Social Work 873: Theories of Change

Note: A course on this topic was recommended as a result of the last external and internal review of the joint doctoral program, to help to develop a common set of understandings in the program. A goal is to create a shared identity and common language across the multiple differences that characterize the social work profession and the five social science disciplines that comprise the joint program. Within that are several themes:

- To explore different definitions of change and struggle to develop some shared definitions.
- To consider types, scope, phases, and different assumptions underlying change for different purposes.
- To review different types of theories and theorizing about change, about taking action for change, and how these may vary for different fields, goals and purposes.
- To define change towards what ends, emphasizing theories about justice and especially social justice
- To determine epistemological and methodological issues in conducting research and evaluation to understand, inform, and monitor change.

Social work is basically concerned with blocking, creating, or shaping change of various kinds, so understanding and engaging with different kinds of change is common to all forms and domains of social work knowledge, practice and research. In an early institute (1950) sponsored by the National Association of Social Workers, convened to discuss social science theory and social work research, participants concluded that the effecting of change, or intervention, appeared to be the central “problem” of social work. Thus, the emphasis in this course is on understanding change and theories and theorizing about change as a foundation for social work research, teaching, and practice.

Most professions develop their own epistemologies and bodies of knowledge, practice models and underlying assumptions (some call these theories) and research methods. They also usually draw from primary academic disciplines and research to inform goals and methods, and develop principles and theories from this knowledge and from research and experience with practice, to guide and evaluate practice in the profession. One social work researcher described these processes of knowledge to change and practice to knowledge and research as “bench to trench” and “trench to bench”

The profession of social work is diverse in terms of the goals and social problems of concern, the different populations and issues addressed, and varied types of interventions of concern in varied settings and contexts. Multiple epistemological and theoretical orientations are relevant, including core theories in each discipline, postmodern and other critiques of these approaches, and a number of frameworks that endeavor to bridge and integrate across different perspectives. Each of the social sciences has epistemologies, methodologies and methods which overlap, but also have distinctive elements. Many types of theories and assumptions underlie different models and approaches to social
work practice and *doing* change. Additional theories may be relevant for different types of settings, goal areas, and types of practice.

Themes in the course include different and common ways of defining and conceptualizing change, what are considered key elements within different understandings of change, domains and processes for change, and a range of different theoretical frameworks for understanding and studying change. We will review and study illustrative theories about understanding change from various social science disciplines and elsewhere and theories underlying different methods and types of intervention within social work. Previous versions of this course defined these as the characterization, explanation and perpetration of change.

Because social work is concerned with promoting justice and challenging and reducing oppression and privilege, and working with and across diverse populations and settings, we will consider theoretical frameworks about justice and other positive goals, as well as barriers to justice. We will consider how various theoretical approaches help us to analyze contributors to injustice, changes underway, and opportunities for desired change. Other relevant topics include examination of the processes through which social problems and social goals are discovered and defined, and how these definitions influence what types of change are desired, with implications for intervention design and implementation. We will consider

a) the usefulness and limitations of different types of theories and their implications for theorizing change, as well as
b) the pros and cons of using multiple types of theories together—both for understanding change and designing and implementing desired change (or analyzing situations that did not work as expected).

Course objectives:

By the end of this course, students should be able to:

1. Compare and contrast different theories and paradigms for justice and positive change outcomes and processes.
2. Identify and describe various definitions and approaches for understanding, analyzing, and researching change.
3. Compare and contrast different approaches to understanding and formulating change. Identify what forms of knowledge and evidence underlie different understandings of change.
4. Use several theories of change to analyze and critique either situations that are changing, are in need of change, or are examples of planned change.
5. Develop a framework for theorizing change especially relevant for your disciplines, methods of social work practice, and goal areas of concern, taking your own social locations, values and methodologies into account.
6. Implement some collaborative learning processes within interdisciplinary contexts.
7. Produce a potentially publishable paper as one “product” in the course.

**Course resources:**

Readings for each week will be on C-Tools. We may develop other options as the course evolves.

**Class Climate, Processes, Rights, Responsibilities**

How we conduct the course will depend partially on the ultimate size and composition of the course. Course expectations are those typical of seminars—that you will read the designated readings,
complete the activities that are recommended during out-of-class time and come prepared and be responsible for participating actively and taking leadership in class discussion and activities. I will also design some small and large group activities and assignments to augment seminar-type approaches.

