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| COURSE TITLE: | Theories and Practices for Community Action and Social Change |
| COURSE NUMBER: | 305 (Fall Term, 2014, Section 002, Class# 27305) |
| TIME & PLACE | Tue 5:00 p.m. - 8:00 p.m., Room B798 - SSWB |
| CREDIT HOURS: | 3 |
| PREREQUISITES: | None (Foundation course) |
| INSTRUCTOR: | Adisa Chaney, MSW |
| CONTACT DETAILS: | E-mail: adisa@umich.edu |
| OFFICE HOURS: | By appointment |



LEO – Lecturers' Employee Organization, Local 6244, AFL-CIO

Table of Contents

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| Table of Contents | 1 |
| COURSE BACKGROUND | 1 |
| Course Description | 1 |
| Supporting Statement for Social Science Distribution | 2 |
| Core Competencies | 2 |
| Background Context | 2 |
| Accommodations..... | 2 |
| Creating a Positive Learning Environment..... | 2 |
| CLASS DETAILS (A.K.A. STUFF YOU ARE DYING TO KNOW)..... | 3 |
| CLASS SESSIONS AND READINGS | 3 |
| ASSIGNMENTS..... | 7 |
| GRADING | 10 |
| COURSE MATERIALS & TEXTS | 11 |

This syllabus is a collaborative effort of Adisa Chaney and Rabindar Subbian. We in turn stand on the shoulders of giants. Our sincere thanks to Katherine Richards-Schuster and Shari Robinson-Lynk from whose past SW 305 syllabi we have drawn from and from those who they drew their inspirations from.

COURSE BACKGROUND

Course Description

This foundation course for the Community Action and Social Change Minor is designed to prepare students to be informed and active participants in the process of community building and social change. The course uses a multidisciplinary framework to develop competencies that will help students envision what community action and social change look like, identify and implement steps towards social change, build on positive sources of power, indigenous knowledge and experiences of individuals, groups, and communities who are engaged in social change efforts. The course is co-taught by a team representing different disciplinary perspectives who will

work with student to integrate different ways of thinking based on the various disciplinary perspectives to achieve social change.

Supporting Statement for Social Science Distribution

This course meets the requirements for LS&A social science distribution in the following ways. The course material covers theories and practices of community action and social change through an interdisciplinary examination of examples in research and practice. The course focuses on individuals, groups and institutions and how they interact. The course examines empirical quantitative and qualitative studies that test social change methods and provides exposure to and experience with qualitative research methods such as ethnographic observation and interviewing and qualitative data-gathering. Students are engaged in a critical and contrasting assessment of community organizing and other social change methods.

Core Competencies

1. Students will examine their own identity development (race, class, gender, sexual/relational orientation, religion, nationality, ability, other), recognize multiple social identities, and engage in critical analysis of power, privilege and oppression.
2. Students will explore the meaning of community and social change.
3. Students will develop skills in interviewing, relationship-building, and group facilitation.
4. Students will gain awareness of historical framework and theory regarding community action and social change.
5. Students will engage in policy and structural analysis with regard to community action and social change.
6. Students will develop an understanding of community-building and organizing skills.

Background Context

Praxis: Reflection and action upon the world in order to transform it.

- Paulo Freire, *The Pedagogy of the Oppressed*

Accommodations

If you have a condition or disability that may affect or interfere with your participation in this course, please contact the instructor as soon as possible to discuss accommodations for your specific needs. It is the School of Social Work's policy that instructors keep this information strictly confidential.

Information and resources for accommodations is also available with the office of Services for Students with Disability (SSD).

On August 18, 2014 their location and contact information was as follows:

Location—G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045

Phone— (734) 763-3000, (734) 615-4461 (TDD), (734) 619-3947 (VP)

Email— ssdoffice@umich.edu

Working Hours— Monday through Friday, 8:00 a.m. to 5:00 p.m.

Please note that contact, location and working hours may change without notification. Most up to date contact, location and working hours information for the office is available via the search function of the University of Michigan website <http://www.umich.edu> and the University of Michigan Phone Directory service.

