

## Social Innovator's Toolbox SPRING 2023 Syllabus

(INCO 505B for UNH/School of Record students; 4-credit course; Dr. Fiona Wilson, faculty of record)

In Person: Wednesday, 4-7pm @NPC

### Instructors

**Dolita Cathcart, PhD, Chief Program Officer, Office Hours: Wednesday 7-7:45PM @NPC;**  
[dolita.cathcart@collegeforsocialinnovation.org](mailto:dolita.cathcart@collegeforsocialinnovation.org)

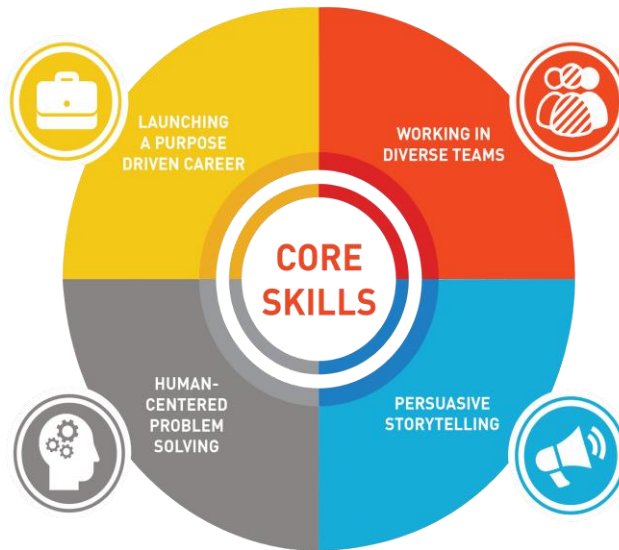
**Gabriella Calice, Teaching Assistant, Office Hours: By appointment,**  
[gabriella.calice@collegeforsocialinnovation.org](mailto:gabriella.calice@collegeforsocialinnovation.org)

**Kimara Merceron, MEd, Associate Manager of Internship Recruitment, course assistant,**  
[kimara.merceron@collegeforsocialinnovation.org](mailto:kimara.merceron@collegeforsocialinnovation.org)

### Overview

At the College for Social Innovation, our mission is to educate and inspire the next generation of problem solvers (you!) to tackle humanity's tough challenges. The aim of the *Social Innovator's Toolbox (SITB)* is two-fold: first, to expose you to the main ideas, concepts, methods, and practices in the field of social innovation from a systems-level, multi-sector, and cross-disciplinary perspective within the context of American history; second, to provide an opportunity for you to blend theory and practice and apply your knowledge and internship experience using the principles of Human Centered Design and Storytelling.

The **Social Innovator's Toolbox** course meets **at the NPC on Wednesdays from 4-7pm**. Weekly sessions will include: introductions to new concepts and content; discussion; small group breakout sessions and activities; and opportunities to connect theory and practice by reflecting on how elements of social innovation show up in your internship, communities, and lived-experiences. Weekly content will also include homework (before class readings and videos) and application and/or reflection exercises.



### Program Level Competencies

Based on the College for Social Innovation’s (CFSI) Core Skills, your entire SITC experience will focus on developing the following competencies:

Domain	Category	Competencies: <i>As a result of their SITC experience, Fellows will. . .</i>
Human Centered Problem Solving	Attitudes	develop, explore, and nurture a <b>solutions mindset</b> ; including building a sense of <b>civic identity</b> and a recognition of one’s individual and collective roles and responsibilities in becoming <b>effective problem solvers</b> .
	Skills	apply <b>design thinking</b> as a set of principles and a series of tools for identifying and understanding <b>complex social and ecological problems</b> , and designing and developing <b>innovative solutions</b> and measuring impact.
	Knowledge	develop an understanding of the complex nature of social systems and ability to <b>think critically and creatively</b> about the roles and responsibilities of self and community in identifying and addressing <b>persistent and pervasive social and environmental challenges</b> .
Persuasive Storytelling	Attitudes	<b>express openness and interest</b> in diverse people and perspectives and to acknowledge the limitations of <b>singular narratives</b> .
	Skills	develop, construct, and share <b>stories that motivate and persuade</b> audiences to act and to listen, empathize, reflect, and <b>learn from the stories of others</b> .
	Knowledge	discover the ways in which <b>storytelling</b> , supported by <b>data and details</b> , facilitates the exchange of knowledge, builds connections, and how it can <b>promote change</b> .

