WINTER 2016
Fridays, 9am-12pm
School of Social Work

Instructor
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Office Hours: Friday 12-1pm, or by appointment

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.

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

Praxis: Reflection and action upon the world in order to transform it
-Paulo Freire, The Pedagogy of the Oppressed
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.

Readings/Class Texts

All readings will be posted to CTools/Canvas.

Grading and Assignments

The class requires a set of assignments aimed at:

1) gaining critical awareness about one’s self as a community change agent both inside and outside the classroom

2) building knowledge about core concepts, historical frameworks, and key people,

3) developing and engaging with peers in critical discussion of key ideas and issues, and

4) applying the lessons and learning to one’s current interest and future work

An outline of the assignment and due dates is listed in the assignment section of the syllabus for your reference.

Attendance Expectations

I expect that students will be in class on time, engaged and ready to start at 5:40. I will expect that people come to class having read the materials and bringing examples from the readings and from one’s experience to share.

We use computers from time to time in class, so you may choose to bring them to class. But I expect that you will not be using computers/social media/phones, and so forth, for things outside of class. Unless we are actively using the computers, computers must stay closed and away during class time.

I 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 (including ongoing/regular use social media during class time).
Assignment Expectations
Due dates are firm. I expect that assignments will be turned in on the day they are due unless there are extenuating circumstances. I reserve the right to mark down papers ½ a grade for each day late in fairness to classmates who turn papers in on-time.

Plagiarism
I take plagiarism seriously. Plagiarism is when you attribute others’ ideas and/or exact words as your own. This includes ideas and/or passages from the readings, class activities, peers, and from the Internet, among others. I expect that all sources used will be cited or referenced. If I suspect plagiarism, I will follow the University’s protocol for disciplinary action. This could mean a lost of points, failure of a grade, and/or other consequences. If you have questions, please do not hesitate to ask.

Learning Environment
This class is based on a collaborative learning model—one in which students are both “teachers and learners” in the classroom. During the class, we will have regular opportunities for peer-based learning and teaching activities. This model requires that students be prepared to participate, to take risks and share ideas, to respect diverse opinions, and be open to challenging yourself each class.

Personal Issues and Special Accommodations
Please see me if you have any concerns about the class, your participation in the class, or have personal issues that relate to the class. I am more than happy to meet with you at any point to discuss your situation or to address any special accommodations. I am also available to assist you with accessing school or university-based resources you may need during the semester.

As a reminder, if you will require special accommodations for class and/or assignments, please see me as soon as possible. Any special needs or accommodations must be documented by the Office of Students with Disabilities and presented to me by the drop/add deadline to ensure proper accommodations can be made.

Grading Rubric
Scores on the preceding assignments are cumulative and will be converted to a final letter grade at the end of the semester according to the following scale:

- 94-100 = A
- 91-93 = A-
- 87-90 = B+
- 84-86 = B
- 81-83 = B-
- 77-80 = C+
- 74-76 = C
- 71-73 = C-
- 67-70 = D+
- 64-66 = D
- 60-63 = D-
Evaluation Component
I plan to evaluate 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. I may also ask to use final papers as examples of class learning. You are under no obligation to participate. All responses will be anonymous. Any paper experts will be used without attribution. 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.
ASSIGNMENTS

Reminder: Due dates are firm. I expect that assignments will be turned in on the day they are due unless there are extenuating circumstances. I reserve the right to mark down papers/projects/assignments ½ a grade for each day late in fairness to classmates who turn papers in on-time.

There are 5 main assignments:
1. Core Concept Map
2. Participation (reading questions, in-class activities)
3. History Project
4. Semester-Long Project
5. Final Reflection

Concept Map (10%)

Students will create a map of the core concepts of community action and social change. The map will help students define key ideas, develop key questions, and showcase their understanding of the basic terms. The goal is to help build critical thinking around CASC. The maps can be creative and should reflect the students best understanding of what community action and social change is as a concept. We’ll generate ideas in class (Jan 29) and have an opportunity for students to workshop draft maps in class (Feb 5).

