course description

How can we encourage and inspire meaningful social change? How can we design and implement effective programs that address social injustices and social needs? How can we realize human rights and secure civil rights in our communities and around the world? We will attempt to answer these questions by exploring specific steps of the design and implementation process. By examining characteristics of youth and community programs in the fields of education, social justice, human development, health promotion, human rights, and civic engagement – at the local, national, and international levels – we will seek to identify commonalities and understand differences among them.

A key goal of this course is to acquire an intellectual and applied understanding of the principles of program design and development, which include a sustained consideration of issues affecting the quality of program implementation. Considerable attention will be devoted to specific steps within the design and implementation process, as well as case studies of actual programs. We will examine a range of topics, including: finding inspiration; identification, recruitment, and retention of target audiences; staff selection; setting global and incremental goals; and ensuring sustainability. We must also acknowledge that what counts as a social need or social problem is subjective and complex and that programs can therefore be controversial, difficult to manage, and difficult to evaluate. In light of this, we will touch on the organizational, ethical, and political contexts of implementation.

While much of the design and implementation process can be seen as intuitive, you are encouraged – through class discussion, your writing, and your designs – to actively challenge your assumptions about creating community programming, as well as critique the programs that we learn about and the design techniques that we practice.

when & where

Tuesdays & Thursdays, 12:30pm - 1:50pm, Annenberg Hall, Room G02, 2120 Campus Drive, Evanston
teaching assistant  
**JoAnna Addy** is a Ph.D. student in Cognitive Psychology at Northwestern University. Her research, primarily, focuses on understanding how social belonging impacts Theory of Mind. JoAnna is a first generation college student, which inspires her interest in researching how first generation students and social belonging correlate. As an undergraduate, JoAnna majored in both Psychology, and Sociology which continues to influence her research. Prior to moving to Chicago, JoAnna worked as a CNA in a memory care nursing home, which shaped her desire to pursue a Ph.D. in Cognition. Born and raised in Tucson, Arizona, JoAnna grew up in a culturally Hispanic community that not only continues to shape how she sees the world but also views possible research. Email and Hangouts: jkaddy@u.northwestern.edu

teaching assistant  
**Claudia Castillo** is a Ph.D. student in Human Development and Social Policy at Northwestern University. Her research focuses on understanding how to develop and implement policies that center on issues of equity and justice. She is particularly interested in researching Minority Serving Institutions in higher education and policies geared toward serving students in those institutional spaces. Prior to coming to Chicago, Claudia explored multiple career paths, from working as a broadcast journalist to managing budgets for the Columbia Journalism School to later working on issues of economic development for the City of New York. Those experiences shaped her desire to pursue a Ph.D. in order to understand how policies and decisions are shaped and developed and how research is used to understand our complex social world. Born and raised in Colombia, Claudia came to the United States at the age of eleven and settled in Hudson County, NJ with her mom and sister. Her formative years in North Jersey were spent in a very multicultural community that continues to shape how she sees and views what is possible. Email: claudiacastillo2020@u.northwestern.edu Skype: castlcmc

instructor  
**Danny M. Cohen, Ph.D.** is a human rights artist. With a background in youth leadership and informal education, he trained as a learning scientist at Northwestern with a specialization in Holocaust memory and human rights pedagogy. An associate professor of instruction here at the School of Education & Social Policy and The Crown Family Center for Jewish & Israel Studies, Danny teaches about collective memories and the design of Holocaust, genocide, and human rights education. He is the founder of Unsilence, a national nonprofit that uses storytelling, the arts, and game design to unsilence hidden injustice and support communities to break taboos and have tough conversations about human rights. A faculty fellow of the Auschwitz Jewish Center, he designed and facilitated the pedagogical track of the inaugural docent training program at the Illinois Holocaust Museum & Education Center. In addition to authoring academic articles on Holocaust and human rights education, Danny is a human rights fiction writer. His debut novel, TRAIN, was selected as the inaugural text of the national Museum Teacher Fellows book club of the United States Holocaust Memorial Museum. Originally from London, Danny lives in Chicago with his husband and their daughter. He is also a visual artist, a singer-songwriter, and a member of the band They Won’t Win. Email: dannymcohen@northwestern.edu; Skype: dannymauricecohen

office hours  By appointment  

course documents, texts, & assignment boards  See Canvas.