*I am quite willing to negotiate the specifics of particular assignments and course options, as long as what is proposed meets the objectives of the course, and it is cleared with me in advance.* I want you to collaborate with me and your classmates in the design and implementation of the course, and to advocate for your own learning goals and objectives. I also wish to stimulate student initiative, but do have responsibilities to be accountable for the goals and objectives of the course and the social justice emphasis. Thus, I will work hard to support you taking responsibility for your own learning, but wish this to be negotiated in advance rather than after the fact. I am also interested in helping you to build in generative/reflective elements and “portfolio-ize” some course elements, if people are interested.

*If you have to choose between getting to class on time and handing in an assignment at the beginning of class, please come to class.* I can usually handle getting the assignment later in the day or the next day, but it’s difficult to convey the work we will be doing in most classes. If papers come in too late, I cannot guarantee that I can get them back with feedback the next week, which is always my goal.

**Fostering “Epistemological Curiosity” and adult learning**

“Epistemological curiosity”, from Freire, refers to eager exploration of knowledge about our worlds, theorizing about justice issues, and reflecting on ourselves in interaction with others. I hope that everyone will contribute to developing a climate in the classroom in which we can teach each other from our different disciplines, modes of practice, perspectives and experiences. It’s important to have a flexible and empowering classroom if we are to explore social justice issues and approaches to change most productively.

You are all adult learners who bring much experience and knowledge to the class. Approaches to adult education assume that students need to be proactive about defining and pursuing your own goals, and will need to link new knowledge and learning with what you already know (which may involve some unlearning). We will also use principles and methods of appreciative/generative/reflective learning. These will allow you to formulate goals for yourself, consider how to implement and integrate these goals with your experience and knowledge, and to identify, reflect on, and showcase accomplishments. I will work to create opportunities for you to identify and incorporate your own perspectives and goals, and to identify what you already know, and what assumptions you may want to question and modify.

We will spend some time at the beginning developing class groundrules and norms for ourselves, and getting to know each other’s backgrounds and interests. We will revisit our procedures periodically, to be sure they are working well, and revise them if they aren’t. Theorizing and considering change can be scary and difficult, exciting and challenging. We are likely to differ in how we believe change should or does happen. We need to be able to challenge and assist each other if the learning experience is to be optimal. We need each of you to articulate what is clear, uncomfortable, problematic.

Somehow we have to be able to share with each other basic approaches in our disciplines and fields, while also developing shared language and frameworks, and using these analytically and strategically.

**Any Special Circumstances (that might affect the class and/or your participation)**

If there are any special circumstances that I and/or the class should know to allow you to participate fully, please consult with me about them so that we can make appropriate adaptations. There may be
religious observances or other obligations that we should discuss how to handle. Also, some may need or desire some modifications to accommodate other special needs. Many aspects of the course can be modified, with some notice. We can also take advantage of resources elsewhere—the Office of Services for Students with Disabilities, the Adaptive Technology Computing Site, and the Sweetland Writing Center (1139 Angell Hall, 764-0429).

Please talk with me about any special circumstances you may have so we can make arrangements.

**Academic Honesty, Scholarly Conventions and Citation Guidelines**

I want you to use actual terminology and concepts from the course and its readings and to cite your sources, even if this feels awkward—for a number of reasons.

- **First**, one goal for this course is to develop some common knowledge and frameworks, and be explicit about concepts and epistemologies.
- **Second**, one of the goals of a scholarly and professional education is to assist you to learn and use the language of the profession—because people communicate using that language within professional contexts (although you may want to translate into day-to-day language with those from other disciplines and from the community).
- **Third**, it requires specific types of terminology to be able to conceptualize various elements in analyzing contexts, planning, implementing and evaluating change, and it requires a language to be able to theorize.
- **Fourth**, in terms of my understanding and being able to evaluate your work, you will discover that many of the authors use different terms for similar things and similar terms for different things. If I don’t know which version of concepts you are using, I will not be able to evaluate whether you are using them accurately—specific use of terms and citations of where they came from will help me identify their sources.
- **Finally**, accurate use of concepts and citations of the sources of these are important for ethical and practical reasons—it is important not to plagiarize other people’s work (see below).

