229 (There is no pass code.)

### **1. COURSE DESCRIPTION**

For those who are called to take action for social change – whether in one’s professional, personal, or social life – we face many critical questions, the answers to which can be quite personal and context-dependent: What do we mean by social change? What does it mean to be a leader, and to lead for social change? How can social change leadership be enacted ethically and effectively? In this course we will address these and related questions in theory and in practice. We will examine theories and models for social change, in relation to theories and models of social action-oriented leadership. Through case studies, we will explore past and present social change leadership practices that have been enacted in community, educational, organizational, and business settings — and consider the effectiveness and challenges of each. During the term, students will use Chicago as a “field site” to engage critically with real-world applications of social change leadership theories by studying a current social change process/initiative, and interviewing its leader(s). Students will also chronicle their developing philosophy of social change leadership, and design an action plan for social change leadership that responds to an issue relevant to their professional or personal practice.

### **2. COURSE LEARNING OUTCOMES**

The course has been designed to support students in accomplishing the following four (4) learning outcomes.

*Note that some of the outcomes are different for undergraduate and graduate students*

1. *Grad & Undergrad:* Can distinguish among theories and models of social change leadership.
2. *Grad:* Can critically analyze examples of past and contemporary social change leadership in diverse settings, in relation to their aims/goals/ends.  
*Undergrad:* Can identify examples of past and contemporary social change leadership in diverse settings.

3. *Grad*: Can articulate their own philosophy of what it means to lead for social change, and reflect critically on how they plan to put that philosophy into practice.  
*Undergrad*: Can articulate their own philosophy of what it means to lead for social change, and explore how they might put that philosophy into practice.
4. *Grad*: Can design a feasible action plan for social change leadership that responds to an issue relevant to them, and is consistent with their leadership philosophy.  
*Undergrad*: Can explore possible ways of enacting social change leadership in response to an issue relevant to them, and consistent with their leadership philosophy

### **3. LEARNING RESOURCES -- required texts and course materials**

There is **one** (1) required text for this course which will be available at the campus bookstore, or you can order online. It will also be on reserve at the library, and is available as an e-book through the library.

Komives, S. R., Wagner, W., et al (Eds.). (2017). Leadership for a better world: Understanding the social change model of leadership (2nd ed.). San Francisco, CA: Jossey-Bass. 293 pp. ISBN: 978-0-470-44949-3 (paperback)

All other required readings and resources will be provided either through De Paul E-reserves or as a pdf., posted on the Desire2Learn (D2L) course site. (Students taking the course should be comfortable using D2L.) A list of many relevant resources is included in Section 10 of this syllabus. Resources we will draw on in class are marked in that list with an asterisk (\*). You will also be provided with a separate list of readings for each section.

**A Note Regarding Desire2Learn (D2L):** Because of our limited number of virtual (Zoom) class meetings (five meetings), participation in this course requires regular use of Desire2Learn (D2L). D2L is a web-based course management system that we use to post course information, assignments and other documents, to submit some of your assignments, and to interact with one another between class sessions. Students will use D2L to: (1) submit assignments between class meetings for instructor and peer review; (2) share responses to the readings through the use of Discussion Forums on D2L and (3) collectively construct documents that represent shared insights and understandings.

To get to D2L -- Go to <https://d2l.depaul.edu/d2l/lp/homepage/home.d2l?ou=6605> (or go to the DePaul home page, click on current students, go to Quick Links, click on Desire2Learn). Log in using your username and your password. You are automatically enrolled in D2L when you register for this course.

### **4. LEARNING STRATEGIES, DELIVERABLES, AND ASSESSMENT**

**NOTE:** Each of the five learning strategies and deliverables is worth 20 points. This is intended to represent the equal importance of each learning modality, and to give equal value to different ways in which students demonstrate their learning.

