



COURSE TITLE: Social Change Theories
COURSE NUMBER: 611, Section 002, Spring/Summer 2017
TIME AND PLACE: Mondays, 8 AM-12 PM, May 8-July 25,
CREDIT HOURS: 3

INSTRUCTOR: Brittany Schuler, PhD
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OFFICE HOURS: Mondays 12:30-1:30 PM and by appointment

Course Description:

This course will review theories and research from the social sciences on social change, focusing especially at the societal level. Theories of social conflict, interest groups, and social movements, and such processes as consciousness-raising will be covered. Dynamics of the diffusion of innovations in society will also be addressed. Examples will be drawn from areas of practice in which social workers are involved, such as mental health and chemical dependency, child and family welfare, civil rights, health care, and consumer protection.

Course Content:

The main goal of this course is to address the questions of why and how social change occurs. Students will compare and contrast different theoretical approaches to the understanding of social change. Comparative dimensions will include the theory's scope; the cultural contexts, societal arenas, and problem areas from which the theory was developed and in which it has been applied; and the assumptions of a theory about society and how social change occurs. Emphasis will be given to the types of empirical evidence available about each theoretical approach and the types of inquiry used to develop and critique different theories.

Although the primary emphasis will be on societal level change, this course will also consider theories of change at the individual, group, community, and organizational levels, and in particular how changes at different system levels affect each other. Students will consider the extent to which different theories are, or are not, compatible with each other and the implications of these relationships for the usefulness of particular theories for different purposes. Change theories will be selected from each of the social science disciplines, and students will consider how scholars and activists from different disciplinary perspectives have used and critiqued each other's work. [Note: some of the theories we will consider originated in the natural sciences and the humanities]

Different bodies of thought about change will be critiqued for their relevance to the issues facing privileged, marginalized and oppressed groups within U.S. society and

for their usefulness cross-culturally. Students will consider how different theories have been applied or could be applied and critique existing types of practice from particular theoretical perspectives and lenses that recognize the impact of privilege, oppression and social justice on the change process. Particular attention will be given to the impact of a diverse society on social change inclusive of diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Students will explore the theories that have been important within human service goal and problem areas of interest to them.

Course Objectives: Upon completion of the course, students will be able to:

1. Describe, compare, and contrast several types of theories about social change.
2. Identify theories relevant to particular goal and problem areas, and critique their strengths and limitations.
3. Critique different theories as to their assumptions, origins, relevance for different social problems, and relevance for marginalized and oppressed groups inclusive of a broad range of intersecting diversity dimensions.
4. Apply particular theories to different areas of practice.
5. Discuss typical ethical concerns related to social change theories.

Course Design:

This course may use a variety of pedagogical strategies, including readings, class exercises, case studies, and debates. Students will focus on cognitive and analytic tasks, skills in the use and application of theory, and identifying underlying value and attitudinal issues related to particular theories. [see later sections for more detail]

How we will implement curricular themes and intensive focus principles

• **Theme: Relation to Multiculturalism & Diversity:**

Multiculturalism and Diversity will be addressed in this course by identifying theories espoused by and compatible with different cultural traditions, by critiquing theories from different cultural perspectives, and through course examples about the uses of theory in different interest and ontological groups.

- **Theme: Relation to Social Justice (and social change):**

Social Justice and Social Change will be addressed within the goals and assumptions of each theoretical approach. Most of the course will focus on social justice goals and conceptualizing and operationalizing social change.

- **Theme: Relation to Promotion (of positive goals), Prevention, Treatment & Rehabilitation:**

Promotion, Prevention, Treatment, and Rehabilitation will be addressed by examining theories about social change for their relevance and applicability in each of these areas. Students will compare and contrast theories that focus on a positive vision of the future with theories focusing on existing problems.

- **Theme: Relation to Behavioral and Social Science Research**

Behavioral and Social Science Research will be addressed by examining the evidence used to build theory and test theory through its applications in practice.

- **Relationship to SW Ethics and Values**

Students will examine theories and explore the extent to which they aid social workers with their ethical responsibilities to the general welfare of society. In particular, theories and practice examples will be critiqued with respect to the following ethical principles: preventing and eliminating discrimination, ensuring access to resources and services, expanding choices for all persons, promoting conditions that encourage respect for diversity, advocating for changes in policy to improve social conditions and promote social justice, and encourage informed participation by citizens in shaping policies and institutions.

