School of Theology and Ministry Social Analysis and Organizational Development STMA 585 Winter Quarter 2013

Dr. J. Rodriguez Mondays 1:30pm-4:20pm 206-296-5324 Classroom: HUNT 100

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Office hours: Tues. 10:15am-Noon
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and by appointment

Course Description:

The purpose of this course is twofold; first, to introduce you to the method of social analysis; that is, to describe the task of social analysis and its relevance to social justice and leadership. The course will provide illustrations of analytical variations to complex social issues and explore suggestions that call for a leadership response. Secondly, the course will focus on the importance of understanding organizational structure, culture, vocation and environment, as well as the role of leadership in initiating and sustaining organizational change.

It is imperative to state some of the biases of this course. They are:

- the belief that transformational leadership action necessarily includes choices on behalf of justice;
- rejection of sharp dichotomies between the sacred and secular, the religious and political;
- acceptance of the integral link between ethical service and promotion of justice;
- and commitment to social change through change in structures

Course Objectives:

- 1. To gain competency in the process of social analysis.
- 2. To acquire the analytical tools to map organizational structure and culture, including the contributions each makes to organizational performance.
- 3. To assess the critical role of leadership in developing healthy organizations and identify the elements of a healthy organization.

Student Learning Outcomes:

- Demonstrate an ability to think critically about the impact and role of religious organizations, spiritual movements, and spiritually-inspired insights and worldviews in public discourse, particularly in the articulation of public values in the United States, as well as its impact and role in the development of leadership theory and practice.
- Demonstrate an understanding of:

- o the role and dynamics of human "meaning- making" in framing worldviews,
- o in impacting individual and collective human values formation,
- o ethical and other forms of decision-making, and
- o leadership ideals, goals and methodologies.
- Demonstrate a reflective capacity for analyzing and articulating the student's
 - personal spirituality and "meaning-making" influences and structure, and its
 - o impact on the student's leadership ideals, goals, and methodologies.
- Demonstrate a capacity to speak publically with ease and clarity.
- Demonstrate a capacity to write appropriately to serve the people to whom they
 - are accountable.

Required Texts:

- Chaos Point 2012 and Beyond. Laszlo, Ervin.
- A Sacred Voice is Calling: Personal Vocation and Social Conscience. Neafsey, John.
- Social Analysis: Linking Faith and Justice. Holland, Joe.
- The Little Book of Healthy Organizations: Tools for Understanding and Transforming Your Organization. Brubaker, David & Zimmerman, Ruth.

Recommended Texts:

- Community: The Structure of Belonging. Block.
- Justice in a Global Economy: Strategies for Home, Community, and World. Brubaker. The Pastoral Circle Revisited: A Critical Quest for Truth And Transformation. Edited by Wijsen, Grans.
- A Public Faith: How Followers of Christ Should Serve the Common Good. Volf, Miroslav.

Course Requirements:

- 1. *Class Participation (15pts):* Since this course is offered one day a week, active participation is expected. In addition to showing up for class, you will also be expected to have read the required readings prior to coming and to contribute to class and/or small group discussion. Missed class will result in loss of points.
- 2. The Art of Engaging a Written Voice (2 reflections @ 15pts. each): Handout to be distributed. This course is intended to introduce you to social analysis and healthy organizations with a focus on organizational change, culture, conflict and leadership. You will be asked to delve more deeply into one of these areas through reading additional articles and/or book approved by the instructor. Your reflection will include the following components;
 - a. summary of the author's main points/conclusions
 - b. response to or critique of the author's main points.
 - c. Your personal insights, questions
 - d. Connect your subject/topic to class material

3. Spirituality Autobiography (15 pts.) TBD

This paper is an opportunity for you to reflect and articulate your own spiritually inspired insights. (4 pgs)

Final Project (40pts)

Case Study: Utilizing social analysis. Students may form small groups based on shared interest regarding a **pertinent social issue** and demonstrate their understanding of the method of social analysis.

- a) Review beginning social Analysis pg. 106 in *Social Analysis: Linking Faith and Justice*.