**assessment**  
**Design Project:** 35% (including preparatory assignments)  
**Team Design Challenges:** 25%  
**Individual Assignments:** 20%  
**Attendance and Class Participation:** 20%
**course structure** This course runs along three connected tracks:

1. **Critique of Programs**: We will analyze case studies of real programs – at the local, national, and global levels – in order to develop critical analysis skills and to identify what drives program success. We will read theoretical texts about design and use their frameworks to critique the programs we study.

2. **Social Justice, Civil Rights, and Human Rights**: Underlying the programs we will study is the broad common goal of positive, meaningful social change. Throughout the course, we will consider strategies, frameworks, and the challenges of helping communities to realize human rights, secure civil rights, and attain social justice.

3. **Practicing Design**: Throughout the quarter, in order to develop design skills, we will focus on specific parts of the design and implementation process. Every week, you will work in small groups on a new Design Challenge. In addition, starting early in the quarter, you will work in design teams on a Design Project in which you will design and write an implementation proposal for an original social program.

**design teams** At the very beginning of the quarter, you will form design teams of 5 or 6 people. Throughout the quarter, you will work with this team on a Design Project comprised of Preparatory Assignments and culminating in a Design Proposal.

**design project (30%)**

A key requirement of this course is a Design Project in which you will work in a design team (5 or 6 people per team) to develop an original program that addresses a specific and real social problem or need that interests you deeply. This program can be hypothetical, although you are strongly encouraged to identify, contact, consult with, and design for a real-world community or organization.

**Preparatory Assignments**: To support the design process, the Design Project is organized around a number of milestones: each team will submit a needs & assets analysis, a team contract, a stakeholder report, and a set of program goals. Assignment guidelines will be provided throughout the quarter.

**Design Expo and Design & Implementation Proposal**: The Design Project will culminate in a team presentation – community expo-style – and a group final paper in the form of a design proposal. Detailed guidelines for the Design Project will be distributed later in the quarter, but you are encouraged to think about possible topics right away.
In most weeks throughout the quarter, you will work on a team Design Challenge, due (on Canvas) by Monday at 5pm. For each Design Challenge, you will work in a group (of 2 or 3 people) to design a new program of your choice that addresses some of the course texts assigned for the upcoming week of classes. Design Challenges are quick, intense assignments that can take many forms, depending on your interests and on what design approaches your group chooses to attempt.

An example: Your group is particularly inspired by a set of upcoming course texts that address human trafficking and you give yourselves the challenge to design a program to address the issue. You discuss the course texts and you use a Google Doc to brainstorm and track some ideas. At first, you consider designing a support community for survivors of trafficking. But your group settles on designing a prevention program. You conduct some additional research (beyond the course texts) and you work together – quickly and intensely – to design an app-based experience for high school students on how to spot warning signs of human trafficking in their own communities. As a group, you write up and submit to Canvas a short design proposal – mostly written in bullet points – and snapshots of a lo-fidelity prototype – through which you outline, discuss, illustrate, and briefly critique your design idea.

Another example: Each team member is interested in a different course text for the upcoming week; the texts address mental health, cyberbullying, and teacher training. The topics feel somewhat unrelated and you can’t decide – or agree on – where to focus. As you brainstorm design ideas as a group, you realize that you are all interested in photography. You work together to curate – using a free drag-and-drop website builder (e.g., www.weebly.com) – an online photography exhibition to train teachers on the issue of cyberbullying, how cyberbullying can affect students’ mental health, and how teachers should and should not respond. You use carefully-chosen photographs from online (for which you provide full references) and you write concise captions for each photograph to tell a compelling story. You conclude your photography exhibition with a top-ten list of guidelines for teachers along with a high school lesson plan, and you post to Canvas the link to the website you created.