<b>Launching a Purpose Driven Career</b>	Attitudes	develop <b>confidence</b> as young professionals contributing to social change, and to a <b>desire</b> to pursue a sustainable career with positive social impact.
	Skills	translate evidence-based indicators of <b>professional readiness</b> into practical skills for success in the social sector.
	Knowledge	develop an awareness of the importance of building and leveraging robust <b>networks</b> , establishing a professional <b>brand</b> , and making connections between individual <b>values</b> and a professional <b>purpose</b> .
<b>Working in Diverse Teams</b>	Attitudes	<b>take responsibility</b> for considering, analyzing, and reflecting on the ways in which our individual values, mindsets, and beliefs impact self, others, and community to <b>demonstrate a commitment</b> to equity and inclusion.
	Skills	balance <b>inquiry and advocacy</b> and translate systemic knowledge into self-awareness and behaviors that enable one to <b>contribute and collaborate</b> effectively in intersectional workspaces.
	Knowledge	learn from and about <b>diverse identities and experiences</b> , identify one’s position in a group, and recognize the ways in which <b>power, oppression, and privilege influence</b> organizations and communities.

**Learning Outcomes**

By completing the Social Innovator’s Toolbox course, Fellows will be able to:

- Examine how different theories, definitions, and models of social changemaking, including
- 1. storytelling, apply to complex social and ecological systems, stakeholder groups and communities
- 1.1. Evaluate the impact of existing models, methods, and approaches for addressing social and ecological problems
- 1.2. Identify opportunities to translate theory into practice, build connections across learning environments and promote action
- 2. Implement Human Centered Design and design thinking as tools to address complex social problems in the context of Boston and the broader United States
- 2.1. Examine the role of diverse perspectives in developing and proposing innovative solutions that are feasible, desirable and sustainable
- 2.2. Demonstrate a solutions mindset
- 3. Question the ways in which your individual experiences, privilege, and biases impact how you develop and act as a changemaker
- 3.1. Maximize opportunities for self-reflection and demonstrate a commitment to learning from self and others
- 4. Effectively use data and details to compose and deliver compelling stories that inform, inspire and influence others to act and become changemakers themselves

## What You Can Expect

You are about to embark on an adventure! This semester will be different from your undergraduate experiences thus far. Your first job is to be open to these new experiences, by working full-time at your internship site, by successfully engaging in courses designed to combine new learning and experiences with your lived experiences thus far, by living in Boston, and by getting a head start in your socio-emotional development as an adult. It will be fun, challenging, different, frustrating at times, and invigorating, energizing, and exciting. The College for Social Innovation believes in experiential, project-based learning inside and outside of the classroom. The Social Innovator's Toolbox course is designed to feel different from a typical undergraduate course, because of the emphasis on **Human Centered Design (HCD) and Storytelling**. Together, we will adopt the mindsets of human centered design (Empathy, Optimism, Iteration, Creative Confidence, Making, Embracing Ambiguity, and Learning from Failure); review theories, definitions and models of social changemaking; explore the ways in which individuals, organizations, and communities are working together to address complex issues including food insecurity, criminal justice reform, climate justice, and wealth inequality; and implement storytelling as a tool to help us to learn, organize, educate, and advocate for others and ourselves.

### Guiding Principles for SITC: What We Expect From All of Us

- • **Inclusion and Belonging:** At Semester in the City, we invite you to choose to bring your full self each day knowing that you will be seen, respected, and embraced. We aim for our community to practice empathy and develop connections with others, and to allow ourselves to be shaped by those interactions. Empathy does not require shared experience, rather it is the ability to connect based on shared feelings, whether loss, disappointment, and anger, or joy, pride, and gratitude.
- • **Engaged Learning Community:** Social change is a team sport, individuals - and organizations - are more likely to thrive, learn, and solve complex problems when we enlist the help of others, support our colleagues, and work in diverse groups. We will be our best together and learn the most when we are comfortable being uncomfortable and make room for diverse experiences and ways for learning. In our learning community, kindness and generosity should be extended as gifts, with the most generous interpretation of the intentions, words, and actions of others; it is the assumption that we are all doing the best we can. When the work is hard, and progress is challenging, we give extra.
- • **Take Agency and Be a Problem Solver:** You are in charge of your own experience and your presence impacts the community as a whole. Be curious and acknowledge gaps in your knowledge to enable learning new things and expand your perspective. Listen, ask questions, and at times, sit with the discomfort of uncertainty and not knowing. Then, challenge yourself to act knowing you might fail. No one is expecting perfection, rather you are encouraged to take risks, be vulnerable, and engage in productive struggle. Persevere! Your abilities as a problem solver will develop with dedication, hard work, and with handling failure, uncertainty, and discomfort effectively.
- • **Health and Wellbeing:** Engaging in social change, even in the form of a semester-long fellowship, is challenging. Know that we are a community that recognizes this and values self-care as essential to a career in social change. We are committed to each fellow

cultivating personal, emotional, and academic well-being during SITC. In this effort, you are not alone. Communicate your needs and **ASK FOR HELP** without feelings of shame, guilt or embarrassment. We are all working on these skills and need help from time to time. As an organization, we set policies and procedures to create an environment in which Fellows' well-being is valued, whether that be in our housing, our courses, or through our code of conduct.