 OR
- b) Adapting the Pastoral Circle in your leadership setting (25pts) Students may form a different small group based on organizational sector and adapt the pastoral circle in this leadership setting. Grades for this project will depend on the quality and the written case study which the group will present in class.

Resources

LEARNING CENTER

The university's Learning Center provides academic support and study skill enhancement for all students. Experienced staff explore specific academic needs with students in individual consultations. The Learning Center also provides tutors, learning strategy workshops, learning styles assessment and assistance with improving time management, reading comprehension, test preparation and test taking. All services are free. You won't get opportunities like this in the outside world! Take advantage of as many as possible while you're a student at Seattle University. Additional resources are located on the Learning Center's website at www.seattleu.edu/sas/LearningAssistance. To make an appointment, stop by the Learning Commons in the library or call (206) 296-5740.

WRITING CENTER

The Writing Center—based in the Learning Commons—offers a free service to discuss writing projects in a friendly environment. At the Writing Center, students work on all stages of writing, including brainstorming, organizing, drafting, revising, and editing, so you may well find this useful for the varied assignments you'll be completing for this course. To make an appointment, call (206) 296-6239. The Center's website is at www.seattleu.edu/writingcenter

DISABILITIES AND HEALTH ISSUES

If you have or think you may have a disability (including an "invisible disability" such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, I encourage you to arrange special support services and/or accommodations through Disabilities Services staff in the Seattle University Learning Center (Loyola 200, tel. 206-296-5740). You should also let me know at the beginning of the course so that I can make appropriate arrangements for you.

Cell phones should be SWITCHED OFF or on silent mode throughout the class. If you absolutely need to keep your phone on, you must notify me at the start of class. Examples would be: You have child-care commitments, you are looking after a frail relative, or a close relative is in hospital. Please be respectful of other students' time and commitment to their studies by not breaching this policy so that we don't end up in the embarrassing position of having to ask you to leave the class. If your phone does accidentally go off, I expect you to turn it off immediately, and NOT TO ANSWER THE CALL.

LATE WORK

In this class, you are expected to conduct yourselves as professional, courteous and well-organized individuals — this is what any organization will expect of you when you complete your degrees. Acting in this way helps give Seattle University graduates a reputation as excellent and reliable colleagues, and in turn it means that your degree is worth more in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is ALWAYS ON TIME.

PLAGIARISM AND CHEATING

Cheating and plagiarism are defined in the "Academic Honesty Policy." If you haven't reviewed the policy, please check the Office of the Registrar website at: https://www.seattleu.edu/registrar/policies.aspx

If I suspect that you have cheated or plagiarized, I will follow the procedures outlined in the University's policy. In cases of cheating or plagiarism, the assignment receives a zero and this score will be included in your final grade for the course (even if you complete your other assignments on your own).

Tips for Success in this Class:

- (1) GIVE YOURSELF TIME TO READ the texts and keep up with the readings. As the readings may be complex, you'll want to give yourself enough time to read it twice if needed.
- (2) PLAN AHEAD. You'll be reading passages from books, viewing documentaries, and other resources. Know when assignments and papers are due in order to produce your best works.
- (3) DEVELOP ROUTINES and habits that make it possible for you to study for each class, rather than leaving everything until an assignment is due. Research shows that students recall more material and make better connections between different concepts when they study repeatedly in small increments rather than cramming the material in one large session at the last minute.
- (4) FIND A STUDY PARTNER. Exchange e-mail information with someone in the class or in your group. You know your own learning preferences better than I do, but students often find it easier to learn this material when they can discuss it with someone. Get together with a study partner and verbally quiz each other on the readings, or try to explain key concepts to each other.
- (5) ASK QUESTIONS. One of the beauties of studying religion is that there are so many good questions to ask and so many variables. At the same time, don't expect there to be a clear, unequivocal answer.
- (6) PLEASE CONTACT ME to set up an appointment to discuss the material, the course or your interests. I have posted office hours, but we can arrange to meet outside that time if they don't work for you.