Some tips for a successful Design Challenge:

- Choose a topic that interests you and your group. Each week, you must work with a different group of 2 or 3 people.

- Each Design Challenge must connect clearly to at least two – but ideally a set – of the course texts for the upcoming week. Your design should go beyond course texts. You may build on course texts from previous weeks, but your focus must be on upcoming texts. Build an original design that fills a gap in what already exists in the world. Work quickly. Don’t worry about submitting something that isn’t polished. For example, if you’d like to design an app or a website or a complex three-years multi-structured learning experience, there’s no need to design it fully. It’s absolutely fine to submit a rough sketch of your ideas.
• Be creative and open-minded. Think big and bold. In case you need to kick-start your thinking, here are a few ideas:
  o Design a national teacher training program.
  o Create a plan for an innovative summer camp or an after-school program.
  o Write the outline and a scene for a theatre production that will travel to middle schools across the country.
  o Put together the mock-up of a global app.
  o Create a rough sketch for a traveling exhibition.
  o Design a community center or create a cutting-edge community dialogue program.
  o Create a choose-your-own-adventure based learning experience or an educational WebQuest.
  o And so on. The design possibilities are endless!

• Please think critically about your design. These Design Challenges are intended to be spaces of exploration – and of failure, too. It’s quite likely that you’ll develop an idea that you realize won’t really work! After all, it’s rare to create something effective in one iteration in such a short amount of time. Take time to explain why it isn’t such an effective design or what needs improvement, more development, or a full rework. Just as we’re interested in your big ideas, we’re interested in your design process and behind-the-curtain thinking. Therefore, please always include a short discussion of the limitations or pitfalls of your design idea.

• Proof-read all submissions for spelling, grammar, structure, and clarity.

• We will give you feedback on your designs. Please consider these comments carefully. Part of our assessment of your work will depend on how you build on this feedback and how your work improves over the quarter.

*Design Challenge Checklist:*

• SUBMIT: Submit your design in the relevant Canvas discussion forum, either pasted into the Canvas text box, or as an attachment, or as a link (if you design a website, for example). If you submit a Google Document, please make sure that the document can be read by anyone with the link.

• COVER SHEET & LIMITATIONS: Whatever you submit, include in the Canvas text box a Cover Sheet that includes: (a) full names of all team members, (b) a compelling title, (c) a summary (up to 30 words) of what you designed, including your audience, and (d) a short, honest discussion (bullet points are fine) about the limitations or pitfalls of your design.

• REFERENCES: Along with each Design Challenge submission, always include full references for all sources you use (including course texts). Only use credible sources.
Individual assignments: journal entries & reflections (20%)

journal entries At the end of each week throughout the quarter, with the aim of promoting deep reflection, you will post a Journal Entry to Canvas by 5pm each Friday, reflecting on course texts and/or class discussions from that week. There is no need to develop a formal argument. Stream-of-consciousness, informal prose, a list of questions, and bullet-points are all appropriate. Try to avoid “the pressure to be profound”; a Journal Entry should be simple and honest. If you respond to one another’s Journal Entries, please be respectful. Your Journal Entries will count toward your individual assignments grade.

social change reflections and final course reflection For instructions about the two individual Social Change Reflections, see the course schedule. In addition, at the very end of the quarter, you will write a personal individual reflection on what you learned over the course. Send your final individual course reflection in the body of an email – not as an attachment – to JoAnna, Claudia, and Danny. These reflections will count toward your individual assignments grade.

late assignments To be fair to all students, any late assignments, including group assignments, will be docked the equivalent of one half-grade (for example, from a B+ to a B) for each 24-hour period delay in submission. Assignments submitted after seven days beyond the stated deadline may receive a fail grade.