Draft 1 (Draft ideas on Jan 29, Bring rough map to class Feb 5)
Final Version (Due- February 12)

Participation (15%)

Students are expected to participate in class. Generally, students are expected to come to class, having read the materials, and prepared with examples to share- own experience, from current events, and historical knowledge. Class will include discussion, and small group and engaged activities.

Participation will be graded based on overall attendance, effort, engagement throughout semester, and completion of small outside of class activities (e.g. worksheets, current events, developing reading questions) meant to enhance in class discussion and engagement.

Learning From History DUE: Feb 26th (25%)

Students will select a historical social justice movement or organization from a selected list. Alternative topics options are also possible but must be approved. A list of topics will be provided in class on January 20th.

The purpose is to explore historical examples and to apply history to current CASC efforts.
Students will conduct research and write a 6-8 page double spaced research paper based on your research.

Product must include the following information:

1. Why did you choose this topic? What drew you to this topic? (10 points)
2. Discuss an overview of the movement/person and activities: (30 points)
   - Why did/does the movement occur? What are the social justice issues that it is/was trying to challenge/change? Provide the background and history needed.
   - What were some of the underlying principles/frameworks/core values of driving the work?
   - What were some of the examples of their efforts for community action and social change? What/how did the movement organization approach its work?

3. Provide a critical assessment of the work’s strengths and limitations based on your analysis: (30 points)
   - What were/are some of the strengths to their efforts? What were their accomplishments? What were/are some the challenges and/or limitations to their approaches/efforts? Why? What is your analysis of their efforts?

4. Learning from History/Applying Ideas (30 points)
   - What can you learn from this movement for your own work?
   - Why and how does this movement matter for CASC?
   - What are the take aways for you?

In addition to the paper, students will prepare a short handout to share with the class. The fact sheet should cover an overview of the movement and the learning from history” takeaways. We’ll use the class on Feb 26th for each student to provide a brief overview of their paper and then for small group informal presentations of learnings from the paper and the fact sheet.

**Semester-long project of Community Action and Social Change (30%) – Due April 8**

Students will develop a semester-long project based in their passion or interest/desire to learn about or further your own efforts in Community Action & Social Change. The goal is to learn to plan and implement an idea that relates to your interests. Project Materials, Work Log & Reflection Paper will be due on April 8th.

**Step 1: Proposal:** Students will prepare a short proposal form to discuss the issue they are working on, why they picked this issues, why this issue is important to CASC, the project they plan to pursue, and the questions they hope to learn from the project. Students will be asked to develop a “Root Cause Tree” as part of their proposal. In
addition to describing their 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.

Step 2: Action Project: Students will develop an action project. The goal is to do something that you care about or want to learn about that relates to CASC. The project should be roughly 15 hours of work time outside of class (not including the project paper). Students are expected to keep an activity log to document work and activities.

Examples of projects include:

Examples of projects include:

- Prepare a resource guide for student groups (like an annotated bibliography) with curriculum, websites 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).

- Engage in a current campaign/action on a current issue. Provide plans and materials from campaign/action.

- Organize an event/activity around a social justice issue that you care about. Provide plans and materials from event/activity.

- Develop a one-day workshop curriculum on a specific social justice topic that could be implemented in the community/on campus with related curriculum and resources.

- Conduct at least 3 Interviews with current social justice leaders on an issue/topic that you are interested in, transcribe/provide a detail summary of the interviews. Be prepared to turn in transcripts/summaries.

- Watch a least 3 social justice movies and develop a guide for how these movies could be used in a student organization/class to raise issues, further social change.

- Conduct a research project on a social justice topic that could inform campus or community action.

Globalization”; Paolo Freire “Pedagogy of the Oppressed”. You may also suggest/find your own book.