- **Explore New Things:** This semester is a rich opportunity for you to try out new experiences, places, and pieces of your current and future self. Be curious and acknowledge gaps in your knowledge to enable learning new things and expand your perspective in the City of Boston and with your new colleagues in the coming months. Band together with your fellow Fellows to check out brand new experiences and adventures!

### **Class Structure**

The **Social Innovator's Toolbox** course meets in-person at the Nonprofit Center on **Wednesday from 4-7pm.**

#### Sample Session Schedule (If Virtual)

<b>5:30-5:40</b>	Settle in, openers, overview, breakouts, and group discussion
<b>5:40-6:15</b>	<b>New &amp; Review:</b> Core Concepts, lecture/discussion, and Q&A
<b>6:15-6:30</b>	<b>*Break</b> ( <i>*timing subject to change</i> )
<b>6:30-7:30</b>	<b>Applied Learning:</b> Small group discussions, activities, guest speakers etc.
<b>7:30-8pm</b>	Wrap-up

#### Sample Session Schedule (In-Person)

<b>4pm-4:15</b>	Settle in, openers, overview, breakouts, and group discussion
<b>4:15-5pm</b>	<b>New &amp; Review:</b> Core Concepts, lecture/discussion, and Q&A
<b>5pm-5:30pm</b>	<b>*Dinner</b> ( <i>*timing subject to change</i> )
<b>5:30-6:30</b>	<b>Applied Learning:</b> Small group discussions, activities, guest speakers etc.
<b>6:30-7pm</b>	Wrap-up

### **Learning Community Engagement: Attendance and Participation**

In our classrooms, you are an influencer. Your behavior impacts others. Listen, reflect, engage, and take ownership over your experience as a learner. We recognize that in a time where many of us have become used to our smartphones being extensions of our hands, it can be difficult to unplug, but 15 weeks is a short time to be together. For the few hours a week that you are in class, we ask you to stop scrolling, texting, and surfing and give yourself the opportunity to connect with the material and each other. Remember, this is a new adventure that requires all of your attention.

Being **present** goes beyond simply coming to class and passively absorbing the content. The non-traditional, experiential elements of SITC require you to actively engage in learning as both a process and an outcome. This means:

- • Arriving on-time and prepared for class (homework complete!);
- • Demonstrating a willingness to think creatively, reflectively, and critically;
- • Fully committing to contribute your unique ideas, experiences, and perspectives; while also being receptive, respectful, and open to the ideas of others.

### **Excused Absences**

As a Semester in the City Fellow, you are a valued member of our learning community and our organization as a whole. As such, consistently attending classes, whether virtually or in-person, is critical. **The expectation for attendance is that all Fellows will be present for every class.** While the expectation is that you make every effort to attend all of the synchronous elements of the program, we also recognize that life happens. **If you are sick, have an emergency or other extenuating circumstances, please email [courses@collegeforsocialinnovation.org](mailto:courses@collegeforsocialinnovation.org) or [gabriella.calice@collegeforsocialinnovation.org](mailto:gabriella.calice@collegeforsocialinnovation.org) to alert your instructors if you will be missing class, or if you will be more than 10 minutes late, or if you will need to leave class more than 10 minutes early.** Whenever possible, emails should be sent prior to the class start time.

### **Learning Management System (LMS)**

CFSI uses the Canvas LMS platform, and this is where all assignments, up-to-date schedules, course materials, and other resources will be concentrated. Each Fellow will be enrolled in three courses (Internship, SITB and BAPS) for the semester. The majority of communications from the program team will be centralized on this platform. **It is the expectation that Fellows will log-in to Canvas on a daily basis** and are responsible for all the information contained within it.