attendance & class participation (20%)

discussion This course is student-centered. The quality of class discussion will be determined by what you put into it. As you read or watch each course text, note down what you find surprising. Come to each class with questions, ready to discuss what surprised you, to critique each text, and to discuss how each text relates to other course texts. Be prepared to contribute to all class discussions, including small-group activities, and bring your creative hat! (You may bring a laptop or tablet to class to take notes and to access readings, but please refrain from checking your email, social media, etc.)

course texts You are expected to put time aside before each class to read/view ALL course texts, thoroughly. To help you prioritize, a number of texts are marked “k” to indicate that these are key course texts, while some texts in the syllabus are marked “sr” to indicate that you may skim-read these texts. Key course texts are texts that you are expected to read/view thoroughly and draw upon throughout the quarter. Skim-reading means making sure you get a sense of that text’s central arguments. Please note that we may assign some additional texts throughout the course.
absences & make up assignments You must attend ALL classes and all class events (such as field trips and film screenings, if applicable). Your punctuality and attendance will be factored into your class participation grade. If you know that you will be late or absent for a class, email JoAnna and Claudia. All absences must be supported by a valid reason and supporting documents, if available. If you miss a class, you must complete a make up assignment. It is your responsibility to obtain class notes from another student and, within one week of the missed class, to email JoAnna, Claudia, and Danny an essay of around 500 words (posted in the body of the email, not as an attachment) on the related class texts and class activities. Make up assignments will be factored into your class participation grade. A missing or poorly written make up assignment will affect your class participation grade.

integrity and support

support Throughout this course, we will study a number of texts, programs, and social issues that may raise personal issues for you or your classmates. For example, we will learn about violence and abuse, including sexual violence, as well as other difficult issues, such as suicide, cancer, bereavement, and mass atrocity. Throughout the quarter, please be aware that what you say and write can affect others. Please always try to be respectful and kind. And please be mindful that our classroom community most likely includes survivors of violence as well as those who have witnessed or have been affected indirectly by violence or loss. Please know that NU’s Counseling and Psychological Services (CAPS) can provide support and guidance with personal issues you might have. In addition, NU’s Center for Awareness, Response, and Education (CARE) is a great resource. CARE provides “information, advice, crisis counseling, support, advocacy, referrals and education about sexual violence (including sexual assault, rape, intimate partner violence and stalking) as well as consent, healthy relationships and healthy sexuality to the Northwestern University community.” Please note that if we read anything within a written assignment – or hear anything during class – of concern, we may need to follow up appropriately.

academic integrity Students in this course are required to comply with the policies found in the booklet, “Academic Integrity at Northwestern University: A Basic guide.” All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit https://www.northwestern.edu/provost/policies/academic-integrity/index.html

accessible NU Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential. https://www.northwestern.edu/accessiblenu/
## Assignment Deadlines at a Glance

Assignments must be posted on Canvas by 5pm on the stated date.

Instructions for Design Project group assignments (*) will be posted to Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Social Change Reflection, Part 1</td>
<td>Wednesday of Week 1</td>
</tr>
<tr>
<td>Journal Entry</td>
<td>Every Friday</td>
</tr>
<tr>
<td>Begin to form Design Teams</td>
<td>First Sunday</td>
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<tr>
<td>Team Design Challenge</td>
<td>Every Monday</td>
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<tr>
<td>Finalize Design Teams</td>
<td>Wednesday of Week 2</td>
</tr>
<tr>
<td>Needs &amp; Assets Analysis *</td>
<td>Wednesday of Week 3</td>
</tr>
<tr>
<td>Team Contract *</td>
<td>Wednesday of Week 4</td>
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<tr>
<td>Stakeholder Report *</td>
<td>Wednesday of Week 5</td>
</tr>
<tr>
<td>Project Goals *</td>
<td>Wednesday of Week 7</td>
</tr>
<tr>
<td>Social Change Reflection, Part 2</td>
<td>Monday of Week 10</td>
</tr>
<tr>
<td>Design Expo *</td>
<td>Thursday of Week 10, in class</td>
</tr>
<tr>
<td>Design &amp; Implementation Proposal *</td>
<td>Thursday of Exam Week</td>
</tr>
<tr>
<td>Individual Course Reflection</td>
<td>Friday of Exam Week, in the body of an email to JoAnna, Claudia, and Danny</td>
</tr>
</tbody>
</table>
course schedule, texts, & assignments