Creating a Positive Learning Environment

This section has been quoted from Janet Ray's syllabus for SW 560 offered in the Fall 2013 semester. The instructor(s) acknowledge her generous help in explaining how to create a positive learning experience. Ms. Ray has in turn acknowledged the collaborative efforts of SW 560 instructors Luke Shaefer, Lorraine Gutierrez, Shane Brady, Tony Rothschild, Trina Shanks, Diane Vinokur and Michael Woodford in the creation of her syllabus.

"Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. Thus, it is important to foster an environment in which all participants are willing to express their opinions and perspectives. At times, this engagement can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues.

To encourage this environment, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for learning, it cannot reinforce systems of bias and domination. As course instructor, I will strive to develop a respectful course environment. You too can contribute to this ethos by extending to your colleagues the same respect and sensitivity you desire.

Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial, civil, and professional manner, which involves listening to, recognizing, and respecting others' views, even if we do not agree with the perspectives being advanced. At times it may be necessary to challenge the ideas someone presents, but it is important to do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted by M. Woodford from MSW Handbook, Faculty of Social Work, University of Toronto)."

Electronic Devices

In consideration of your fellow students in this class please set all mobile phones that you bring to class on vibrate. If you need to take a call, please step outside and then answer the phone to ensure that the class is not disrupted.

Religious Observances

Please let the instructor(s) know of your religious observances that may conflict with class attendance or assignment due dates or group work so that appropriate arrangements can be made. It would make the instructor(s) (and possibly of your fellow team members') lives easier if you bring this up during the first week of the semester.

CLASS DETAILS (A.K.A. STUFF YOU ARE DYING TO KNOW)

CLASS SESSIONS AND READINGS

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| <p>Session 1 Sep 2, 2014 Tuesday</p> | <p>BUILDING COMMUNITY Introduction to Community Action and Social Change What is Community Action and Social Change? What is the CASC Minor? What is 305 and where does it fit? What is social work as a field? How does SW relate to community action and social change? What are the critiques? What are the possibilities? What should you expect for this class? What goals do you plan to set for yourself? What do you want to learn? What do you want to gain? Reading: 1. NASW Code of Ethics, International Code of Ethics.</p> |
| <p>Session 2 Sep 9, 2014 Tuesday</p> <p>DUE TODAY Individual Reflection</p> | <p>BUILDING COMMUNITY Understanding our Story: Why are We Here? What do we care about? What are our stories? How do we explore our own ideas, experiences, and interests in the context of community action & social change? Why do stories matter for community change work? How can and have stories been used to facilitate change? How are our stories tools for change? How has storytelling motivated others to take risks and create change? How can storytelling help build community? What does vulnerability have to do with community action and social change? 1. Short New York Times Blog Posts:</p> |