### **Grading & Assignments**

Each of you comes to SITC with your own toolbox of sorts. Depending on where you are in your academic and change-maker journey your toolbox may be overflowing—packed with knowledge, strategies and resources you’ve gathered along the way. Your challenge will be to take stock of your inventory—*What do you currently have and how are you using it? Where did these tools come from? Why have they earned and kept space in your toolbox? What might you be missing?*

For others earlier on in their exploration of social change, your boxes might appear to be sparse or lacking in comparison— but that space is room to add, to grow, to explore. Your challenge will be to resist the urge to overfill— *Which tool is right for which job? How might this tool help me to better understand the problem? How can I be strategic in my choices?*

The good news is all of you have come to SITC equipped with your very own swiss-army knife of sorts— **your lived experience.** You are your greatest resource. Your unique identities, values, and experiences navigating the world are the lenses with which you view the world’s problems— and the inspiration for human-centered solutions. The goal isn’t for all of you to leave SITC with identical toolboxes. Our job is to support each of you as you navigate the rewards and challenges

of working in the social sector and build confidence in your ability to identify the best tools to repair, re-envision and respond to complex problems.

**Your grades do not define you;** nor do they always accurately reflect the effort, thought, and time you’ve invested in the process of learning. And yet, you will receive grades for your work. Based on nearly 30 years of teaching experience, I will apply the principles of Human Centered Design to this class. Grading for this course is based on decades of feedback from students, alums, other professors, and systems of liberation and equity. As a result, grading in this course will be based on meaningful assessments that emphasize the process and engage our learning community in the practice of learning. Through purposeful dialogue, student-led learning, and real-world application, we will work together to ensure that you will leave our time together feeling better equipped to tackle the challenges ahead.

**Grade Components**

<b>LEARNING COMMUNITY ENGAGEMENT (LCE) 40% OF GRADE</b>		
R1-R10	Weekly Homework (10X5)	50pts
FLL- DL	Fellow-Led Learning: Discussion Leader (1x25)	25pts
FLL-C 1	Fellow-Led Learning: Community Contributor (5x5)	25pts
<b>HUMAN CENTERED DESIGN 40% OF GRADE</b>		
HCD 1	Discovery: Research Brief (Individual)	20pts
HCD 2	Interpretation & Inspiration: Evidence Base (Individual)	20pts
HCD 3	Ideation & Experimentation: Prototype Presentation (Team)	30pts
HCD 4	Evolution: Designer Debrief (Individual)	30pts
<b>STORYTELLING 20% OF GRADE</b>		
ST	The Humans in Human Centered Design	50pts
ST	Storytelling for Social Change- Fellow’s Choice	50pts
ST	Showcase Speech: Required, not graded	N/A

**CFSI Grading Scale**

The baseline for the College for Social Innovation— “meets expectations”—means that students who have demonstrated overall proficiency in the learning outcomes of the course will earn a B level grade. To the extent you exceed expectations in the quality of your work, your grade will be a B+ or an A-, depending on the level and frequency of that performance. An A grade is for those who consistently exceed expectations, or to a significant degree. Receiving a C grade or less is usually the result of failure to submit your work on time, or to follow instructions, or to simply fail in making the effort to produce college-level work.

For all assignments, an assignment overview, a grading rubric, and samples will be provided to help you understand what is required to meet expectations and what is required to exceed those expectations. You will be assigned a letter grade based on a weighted average of the above assignments.

### Grading Scale

93–100%	A: Exemplary performance
90–92%	A-: Consistently above expectations
87–89%	B+: Above expectations, very good
83–86%	B: Meets expectations, good overall performance
80–82%	B-: Meets expectations most of the time
77–79%	C+: Mostly meets expectations but below at times
73–76%	C: Below expectations but passing
70–72%	C-: Below expectations, needs improvement
67–69%	D+: Consistently below, but enough to earn credit
63–66%	D: <b>EARNS CREDIT</b>
60–62%	D-: <b>EARNS CREDIT</b>
<60%	F: Underperforming. <b>No credit earned for the course</b>

### Assignment Deadlines

Deadlines for when assignments are due are listed on the syllabus. Except for the first two assignments that will be due on the Monday following the Wednesday class (Class 1 and 2), all other homework is due on the Wednesday that class meets.

### Missing Deadline Dates for Assignments

One aspect of your SITC experience is your overall development. You are now a young adult and we intend to provide you the tools, and introduce you to the habits and behaviors of a more seasoned adult prepared for the world after college, for those of you soon to graduate, and for greater college success, for those of you who will be returning to the classroom. At the College for Social Innovation, that means taking responsibility for your actions and inactions. In regards to assignments for this course, this means completing assignments by the deadline dates. But, life happens, and sometimes that means missing deadlines.

Should it be likely that you will miss a deadline, you must contact your professor **PRIOR** to the deadline date and request an extension. You will not be penalized if you turn in the assignment by the extended deadline date.

If you do not request an extension, and turn in your work late, a 10% grade penalty will be in effect per day.

Any work submitted more than 7 days past the deadline date will receive a grade of zero.

Any missing assignments will receive a grade of zero.