Course Texts: With the exception of the book by Youniss & Yates (1997), course texts, including films, will be available on Canvas or are accessible through the links below. As political and social climates change, we may add or remove course texts from time to time or make changes to the schedule. Therefore, please always check Canvas for the most up-to-date syllabus. If a link is broken, try Googling the title of the text. If no link is provided, the text should be available on Canvas under “Modules” > “Course Pack.”

Access to The New York Times: Everyone in the Northwestern Community has access to The New York Times (and other newspapers, magazines, and periodicals). To access this content, follow these steps: (1) Make sure you’re signed in through NU VPN. (2) Go to the NU Library homepage. (3) Search for “New York Times”. (4) Click on “Online access” (under the 3rd result in the list). (5) On the next page of results, click on “LexisNexis Academic” (again, 3rd result in the list). (6) In the search box, enter the title or author of the New York Times article you're looking for. (7) This should take you to your final search results. Click on the article. (8) You found it! The archived content isn’t as pretty as The New York Times website, but all the written content should be there. If you have any problems with access, please contact NU Library Services (their live chat service is good).

Prioritizing Course Texts: k = key course texts, read or watch fully
sr = skim-read for general argument

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Texts to read/watch before class session</th>
<th>Assignments, Reminders, and Design Project Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>what is design?</td>
<td>Purchase required text:</td>
<td></td>
</tr>
<tr>
<td>Jan 8</td>
<td></td>
<td>Youniss, J. &amp; Yates, M. (1997). Community Service and Social Responsibility in Youth. University of Chicago Press, Chicago.</td>
<td>Social Change Reflection Part 1 – By Wednesday at 5pm, write an individual reflection (of around 500 words) through which you explore the meanings of the terms “social justice,” “human rights,” and “civil rights.” Questions you might address: How should we define these terms? What are the differences and commonalities between them? How are these concepts connected? How do the course texts for the upcoming week relate to these concepts? Do not summarize the course texts; focus on deep analysis. You may include in your reflection any lingering questions you have about these concepts and/or the course texts for the upcoming week. Please provide full citations, including for course texts. If you go beyond course texts, cite credible sources only.</td>
</tr>
<tr>
<td></td>
<td>Object(s) – For our next class, please bring in an object from home that you think is well designed and/or an object from home that you think is poorly designed. Please note that others will be handling these objects, so do not bring in dangerous objects or objects of monetary or sentimental value.</td>
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</table>

School of Education & Social Policy, Northwestern University
Thursday
Jan 10

**design inspiration & articulating a need**

Many course texts address different forms of violence and injustice. If you need support throughout the quarter, we recommend NU’s Counseling and Psychological Services (CAPS) can provide you support and guidance with personal issues you might have. NU’s Center for Awareness, Response, and Education (CARE) is a great resource, too. CARE provides “information, advice, crisis counseling, support, advocacy, referrals and education about sexual violence (including sexual assault, rape, intimate partner violence and stalking) as well as consent, healthy relationships and healthy sexuality to the Northwestern University community.”


(6 sr) Read: *The Internet of Way Too Many Things* (2015) and *Solving All the Wrong Problems* (2016) by Allison Arieff.


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**Journal Entry #1** – deadline: Tomorrow (Friday) at 5pm.