**a. Class participation via ZOOM and D2L.** During our first ZOOM class, we will come to agreement about how we want to use that platform along with D2L to create a learning community. Class participation will be assessed based on regular attendance and the quality of students' engagement in full-class and small group discussions (including discussion with guest presenters) via ZOOM, and discussion forums on D2L. Students' participation will be assessed in relation to the qualities of collaborative leadership discussed in class. ***\*Class participation is worth 20 points.***

**A note on class attendance:** Given that we will meet virtually only five (5) times, much of the learning for LLS-420H will take place in class through our collaborative practices of social change leadership via Zoom, discussion of readings, and supporting each other in the development of social change action plans. Thus students are expected to attend **all** ZOOM classes on time. While classes will be recorded for those who have a conflict with a class session, missing more than one class may be grounds for failing the class.

b. Critical engagement with readings and videos. Students will read about theories, concepts, and models of social change leadership; they will also read case studies and view videos that present the enactment of social change leadership in a range of settings and contexts. We will discuss these readings and videos during ZOOM class and on-line through D2L discussion forums. **\*Reading and video responses on D2L are worth 20 points.**

c. Case study of social change leadership in a Chicago setting. Students will study a Chicago-based social change initiative / project / organization relevant to their practice area, conduct a site visit if possible, and interview one or more of its leaders. Students will present on their case study in class (*Students may pair up for this activity.*) **The case study plus presentation is worth 20 points.**

d. Reflections on your developing social change leadership philosophy and identity

Students will post 4 bi-weekly reflective journal entries, in the format of their choosing, to chronicle their development as a social change leader, with the 4th entry being a synthetic reflection that incorporates a look back to earlier postings. **The reflective journal entries are worth a total of 20 points.**

e. Social change action plan. Each student will develop an action plan that elucidates their strategies and steps for engaging as a leader in social action for change, and/or for developing others as leaders for social change. Students will present their plan for feedback and discussion on the last day of class. Students will then revise their offering based on peer feedback. **The social change action plan, with presentation, is worth a total of 20 points.**

**Assessment Criteria for Deliverables:** In educational settings that aim to foster leadership among adult learners, learning is a dialogic process between teacher and learner. We will review and discuss the following assessment criteria during our second class meeting:

- Completeness and thoroughness: Is your deliverable complete? Have you addressed all facets of the assignment thoroughly in your final product?
- Creative and critical expression: Do you explore the content in unique ways from your distinct perspective? Do you engage critically with the course material and also with your own perspective?
- Supported by the literature/research and your experience: Do you draw on multiple resources (course readings, videos, handouts, other readings, legitimate on-line sources, your own experience) to support your positions, critiques, and analysis, and to justify the various components of the educational offering you develop?
- Engaging in qualities of social change leadership through the deliverable: Is your philosophy of social change leadership evident in your deliverable, and (when relevant) in the way you share it with your peers?
- Document quality / presentation: Do you create a professional-looking document that you can take pride in? Is it free of typographical and other errors? Are references cited using APA format? If it is a product to be shared, is it presented in a way that is accessible to your audience?

**Letter Grades:** Letter grades are assigned to courses in the MAAPs program. You must earn a grade of C or better to receive credit for the course; receipt of a grade for C- or lower will require retaking the course. (Note: Students must have a grade point average (GPA), of B or higher to graduate.)

Total points accrued will be converted into letter grades according to the following grading scale:

A = 95-100; A- = 90-94; B+ = 85-89; B = 80-84; B- = 75-79; C+ = 70-74; C = 65-69; C- = 60-64

**A note on late assignments and extra-credit work:** Punctuality is a power-laden facet of the educational process that we will discuss in class in relation to our mutual enactment of social change leadership. At that time we will establish ground rules and consequences for assignments that are turned in late. As a general rule, I tend to accept requests for extensions that are made in a timely manner.

Recognizing that adult learners acquire new knowledge and demonstrate understanding in distinct ways, I tend to offer extra credit for additional assignments. I will periodically offer extra credit, and am receptive to negotiating extra credit assignments with students.