## Extensions

A major part of your Semester in the City experience is figuring out how to navigate and manage competing priorities. Due dates are established to help you to look ahead, plan, and prioritize those competing priorities. Essentially, this is a part of developing those skills that will benefit you both in the classroom and out in the real world. With that being said, life happens and sometimes deadlines get missed.

**If you need an extension, please email me directly:**

[dolita.cathcart@collegeforsocialinnovation.org](mailto:dolita.cathcart@collegeforsocialinnovation.org)

## Plagiarism, absences, repeatedly late to class, and extra credit

Should you be caught plagiarizing any material, you will fail the assignment.

If you are absent more than twice, and would still like to do well, you will have to complete some additional assignments/extra credit. Contact the instructor immediately.

If you are late 4 times (more than 10 minutes), it will be counted as an absence. It will take 5 extra credits to remove an absence.

On occasion, I have given students the opportunity to earn extra credit whether they need the extra credit or not. Please pay attention in class for those opportunities. Extra credit is like car insurance. You don't need it until you do! I have included in Canvas a list of films, documentaries, and limited series, all available on Netflix, for extra credit. Please check Canvas for grading rubrics to earn extra credit.

Please use your electronic devices for course related work in the classroom, like taking notes or referring to your notes, only. **Please bring your laptops to all classes.**

## Classroom Conduct: “Challenge the idea, not the person.”

**Be brave.** The classes are fun and enjoyable when students are willing to stick their neck out and state what they **think** during class discussions. Thinking and believing, though, are two different things. You may believe things your uncle Bubba told you when you were ten, but you are now expected to think, and to think critically. Assess the information, question the sources and conclusions, and ask questions. In other words, engage with the material with the class, and be curious.

**Be respectful.** We all come from different backgrounds and have encountered different experiences. We may share some experiences, but may not share the same conclusions. Some of us have had many diverse experiences, and some of us may not have had very many at all. Our backgrounds and experiences help to shape what we think, (and dare I say, believe?) as well. As we encounter a diversity of opinions we will do so in this class with respect to one another. If you do not agree with what someone in class said, now is not the time (nor is it good at any time) to curse that person out or to declare the person is a racist, sexist, classist, homophobe, or fill in the blank. Say what your professors say when they encounter a “challenging” comment in class:

“That’s an interesting take on the subject, but I see it a different way,” and then state what you think about the topic. Name calling will not convince anyone of your opinion and will just result in making an enemy of someone who may just need a bit more time to understand a particular topic or issue. This is not a game or a reality show. It is not a competition. We are here to advance our knowledge and understanding of a topic. We are here to grow, learn, and change. Changing our beliefs and understandings is a necessary part of the educational and maturation process; otherwise there would be no point in attending college, or growing up, in the first place.

Failure to read the syllabus and to follow the syllabus is not an excuse, it is a problem you must correct. Please be ready to shoulder your responsibility for this learning experience. Additionally, dates and exercises may be changed by the instructor. It is your responsibility to attend all classes, check Canvas daily, and to record such changes on your syllabus.

**Class Schedule**  
**Learning Community Engagement**  
**Phase I: 100 Points**

**WEEK 1:**

**JANUARY 25:**           **Launch Week**  
Introduction:       Dolita Cathcart  
Topic: Introduction to Canvas: Yishiuan Chin

**Homework**           **Read through the course syllabus and find the location of the homework assignments in Canvas. You have one homework assignment that will be due on Monday, January 30, 2023 by 11:59pm.**

**Deliverable:**       **READ: "How to Explain White Supremacy to a White Supremacist (poem)."**  
**Location:**           Write a 1-2 page reflection essay about the poem (10 points)  
**NPC WEST ROOM**

**WEEK 2**

**FEBRUARY 1:**       Introductions, the syllabus, and housekeeping  
How are you feeling? Find one fellow and talk about your day. What went right, what went wrong, how anxious are you, how excited are you, and what are you scared of?  
Introduction of professor  
Introduction of the course  
Class expectations  
Grading

**Discussion:**        Social Constructs: What are they and why are they dangerous?

**Dinner Break**

**Groups:**            Form into assigned groups  
Vote for Group Captains  
HCD3: Selection of large categories for each group  
Short introduction to Human Centered Design: Boston edition!  
Groups: Each group begins discussion on the question/issue they will solve in their HCD 3 group project: by end of day, each group will have the first iteration, of many to come, of the problem they will solve this semester.