Step 3: Paper: Students will be asked to write a 5-7 page paper (plus additional attachments) that reflects on the project work and includes the following:

• Describe the topic and why you picked it? (5)
• What you did for your project? (5)
• What did you learn specifically from this work? How did this match what you hoped to learn? (20)
• Why does your project this matter for CASC work, generally? How does it relate to core themes/concepts/ideas that we have talked about in class? (20)
• Based on your project learning and class learning (topics, themes and readings), what are three key takeaways for you for future CASC work? (20)
• Attachments (in addition to the 5-7 pages):
  o Work log: Detailed description of activities and time/effort put into project (Can be an excel file or word document) (15)
  o Project artifacts (e.g. resource guide, materials, curriculum, transcripts, plans, event flyers, meeting notes) (15)

Step 4: Project Sharing: Students will be prepared to share projects with class in a 10 minute presentation.

Final Paper- Letter to Our Future Selves (20%)- Due April 20th

This final paper is meant to be a way to apply class concepts and learning in meaningful ways. For this assignment you will write a letter (range of 3-5 pages, could be longer) to your future self. In the letter, please think about what you want to remind yourself about community action and social change. Be prepared to synthesize across the class learning, readings, activities, and assignments. Be as creative as you want, but the letter should reflect your learning from the class and your ability to apply the ideas and concepts to your own life.

Extra Credit (each worth points up to 5 points total- 2.5 points/per)- note these cannot be used to complete action project activities

• Attend a movie, rally, meeting, speaker, concert that relates to social justice or an issue you are passionate about.
• Provide some kind of documentation about your participation.
• Write a 1 page summary of your experience and why/how this matters to your own work for CASC.
• Two extra credit summaries can be turned in over the course of the semester. All extra credit must be turned in by April 14th.
# 305 ASSIGNMENT SCHEDULE

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<th>Week</th>
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<th>Written assignments</th>
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<td>Individual Assessment Worksheet</td>
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<td>January 29</td>
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<td>Feb 5</td>
<td>Concept Map Draft</td>
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<td>Feb 12</td>
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<td>Project Proposal due</td>
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<td>8</td>
<td>Feb 26</td>
<td><strong>Learning from History paper due</strong></td>
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<td><strong>All components of Final Project of Community Action and Social Change (action project &amp; reflection paper)</strong></td>
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<td>April 20</td>
<td>Final Paper Due</td>
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CLASS CALENDAR

I. BUILDING COMMUNITY & EXPLORING FOUNDATIONS (Week 1-3)

Week 1: Introduction to Community Action and Social Change (Jan 8)

This class will be a general introduction to CASC and to SW 305. In particular, we’ll look at the relationships between CASC and Social Work values and ethics. We will also get organized for the semester, review the class structure and assignments, discuss expectations, and begin to build our class community. Please be ready to think about a goal for you in the class and a critical question/issue you would like to learn/think about.

Readings:
- SW Ethics, Intro to Social Work (National Association of Social Workers)
- Forward Spaces Guidelines
- Boggs, G. Ch. 1 “These are the Times to Grow Our Souls”, The Next American Revolution

Week 2: Understanding our Story: Being aware of who we are as Change Agents. What informs our perspectives? What skills do we bring? (Jan 15)

In this class, we will spend time looking inward to discuss what drives our interest in social justice work, to explore our own stories, and how our perspectives are shaped by who we are. We will explore being vulnerable and our understanding about the power and potentially of storytelling as a method of community change work. We will also do an activity that examines how we think about ourselves as social justice leaders and how we need to be aware of why, who, and how we engage in social justice work.