**A note on the assessment of learning and social change leadership:** It is always my aim and intention that our educational experience in this course be based on the principles of social change leadership we study and put into practice. One challenge of social change educational practice in formal settings is how to incorporate the assessment of learning in ways that contribute to democratic learning exchanges and that recognize the diversity of students' learning styles and preferred modes of self-expression. Early on we as a class learning community will examine the grading scheme and assessment criteria to ensure that it accommodate students' realities and diverse learning styles, and make modifications if needed.

## 7. OVERVIEW OF CLASS SECTIONS AND LEARNING ACTIVITIES

This course is organized into five two-week sections, with one face-to-face meeting for each section. The first four sections map onto the themes and guiding questions presented with the course description. Each class will include an activity aimed at modeling social change leadership. The final (5th) section will focus on student presentations and feedback.

Below is an *overview* of the topics/themes we will cover during each class section, and the in-class and on-line learning activities associated with that section. Readings for the first week of each section will focus on social change leadership development. Discussion of those readings will take place on D2L. Readings for the second week of each section will focus on case studies and narrative illustrations of social change leadership philosophies and approaches in different contexts. A complete list of course readings will be posted on the first day of class. Class time will include discussion of readings, dialogue with social change leaders (invited guests), and small group work on action plans and case studies.

DUE DATES	CLASS AND SECTION INFORMATION
June 11	<p><b>Pre-class Assignment:</b></p> <p>Short reading and video. Exploring key concepts: Initial thoughts: What leadership means to me; what social change means to me.</p>
June 13 5:30 – 8:00 pm	<p><b><u>1st ZOOM class</u></b></p> <p><b>Activities:</b> Collective mapping of key concepts: What is leadership? What is social change? What does it mean to lead for social change? leadership/social change; initiating a collaborative learning community; enacting collective decision-making; review of course syllabus and assignments</p>
June 13 – June 26	<p><b>Section 1 topics (Weeks 1 and 2):</b></p> <p><u>Week 1:</u> Understanding the Social Change Model (SCM). Social change leadership and individual values: consciousness of self, congruence, commitment</p> <p><u>Week 2:</u> Learning leadership; teaching leadership</p>

<p><b>Monday, June 20</b> <b>Sunday, June 26</b></p>	<p><b>Section 1 assignments:</b> Responses to questions for Week 1 Readings – D2L Discussion Forum 1st reflective journal entry: new and changing ideas and questions about leading for social change (see reflective journal assignment)</p>
<p><b>June 27</b></p>	<p><b><u>2<sup>nd</sup> ZOOM class</u></b> <b>Activities:</b> Discuss Week 2 readings. Explore diverse spaces and contexts of social change leadership (movements, organizations, communities, on-line, workplace). Discuss case study and action plan assignments.</p>
<p><b>June 27 – July 10</b></p>	<p><b>Section 2 topics (Weeks 3 and 4):</b> <u>Week 3:</u> Social change leadership and group values. <u>Week 4:</u> practices and philosophies of leadership in social movements; developing leadership through writing and storytelling.</p>
<p><b>July 5*</b> <b>July 10</b> <b>July 10</b> <b>July 10</b></p>	<p><b>Section 2 assignments:</b> Responses to questions for Week 3 Readings – D2L Discussion Forum 2nd reflective journal entry: your developing philosophy and identity around leading for social change Identify local social change project/organization for case study Identify target/focus of social change action you will be planning</p>
<p><b>July 11</b></p>	<p><b><u>3<sup>rd</sup> ZOOM class</u></b> <b>Activities:</b> Discuss Week 4 readings; small group support work around social change leadership action plans; engage in storytelling / writing activity; dialogue with guest speaker</p>
<p><b>July 11 - 24</b></p>	<p><b>Section 3 topics (Weeks 5 and 6):</b> <u>Week 5:</u> Social change leadership and community/collective values <u>Week 6:</u> social change leaders in organizations; grassroots leadership</p>
<p><b>July 18</b> <b>July 24</b> <b>July 24</b></p>	<p><b>Section 3 assignments:</b> Responses to questions for Week 5 Readings 3rd reflective journal entry: developing philosophy and identity around leading for social change Sketch/outline: social change action plan</p>
<p><b>July 25</b></p>	<p><b><u>4<sup>th</sup> ZOOM class</u></b> <b>Activities:</b> Discuss Week 6 readings; engage in power-sharing theatre game; dialogue with guest speaker.</p>
<p><b>July 25 – Aug 7</b></p>	<p><b>Section 4 topics (Weeks 7 and 8):</b> <u>Week 7:</u> Cross-cultural practices of social change leadership; Social change leadership across communities and cultures. <u>Week 8:</u> social change leadership, the arts, and values of creativity and human agency.</p>