**Design Project Ideas and Design Teams.** By Sunday at 5pm, post on Canvas at least one social issue that you care about. Begin to respond to other posts. Form design teams of 5 or 6 people by 5pm on the Wednesday of Week 2. Try your best to form teams of people with diverse backgrounds and experiences.

**Design Challenge #1** – deadline: Monday at 5pm. See full instructions, above.
### WEEK 2
#### Tuesday
**Jan 15**

<table>
<thead>
<tr>
<th>audience, stakeholders &amp; youth identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2 k) Read: Chapters 1 &amp; 2 of Youniss &amp; Yates: <em>Service for Today’s Youth and for the Right Reasons;</em> and <em>Socio-Historical Identity: A Theoretical Framework for Service.</em> (To give you time to purchase or borrow this book, these first chapters are available on Canvas.)</td>
</tr>
<tr>
<td>(6) Read: <em>Do You Have to Help Parents to Help Their Children?</em> (2016) by Dwyer Gunn.</td>
</tr>
</tbody>
</table>

### Design Project Ideas and Design Teams
**Design Project Design Teams** – deadline: Tomorrow (Wednesday) at 5pm.
One member of each Design Project team should post to Canvas the full names of your design team members and, in a word or two, the “social issue” on which you are likely to focus.

### Design Project Needs & Assets Analysis – deadline: Wednesday of Week 3 at 5pm.
Each Design Project design team must post on Canvas preliminary materials for its Design Project. See Canvas for guidelines.

### WEEK 3
#### Tuesday
**Jan 22**

<table>
<thead>
<tr>
<th>design team meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use this class session to meet with your Design Team and continue working on your <em>Design Project Needs &amp; Assets Analysis.</em></td>
</tr>
</tbody>
</table>

**Design Project Needs & Assets Analysis** – deadline: Tomorrow (Wednesday) at 5pm.

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School of Education & Social Policy, Northwestern University
### Thursday
**Jan 24**

**global & incremental goals**


2. **Watch:** *Walk The Earth... My 17 Year Vow of Silence* (2008) by John Francis.


4. **Browse** the websites of *After School Matters* and *Futureversity*.

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### Journal Entry #3 – deadline: Tomorrow (Friday) at 5pm.

### Design Challenge #3 – deadline: Monday at 5pm.

See above for instructions.

### Work on Design Project Team Contract – deadline: Wednesday of Week 4 at 5pm.

Each team must create a group contract on how it intends to work together for the remainder of the quarter.

Start working on *Design Project Stakeholder Report* – deadline: Wednesday of Week 5 at 5pm. See Canvas for guidelines.

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### WEEK 4
**Tuesday**
**Jan 29**

**virtual spaces**


5. **Browse, explore, and watch videos** on the website for *Twist Out Cancer*.

6. **Browse, explore, and watch videos** on the website for *It Gets Better*.

7. **Browse and explore:** Website of *Everytown for Gun Safety*.

8. **Read:** *Inside a Fake News Sausage Factory: 'This Is All About Income'* (2016) by Andrew Higgins, Mike McIntire, and Gabriel J. X. Dance.

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### Design Project Team Contract – deadline: Tomorrow (Wednesday) at 5pm.

Continue working on *Design Project Stakeholder Report*.

**Note:** Over the next few weeks, we will be studying a number of feature-length films. Please make sure to set aside enough time to view each film. If you can, please watch and discuss each film with others – either your classmates or your friends and family.
### Thursday Jan 31
**doing design**


2. **(2 k) Watch:** *Inside Out* (2015), feature film (95 minutes) directed by Pete Docter and Ronnie Del Carmen (film available to stream on Canvas). If possible, watch the film with others, especially if you know children and/or parents who would be willing to share their reactions with you.


5. **(5) Read:** *The Wholehearted Parenting Manifesto* (2017) by Brené Brown (text also available on Canvas)


8. **(8) Watch:** *Creative Spark* featuring Dustin Lance Black (2014).