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| <p>Paper</p> | <ul style="list-style-type: none"> • "The Rise of the Permanent Temp Economy By ERIN HATTON Jan 26, 2013" • "In China, a Vast Chasm Between the Rich and the Rest By SIM CHI YIN Feb 9, 2013" • "Equal Opportunity, Our National Myth By JOSEPH E. STIGLITZ Feb 16, 2013" • "Less Innovation, More Inequality By EDMUND S. PHELPS Feb 24, 2013" • "In the South and West, a Tax on Being Poor By KATHERINE S. NEWMAN Mar 9, 2013" <ol style="list-style-type: none"> 2. Si Kahn, Creative Community Organizing, Chapter 6 Lift Every Voice 3. Si Kahn, Creative Community Organizing, Chapter 7 Strengthen the Story 4. Szakos & Szakos 5. Brene Brown, TED Talk on vulnerability |
| <p>Session 3 Sep 16, 2014 Wednesday</p> | <p>BUILDING COMMUNITY Building Community with a framework of PODS What is needed to explore community action and social change through a lens of privilege, oppression and social justice? What are the dynamics involved? What are the core concepts and skills needed? How does language matter for community change work? How can we critically reflect on language and our own perspectives? What would a common language include?</p> <ol style="list-style-type: none"> 1. Short New York Times Blog Post: "Division Street, U.S.A. By ROBERT J. SAMPSON, Oct 26, 2013" 2. Iris Marion Young, Five Faces of Oppression 3. Roger Fisher- Educational Elitism 4. Pyles, Ch. 2- Self-Aware Organizer/Lee/XXX- Another reading 5. Brave Spaces, Forward Spaces 6. Social Identity Chart (optional) |
| <p>Session 4 Sep 23, 2014 Tuesday</p> <p>DUE TODAY Proposal</p> | <p>BUILDING COMMUNITY Community Change as a Process: Systems, Structures, Power What does community change look like in practice? What are frameworks? What are some examples? What are the systems structures and power in play in understanding community change? How do we explore root causes and structural forces? Why does this matter? What are frameworks for exploring power and counter power mapping? What and how can these tools be critical to community change efforts? What do different frameworks bring to CASC work? What questions does it raise about the continuity of what it means to do CASC work?</p> <ol style="list-style-type: none"> 1. Short New York Times Blog Posts: <ul style="list-style-type: none"> • "Singapore's Lessons for an Unequal America By JOSEPH E. STIGLITZ Mar 18, 2013" • "The Kids Left Behind by the Boom By MARIE ARANA March 20, 2013 " • "Is the Estate Tax Doomed? By K. F. SCHEVE JR. & DAVID STASAVAGE Mar 24, 2013" • "King Cotton's Long Shadow By WALTER JOHNSON Mar 30, 2013" • "A Tax System Stacked Against the 99 Percent By JOSEPH E. STIGLITZ Apr 14, 2013" 2. Stiglitz, J. E. (2013). Chapter Two. Rent Seeking and the Making of an Unequal Society. 3. Checkoway Core Concepts 4. Warren, M. - Chap. 1 5. Reisch, M. - Social Justice and Social Work 6. Brady & O'Connor- Social Justice and Community Organizing |
| <p>Session 5 Sep 30, 2014 Tuesday</p> | <p>FRAMEWORKS AND APPROACHES Exploring Approaches: CASC in Practice What's the relationship between direct service and direct action?</p> <ol style="list-style-type: none"> 1. Short New York Times Blog Posts: <ul style="list-style-type: none"> • "Suburban Disequilibrium By BECKY M. NICOLAIDES and ANDREW WIESE, Apr 6, 2013" • "No Rich Child Left Behind By SEAN F. REARDON, Apr 27, 2013" • "How Social Networks Drive Black Unemployment By NANCY DITOMASO, May 5, 2013" |

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| | <ul style="list-style-type: none"> • "Student Debt and the Crushing of the American Dream By J. E. STIGLITZ, May 12, 2013" • "The 1 Percent Are Only Half the Problem By TIMOTHY NOAH, May 18, 2013" <ol style="list-style-type: none"> 2. Checkoway: Approaches/Six Strategies 3. Shepard, B. Ch. 2 Activism in a Changing World 4. Wernick, L. & Kulick, A. Youth Participatory Research/Riot Youth: LGBTQQ Activism 5. Visit and Review Web Examples of the following organizations: <ul style="list-style-type: none"> • Highlander • Southern Echo • Chicago Freedom Schools • Neutral Zone • Michigan Roundtable • Boston Student Advisory Council |
| <p>Session 6 Oct 7, 2014 Tuesday</p> <p>DUE TODAY History Paper</p> | <p>FRAMEWORKS AND APPROACHES Exploring Approaches: CASC in Practice</p> <p>Is service learning about community change? How do we think about the “level of change”? What is critical to consider about entering and exiting communities? How do we understand ourselves as an insider of a community vs. an “outsider”?</p> <p>No Readings this week.</p> |
| <p>Session 7 Oct 21, 2014 Tuesday</p> | <p>LEARNING FROM HISTORY AND THEORY</p> <p>What can we learn from history and theory to guide community action and social change work? How can we engage in liberatory theory development in and through community change work? What are the major movements and organizations that have shaped community practice? What lessons and ideas can we draw from these movements for our own work in community change?</p> <ol style="list-style-type: none"> 1. Short New York Times Blog Posts: <ul style="list-style-type: none"> • "Schooling Ourselves in an Unequal America By REBECCA STRAUSS, Jun 16, 2013" • "Young and Isolated By JENNIFER M. SILVA, Jun 22, 2013" • "The New Prostitutes By ROBERT KOLKER, Jun 29, 2013" • "Who’s Your Daddy? By MILES CORAK, Jul 20, 2013" • "Crumbling American Dreams By ROBERT D. PUTNAM, Aug 3, 2013" 2. bell hooks, Chapter 5: Theory as Liberatory Practice. Teaching to Transgress 3. Pyles, Ch. 5 & 6 <p>COME PREPARED TO SHARE YOUR WORK FROM YOUR HISTORY PAPER.</p> |
| <p>Session 8 Oct 28, 2014 Tuesday</p> | <p>SKILLS, PRACTICES AND SPECIAL TOPICS Organizing, Strategy, and Action</p> <p>What is community organizing as a specific approach? What is critical about organizing as an approach to change? How and why does strategy matter for creating change? What does developing strategy involve?</p> <ol style="list-style-type: none"> 1. Short New York Times Blog Posts: <ul style="list-style-type: none"> • "The Wrong Lesson From Detroit’s Bankruptcy By JOSEPH E. STIGLITZ, Aug 11, 2013" • "Crushed by the Cost of Child Care By ALISSA QUART, Aug 17, 2013" • "How Technology Wrecks the Middle Class By D. H. AUTOR AND D. DORN, Aug 24, 2013" • "How Dr. King Shaped My Work in Economics By JOSEPH E. STIGLITZ, Aug 27, 2013" • "Why Janet Yellen, Not Larry Summers, Should Lead the Fed By J. E. STIGLITZ, Sep 6, 2013" 2. Bobo, Ch. 4 3. The Revolution will Not be Tweeted, Gladwell 4. Sen, R. Ch 5 |