<b>August 1</b>	<b>Section 4 assignments:</b> Responses to questions for Week 7 Readings
<b>August 7</b>	Fourth (final) reflective journal entry, including synthetic reflection on philosophy and identity as a leader for social change
<b>August 7</b>	Update on social change program/organization case study
<b>August 8</b>	<b>5<sup>th</sup> ZOOM class</b> <b>Activities:</b> Discussion of Week 8 readings; student case study presentations and dialogue; collective course assessment.
<b>August 8 - 19</b>	<b>Section 5 topics (Weeks 9 and 10):</b> <u>Week 9:</u> Leading for social change in the 21 <sup>st</sup> century. .Sharing our learning. <u>Week 10:</u> Final deliverables due.
<b>August 15</b>	<b>Section assignments:</b> Response to questions for Week 9 readings
<b>August 19</b>	Final social change action plan
<b>August 19</b>	Revised case study presentation notes or powerpoint

### **COURSE POLICIES, EXPECTATIONS, & OTHER RESOURCES**

- a. **Adult/Professional Engagement:** All course participants (students & instructors alike) are responsible for co-creating the learning space of this course—contributing individual uniqueness while also modulating them for the sake of group learning. In this regard, **professional engagement** is expected from all—and particularly in areas of difference. Such engagement manifests itself through punctual attendance, thorough preparation, focused and respectful interactions (turning off electronic devices; curtailing side-conversations; active listening; informed contributions; probing questions; involved discussion; open-mindedness; etc.) as well as a high degree of both self-motivation and self-accountability. In addition, as adults, we are all responsible for **requesting what we need** to improve/sustain learning. The answer may be 'yes' or 'no'---but, *not to request* is to leave the matter to chance. For additional information pertaining to DePaul's Code of Student Responsibility, see: <http://studentaffairs.depaul.edu/handbook/index.html>
- b. **Syllabus Modifications:** Any changes to the originally published course syllabus will be communicated in the first session/week of the course in writing and in class. If significant assignment changes are made during the course these will be done officially with the consensus approval of students.
- c. **Academic Integrity:** Students are expected to adhere to the University's policy regarding academic integrity (involving plagiarism, cheating and other forms of academic dishonesty). Violations of academic integrity will be adjudicated in accordance with this policy. For additional information pertaining to Academic Integrity, see following link: <http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf>.
- d. **Attendance:** In accordance with adult/professional engagement (above) and, in particular, the importance of co-creating the learning space of this course, students are expected to participate and contribute within all class sessions. Lack of attendance (absences, late arrivals, early departures) may, at the discretion of the Instructor, impact final grade assignment. Students whose lack of attendance is equal to, or in excess of, one-fourth of all class sessions (i.e. more than one of the 4 meetings) are advised to drop the course to avoid a grade of C- or lower which would necessitate reregistering for the course.
- e. **Citation Format:** SNL Graduate Programs has adopted the APA reference style for all papers, presentations, etc. See most recent edition of *Publication Manual of the American Psychological Association*.
- f. **Classroom-based Research involving Human Subjects:** Students are expected, when conducting research through the auspices of this course, to exhibit concern for the confidentiality and protection of their research subjects—guaranteeing anonymity wherever possible. Should there be any possibility or intent to publish or otherwise disseminate data and findings of research associated with this course, students are required to file an application for review of their

methods protocol with the IRB (Institutional Review Board) prior to beginning any data collection. For additional information pertaining to Classroom-based Research, see following link: [http://research.depaul.edu/IRB/IRB\\_Home.html](http://research.depaul.edu/IRB/IRB_Home.html) .