The Publication Manual of the American Psychological Association (from School’s website, [http://www.lib.umich.edu/socwork/apastyle.html](http://www.lib.umich.edu/socwork/apastyle.html), can provide writing and citation guidelines, although it is also acceptable to use some other citation guidelines appropriate for your discipline or for whatever publication outlets that may interest you.

It is plagiarism whenever you take credit for work that is not your own—whatever the source of that work, including the internet. You are taking credit for someone else’s work whenever you do not cite the sources of your ideas or points, whether you do this deliberately or because you are being sloppy about where ideas came from.

When you quote someone directly (including something you have written for other purposes), you should include the source and the page number. When you paraphrase, you should include the source. For papers in this course, when you are citing sources from the texts or readings in the syllabus, I do not require a full citation, but you should cite the authors and date (in parentheses right after the concept, phrase, or paragraph) and if it is a large source (e.g., a book), you should cite the relevant chapter at minimum. If you are citing sources from outside the texts or syllabus, please use an appropriate citation format.
Note that this requirement to cite sources also applies to the contributions of your classmates as well. I encourage people to work together—to discuss readings and class activities, to brainstorm together about assignments, to divide up and teach each other about readings, etc. You may end up doing one or more assignment with one or several people group assignment in which I will assist you to develop group norms and roles to support working together. I expect you to tell me in writing when you have discussed assignments with others, and with whom, when you turn written work into me.

Assignments:
Note, I give you more detailed instructions later in this document, and may augment these later.

A. Course participation (20%)  This includes attendance, coming prepared to discuss readings critically, engaging in class activities, and regularly contributing to the learning of others by asking questions, providing consultation and feedback, and sharing your own experiences and insights.

B. Two analytic essays, one early in the term in conjunction with attendance at an event associated with MLK educational activities, incorporating thinking about definitions and components of change, conceptualizations of justice and other positive goals, you, your social locations, epistemologies and methodologies, interests, approaches, with a critique of these (10%); and one at the end of the term. (10%) (20% total)

C. A multistage project focused on theorizing about change (60%). This project will be chosen by you (with instructor approval) and can be done either individually or with another. It should focus on a particular area of change, using multiple theories for analysis and critique. It should be in some area of interest for you, can be prospective (meaning a change you would like to study or conduct/evaluate) or retrospective (something that has already occurred that you would like to understand and critique, propose how to improve). It will be due in several stages, so you can get feedback from the instructor and the class, and also help others to learn from your work. Each written part should be 10 to 15 pages. Especially if you want to move to publication, you may want to integrate the two as the second part develops.

- Part I: Understanding and analyzing change. Define types and foci of change, historical contexts, major component areas (incorporating 5 perspectives to explore, “causes”/risk/protective factors, facilitators, inhibitors of change). Should identify social justice issues, goals, theories, definitions. Use multiple relevant theories, identify implications for research questions and methods, and begin to discuss implications for change strategies.
- Part II: Class education and consultation session—to share and critique some theory relevant to your discipline, field, topics, and to identify questions and goals you’d like the class to assist you with as you reflect on first and second components.
- Part III. Planning and implementing/steering change—strategies, tactics, methods. Using multiple relevant theories, implications for research questions and methods, and consider issues of evaluation and monitoring.

I will ask you to articulate your goals for this change project, and hopefully we can work out formats that will allow you to meet both the course goals and your own.

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<th>Date</th>
<th>Written assignments</th>
<th>Interactive assignments</th>
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Schema of assignment components and due dates (which we may modify if we need to)
More detail about assignments

**Analytic Essays**

**MLK Symposium Event and analytic reflection and application of first month of readings (10%)**—attend and analyze some MLK event/activity of interest to you. This is at least partially about change and justice, with many options. Establishing the MLK holiday was a national strategy intended not only to honor Martin Luther King, Jr., but also to be another and on-going step in the struggle for human rights, peace and civil rights for which he was an advocate and spokesperson. At the UM, establishing the MLK symposium was part of the University’s response both to a set of “demands” made as part of an on-going set of mobilization and protests by a well-organized group of students, with many components, as well as internal advocacy and commitment by some administrators and faculty. It was intended to be an education day (the “holiday” itself), but with sessions spread over a number of weeks, and both institutionalized and decentralized throughout the University, with links to the community.