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**Continue working on Design Project Stakeholder Report**

**Journal Entry #4**
- deadline: Tomorrow (Friday) at 5pm.

**Design Challenge #4** – deadline: Monday at 5pm.
### WEEK 6
**Tuesday Feb 12**

**attitudinal change**

1. **Read**:
   - Chapters 5 & 6 of Youniss & Yates: *Forming a Political Habit*, and *A Moral Gyroscope*.

2. **Watch**:
   - *He For She* by Emma Watson, United Nations Women Global Goodwill Ambassador, at the United Nations, NY.

3. **Watch** two videos:
   - Jon Stewart Discusses Charleston Church Shooting, followed by Jon Stewart Interviews Malala Yousafzai (June 18 2015, *The Daily Show*).

4. **Read**:

5. **Read**:

6. **Read**:

7. **Read**:
   - *Policy Prohibiting Hazing at Northwestern University*.

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### Thursday Feb 14

**unsilencing & social policy**

**If you need support**, we recommend NU’s *Counseling and Psychological Services (CAPS)*, which can provide you support and guidance with personal issues you might have. NU’s *Center for Awareness, Response, and Education (CARE)* is a great resource, too. CARE provides “information, advice, crisis counseling, support, advocacy, referrals and education about sexual violence (including sexual assault, rape, intimate partner violence and stalking) as well as consent, healthy relationships and healthy sexuality to the Northwestern University community.”

1. **Watch**:

2. **Read**:

3. **Read**:
   - *Ahmad* (in process) by Rachel Asher.

4. **Read**:

5. **Watch video**:
   - *Because Silence is The Enemy of Change* (2011) (3 minutes).

6. **Listen**:

7. **sr** Browse the website of *The Voices and Faces Project*.

8. **sr** Browse *27 Survivors of Sexual Assault* and *Male Survivors of Sexual Assault*.

9. **sr** Browse *Project Unbreakable* on Tumblr.

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**Continue working on Design Project Goals**

**Journal Entry #6**

- deadline: Tomorrow (Friday) at 5pm.

**Design Challenge #6**

- deadline: Monday at 5pm.

Continue working on Design Project Goals
<table>
<thead>
<tr>
<th>WEEK 7</th>
<th>design team meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Feb 19</td>
<td>(1) Use this class session to meet with your Design Team and continue working on your Design Project Goals.</td>
</tr>
</tbody>
</table>

### Design Project Goals – deadline: Tomorrow (Wednesday) at 5pm.

<table>
<thead>
<tr>
<th>Thursday Feb 21</th>
<th>sustainable design</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 k) Watch: <em>The Interrupters</em> (2011), documentary (115 minutes), directed by Steve James.</td>
<td></td>
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<tr>
<td>(3) Browse the website of <em>White Bird Clinic’s Cahoots program</em>.</td>
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</tr>
<tr>
<td>(4 sr) Browse the website of <em>Lively Minds</em>.</td>
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</tr>
<tr>
<td>(5) Read: <em>Design Thinking Isn’t Always The Answer</em> based on insights from Klaus Weber.</td>
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</tbody>
</table>

Continue to work on Design Project

**Journal Entry #7–** deadline: Tomorrow (Friday) at 5pm.

**Design Challenge #7–** deadline: Monday at 5pm.
### WEEK 8
**Tuesday Feb 26**

**ethics & implementation**

2. Read: *How to Tell a Mother Her Child is Dead* (2016) by Naomi Rosenberg.
7. Browse the website of Better Shelter.

Continue to work on **Design Project**

### Thursday Feb 28

**design & human rights abroad**

4. Browse the website of the Institute for Human Centered Design including its various sections under “About Us” and “Universal Design.”