- g. **Incomplete Grade:** Students seeking an “incomplete” (due to unusual or unforeseeable circumstances not encountered by other students and as acceptable to the instructor) are to request such in accordance with the University’s policy regarding incompletes. To request an incomplete, students are to complete and submit the required form in advance of grading deadlines listed in the syllabus. Instructors are not obligated to accept all requests for incompletes. For additional information pertaining to “incompletes” (including required form), see following link: See [http://snl/StudentResources/Graduate\\_Resources/Grades.asp](http://snl/StudentResources/Graduate_Resources/Grades.asp) .
- h. **Learning Disabilities:** Students who have need of an accommodation based on the impact of a disability should contact the instructor as early in the course as possible for a private/confidential conversation. In addition, students should contact Plus Program (for LD, AD/HD) at 773-325-4239 or The Office for Students with Disabilities at 773-325-7290. See <http://studentaffairs.depaul.edu/plus/index.asp>
- i. **Writing Assistance:** Students who wish assistance with their writing may seek such through the DePaul Writing Centers. These centers offer resources for student writers through both on-site and online services. Students are advised to consult the following links for information pertaining to writing assistance: <http://condor.depaul.edu/writing/index.html> a

## 9. **INSTRUCTOR BIOGRAPHY**

As an educational anthropologist and adult educator, I have spent over 30 years engaging in and writing about ethnographic and community participatory research, popular/adult education and social change, in the Chicago area and Venezuela. I am currently coordinator of the Community Writing Project and an adult educator at the Howard Area Community Center. I have taught in the Colleges of Liberal Arts and Sciences and Education at UIC; in the Autonomous University of Social Movements Masters Program in Community Organizing; and in the SCPS (formerly SNL) Undergraduate and Graduate Programs. My publications include *Contested Spaces of Teaching and Learning* (co-edited with Carolyn Chernoff, 2019); *Every Person Is a Philosopher* (co-edited with William Ayers and Caroline Heller, 2016); *Coming of Age in Times of Crisis: Youth, Schooling and Patriarchy in a Venezuelan Town* (Palgrave 2008), and numerous articles, book chapters, and resource guides addressing community writing, participatory research, and adult education from a social justice perspective.

## 10. **ADDITIONAL SUGGESTED RESOURCES**

The following are suggested additional sources, organized by category. A selection of these books will be on reserve at the Loop campus library, and some resources (entire books or articles, or selected book chapters) will be available through e-reserves, or on the D2L site as a pdf or a link. In response to students’ areas of practice, I will supplement this list as the course develops.

### Social Change – Theories, Models, Reflections

- Adams, F. with Horton, M. 1975. *Unearthing seeds of fire: The idea of Highlander*. Winston-Salem, NC: Blair Press.
- Campbell, C., 2014. Community mobilization in the 21st century: Updating our theory of social change?. *Journal of health psychology*, 19(1): 46-59.
- Canning, D., Reinsborough, P. and Smucker, JM. 2017. *Re-imagining change: How to use story-based strategy to win campaigns, build movements, and change the world*
- Chetkovich, C.A. and Kunreuther, F., 2006. *From the ground up: Grassroots organizations making social change*. Cornell University Press.
- Findley, E. 2018. The revolution will be ecologised: Social change in the 21st century. *The Ecologist*. 17th July 2018.
- Freire, P. 1970. *Pedagogy of the oppressed*. New York: Seabury.
- Freire, P. 1998. *Pedagogy of freedom: Ethics, democracy, and civic courage*. London: Rowan & Littlefield.
- Glăveanu, V.P. 2017. Art and social change: The role of creativity and wonder. In *Street art of resistance* (pp. 19-37). London: Palgrave Macmillan.
- Greene, M. 1988. *Dialectic of freedom*. New York: Teachers College Press.
- Horton, M. & Freire, P. 1990. *We make the road by walking: Conversations on education and social change*. Philadelphia: Temple University Press.