Your assignment is to attend at least one event associated with the MLK commemorations and analyze this in relation to the concepts and readings from the class, and your own interests and background, using and citing these concepts in up-to-a-5 page paper. You should submit a longer version to me, and prepare a shorter version that can be public. The public papers should be posted to a folder labeled MLK events in the Resources section of C-Tools, so that everyone can read them, and you can include additional materials you might rather not share with others in the class only to me. We will then discuss these in class, within the concept of the MLK holiday and symposia, plus specific strategies and activities within it, through the lenses of definitions, types, and theories about change, and social justice.

This is not just a description, but an application analytically of the concepts and readings from the course. Sources should be cited. Scope and depth are relevant criteria as well as self-reflection.

**Topics:** Enough of a description of the activity to inform the analysis
• What interests and goals of your own led you to choose this activity—your own history, interests, intersectional positionalities
• Social justice goals and processes implicit or explicit (positive goals as well as combatting privilege and oppression)
• What types of change are specific of implied (or not)—use readings on different ways of understanding change?
• Any theories relevant to change directly on indirectly discussed, or you could apply?
• Analysis and critique of the event. Impacts? Strengths? Suggestions?

Last analytic essay (10%)

Reflect on various definitions and theories of change, about justice and other goals and processes, those focused on understanding/analyzing, and those that can inform actions for change. Develop a set of principles for working for change and creating knowledge for change, grounded in theories relevant for your research and change arenas of interest. Be sure you consider theories that help you to consider yourself as an actor for change, and/or a researcher studying change. Identify areas of major learning, goals for future learning, and link all the above with relevant course concepts, readings, etc.

Theories, Theorizing and Change: An Analytic and Applied Project

Note: the outlines below may need to be modified depending on the type(s) of projects you propose. These should get you started. You will complete a project proposal form, and we can then figure out what revisions might be useful for particular topics. I want to see the written components in two parts so I can know where you are headed and give you feedback, although you may want to ultimately write them as one integrated project. Parts I and III may have figures, tables, etc. and should be 10 to 15 pages each.

Part I: Understanding and analyzing change. Historical contexts, major component areas (5 perspectives?), “causes”/risk/protective factors, facilitators, inhibitors of change. Social justice issues, goals, theories, definitions. Use multiple relevant theories, identify implications for research questions and methods. Use course concepts and readings.
• Describe a change arena of interest to you—outline key definitions, elements, explore goals, relevant history, different components, what types of change have/are occurring.
• What types of change have occurred, or might you want to stimulate?
• Consider desired/social justice goals and processes to consider, develop. Identify key areas of oppression and privilege, and components/”causes”, etc. Include analyses of power, resistance, and other relevant components that theories suggest are important.
• Use multiple theories and perspectives to analyze, help with understanding
• Consider forces working for and against desired change, using particular theories to identify and analyze these.
• Analyze these forces to identify potential options for promoting desired change or preventing undesired change.
• Identify important questions for research and evaluation. Consider how you could increase understanding in a way that might further desired change.
• How do your own positionalities, social locations, and roles influence possibilities?
Part II: Class Education and Consultation. Analysis and Critique—exploring a theory/framework from your discipline/field, and considering how the class can collaborate/consult to deepen your analyses and application.

Academic disciplines tend to be interested in explaining or understanding change while professions are likely to be interested in applying theory and doing change, not just studying it. Many types of “practice” have developed practice models or theories for planned or “steered” change, in addition to knowledge and frameworks that are simply intended to contribute to knowledge about how change happens.

This component has three purposes:

• First, articulate some goals and questions you have as you are grappling with your change arena.
• Second, identify some theoretically relevant text or several articles esp relevant for your change arena and your discipline or field. Review and critique this and share some insights with the class. Thus, we will expand knowledge of various theories.
• Third, facilitate some class discussion that helps you to grapple with the goals and questions and next steps in your change arena.


• Considering what you learned in Part I, using relevant theories about understanding and implementing change, identify what seems like a feasible goal for change, and relevant strategies for moving towards that change.
• Use theories about steering, implementing, furthering change to illuminate components, strategies, tactics, steps, etc. of change, plus cautions, issues to anticipate.
• It will probably be useful to identify a particular context or setting for a change project.
• You may want to compare and contrast various theoretical approaches, identifying similarities and differences.
• You may again want to identify forces for and against desired change
• Develop some sort of “model”, set of strategies that might be pursued.
• What research and evaluation questions and methods will increase knowledge about change in this arena?
• Form a concluding section—social justice and other issues related to change, relevance of theories, limitations and strengths, learnings…You as agent of/theorizer about change.

