COURSE OUTLINE

Course Description
This is a course on theory and research on social change. The motivating questions for this course are complex, and include the following: What is social change and how viable is it to propose purposeful change in a culture centered on the pursuit of self-interest? How is social change described and can it be anticipated? What do we think we know about the causes of social change and of the processes associated with its development and diffusion in modern societies? What are the implications of this knowledge for creating social change and for assessing where and how social change makes a difference, and the nature of that difference, if any?

Our purpose in examining these questions is threefold: (1) to advance student knowledge and understanding of major theories of social change and to promote a critical consideration of what these theories can teach us about the relationship between social change and prospects for improving the quality of the lives of members of vulnerable groups and populations in society; (2) to advance a critical understanding of the nature, causes, processes and diffusion of social change at different levels of analysis; and (3) to consider the implications of this knowledge and analyses for anticipating, creating and assessing social change, as well as for defining and understanding social work's place and role in contributing to improvements and change the lives of members of vulnerable populations by supporting and/or engaging in the creation of social change. Minimum competencies students are expected to demonstrate at the end of the course include:

a) an understanding of major theories of social change and the development of an ability to judge critically their value, as well as their weakness, and to consider their use in organizing and interpreting research findings, and in considering strategies for action;
b) a descriptive and analytic understanding of the forms and causes of social change, and of the mechanisms and processes associated with its development and diffusion;
c) the capacity to pose analytic questions about the implications social change has for vulnerable groups and populations in society, and for social work's role and ethical obligations in promoting social improvements in society through the creation of social change in light of its commitments to multiculturalism, diversity and social justice; and

and
d) increased ability to critically consider, and develop, proposals for achieving social change in light of what we think we know about how social change happens and its association with the realization of positive benefits for vulnerable groups and populations.
**Required Readings**

There is no required text. Readings consist of articles and case studies assigned on a week by week basis (see Class Schedule below). The articles and certain of the case studies will be available for downloading through the Ctools website. The majority of the case studies are provided under the auspices of Harvard Business Publishing; each will cost approximately $4.00, which is paid at time of retrieval. Each will cost approximately $4.00. I will discuss how this works in the first class. There will be no charge for the September 13 case or for the two written assignments cases.

Additional material pertaining to various themes and topics may be distributed or assigned from time to time by the instructor. These usually will be available on this Ctools web site under Resources in the subfolder Readings.

**Design**

The format is case-based, meaning the main focus in each class will be on analyzing a description of a situation likely to be faced by persons engaged with anticipating, planning, managing or evaluating some form of change. Hence, while there will be some lecturing, the main emphasis will be on questions and class discussion.

Each student will prepare for class by reading the assigned readings and case, and by preparing brief answers to assigned questions about the readings and case. Answers to the assigned questions will be posted on the website by no later than 8:00 AM on the day before each class. Failure to post will result in a 2% demerit from the final grade for attendance and participation.

All students will have an opportunity to lead a discussion of one of the assigned cases. The format and schedule for these discussions will be arranged in class.

Nearly all classes will entail the use of <clicker> technology. Clickers will be distributed and the beginning of each class and will be turned in at the end of each class. They will be used mainly to answer questions and to provide feedback on colleagues' performance in presentations.

**Cell Phones, Laptops and Voice Recorders**

Cell phones are to be turned off at the beginning of each class and stored appropriately. Students requiring an exemption from this rule for any given class should discuss this with the instructor prior to the beginning of that class.

Laptops are not to be used in class, with exemptions granted only for taking/making notes. Students seeking this exemption should arrange to meet with the instructor.

Voice recorders may be used with the permission of the instructor.

Non-compliance with these rules may result in a student being asked to leave the class in question, and will be taken into account in the assignment of value for class attendance and participation.

**Attendance**

Students are expected to attend all classes. Absences will be noted resulting in a loss of points for class attendance and participation.

Conflicting events scheduled in class times are normally not acceptable reasons for missing class and are recorded as absences.
Arriving more than 20 minutes late for class will be counted as an absence unless clarified prior to class or resulting from some unforeseen circumstance outside the student’s control.

**Grading And Requirements**
The overall grade for the course will be based on:
1. two written assignments;
2. graded responses to 20 readings-based questions; and
3. class attendance and participation.

The respective weightings for each of the foregoing components are as follows:
1. first written assignment – 30% 
2. second written assignment – 30% 
3. responses to readings-based questions – 20% 
4. participation and attendance – 20%.

If additional written work or class presentation are required, respective weightings will be adjusted accordingly.

**Readings-based Questions**
Two readings-based questions will be posed at the beginning of each class, commencing in the second class on September 13 through to and including the penultimate class on November 29. Grading will begin in the third class on September 20, with the September 13 class serving as a “test run” in the use of the i-clicker technology.

**Written Assignments**
Both written assignments will be based on analyses of cases. Whether assignments are submitted as individual papers or as group projects will be determined through class discussion. The foci for the assignments will be distributed when the cases are assigned.