Due Today: Worksheet on Story

Readings:
- Kahn, S., Ch. 7 Strengthen the Story, Creative Community Organizing??
- Pyles, Ch. 2- Self-Aware Organizer, Progressive Community Organizing
- B. Tatum, Complexity of Identity, From Readings in Diversity and Social Justice
- Burghart, S. Know Yourself: A Key to Better Organizing, Tactics and Techniques in Community Organization
- Mast.R (Eds.) Organizing for Survival at the Grassroots, Detroit Lives (at least pick one story to read),
**Week 3: Understanding Community Action and Social Change Terms & Perspectives (Jan 22)**

This class we will “unpack” the concept of Community Action and Social Change through exploring key terms and examining fundamental concepts embedded in social justice and social change work, such as social justice, power, privilege, discrimination, oppression, empowerment, and equity. It’s important that we begin the semester with shared understanding. We will also spend time discussing critical questions/challenges that emerge in social justice work here on campus, such as entering communities, working with others, and combatting “savior complexes”.

**Readings:**
- Bell, L, 21-26 (Theoretical Conceptions) and Johnson 15-20 (Social Construction of Difference) in Readings for Diversity for Social Justice
- Lawthom & Whelan, Ch. 1 Understanding Communities
- McIntosh, P. Unpacking the Knapsack of White Privilege
- Checkoway, B. Core Concepts for Community Change

**II. FRAMEWORKS, APPROACHES, AND HISTORY (WEEK 4-8)**

**Week 4: Community Change as a Process: Systems, Power & Impacts (Jan 29)**

This class will look at community change as a system that has impacts on individuals, groups, communities, institutions, and society. We’ll explore concepts of power- both power on a system and power that can be created by people- and we’ll begin to develop a concept map of the various ideas.

**Readings:**
- Warren, M. Ch. 1- How Community Organizing Works, Match on Dry Grass
- Chambers Ch 1- The World as it is and the World as it Should Be, Roots for Radicals
- Readings for Diversity and Social Justice, p. 45-58 “Cycle of Socialization” and “Cycle of Liberation”
**Week 5: Exploring Approaches: CASC in Practice (Feb 5)**

This class will focus on the different approaches groups take to working for change. The readings show different models and approaches to change. We will also take on different examples of organizations that are working for change and explore the approach(es) they take. In this class will also explore the benefits and limitations to approaches and look at important ideas that should be present, regardless of approach.

Readings/Materials:
- Gamble & Weil, Ch. 2 Conceptual Frameworks and Models for Community Practice (focus on the 8 models)
- Pyles, L. Ch. 5 Critical Organizing Frameworks, *Progressive Community Organizing*
- Shepard, B. Ch. 11, *From Social Movements to Social Services*, 113-118
- Visit and Review Web Examples of the following organizations:
  - Southern Echo: [http://southernecho.org/](http://southernecho.org/)
  - Chicago Freedom Schools: [http://chicagofreedschool.org/](http://chicagofreedschool.org/)
  - Neutral Zone: [http://neutral-zone.org/wp/](http://neutral-zone.org/wp/)
  - Californians United for Responsible Budget: [http://curbprisonspending.org](http://curbprisonspending.org)
  - Interfaith Coalition for Peace and Justice: [http://www.icpj.net/program-areas/](http://www.icpj.net/program-areas/)
  - Allied Media: [https://www.alliedmedia.org/](https://www.alliedmedia.org/)

**Week 6: Exploring CASC in Action: Focus on Youth Organizing Work**

*CFSEM Project, Guest Speaker- Monique Selimos & Corner's Youth Leadership Council Members (Feb 12)*

This class we will hear from guest speakers and explore examples of CASC in action. We’ll focus in on youth organizing work. This will be an opportunity to begin to link concepts and ideas to real experiences. We’ll first explore an example of youth that I’ve been a part of, the Metro Youth Policy Fellows. Then, we’ll hear from a team from a local organization doing youth organization and youth leadership work in Ypsilanti, Michigan. Please come to class having read the readings and be prepared to discuss questions to ask our guest speaker.