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| | <p>5. Shepard, B.</p> <p>6. Excerpts from School of Unity and Liberation</p> |
| <p>Session 9 Nov 4, 2014 Tuesday</p> | <p>SKILLS, PRACTICES AND SPECIAL TOPICS Building Relationships & Facilitating Participation: Listening, Learning, & Cultural Humility</p> <p>1. Short New York Times Blog Posts:</p> <ol style="list-style-type: none"> 1. "Lifelines for Poor Children By JAMES J. HECKMAN, Sep 14, 2013" 2. "American Bile By ROBERT B. REICH, Sep 21, 2013" 3. "Rich People Just Care Less By DANIEL GOLEMAN, Oct 5, 2013" 4. "Inequality Is a Choice By JOSEPH E. STIGLITZ, Oct 13, 2013" 5. "The Insanity of Our Food Policy By JOSEPH E. STIGLITZ, Nov 16, 2013" <p>2. Preskill, S. (2009). Learning as a Way of Learning: Lessons from the Struggle for Social Justice, Ch 1-2</p> <p>3. John Minieri and Paul Getsos Tools for Racial Democracy How to Organize for Power in your Community: Chapter 5 "Developing Leaders from All Walks of Life"</p> <p>4. Ortega, R.</p> |
| <p>Session 10 Nov 11, 2014 Tuesday</p> | <p>SKILLS, PRACTICES AND SPECIAL TOPICS Coalition building, Intersectionality, and Allyhood</p> <p>What does it mean to work across difference for change? How do we build coalitions considering power, privilege, and oppression?</p> <p>1. Short New York Times Blog Posts:</p> <ul style="list-style-type: none"> • "Poverty in America Is Mainstream By MARK R. RANK, Nov 2, 2013" • "How Can We Jump-Start the Struggle for Gender Equality? By P. N. COHEN, Nov 23, 2013" • "The Minimum We Can Do By ARINDRAJIT DUBE, Nov 30, 2013" • "What Obama Left Out of His Inequality Speech: Regulation T. O. MCGARITY, Dec 8, 2013" • "We Are Not All in This Together By SHAMUS KHAN, Dec 14, 2013" <p>2. Keith Edwards, Aspiring Social Justice Ally Identity Development: A Conceptual Model</p> <p>3. The Combahee River Collective, A Black Feminist Statement</p> <p>4. Kimberlé Crenshaw, Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color.</p> <p>5. Warren, M.- Dry Bones Rattling- Multiracial Coalitions, Ch. 5</p> |
| <p>Session 11 Nov 18, 2014 Tuesday</p> | <p>SKILLS, PRACTICES AND SPECIAL TOPICS Reality of Community Change: Sustainability & Self-Care</p> <p>What is the reality of CASC? Given the complexity of systems, how do we think about our work and our potential for change? What are strategies for approaching community action social change work?</p> <p>1. Short New York Times Blog Posts:</p> <ul style="list-style-type: none"> • "In No One We Trust By JOSEPH E. STIGLITZ, Dec 21, 2013" • "What Happens When the Poor Receive a Stipend? By MOISES VELASQUEZ-MANOFF, Jan 18, 2014" • "How Inequality Hollows Out the Soul By RICHARD WILKINSON and KATE PICKETT, Feb 2, 2014" • "One Nation Under Guard By SAMUEL BOWLES and ARJUN JAYADEV, Feb 15, 2014" • "College the Great Unelevator by SUZANNE METTLER, Mar 1, 2014" <p>2. Debra E. Meyerson and Maureen A. Scully, Tempered radicalism and the Politics of Ambivalence and Change</p> <p>3. Social Justice & Self-Care Blog- Movement Strategies Center</p> <p>4. Video: Facing Race</p> |
| <p>Session 12</p> | <p>CLASS PRESENTATIONS</p> |