The first written assignment is due by 11:30 PM on October 26, and the second written assignment by 11:30 p.m. on December 11. All assignments are to be submitted as attachments under the Assignment option on the Ctools website.

Each written assignments will be no longer than 10 double-spaced, type-written pages using a twelve point font and one inch margins. The page limit for each assignment includes diagrams, charts, etc, but excludes references. Additional specifications on the focus, structure, and content of the each written assignment will be discussed in class.

**Submitting answers to case questions and written assignments**
Assignments are to be submitted as attachments through the Ctools web site under the Assignment Folder on the dates and by the time specified. Subfolders will be created in the Assignment Folder for this purpose. Answers to case questions will be submitted using the forum section.

Note that the web site is set up not to accept submissions after the dates and times specified here. Note also that assignments are not to be submitted using the Drop Box feature.

**Evaluation Criteria**
Following are the main criteria applied in the assessment of class presentations and written assignments:

1. Definition and maintenance of a clear focus.
2. Systematic and logical presentation of arguments
3. Appropriate use of evidence.
4. Development of relevant and interesting insights.
5. Familiarity with, and appropriate use of, relevant literature.
6. Clarity of presentation.
7. Conformity with the requirements of the assignment.

**Writing**

If writing well is difficult for you, or you have experienced difficulty in the past, or received negative feedback on the quality of your writing, don’t wait until after assignments before looking for help. Please consider contacting Career Services in the Office of Student Services in the SSW; they may be able to help with coaching and editing. If not, they can direct you to the Sweetland Writing Center. Since both services require advanced notice with coaching or assistance in editing papers, you need to schedule an appointment to meet in advance.

**Penalties**

Submission times/dates for written assignments are firm, with exception without penalty granted only for medical reasons established by a physician's statement. The penalty for written assignment turned in after the submission date is 1% per day from the percent value for the assignment in question to a maximum of 5% per week up to a total of 15%. Papers submitted more than 3 weeks after the submission date will be awarded an "F" i.e. failure, unless conditions for an incomplete, i.e. "I," have been satisfied (see "Student Guide to the Master's in Social Work Degree Program" The University of Michigan, School of Social Work).

As already noted, failure to post answers to case questions will result in a 2% demerit from the final grade for attendance and participation.

**Grading Scale**

The grades for all assignments, and the final grade, are based on the grading scale described below. Grades for each assignment will be reported on scale that is relevant to the total value for that assignment. These values can easily be converted to numeric and letter values for the 100 point scale described below by dividing the score you receive by the value of that assignment, and multiplying by 100, e.g., \((22.5/30) = .75\) * 100 = 75 = B

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Point Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Outstanding: focused; well-written; well-organized; strongly analytic; strong grasp of subject matter; interesting and creative insights</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Excellent: focused; well-written; well-organized; analytic; good grasp of subject matter; interesting insights</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Average to Strong: focused; writing acceptable; organization OK; analytic in orientation with some insights; acceptable grasp of subject matter</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Acceptable to Marginally Average: diffuse focus; some problems with writing</td>
</tr>
<tr>
<td>B</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-73</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td></td>
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SW611 Fall 2012.docx
### Class Schedule

1. **Sept. 6.** Introduction and orientation, with some thoughts on listening, reasoning and struggling.
   
   **Reading:** None
   
   **Case:** La Liberté Newspaper

2. **Sept. 13.** Getting to the problem
   
   **Readings:**
   
   
   **Case:** Julia Stasch (A)

3. **Sept. 20.** Accounting for Resistance and Failure
   
   **Reading:**
   
   
   
   **Case:** Fire at Mann Gulch

4. **Sept. 27.** Self-interest, cooperative action, and change.
   
   **Reading:**
   
   
   
   **Case:** Johannes Van Den Bosch Sends an Email; Johannes Van Den Bosch Receives an Email.

5. **Oct. 4.** Working for cooperation.
   
   **Readings:**
   
   
   
Case: Melissa Daylon

Readings:
Review:
Case: Change without Compromise (A)

Readings:
Schlesinger, L. (2007) It doesn't take a wizard to build a better boss. *Fast Company.com:*
Case: Thomas Green: Power, Office Politics and a Career in Crises

Reading:
Cases: Coach Knight: The will to win; Coach Knight: A Matter of Heart.

9. Nov. 1. Organizing for action
Reading:
Review:
Case: Henry Tam and the MGI Team

Readings:
Review:
Case: Julia Stasch (B); review Julie Stasch (A)
11. Nov. 15. Taking account of context – Structure and Environment
Reading:
Review:
Case: Alice Saddy: Caring for the Community

12. Nov. 22. Thanksgiving

13. Nov. 29. Is it working?
Readings:
Case: National Campaign to Prevent Teen Pregnancy

Readings:
Review:
Cases: The CEO Who Couldn't Keep His Foot Out Of His Mouth; Left on a Mountainside.