Horton, M. 1998. *The long haul: An autobiography*. New York: Teachers College Press.  
 Solnit, R., 2011. *Hope in the dark*. University of California Press.

#### Social Change Leaders and Leadership

Arnold, D. 2014. *Gandhi*. New York: Routledge.  
 Astin, H.S. and Leland, C., 1991. *Women of influence, women of vision: A cross-generational study of leaders and social change*. Jossey-Bass  
 Boggs, G.L., 2016. *Living for change: An autobiography*. U of Minnesota Press.  
 Erenrich, S.J. and Wergin, J.F. eds., 2017. *Grassroots leadership and the arts for social change*. Emerald Publishing Limited.  
 Gordon, J.U., 2000. *Black leadership for social change*. Greenwood Publishing Group.  
 Havel, V. 1991. *Disturbing the peace: A conversation with Karel Hvižd'ala*. Trans. Paul Wilson. New York: Vintage.  
 Moye, J. T. 2013. *Ella Baker: Community organizer of the civil rights movement*. Rowman & Littlefield.  
 Nair, K., 1994. *A higher standard of leadership: Lessons from the life of Gandhi*. Berrett-Koehler Publishers.  
 Parés, M., Ospina, S.M. and Subirats, J. eds., 2017. *Social innovation and democratic leadership: communities and social change from below*. Edward Elgar Publishing.  
 Ransby, B. 2003. *Ella Baker and the Black freedom movement: A radical democratic vision*. Chapel Hill, NC: University of North Carolina Press.

#### Social Movements and Leadership

Blanc, E. 2019. *Red state revolt: The teachers' strike wave and working-class politics*. Verso Books.  
 Garza, A. 2020. *The purpose of power: How we come together when we fall apart*. One World Press.  
 INCITE!, Women of Color Against Violence and Incite! Women of Color Against Violence Staff eds. 2007. *The revolution will not be funded: Beyond the non-profit industrial complex*. South End Press.  
 Kaba, M. 2021. *We do this 'til we free us: Abolitionist organizing and transforming justice*. Haymarket Books  
 Morris, A.D. and Staggenborg, S. 2004. Leadership in social movements. In *The Norton Companion Guide to Social Movements*. D.A. Snow, S.A. Soule, H. Kriesi, eds.  
 Perlstein, D., 1990. Teaching freedom: SNCC and the creation of the Mississippi freedom schools. *History of education quarterly*, 30(3): 297-324.  
 Sutherland, N., Land, C. and Böhm, S., 2014. Anti-leaders (hip) in social movement organizations: The case of autonomous grassroots groups. *Organization*, 21(6), pp.759-781.  
 (\*)Watkins, M., 2012. Revolutionary leadership: From Paulo Freire to the occupy movement. *Journal for Social Action in Counseling & Psychology*, 4(2), pp.1-22.  
 Western, S., 2014. Autonomist leadership in leaderless movements: anarchists leading the way. *Ephemera: Theory & politics in organization*, 14(4).

#### Social Change Organizations and Leadership

Chetkovich, C.A. and Kunreuther, F., 2006. *From the ground up: Grassroots organizations making social change*. Cornell University Press.  
 Ospina, S. and Foldy, E., 2010. Building bridges from the margins: The work of leadership in social change organizations. *The Leadership Quarterly*, 21(2), pp.292-307.  
 Ospina, S. and Su, C., 2009. Weaving color lines: Race, ethnicity, and the work of leadership in social change organizations. *Leadership*, 5(2), pp.131-170.