Continue to work on **Design Project**

**Journal Entry #8** – deadline: Tomorrow (Friday) at 5pm.

**Design Challenge #8** – deadline: Monday at 5pm.
<table>
<thead>
<tr>
<th>WEEK 9</th>
<th>social change &amp; mass media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Mar 5</td>
<td><strong>If you have any concerns or questions about sexual violence, abuse, or mental health</strong> we recommend NU’s <em>Counseling and Psychological Services (CAPS)</em> can provide you support and guidance with personal issues you might have. NU’s <em>Center for Awareness, Response, and Education (CARE)</em> is a great resource, too. CARE provides “information, advice, crisis counseling, support, advocacy, referrals and education about sexual violence (including sexual assault, rape, intimate partner violence and stalking) as well as consent, healthy relationships and healthy sexuality to the Northwestern University community.”</td>
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<td>Continue to work on Design Project</td>
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<tr>
<td>Thursday Mar 7</td>
<td><strong>human rights at home</strong></td>
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<td><strong>If you have any concerns or questions about abuse and mental health</strong> we recommend NU’s <strong>Counseling and Psychological Services (CAPS)</strong>, which can provide you support and guidance with personal issues you might have. NU’s <strong>Center for Awareness, Response, and Education (CARE)</strong> is a great resource, too.</td>
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<td></td>
<td><strong>(2)</strong> Watch: <em>We Need to Talk About an Injustice</em> (2012) by Bryan Stevenson.</td>
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<td><strong>(6)</strong> Browse: The websites of the <strong>National Coalition to Abolish the Death Penalty (NCADP)</strong> and <strong>Equal Justice Initiative</strong> including <em>Lynching In America</em> (2017)</td>
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<td><strong>(8)</strong> Read: <em>The Opioid Plague’s Youngest Victims: Children in Foster Care</em> (2017) by Sherry Lachman.</td>
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**Journal Entry #9** – deadline: Tomorrow (Friday) at 5pm.

Continue to work on **Design Project**

**Social Change Reflection Part 2** – deadline: Monday at 5pm. Read your own **Social Change Reflection** (part 1) from the start of the quarter in which you wrote about social justice and human rights. Write an individual response (of around 300 words) to your reflection (as a reply to your original Canvas post), answering the following two questions: In light of the critiques and limitations of the design processes we’ve studied this quarter – including the ethical and political implication of social change – in what ways have your understandings and attitudes about social justice, human rights, and civil rights shifted? How does designing for systemic social change compare to designing everyday objects?
<table>
<thead>
<tr>
<th>WEEK 10</th>
<th>how to design for social change</th>
<th>Continue to work on Design Project</th>
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<tbody>
<tr>
<td>Tuesday Mar 12</td>
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<tr>
<td><strong>(1 k) Read:</strong> Chapter 9 of Youniss &amp; Yates: <em>Ten Ideas for Designing and Implementing Community-Service Programs.</em></td>
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<td><strong>(2) Read:</strong> <em>You’ll Never Be Famous – And That’s Ok</em> (2017) by Emily Esfahani Smith.</td>
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<td><strong>(3) Read:</strong> <em>Why 2018 Was the Best Year in Human History!</em> (2019) by Nicholas Kristof.</td>
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<td><strong>(4 optional) Chapter 10 of Youniss &amp; Yates: Identities in the Making.</strong></td>
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<th>Thursday Mar 14</th>
<th>design project expo</th>
<th>Continue to work on Design Project</th>
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<td>Continue to work on <strong>Design Project</strong></td>
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<td><strong>Group Design and Implementation Proposal</strong> – deadline: Thursday of Exam Week at 5pm. See separate guidelines for details.</td>
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<td><strong>Individual Course Reflection</strong> – SEND IN BODY OF EMAIL TO DANNY, JOANNA &amp; CLAUDIA – deadline: Friday of Exam Week at 5pm. At the end of the quarter, write an informal reflection on some of the things you learned throughout the quarter. You might reflect on your experiences working on your Design Project, or you might reflect on the design process at a theoretical level. This paper is your opportunity to illustrate what you have learned, what you might be cynical about, and what questions you will take away with you.</td>
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