THE NEW SCHOOL
MILANO SCHOOL OF INTERNATIONAL AFFAIRS, MANAGEMENT AND URBAN POLICY
Spring 2012
Making a Difference:
Global, Organizational, and Individual Perspectives on Social Change
MMGT 5027 A

Instructor: Martin M. Greller
Office Hours: Tues. 1:00 PM – 1:50 PM
Thur. 3:00 PM – 5:00PM
and by Appointment

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Course Description

This course is designed to acquaint students with the context and complexities of social change, highlighting the extraordinary challenges faced by professionals who seek to create change in organizations, communities, a nation, or the world. Through real world issue analysis, interdisciplinary theoretical learning, and individual and group problem-solving, you will hone your competencies in creating value that serves public, private, and nonprofit interests. The course will explore change at the societal, organizational, and individual levels of analysis.

Background

Change originates from within many elements of society: markets, governing institutions, nonprofit and for-profit organizations, communities, and individuals. In this course we explore the concept of social change from theoretical as well as applied perspectives. We will examine how individuals and organizations develop effective strategies to create, support, and enhance social movements; strengthen shared values of social improvement, democratic participation, and equality; recognize innovation and collaboration as fundamental elements of positive social change across racial, ethnic, gender, and socioeconomic divides.

The content of this course is both intellectual and personal. In each section of the course we will learn about theories underlying the dynamics of social change, as practiced and experienced at local, national, and global levels. Of equal importance is connecting this theory and content to your own practice as a change agent. Small-group projects will bring together class members of different backgrounds and expertise, to focus on an array of personal and sectoral perspectives on change.

As we learn about theory and practice within each level of analysis, you will reflect on your own agency, understanding it in the context of shared experiences of your classmates. One goal of this course is to highlight your own leadership capacity for enacting change. Another is to understand the interdependence of policy, management, and power in the creation of change.

Required Readings

You will read a set of required scholarly, practitioner, and case articles. There is no required textbook. Articles will be available on e-reserves through The New School library system or directly through a URL. All course materials can be obtained via the course portal, accessible by entering your New School username and password at my.newschool.edu. The full reading list is below.

ASSIGNMENTS

Participation	20%
Group paper and presentation	30%
Midterm	20%.
Individual final experience	30%

Participation 20%

1. First reflective essay due Friday, January 29th. (Submit electronically)
What is your assessment of the two essays assigned for the first class? What are the strengths and weakness of the argument made and assumptions embedded in each? Make a persuasive case for your position in light of the strengths and weaknesses you identified in the article. This should be about three pages (double space, approximately 225 words per page)

2. Second and third reflective essays
You will choose two sessions for which you will write a short integrative paper about the readings prior to the class session. This should reflect your assessment of the readings in terms of how they contribute to guiding responsible change. Build on what we have read and done previously in the semester. This is intended to be a persuasive essay. Convince the reader of your point of view. Each student will select TWO classes for which an essay will be prepared (one from the first portion of the course and one from the second).

3. In-class participation.

Group paper and presentation 30%

Students will work in small groups (ideally 4 people) to look at how management policies impact society and organizations. Each group will research and critique one organization which in the group's judgment is engaged in addressing income inequality or poverty. Each group will examine the following:

- How is the organization connected with specific movements or intellectual traditions?
- How have they defined their work (mission, criteria of success, vision for change etc.)?
- How does their organization culture, use of resources, and leadership reflect the above?
- How are individuals engaged and motivated?
- Is the organization successful? Consider several levels of analysis.
- Can it sustain what it is doing or the long term? Should it do so?

Part of the analysis will consider how the answer to each of these questions affects the questions below it in the list. The project will require critical thinking about what "effectiveness" means in the organization (including its goals and impact); library and documentary research reviewing existing policies and practices; use of class readings; gathering information from the organization itself, i.e., qualitative research techniques such as interviewing; and assessment of impact from perspectives of structural inequality in organizational leadership and culture. Each group will write a paper (approximately 15 pages) and make a group presentation in class (approximately 12 minutes – depends on the number of groups).

Midterm 20%.
You will be assigned a set of essay questions that addresses concepts covered in the first half of the course.

Individual final experience 30%
The final examination/project will be both content driven (understanding of course materials) and reflectively focused (on your own learning about yourself as a leader).

Grading:

Course grade is based on the weighted average of your work using the 4 point scale (e.g., ≥ 3.8 is an A, ≥ 3.6 is A-, ≥ 3.4 is a B+, ≥ 3.0 is a B, ≥ 2.8 is a B-, etc.)

Writing Support

The Graduate Writing Center at the New School for Social Research offers 40-minute individual tutoring sessions in which students can discuss grammar, style, use of quotations, references and other scholarly issues. The Center also runs workshops on graduate writing, revising, using outlines and other techniques that apply to class papers. Information on how to schedule an appointment is available in Blackboard. Questions can be directed to GraduateWritingCenter@newschool.edu.