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| <p>Nov 25, 2014 Tuesday</p> <p>DUE TODAY Final Project & Reflection Paper</p> | <p>1. Short New York Times Blog Posts:</p> <ul style="list-style-type: none"> • "On the Wrong Side of Globalization By JOSEPH E. STIGLITZ, Mar 15, 2014" • "All Economics Is Local By MICHAEL REICH and KEN JACOBS, Mar 22, 2014" • "Can We Close the Pay Gap? By DEBORAH HARGREAVES, Mar 29, 2014" • "Parental Involvement Is Overrated By K. ROBINSON and A. L. HARRIS, Apr 12, 2014" • "To Reduce Inequality, Start With Families By JUDITH WARNER, Apr 20, 2014" |
| <p>Session 13 Dec 2, 2014 Tuesday</p> | <p>CLASS PRESENTATIONS</p> <p>1. Short New York Times Blog Posts:</p> <ul style="list-style-type: none"> • "Going Mobile By ANDREA LEVERE, May 3, 2014" • "The Benefits of Mixing Rich and Poor By DAVID L. KIRP, May 10, 2014" • "The Republican War on Workers' Rights By COREY ROBIN, May 18, 2014" • "This Fugitive Life By ALICE GOFFMAN, May 31, 2014" • "Stop Holding Us Back By ROBERT BALFANZ, Jun 7, 2014" |
| <p>Session 14 Dec 9, 2014 Tuesday</p> <p>DUE TODAY 5 Core Takeaways</p> | <p>LAST CLASS Closing, Take Away, and Questions for the Future What are the takeaways for you? What will you do with what you have learned? What are questions for the future?</p> <p>1. Short New York Times Blog Posts:</p> <ul style="list-style-type: none"> • "No Money, No Time By MARIA KONNIKOVA, Jun 13, 2014" • "Inequality Is Not Inevitable By JOSEPH E. STIGLITZ June 27, 2014" <p>2. Audre Lorde, The Master's Tools Will Never Dismantle the Master's House</p> |

ASSIGNMENTS

Assignments for the course are of two types – individual assignments that you will complete by yourself and team assignments that you will complete in collaboration with your assigned team. All work must be your personal work that you contribute (either to your individual assignment or to your team's) and work of others needs to be properly attributed. (Please pay close attention to the "Academic Honesty and Integrity" section of this syllabus in terms of attribution expectations.)

All assignments are due at the beginning of lecture time on the date they are due unless otherwise stated and should be submitted via the CTools dropbox for the course. If you think you will be late submitting an assignment please inform the instructor(s) before the due date. The instructor may at her/his discretion accept late assignments and may impose a penalty of up to 50% of points earned for the assignment on a case by case basis. This includes team assignments and the whole team will be penalized for late submissions.

Lecture attendance, participation and Q&A (Max.: 12 points)

You can earn 1 point during each lecture towards "Lecture attendance, participation and Q&A during Lectures 2 through 13. In order to earn the point you have to do all of the following:

1. Attend the entirety of the lecture (i.e., not be late and not leave early without the instructor's prior permission).
2. Successfully answer to the instructor's satisfaction any course content or lecture related questions asked of you during the lecture.

If no questions are asked of you during a lecture, lucky you! You earned one point at that lecture for attending and actively participating during entire lecture.