Intensive Focus on P.O.D.S (Privilege, Oppression, Diversity and Social Justice):

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Housekeeping

Accommodations for students with disabilities

If you need an accommodation for a disability, please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Religious Observances

Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

Plagiarism

Sometimes, crises lead students to unwise decisions. In classes, panic or other issues causes some students to take short cuts or plagiarize work. That's an incredibly bad idea. Don't do it. This is a zero tolerance class: Detected and documented plagiarism for any class related assignment leads to automatic failure of the course. I want your own learning, writing, and thinking in the class. It is amazingly easy to plagiarize in today's Internet connected world. It is also extremely easy for any instructor to detect and document plagiarism in seconds if not minutes. Also, don't recycle your own papers (self-plagiarize) or other students' work.

Cell Phones, Laptops, Video and Voice Recorder Policy

Cell phones should be muted at the beginning of each class and stored appropriately; laptop use is to be confined to course-related work. Please avoid email and social media during class time. You may, however, find Wikipedia, Google searches, or other web resources useful for informing your contribution to discussion. Video and voice recorders are not allowed except with express permission from the instructor. No audio or image recordings are to be posted online.

Required Text:

Harper, C. L. & Leicht, K. T. (2007) *Exploring Social Change: America and the World* (5th Edition). Upper Saddle River, NJ: Pearson/Prentice Hall.

CLASS SCHEDULE AND READINGS

Class	Readings
SECTION I: WHAT IS THEORY? WHAT IS SOCIAL CHANGE?	
<p>MAY 8 (1) So what is social change, exactly?</p> <p>Defining Social Change Theory</p>	<ol style="list-style-type: none"> 1. By Way of Introduction, Chapter 1 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i>. Upper Saddle River, NJ: Pearson/Prentice Hall 2. The Causes and Patterns of Change, Chapter 2 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i>. Upper Saddle River, NJ: Pearson/Prentice Hall 3. Spencer, M. (2008). A social worker's reflections on power, privilege, and oppression. <i>Social Work</i>, 53(2), 99-101.
<p>MAY 15 (2) Ok, now what is "theory" and why should I care?</p> <p>Preparing for Change: Theory and Social Justice</p>	<ol style="list-style-type: none"> 1. Social Theory and Social Change, Chapter 3 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i>. Upper Saddle River, NJ: Pearson/Prentice Hall 2. Weick, K.E. (1999). That's moving: Theories that matter. <i>Journal of Management Inquiry</i>, 8(2), 134-142. 3. Reisch, M. (2002). Defining social justice in a socially unjust world. <i>Families in Society: the Journal of Contemporary Social Services</i>, 83(4), 343-354. 4. Arao, B. & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. <i>The Art of Effective Facilitation</i>, 135-150.
<p>MAY 22 (3)</p> <p>Traveling through time, a historical perspective on social change</p>	<ol style="list-style-type: none"> 1. Reisch, M. (2013). U.S. social policy & social welfare: A historical overview. In M. Reisch, <i>Social policy and social justice</i> (pp. 62-100). Thousand Oaks, CA: Sage Publications. 2. The Political Economy, Chapter 2 in McNown Johnson, M., & Rhodes, R. (2010). <i>Human Behavior and the Larger Social Environment: A New Synthesis</i>. Boston, MA: Pearson Education, Inc. 3. Economics, Politics, and the American Prospect, Chapter 6 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i>. Upper Saddle River, NJ: Pearson/Prentice Hall
<p>MAY 29 (4)</p>	<p align="center">MEMORIAL DAY- NO CLASS</p>
<p>JUNE 5 (5) U.S. and the Globe- Systems and Theories</p>	<ol style="list-style-type: none"> 1. The Emerging Global System, Chapter 12 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i>. Upper Saddle River, NJ: Pearson/Prentice Hall 2. Society, Environment, and Change, Chapter 13 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i>. Upper Saddle River, NJ: Pearson/Prentice Hall