#### Social Change Pedagogies / Learning and Leading

(\*) Adams, M., Bell, L.A. & Griffin, P. eds. 2007 (2nd ed.). *Teaching for diversity and social justice*. New York: Routledge.  
 Ayers, W., 2004. *Teaching toward freedom: Moral commitment and ethical action in the classroom*. Boston: Beacon Press.  
 Cohen, J., Cook-Sather, A., Lesnick, A., Alter, Z., Awkward, R., Decius, F., Hummer, L., Guerrier, S., Larson, M. and Mengesha, L., 2013. Students as leaders and learners: Towards self-authorship and social change on a college campus. *Innovations in Education and Teaching International*, 50(1), pp.3-13.



- Elenes, C.A., Gonzalez, F.E., Bernal, D.D. and Villenas, S., 2001. Chicana/Mexicana feminist pedagogies: Consejos, respeto, y educación in everyday life. *International Journal of qualitative studies in education*, 14(5), pp.595-602.
- Gouthro, P.A., 2012. Learning from the Grassroots: Exploring democratic adult learning opportunities connected to grassroots organizations. *New Directions for Adult and Continuing Education*, no. 135: 51-59.
- hooks, bell. 1994. *Teaching to transgress*. New York: Routledge.
- (\*) Preskill, S., & Brookfield, S. D. 2008. *Learning as a way of leading: Lessons from the struggle for social justice*. San Francisco, CA: Jossey-Bass.

#### Journals with this focus

- Change Agent: An adult education magazine for social justice. <http://changeagent.nelrc.org/>
- Journal of Leadership Education, <https://journalofleadershiped.org/>
- Leadership. <https://journals.sagepub.com/home/lea>
- Learning for Justice. Southern Poverty Law Center. <https://www.splcenter.org/learning-for-justice>
- Leading Differently <https://leadingdifferently.com/>
- Social Change <https://journals.sagepub.com/home/sch>
- The Leadership Quarterly, <https://www.journals.elsevier.com/the-leadership-quarterly>

#### **Elements of Better Practice**

The core courses, in concert with the liberal learning seminars, are designed to help practitioners develop and refine the following three *elements of better practice* in their work with adult learners. Students will continuously assess their development of these abilities in the context of core courses and reflective practice seminars.

<b>(1) REFLECTION</b>	<ul style="list-style-type: none"> <li>a. Understanding reflection.</li> <li>b. Exploring experiences, understandings, feelings, perceptions and actions.</li> <li>c. Reflecting critically on past and present experiences to inform present and future actions, decisions and progress.</li> <li>d. Drawing on ideas to interpret experiences.</li> <li>e. Surfacing emotions/feelings that underlie assumptions and perspectives and staying open to data regardless of emotional reactions.</li> <li>f. Selecting purposeful approaches and strategies for: (a) self-reflecting; (b) eliciting constructive feedback; and, (c) self-assessing.</li> <li>g. Using self-reflection, feedback and self-assessment to advance learning and development.</li> <li>h. Determining course(s) of action guided by critical reflection(s).</li> </ul>
<b>(2) AGENCY</b>	<ul style="list-style-type: none"> <li>a. Understanding agency.</li> <li>b. Taking responsibility for achieving goals (including learning goals) and adding value.</li> <li>c. Identifying and using a variety of learning resources.</li> <li>d. Turning specific events into experiences for learning.</li> <li>e. Participating proactively and creating networks.</li> <li>f. Managing time and tasks to fulfill commitments.</li> <li>g. Finding and using standards to track progress and assess effectiveness.</li> <li>h. Accepting responsibility for outcomes (positive and negative) of actions.</li> </ul>

**(3)  
FLEXIBILITY**

- a. **Understanding flexibility.**
- b. **Analyzing messy conditions/situations and applying knowledge from multiple perspectives, models and theories as well as roles, responsibilities and contexts.**
- c. **Making connections between seemingly disparate entities.**
- d. **Generating and entertaining multiple interpretations for any proposition, assertion or observation.**
- e. **Devising well-framed problems and inventing possible solutions.**
- f. **Adapting to various situations based on awareness/examination of learning processes.**
- g. **Practicing a repertoire of skills and responses across a variety of personal/professional settings.**
- h. **Taking appropriate risks.**