**Homework:**        **Read through: "Antiracist Pedagogy: A Resource"**  
**Deliverables:**    1-2 page essay on how this document might help you this semester in your internship placement and/or in class. (5 points)  
Find 3 Citations regarding the problem you and your group will solve this semester. Annotate them. These sources will be preliminary, as you delve

deeper into your topic, you will be looking for more nuanced sources. (5 points)

**Week 2 Homework is Due Monday February 6, 2023 by 11:59PM.**

**Location: NPC WEST ROOM**

### WEEK 3

FEBRUARY 8: **Thinking in Systems**

You are now in your third week. Some things feel better, others not so much, yet. Find someone to talk with about how they and you are feeling today. You each get a turn, 5 minutes for each, then switch. While they tell you their feelings, your job is to draw their feelings. What color is angry, scared, anxious, bored? How much emotion are they expressing? You don't have to be an artist, you just have to feel their feelings and try to draw those feelings. Give your partner your drawing of their feelings when you are all done.

Welcome Back!

After dinner, you will have the opportunity to discuss your readings and videos. Everyone should have discussion questions to ask the entire group. As you are discussing the readings and recordings, also think about how they might help you in developing your group project.

**Lecture/Discussion: "Race and Racism"**  
**Dinner Break**

**Discussion:** Everyone participates: You have 2 readings and a video, discuss all three. Because of time, everyone will not ask a question of each assignment, have 2-3 fellows ask discussion questions for each assigned reading or video.

**HCD 3** Return to your discussion of the problem your group will solve. Review the question/problem from last week. How can you tighten it up? Once you have your latest iteration, each group captain will visit the other groups, present their group's question/problem, and seek advice from the other groups. You will go to each group (time permitting). The group captain will take notes and present their notes to their group.

**Homework:** **Week 3 Homework – Due by class today**  
**READ:** [How a janitor at Frito-Lay invented Flamin' Hot Cheetos](#) (2017)  
**WATCH:** [The Danger of a Single Story](#) (Adichi, 2007)  
**READ:** Native Americans and African Americans

**Deliverables:** Develop one discussion question for each reading/video (5 points)  
Find 3 citations for your HCD 3 group project and annotate them (5 pts)

**Location: NPC WEST ROOM**

## WEEK 4

FEBRUARY 15

### Complex Systems

Find someone you haven't spoken to yet and together discuss: What went right today and how you handle stress when things do not go well.

Welcome back

HCD materials: an introduction (pass out materials for HCD 3 project)

**Lecture/Discussion:** "Policing in America"

**Dinner Break**

**Homework discussion in small groups: follow previous protocol**

**HCD 3**

**Based on the information the group captain attained from last week's exercise, work on the third iteration of your group question/problem. You will take this question/problem and ask for advice from your internship site. What do they think? Is it too broad? What are possible solutions to your question/problem? Everyone will take notes and present their findings next week in their group.**

**Homework:**

**Due in class today**

**READ:** [Cape Cod's Waters are Getting Very, Very Sharky](#) (Sax & Undark, 2021)

**READ-** [Systems Thinking: An Introduction](#) (Oxfam, 2015) p.4-8

**WATCH):** [Systems Thinking is Not Optional](#) (Woodsmall, 2021)

**Deliverables:** Develop one discussion question for each reading/video (5 points)

In preparation for your Fellow Led Learning assignment, Find a resource that highlights or explains an example of social innovation in practice and/or focuses on a social issue or problem in need of innovative thinking. The resource could be an article, video, song, tv show, social media post/trend. Post in Canvas: a link or attach an article or video; in 75 words or less provide a brief introduction to your resource; in 150 words or less, tell us why you chose this resource, and then add 3-5 thoughtful discussion questions. We will discuss this a bit more fully in class. All Fellows will choose or be assigned a day to lead a discussion of their topic during Week 6 and Week 8. On the day of your presentation, be prepared to lead a 15 minute small group discussion and a three minute report back to the entire class. (5 points, you will receive 25 points when you present, and an additional 25 points as a Community Contributor, or audience member).

Community Contributors, or members of the audience, will check Canvas prior to class and like or respond to the resources they are interested in; on the day of the presentation, you will listen and engage in a discussion of the topic.

**Location:** NPC WEST ROOM

## WEEK 5

FEBRUARY 22

### Leverage Points

Take 10-15 minutes to write your story. Basically, tell a story about you and your internship, or using the T, really about anything that has happened to you in the last 5 weeks that you have faced and overcome, or are in the process of doing so. It can be funny, sad, both. Save the draft!

Welcome back!

(Lecture/Discussion: "Land of Desire" The beginning of corporate capitalism)

Alternate Lecture: Eric Schwarz: "The Social Innovation Toolbox: lessons in Systemic Change from Gandhi to the Great Society to Black Lives Matter."

### Dinner Break

HCD3 Slides: Begin creating draft slides for your HCD 3 project.