Lecture Synopsis Presentations (Max.: 10 points for each synopsis, at least 3 synopses. Max. Total: 30 points)

'Lecture Synopsis Presentations' are a form of class participation. Informed class discussions of articles and other course material assigned for each lecture are essential parts of learning in this course. 'Lecture Synopsis Presentations' are designed to facilitate such learning. You will both be a teacher and a student. To effectively execute the dual roles, reading and understanding the assigned articles and other course material before each lecture is essential. If you fail to read the assigned articles you damage the learning of your fellow students as well as your own.

During each lecture, the instructor(s) will invite one member of each assigned team to synopsise one or more of the readings assigned for that lecture to the entire class (or a part of the class). The instructor will not reveal in advance of the lecture either which member of the team will be invited or which reading(s) will be assigned to which team. This encourages each student to do all the readings. However, as a team you might want to collaborate in preparing to present a synopsis.

If you attend every lecture during the course of the semester, the instructor will guarantee that you will be provided a minimum of three chances to present synopses. At each of these opportunities you could potentially earn a maximum of 10 points. If you are absent for one or more lectures you may miss out on opportunities to synopsise and thus not earn the maximum of 30 points available for this set of assignments.

The instructor will assign up to 10 points for each synopsis opportunity based on the quality of the entire synopsis by the student. If the instructor judges the quality of the synopsis to be unacceptable or if the invited student is unable or unwilling to provide a synopsis, the instructor will invite one of the other members of the team. While it is possible to get more than 3 chances to present the maximum total points you can accumulate towards your grade for the course through this set of assignments is 30 points.

The point total of the invited student who presented an unacceptable synopsis or who is unable or unwilling to provide a synopsis will be deducted by 5 points. However, never fear you will not lose more than the 30 points assigned to these set of assignments. You will not lose points that you earn through your efforts in other assignments.

Individual Reflection Paper (5 points, Due: Sep 9, 2014)

Each student will complete a short 3- page paper on their experiences in and motivations for community action and social change. Participants will be asked to share their own story with emphasis on the following questions:

1. Why do I care about community action and social change?
2. What are some of my experiences engaging in activities of community action and social change?
3. What are some of my influences (people, experiences, communities, ideology, etc) that shape my motivations?
4. What core values do I hold that influence how I engage with community action and social change?
5. What do I think I can contribute to the class?
6. What do I hope to learn?

Students will use the paper to inform their storytelling during Session 2 of the course.

History Paper: Learning from History (20 points, Due: Oct 7, 2014)

Each student will select a historical social justice movement, key social change leader, or organization from a selected list and will conduct research to write a 5-7 page double spaced research paper based on the research that covers the questions:

- What is the movement/organization about? What is its history?
- Why did/does the movement occur? What are the social justice issues that it is/was trying to challenge/change?
- Underlying perspectives/frameworks/core values of the work?
- What approaches used?
- What can you learn from this movement for your own work?
- Why and how does this movement matter?

***Project: Semester-long Project of Community Action and Social Change
(30 points, proposal due Sep 23 & project due Nov 25)***

Students will develop a project based in their passion or interest/desire to learn about or further your own efforts in Community Action & Social Change. The proposal for the project will be due Sep 23, 2014. The proposal should be a one-page written document to discuss the overall topic and project action. In addition to describing the project, students should include any areas they feel they will need support around. Students will get feedback (either written or in person) to support their project plan. Students will develop an action project. Examples of projects include:

- Resource guide/Tool Kit with curriculum, websites, student organizations around a topic (e.g. educational justice, prison reform, racial justice) or approach to community change work (e.g. community organizing, community facilitation, popular education)
- Develop an organizational strategy/action plan for an organization, program or a campaign for campus (could be current or proposed)
- Develop a one-day workshop curriculum on a specific social justice topic that could be implemented in the community/on campus
- Conduct 3 Interviews with current social justice leaders on issues, transcribe the interviews, and analyze the takeaways across the interviews
- Develop a set of media materials around a specific social justice topic (e.g. communications materials, website, messaging in campaigns)
- Conduct a research project on a social justice topic that could inform campus or community action.
- Read Grace Lee Boggs, "The Next American Revolution" and prepare a paper that discusses the main themes and the application to community change work.

Students will develop a 3 page write up of their project. The write up should include:

- 2-3-sentence overview of the project
- description of the activities/project work,
- skills gained from completing the project,
- core lessons learned and reflections from the project.