Readings
- Ho Sang, D. *Youth and Community Organizing Today*, Funders Collaborative on Youth Organizing
- Corner Health Center
- Metro Youth Policy Fellows Report: Listen to Us
Week 7: Learning From Grace  (Feb 19)

This class will focus on learning from Grace Lee Boggs, an activist and social change agent with a legacy of social justice, community action, and social change. We’ll watch her documentary together, and then discuss the lessons learned from her work and life for us. What are the critical questions for consideration about community action and social change? What are critical issues for practice?

Readings:
- Boggs, G. Boggs, “These are the Times to Grow Our Souls”, Next American Revolution
- MOVIE (in class): Grace Lee Boggs

Week 8: Learning From History (Feb 29th)

In this class we’ll focus on our history examples that we have been learning about. We will share the examples from our papers and to think about some of the major movements, organizations, and individuals that have shaped community action and social change work. In particular, through our sharing and learning we will discuss the lessons and ideas that we can draw from these examples for our own work.

There is no reading for today- but come prepare to share and present your example from your paper.

Due today: History Paper & Presentation

Week 9: Spring Break

III. SKILLS & PRACTICES FOR CASC  (Week 10-12)

Week 10: Building Relationships & Facilitating Participation: Role of Social Media and Technology (March 11)

In this section of class, we’ll begin to look at HOW to engage in community change work. Among the most important skills is the ability to build relationships. In this class will look specifically at the idea of how to build relationships and what skills are needed to build relationships and facilitate participation. We’ll also spend time in class talking about the role of social media. In what ways does media does it help? In what ways
does it hurt? What are the implications for our own work? How do we see the future of social media for our own social change efforts?

Readings:
- Chambers, E. Ch. 2. The Relational Meeting, Roots for Radicals: Organizing for Power, Action & Justice
- Hardina, D. Ch. 2. Enter the Community and Using Interviewing Skills to Find Out about People, Interpersonal Practices for Community Organization

Week 11: Strategy, Planning and Action (Mar 18)

This class will focus specially on the importance of planning and strategy for community change. Once you have an idea, how do you begin to move forward to making change? Strategy, in particular, is critical for community organizing efforts. In this class, we'll also hear from a community organizer about how they use strategy in their work.

Readings:
- Ganz, M. What is Community Organizing?
- Bobo, K, et al. Ch. 4, Strategy, Organizing for Social Change
- Campus Organizing Guide
- Reading TBD

Week 12: Allyhood, Coalitions, & Working Together (Mar 25)

In this class will look more specifically at the skills needed to work together for change. We know that community action and social change is not an individual activity and that it is strengthened with different ideas and perspectives are brought together. What are the skills needed to work together and facilitate participation across differences? What can we learn from other coalitions? We will use class to share ideas and practice skills.

Readings:
- Edwards, Allyhood
- Blog Post: Messages to Allies and Aspiring Allies
- Young, et al. Creating Spaces for the Next Generation of Civil Rights Workers: Mississippi Safe School Coalition
- Civic collaboration: http://www.ssireview.org/blog/entry/accelerating_civic_innovation_through_strategic_doing
Week 13: Pulling it Together: CASC in Action (April 1)

IV. SHARING OUR WORK AND TAKING CASC FORWARD

Week 14: CLASS PRESENTATIONS (April 8)

In this class, we will focus on our action projects. We will have opportunity to hear about each others’ projects and reflect on the common themes and learning across the projects. There will be no readings this week.

Due: Final Project and Reflection Paper

Week 14: Our Future Selves- Takeaways and Reflections (April 15)

In our final class together, we will reflect on the learning from the semester and discuss our takeaways. We’ll discuss ways to sustain our efforts as community change makers as well as to think about what we want to remember to tell our future selves. If needed, we’ll also finish the presentations from the week before.

- Letters to Ourselves as Future Activists- Michelle Kuo, Pg. 215-219 (From Letters From Young Activists, Ed. Berger, Boudin, & Farrow, 2005)
- Szakos & Szakos “Advice to Organizers”