Initial proposal for this is due Jan 24, even if you still have several ideas, and they are very much still evolving. The proposal is included in the next section, and will also be on C-tools, and I can make paper copies available.
Applying Theory for Analysis/Understanding and Change Project "Proposal" (Ideas)  873

Name _____________________ Telephone(s) ___________________
Date: _____________________ E-mail ________________________ Box # _______

1. Describe own learning goals, priorities and objectives. Please tell me why these are important to you; how they are relevant for change and relevant theories?

2. Briefly describe the project ideas you are considering (potential arenas, fields, goals, processes. If you have some specific ideas, describe locations, current state of change, brief contexts, your relationship to it)

3. What types of theories about change are you most interested in using? Why?
   • Theories for analyses and understanding
   • Theories relevant for approaches to justice
   • Theories relevant for planning, steering, creating, sustaining desired change (or preventing undesired)

4. How do you think you will define change, and what do you know about change already occurring?

5. How will you link your social work theorizing/models, goals, approaches, practice areas and methods with theories, in general and about change in your discipline?
6. What level(s) of intervention, target systems and action systems are possible in this project?

7. Would you work with others? With whom? How?

8. Why are you interested in this? How does it incorporate your goals? What do you want to get from tackling this project?

9. What kinds of “research” will you need to do to conduct your analyses, current state, social justice issues, potential facilitators, inhibitors?

10. How will your own positionalities be relevant in this project? How they inform your interests, issues that might arise.

11. What kind of publication might you consider coming from this work? What venue?

12. What assistance might you want from the instructor? Others?

12. Anything else??
**Some relevant questions for the course.**

1. What do we mean by theories? What about theorizing as a verb?
2. How do various disciplines and professions define change, its components, types, outcomes, processes? How do these definitions of change differ and what contributes to these differences?
3. Change towards or away from what? e.g., theories of justice, injustice.
4. What theories help us to see what needs to be changed (esp from social justice frame)?
   - e.g., Critical theory; Foucault, deconstruction; some forms of feminism
5. For many types of change, what theories can tell us about what creates inequities? e.g., Utilitarianism, analyses of power; capitalism (Marx), Foucault. Psychopolitical validity
6. What leads to/catalyzes social change, in general? What sustains/stops different kinds of change?
   a) What helps social systems (society), concepts, etc stay stable? What de-stabilizes them?
      - e.g., Systems and ecological theories; Social structures, bureaucracies (Weber)
      - Stable norms, central values, solidarity (Durkheim)
      - Shared symbols and meanings (e.g., symbolic interactionism)
      - Interdependence Economic equilibria
   b) What leads to change? What destabilizes systems? (all of the above)
      - Change in consciousness, values, attitudes, spirituality
      - Scarce resources New “technologies”
      - Environmental turbulence Resource scarcity
      - Intergroup, and class conflict (Marx) Other contestations
      - Organized groups/actions (social movement theories)
      - Evolution. Emergence.
7. Why is it extremely difficult to initiate change at some points in time, easier at others?
   - Non-linear/complex adaptive systems/chaos theory; innovation theory
8. What theories can help us to think about planned (or steered) change?
   - (e.g., field theory, complex adaptive systems, innovation dissemination, many of the above)
9. What knowledge and theories are relevant for specific goals and/or problem areas? e.g., What we know about causes of the issue.
   - What we know about what improves the problem, or moves to goal?
   - Knowledge about what leads to change?
   - …what barriers exist to change (and how to reduce them)…
   - …what “causes” the problems (and how to eliminate the cause)?
10. What theories are helpful specific to different types of target systems?
    a. Is this a planned change project, instituted by whom? What target and action systems are relevant?
    b. Is change already underway, and you just want to “steer” it, or do you need to initiate it?
    c. At what stage of “readiness” is the target system for the change you want to institute?
    d. What assists people and groups to change?
    e. Community issues
       - Communities of place—environmental changes (systems theory); Anomic/solidarity
       - Communities of affinity—Standpoint theories, consciousness changes, new social movements, intergroup relations dynamics
    d) Organizations—organizational development options
    e) Particular time and place—history, dynamics, sunk costs
11. What theories and knowledge are relevant for particular strategies and tactics (e.g., the law) or action systems (e.g., small groups, popular education, coalitions, critical consciousness)
12. What “tools” can help us to apply theories, or theorize systematically?
Some questions to consider about a theory

1. What are key elements in this theory (theories, or types of theories)? How are these important in considering change (e.g., what creates and sustains stability, implications for change)?