For more general writing support, the University Writing Center also has tutors available free of charge to support you in your writing development. Students at all levels of writing (very accomplished, new to graduate school, second language learners, etc.) benefit from the individual feedback provided by writing tutors. For more information about the Writing Center services, visit their offices at 71 5th Avenue (9th floor) or their webpage at http://www.newschool.edu/admin/writingcenter/

Academic Honesty

Work presented by students is expected to be the product of their own efforts. Assistance and ideas from others should be acknowledged – typically through a citation or footnote. In the context of a group project, allowing one's name to be associated with a product to which one did not contribute could be construed as academic dishonesty.

All students should familiarize themselves with The New School policy on Academic Honesty available at http://www.newschool.edu/nssr/subpage.aspx?id=9256 , which includes the following excerpt:

> Academic honesty includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings, or any aspect of the work of others (including that of instructors and other students). The standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essay theses, dissertations, computer work, art and design work, oral presentations, and other projects).

Specific guidelines on documenting sources to avoid plagiarism can be found at http://www.newschool.edu/admin/writingcenter/documents/Plagiarism%20and%20how%20to%20avoid%20it_NSSR_GWC.pdf

Violations of academic honesty policy include consequences up to and including dismissal from the University. If you have questions, speak with the instructor before submitting an assignment.

Schedule

Session 1 (January 24): Course Introduction

Laura Wheaton, Linda Giannarelli, Michael Martinez-Schiferl, and Sheila Zedlewski (2011) *How Do States' Safety Net Policies Affect Poverty*? (working Families Paper 19) September 2011. Washington, DC: Urban Institute **(**http://www.urban.org/UploadedPDF/412398-How-Do-State-Safety-Net-Policies-Affect-Poverty.pdf)

Aneel Karnani, 201. Employment is the solution. (Chapt. 6, Pp. 145 – 184) *Fighting poverty together*, Palgrave Macmillan. READ pages 145 – 160.

►First reflective essay due Friday, January 27 th (Submit electronically)

Session 2 (January 31): Theoretical Landscapes of Social Change, part 1

Brookfield , S.D. (2004) "The Learning Tasks of Critical Theory," in *The Power of Critical Theory: Liberating Adult Learning and Teaching (Ch. 2)* New York: Jossey-Bass, pp. 39-65.

Dahl, R. (1961) "Who Governs," excerpts included in *The Urban Politics Reader* (2007) , edited by Strom and Mollenkopf, New York: Routledge. pp. 110-119

►Select TWO sessions for which you will prepare a theme. Go to Doodle addresses provide to make your selections by Friday, February 03.

Session 3 (February 07): Theoretical Landscapes of Social Change, part 2
► Come to class prepared to establish team to work on semester project.

Baumol, J.W. (2002) *The Free Market Innovation Machine: Analyzing the Growth Miracle of Capitalism*, NJ: Princeton UP. Read the introduction, pp. 1-6.

Thaler, J. H. and C.R. Sunstein (2008). *Nudge: Improving Decisions About Health, Wealth, and Happiness* (Hew Haven: Yale University Press). Read the introduction, pp. 1-14.

Stone, D. (2002) "The Market and the Polis" in *Policy Paradox: The Art of Political Decision Making*, New York: Norton. Pp. 17-34.

Themes:

Session 4 (February 14): Social Movements, Black American Narrative: Civil Rights, Pt. 1
► Submit name of organization your group will study

King, M.L. (1963). *Why we can't wait.* New York: New American Library. Read chapter 5, "Letter from a Birmingham Jail," pp. 64-84.

President Barak Obama's remarks at NAACP centennial,
http://www.politico.com/news/stories/0709/25053.html

Robnett, (1996). African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization. *The American Journal of Sociology, 101*, 1661-1693. (Focus on Pp. 1677 – 1689)

Theme:

Session 5 (February 21) Social Movements, Black American Narrative: Civil Rights, part 2

Thompson, P. (2006). "Gear Shifting: The Strategic Use of Civic Power in Building Coalitions" and "From Coalitions to Alliances" in D*ouble Trouble: Black Mayors, Black Communities and the Call for a Deep Democracy*, Oxford UP. pp. 28-37.

Bonilla-Silva, E., & Ray, V. (2009). When Whites Love a Black Leader: Race Matters in Obamerica. *Journal of African American Studies*, 13, 176–183

Johnson, C. (2008). The end of the Black American narrative. *The American Scholar*.Org http://www.theamericanscholar.org/the-end-of-the-black-american-narrative/

Darity, W., Jr. (2008). Forty Acres and a Mule in the 21st Century, *Social Science Quarterly*, 656-64.