HCD 3: For your group project, you should have now interviewed: Other groups in the cohort, and your mentor and/or other members at your internship site about your HCD 3 project. The purpose of this exercise is to **leverage** your contacts for advice regarding your group's question/problem, and to **solicit ideas** for possible solutions to the problem/question. Come in and share what you learned with your group mates. For next week, you will need to interview people who are directly affected by the problem your group is researching (the stakeholders). You will bring in your interview notes of stakeholders next week.

During group today, develop a questionnaire that everyone can use for their interviews next week.

If you have not already done so, the work required to complete this project should be assigned to various members. For example, the member working on the citations slide should be collecting the citations everyone has found over the past few homework assignments. The person working on solutions to the problem should collect all of the solutions debated in group and solicited from others. Look at what slides you must have and divide the work accordingly.

Homework:

### Due in class today

**READ:** The Hot New Millennial Housing Trend is a Repeat of the Middle Ages (Strauss, 2016)

**WATCH:** [Why It's Worth Listening to People you Disagree With](#) (Wood, 2018)

**WATCH:** [What if Gentrification was About Healing Communities Instead of Displacing Them?](#) (Ogbu, 2017)

Deliverables:

Develop one discussion question for each reading/video (5 points)

Find 3 citations for your HCD 3 group project and annotate them (5 pts)

**Looking ahead:**

For next week, interview stakeholders and ask them what they think the solution or solutions should be for your problem/question. Also, as you zero in on possible solutions, you should be gathering evidence and data about the problem and the effectiveness of various past solutions.

**Location:**

**NPC WEST ROOM**

## Fellow Led Learning, Part I

### WEEK 6:

MARCH 1

#### How Change Happens

FLL

Fellow-Led Learning- assigned Fellows will lead discussions on readings/videos of their particular interest in small groups.

Leading a group is worth 25 points

Community Contributors participation (the audience) is worth 25 points. If you are absent, you earn 0 points.

Dinner Break

FLL

Continued

Lecture/discussion: "Voting Rights" Read in Canvas

HCD 3: Evidence Base Contributions: Share your interview results and gathered evidence with your group.

Homework:

**Due in class today**

Deliverables:

Fellow-Led Learning discussion leaders prepare for their presentation (25pts). Community Contributors (25pts) Everyone should now be looking ahead to all of the HCD assignments. Since no other homework is due, consider getting ahead and begin working on HCD 1 and HCD 2 assignments.

Location:

**NPC EAST and WEST ROOMS**

### Week 7

**MARCH 8, 10, 2023: Break, No Class**

**Though there is no class, you should use the time to meet in your groups and work on your HCD 3 project. There is still much to do before your HCD 3 assignment will be presented to the class on April 5. Also, consider working on your HCD 1 and HCD 2 assignments.**

## Fellow Led learning, Part II

### WEEK 8

MARCH 15

#### Viability, Desirability, Feasibility

Continuation of FLL presentations

Dinner Break

Continuation of FLL presentations

HCD 3

Brainstorm potential solutions in your group, the group captain will keep notes of **all** suggestions. Then discuss which solutions were the most desirable, viable and feasible. Settle on two potential solutions that you will present in your staff consultancy. All other slides should be completed (or drafted), include two prototypes, one for each solution.

Homework:

**Due today**

Deliverables:

Fellow-Led Learning discussion leaders prepare for their presentation. HCD 3 group determined homework is due: Slides for the HCD 3 project and consultancy exercise.

Location:

**NPC EAST and WEST ROOMS**

**Human Centered Design**  
**PHASE II: 100 points**

**WEEK 9**

**MARCH 22:**

**Data and Decision Making**

Welcome! Because of time, we will immediately begin the consultancy and spend the time before the dinner break focused on this exercise. You should have a draft of your slide deck and **two** potential prototype solutions. Each group will present their slides to their consultant, everyone must introduce themselves and have a speaking role. When the presentation is done, be ready to discuss the feasibility of each potential prototype.

**HCD 3 Consultancy with staff:**

Each group will be assigned a staff member who will consult with the group regarding how to improve their HCD 3 slide deck. Each group should have a draft slide deck to present that follows the protocols for the final project. Each group should have **2** solutions that they will present along with the other slides. After the consultancy exercise has been completed, each group will discuss what they learned from their staff consultant. Work to complete and finalize the project should be assigned so that it can be reviewed next week by the group. Presentations of your final project will take place in class on WEEK 11.

**Dinner Break**

**HCD 3**

Complete discussion on finalizing your prototype, what needs to be added, edited or changed in your slide deck. Check to make sure all parts of the required slides are accounted for, assign duties to complete the project.