2. What does this theory illuminate? How can it be helpful? What are its limitations?

3. What is the history of the concept(s)/theory—its roots, key people in its development, what they were trying to explain. Some implications of this history for the current relevance of the theory?

4. What “research”/knowledge development methods have been used to produce the body of knowledge? What are the strengths and limitations of these methods and the implications of these for social change and research/evaluation of social change?

5. In what ways can this theory/set of concepts inform social justice work and social change that is also intersectional? What are the theory’s limitations with regard to social justice?

6. Consider how your theory(ies) are relevant for change and projects being developed within the class and assist classmates to apply them.

Readings, SW 873. There are too many listed here, but they will all be available on C-Tools. We’ll make some decisions as the course progresses about which ones to emphasize.

Jan 10: Intro to course and each other. Identification of interests, goals, norms. Some about underlying epistemologies and themes in the course.

Jan 17: Change and theory within social work—historically, currently, epistemologies and issues Where social work has been—general systems and ecological theories.


  - Loeb, M. B. The backdrop for social research: theory-making and model building (3-15)
  - Kogan, L. S. The relationships among social work practice, social work research, and the social sciences, 135-140.


Jan 24: Defining change—from disciplines, some theories, in some fields  Initial project proposal due


Jan 31: Defining social justice— theorizing and applying theories. Some ethics questions in change. Post MLK public papers by Tuesday eve. Discuss in class in conjunction with some selection of these readings.


Overviews and some introductions:


**Contractual and distributive approaches**


**Human Rights approaches**

• Universal declaration of human rights (united nations, 1948)


**Capabilities approaches** (with some thought about “constituencies” not able to participate fully in decision-making that affects them—those with some kinds of disabilities, non-human species, the larger environment)


**Approaches more focused on processes**

These are implied within Sen’s approach to implementing social justice, some postmodern approaches, and approaches that assume you must combat forces working to sustain or recreate inequality along the way.


**Approaches that focus on combating injustice**

See Mullaly summary of Iris Marion Young’s mechanisms of oppression, and Johnson chapters on privilege, power and oppression in supplemental readings.

**Other resources:** Also on C-Tools are a number of other possible resources. These are a mix of additional overviews prepared specifically for social work (Barusch, two chapters from Just Practice, Reisch chapter on historical trends), some focused on privilege and oppression (Johnson chapters, Mullaly summary of Young’s mechanisms of oppression), a couple of explanations of capabilities perspectives, an application of critical consciousness and intersectionality, a piece by Audre Lorde, and the School’s social justice competencies.
Feb 7: Theorizing and Five analytic perspectives—sources, applications to change, justice and oppression


- Two chapters drafted for this course,
  - Six Analytic Perspectives: An Overview, and
  - Six Analytic Perspectives: Power, Justice/Injustice, Change, Resistance to Change, and Implications for Leadership

Feb 14: Espistemologies and Methodologies and A module on feminism—as an example of connecting goals/desired outcomes, theories, and methods for change. First project paper due.


- I will do a brief review of different forms of feminism


Feb 21: Complex Adaptive or dynamic systems approaches—what are they, key elements. How can these be adapted to address social justice and social work issues? [first consultation??]

Read the Axelrod and Cohen, and at least two others. Is also a folder of resource materials on C-Tools


These are two chapters from a text with a Human Behavior and Social Environment (HBSE) focus for SW


Feb 28: Theories that bridge across perspectives. With implications for social justice and change


March 7—break

March 14—“Planned change” and some applications of theories


**March 21:--More about Doing change—innovation theories**


  OR


Everyone read this one:


Read at least one of those that follow


**March 28: Using theorizing to guide evaluation.** How do we know desired change is happening, guard against undesired and unintended outcomes **Consultations end.**


**April 4:** Participatory action research, critical theorizing, and change. Pros and Cons  
Second project paper drafts submitted


**April 11:** More application and integration of theories about change for social justice.


**April 18:** Sharing abstracts of projects. Integrating and reflecting on learning, next steps.

**April 25:** Last analytic reflection and any revisions due this date or earlier