Students will share their projects with class in the form of class presentations. Presentation days are November 25 and December 2, 2014.

Learning Assessment (3 points, due last day of class)

The 'Learning Assessment' is a required individual assignment. It is an opportunity at the end of the semester for students to assess their own work, learning and progress in the class. Students will complete worksheets to reflect on

participation: Assessment of participation/goal, mid-grade reflection, end grade reflection, 5 Core take-aways from the course. It is expected that your responses will be confidential and that you as a student will not have access to the submissions of other students in the class.

GRADING

The instructor(s) want each student to attain their greatest learning potential for this course. We are not gate keepers to the grade and are view ourselves as facilitators to your achieving the maximum grade you deserve based on the learning you achieve. In theory, it is possible for each student to get an "A+" grade in this course as the grading is based on points earned over the course of the semester. Such an event will have your instructor(s) dancing with joy in front of the Dean's office proclaiming the wonderful achievements of the students. The grading is not curved and we encourage each student to aim for an "A+".

Successfully completing assignments and online forum postings, as well as actively participating in class and in your assigned teams are ways to earn points. Please refer to the "Assignments" section of this syllabus for details. Points will be applied toward deciding your grade for the course.

Translation of points earned to grade assigned for course

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|----|--------|----|-------|----|-------|----|-------|---|-----|
| A+ | 98-100 | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | F | <60 |
| A | 94-97 | B | 84-86 | C | 74-76 | D | 64-66 | | |
| A- | 90-93 | B- | 80-83 | C- | 70-73 | D- | 60-63 | | |

Grades of "A+" are typically earned by students who have turned in exceptional work in assignments and online forum postings and have actively participated in class and in their assigned teams.

Other

Please see the instructor(s) if you have any concerns about the class, your participation in the class, or have personal issues that relate to the class. The instructor(s) are more than happy to meet with you at any point to discuss your situation or to address any special accommodations. We are also available to assist you with accessing school or university-based resources you may need during the semester.

We will ask students to sign in to ensure accuracy in attendance. We retain the right to lower an overall final grade by a minimum of ½ grade for any student who has excessive absences/tardiness or is highly disengaged in class.

Evaluation Component

We plan to evaluate and use the lessons learned from class activities to further research on engaged curriculum and learning activities for community change. We will do this periodically throughout class using brief surveys or questionnaires to gain feedback about activities, skills, and lessons learned. You are under no obligation to participate. All responses will be anonymous. Participation or non-participation will in NO way impact your class grade. We will use the data gathered from class to generate findings for peer-reviewed papers and conference presentations.

Academic Honesty and Integrity

The "Student Code of Academic and Professional Conduct" of the School of Social Work, The University of Michigan, Ann Arbor, applies to all your work in this course. Cheating, plagiarism and academic dishonesty is prohibited and engaging in them can have serious consequences. Plagiarism is "representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation."¹ Section 1.12.02 of the 2013-14 MSW Student Guide states:

¹ Section 1.12.02: Plagiarism. (2013). 2013-14 MSW Student Guide, School of Social Work, The University of Michigan, Ann Arbor. Retrieved Aug. 18, 2014, from <http://ssw.umich.edu/msw-student-guide/section/1.12.02/plagiarism>

Examples of plagiarism include, but are not limited to:

1. Using or otherwise taking credit for someone else's work or ideas.
2. Using the language of another without full and proper quotation or source citation.
3. Implicitly presenting the appropriated words or ideas of another as one's own.
4. Using Internet source material, in whole or in part, without careful and specific reference to the source.
5. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
6. Self-plagiarism, that is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University.

Please familiarize yourself with "Student Code of Academic and Professional Conduct" section of the MSW handbook of the school. Instructors are required to report all violations of the code by students to the school administration.

COURSE MATERIALS & TEXTS

Required Texts:

1. None. Readings are on CTools.

Recommended Texts

1. Stiglitz, J. E. (2013). **The Price of Inequality: How Today's Divided Society Endangers Our Future** (First Edition). W. W. Norton & Company: New York, NY (ISBN-10: 0393345068 / ISBN-13: 978-0393345063)
2. Reich, R. B. (2013). **Aftershock** (Inequality for All – Movie Tie-in Reprint Edition). Vintage: New York, NY (ISBN-10: 0345807227 / ISBN-13: 978-0345807229)



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