Theme

Session 6 (February 28): Analysis of Policy Alternatives

Patton, V. ., & S. D. Sawicki (1993). *Basic Methods of Policy Analysis and Planning* (2 nd Ed.), New Jersey: Prentice Hall. Read chapter 1, The Need for Simple Methods of Policy Analysis and Planning, pp. 1-20; and chapter 2, The Policy Analysis Process, pp. 46-65

Wildavsky, A. (1979) Analysis as Art. Introduction to *Speaking Truth to Power: The Art and Craft of Policy Analysis.* Boston: Little, Brown and Co., pp. 1-19

Darity, W., Jr., & Hamilton, D. (2009). Bernanke ignores history of black and white wealth rift. *The Griot* (Oct. 30 **)** http://www.thegrio.com/2009/10/bernanke-ignores-history-of-black-and-white-wealth-rift.php

Theme

Session 7 (March 06): Stakeholders and the Limits of Rationality
► Provide description of criteria to be used in evaluating diversity in organization your group is studying.

Stone, D. (2002). *Policy paradox: The art of political decision making.* New York: W.W. Norton & Company. Read the Preface to the Revised Edition, ix-xii; and chapter 8, "Causes", pp. 188-209

Kingdon, J.W. (2003). *Agendas, alternatives and public policies.* (2 nd ed.). New York: Longman. Read chapter 6, "The Policy Primeval Soup," pp. 116-144; and chapter 8, "The Policy Window, and Joining the Streams," pp. 165-195

Elmore, F. Richard (1979-80). Backward Mapping: Implementation Research and Policy Decisions, *Political Science Quarterly*, Vol. 94, No. 4, pp. 601-616

Theme:

(March 13) Spring Break

► Mid-term examination distributed March 19th, due back Monday March 26th

Session 8 (March 20): Research Methods for Class Project

In class exercises

► Submit interview guideline of group AND schedule consultation meeting with instructor by 6 PM. March 23

Session 09 (March 27): Organizations, Mission and Vision

Lipton, M. (2003). *Guiding growth: How vision keeps companies on course*. Boston: Harvard Business School Press. Read chapter 1, "Growing with Vision," pp. 15-40.

Senge., P.M., A Kleiner, et al. (1994) . *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization.* New York: Doubleday. Read chapters 44 thru 46, pp. 297 - 312.

Videos to watch before class, from "Yes Minister", a BBC Comedy:

Discussion w/ chief of staff related to hospital
http://www.youtube.com/watch?v=Eyf97LAjjcY&NR=1

Sir Humphrey testifies, 'administrative policy'
http://www.youtube.com/watch?v=dIto5mwDLxo&feature=related

Civil Service reform
http://www.youtube.com/watch?v=Q_kO7poR_Ps

Theme:

Session 10 (April 03): Understanding Organization Culture and Diversity
Schein, E. H. (1990). "Organizational culture." *American Psychologist, 45*(2), 109-119.

Pless, M. N., & Maak, T. (2004). "Building an Inclusive Diversity Culture: Principles, Processes and Practice," *Journal of Business Ethics* 54 n02 O, pp. 129-147

Ward, J. (2008). *Respectably Queer: Diversity Culture in LGBT Activist Organizations.* Nashville, TN: Vanderbilt University Press. Read chapter 4, "Celebrating Queer Diversity: The LA Gay and Lesbian Center," pp. 76-103.

Theme:

Session 11 (April 10): How Leaders use Organizations as Vehicles for Social Change

Mintzberg, H. (2006). Developing leaders? Developing countries? *Development in Practice*, 16(1), 4-14.

Oke, A., N. Munshi and F. Walumbwa (2009). "The Influence of Leadership on Innovation Processes and Activities." *Organizational Dynamics* , Vol. 38, No. 1, pp. 64-72.

Ospina, S., & Su, C. (2009). Weaving color lines: Race, ethnicity, and the work of leadership in social change organizations. *Leadership, 5*, 131 - 171.

Dym, B. and H. Hutson (2005). *Leadership in Nonprofit Organizations.* Thousand Oaks CA: Sage. Read chapter 4, "The Cultural Narrative of Leadership," pp. 47-66.

Theme

Session 12 (April 17): Group meetings

Session 13 (April 24): Team Presentations on projects

Session 14 (May 01): Group Dynamics and Individual Feedback
► Submit written report on group project at beginning of class

Harvey , J.B. (1988). *The Abilene Paradox and Other Meditations on Management.* San Francisco: Jossey-Bass. Read chapter 2 "The Abilene Paradox: The Management of Agreement," pp. 13-36.

Theme:

Session 15 (May 08): Articulating Your Social Change Voice
► Final due by beginning of class

Zuniga, M. (2008). "Taking on the System: Rules for Radical Change in a Digital Era." New York: Celebra, pp. 11-23.

Meyerson, D. (2001). "Radical Change, The Quiet Way." *Harvard Business Review*, 79(9). pp. 92-100.