Students at the School of Theology and Ministry generally submit papers with footnote and bibliographical citations in one of two forms. Students in the Pastoral Counseling Degree submit papers with citations in APA (American Psychological Association) format delineated by the *Publication Manual of the American Psychological Association*. Other students submit papers with citations in CMS (Chicago Manual of Style) format delineated by the *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Pubishers*. The basic rules for these style formats may be found at the following websites:

http://bcs.bedfordstmartins.com/resdoc5e/ (Diana Hacker website – under social sciences)

CMS

<u>http://bcs.bedfordstmartins.com/resdoc5e/</u> (Diana Hacker website – under history) or <u>http://www.chicagomanualofstyle.org/tools_citationguide.html</u> (CMS website)

At times students need assistance with the writing process itself. In addition to face-to-face assistance offered by Seattle University's Writing Center (McGoldrick Learning Commons 2nd

Floor), two websites offer online assistance with writing. These sites assist the writer in conceiving the project, developing a thesis statement, creating an outline, writing a paragraph, employing appropriate grammar and sentence structure, and so forth. They also provide resources for those for whom English is a second language. For online assistance with the writing process, consult:

1. Seattle University Writing Center

http://www.seattleu.edu/writingcenter/ (under Resources)

2. Purdue Writing Center

http://owl.english.purdue.edu/owl/

STUDENT EVALUATION

Grading Scale: A 100-94 B 86-83 C 79-73 D 66-63

A- 93-90 B- 82-80 C- 72-70 D- 62-60

B+ 89-87 C+ 79-77 D+ 69-67 Below 59 - E (not passing)

Tentative Class Schedule: Mondays 1:30-4:20

Class 1: Jan 7

Orientation and Introduction

Introduction to Social Location, Context and Analysis

I am from exercise

Read for next class: A Sacred Voice is Calling; Chapters 1-5

Social Analysis: Linking Faith and Justice; Intro, Chapter 1 & 2

Class 2: Jan 14

Prepare for class discussion

Personal Vocation and Social Conscience

Source of your sacred voice

Discernment

VIEW: A Force more Powerful.

Read for next class: A Sacred Voice is Calling; Chapters 6-10

The Little Book of Healthy Organizations

Jan 21st: No Class, Martin Luther King Jr. Day

Class 3: Jan 28

DUE: Spiritual Autobiography Paper Suggested Outline TBD (15 pts)

Prepare for class discussion:

The quest for a worthy dream

Suffering: The call of the Wounded Healer

Social Conscience

These readings attempt to make connections between personal calling and social responsibility, vocational discernment and social analysis.

Read for next class: Social Analysis: Linking Faith and Justice; Chapter 3-4 and conclusion

Social Analysis is to social strategy what diagnosis is to treatment: How do we move from **issues** to **explanations** of **why** things are the way they

are?

Class 4: Feb 4

Prepare for class discussion:

- 1. The Organizational Tree:
 - a. Structure, Leadership and Culture
 - b. Change, growth and decay
- 2. Social Analysis: Linking Faith and Justice. Tool of Pastoral Action/Social Change

Read for next class: Social Analysis: Linking Faith and Justice; Chapter 3-4 and conclusion

Social Analysis is to social strategy what diagnosis is to treatment: How

do we move from **issues** to **explanations** of **why** things are the way they

are? Reflection paper due 15 pts.

Class 5: Feb 11

Prepare for class discussion:

Social Analysis: Linking Faith and Justice; Competing Models of Development

Be prepared to answer the following questions:

- How does social analysis differ from the traditional liberal and radical models of change?
- How might you use this tool either in your work setting or regarding a specific complex social issue, i.e. homelessness, immigration reform, etc?
- Come with some ideas for your final project.

Read for next class: Chaos Point
New Thinking for a New World

Prepare for next class: Ten Principles of Catholic Social Teaching discussion. Future Trends 2012 and Beyond

Feb 18: No Class, Presidents Holiday

Class 6: Feb 25

Prepare for class discussion:

- a) Parameters of a Positive Transformation
- b) Emerging Foundations

For Next Class: Review Pastoral circle for Social Change

Reflection Paper Due (15pts.)

Class 7: March 4

Skills and Strategies for Peace building

- Power of Violence, Power of Love
- Strategic Planning
- Non-violence and

Class 8: March 11

Student Presentation of Case Study/or Social Issue (40 pts.)

Class 9: March 18

Student Presentation of Case Study/or Social Issue