**Homework:**

Due today

**Deliverables:**

Finalize slides to be presented to your staff consultant

**HCD 1:** What was your role in the HCD 3 group project? Detail the process of working in a group, and your role in making the process successful or not. Group work can be difficult when everyone is not on the same page, or when someone's ideas are dismissed because they are not popular. Everyone has a role to play in a group dynamic, and everyone makes mistakes. What were your mistakes? How did you address those mistakes? What did you do well? Were you a leader, a follower, both at different times? AND how were you informed by your internship experience. Give examples. (20 points)

**Location:**

**NPC EAST and WEST ROOMS**



**Failing Forward**  
**WEEK 10**

**MARCH 29**

**Failing Forward**

Failing is an opportunity, even though most of us do not think of it that way. But if you use the HCD mindset, you understand that failure is a chance to not only learn what went wrong, but how it can be made right. Failure means you now have more information, information you may have missed the first time, but now confronts you. So, don't freak out! Get to work and fix what needs to be fixed in your HCD 3 project.

**Dinner Break**

**Failing:**

**For the first twenty minutes, consider the times you have failed at something. What was it? What did you learn? Did you learn anything? Are you still making the same mistakes? If so, why are you? Have you seen failure in something as an opportunity to change your behavior? Write it all down and share your story of failure with your group mates.**

**Homework:**

**Due today!**

**Deliverables:**

Come in prepared to address what needs to be completed in your HCD 3 project.

HCD 2: Collect your annotated citations from previous assignments, list them in alphabetical order by last name, include a 1-2 page essay on what you learned through the group research process. What went well? What did not? When did your research pivot to another area of research and why? Did you work hard, or did you let others carry the day. If so, why? What was holding you back? If you worked hard and others did not, how did you address this situation. (20 points)

**Location:**

**NPC WEST ROOM**

**HCD 3 Group Presentations**  
**WEEK 11:**

**APRIL 5:**

**HCD 3 Group Presentations (30 points)**

**Dinner Break**

**Continue HCD 3 group presentations**

**Homework:**

**Due today!**

**Deliverables:**

Complete the HCD 4 two-page project debrief paper (30 points).

**Location:**

**NPC WEST ROOM**

**WEEK 12**

**APRIL 12, 14, 2022: Break, No Class**

**Consider getting ahead of your remaining homework assignments.**

**Story Telling I**

**PHASE III: 100 points**

**WEEK 13**

**APRIL 19: Storytelling I**

What makes for a good story? How should the story be constructed? Fellows will present their stories to their group, followed by a group discussion on how the speech could be improved.

**Dinner Break**

Continue the presentation of Fellow stories in their small group. With the remaining time, work on the speech draft.

**Homework:** Showcase Speech draft due today!

**Deliverables :** What makes a good story good? How should it be constructed? At the end of the program, each Fellow will give a three minute talk about how they were **transformed** in some way during their semester in the city. Think about who you were 13 weeks ago. What challenges did you face? When were you successful? When did you fail and how did you bounce back? You will have access to past Showcase speeches to give you an idea of what you will be doing. Come up with something that is funny or sad, difficult or was surprising to you. Write it down, you will read your story to your group mates, and your group will offer suggestions on how it can be improved. This assignment will be a draft of your 3 minute showcase speech (don't worry if you come up with something else later, this exercise will still help) (50 Points).

**Location: NPC WEST ROOM**

**Storytelling II**

**WEEK 14**

**APRIL 26: Storytelling II**

What is the story of you? Today, tell a story about what makes you **you**. It can be about those who have influenced you, your life's journey, or something that is important to you now and why.

**Homework: Due today!**

**Deliverables:** storytelling II: Prior to class, write the story of you and be ready to present it to your group (50 points).

**Location: NPC WEST ROOM**

**Showcase Week  
WEEK 15**

- May 3:**                   **Wednesday**  
Speech Coaching with Eric Schwarz, CEO, CFSI and the CFSI staff
- Location:**           **NPC EAST AND WEST ROOMS**
- 
- MAY 4:**                   **Thursday**  
Full Dress Rehearsal: Everyone presents the final draft of their showcase speech.
- Location:**           **NPC EAST AND WEST ROOMS**
- 
- MAY 5:**                   **Friday**  
Showcase Day! Congratulations!
- Location:**           **NPC EAST AND WEST ROOMS**

**Congratulations everyone! You made it! I hope you enjoyed this adventure and I wish you the very best in all of your future endeavors! Remember, you have now expanded your network, and as an SITC alum, that network is even larger than your cohort group and internship colleagues. It is up to you to maintain your new friendships and contacts. Do it. For yourselves and for each other. Thank you everyone!**