	<p>3. Society, Environment, Chapter 14 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i>. Upper Saddle River, NJ: Pearson/Prentice Hall</p> <p>ASSIGNMENT DUE: THEORY SUMMARY- RESOURCE MATERIALS</p>
<p>JUNE 12 (6) Producing Theories and Knowledge</p>	<p>1. Philosophy and Theory in Science and Research (p 34-68). Rubin, A. & Babbie, E. (2005). <i>Research Methods for Social Work</i> (5th ed), Thompson/Brooks/Cole.</p> <p>2. Agger, B. (1998). The disciplinary positioning of theory (p.1-33). <i>Critical Social Theories: An Introduction</i>. Boulder, CO: Westview Press.</p> <p>3. Thomas, J. (1985). Force Field Analysis: A New Way to Evaluate Your Strategy. <i>Long Range Planning</i>, (18)6, 54-59.</p>
<p>SECTION II: THEORIZING WHAT SUSTAINS INJUSTICE</p>	
<p>JUNE 19 (7) Developmental patterns and intersectionality</p>	<p>1. Collins, P H. Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. <i>Intersections of Gender, Race, and Class</i></p> <p>2. Acker, J. (2006) Inequality regimes: Gender, class, and race in organizations. <i>Gender and Society</i>, 20(4), 441-464.</p> <p>3. Walby, S., Armstrong, J., Strid, S. (2012). Intersectionality: Multiple Inequities in Social Theory. <i>Sociology</i>, 46(2), 224-240.</p> <p>ASSIGNMENT DUE: THEORY SUMMARY- PRACTICAL APPLICATION PRESENTATIONS</p>
<p>JUNE 26 (8) Social Justice and Injustice</p>	<p>1. Walby, S. (2007). Complexity Theory, Systems Theory, and Multiple Intersecting Social Inequalities. <i>Philosophy of the Social Sciences</i>, 37(4), 449-470.</p> <p>2. Reisch, M. (2008). From melting pot to multiculturalism: The impact of racial and ethnic diversity on social work and social justice in the U.S. <i>British Journal of Social Work</i>, 38(4), 788-804</p> <p>3. Reisch, M. (2013). Not by the numbers alone: The effects of economic and demographic changes on social policy. In I. Colby, K. Sowers, & C. Dulmus (Eds.), <i>Social welfare policy: A foundation of social work</i> (pp. 135-164). Hoboken, NJ: Wiley Publishing.</p>
<p>SECTION IV: MAKING SOCIAL CHANGE HAPPEN</p>	
<p>JULY 3 (9) Action: Creating and evaluating change</p>	<p>1. Creating Change, Chapter 11 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i>. Upper Saddle River, NJ: Pearson/Prentice Hall</p> <p>2. Bess, K. D., Prillettensky, I., Perkins, D. D., & Collins, L. V. (2009) Participatory organizational change in community-based health and human services: From tokenism to political engagement, <i>American Journal of Community Psychology</i>, 43, 134-148.</p>

	3. Metz, A. & Bartley, L. (2012). Active Implementation Frameworks for Program Success: How to Use Implementation Science to Improve Outcomes for Children. <i>Zero to Three</i> .
JULY 10 (10) Approaches to Change: Social Movements and Revolutions	<ol style="list-style-type: none"> 1. Social Movements, Chapter 7 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i>. Upper Saddle River, NJ: Pearson/Prentice Hall 2. American Reform Movements and Social Change, Chapter 8 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i>. Upper Saddle River, NJ: Pearson/Prentice Hall 3. Revolutions, Chapter 9 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i>. Upper Saddle River, NJ: Pearson/Prentice Hall <p>ASSIGNMENT DUE: APPLIED THEORY, SOCIAL CHANGE PART 1</p>
JULY 17 (11) Technology, Innovation, networks	1. Technology, Innovation, and Networks, Chapter 10 in Harper, C.L., & Leicht, K.T. (2007). <i>Exploring Social Change: America and the World</i> . Upper Saddle River, NJ: Pearson/Prentice Hall
JULY 24 (12) Making Change	TBD
JULY 25	FINAL ASSIGNMENT DUE: APPLIED THEORY, SOCIAL CHANGE PART 2

Assignments

Class participation—25 % of grade. I believe in the power of peer learning, teaching, and consulting and the impact of interacting, generating and applying ideas. This sharing will happen orally, and in writing. These will be assessed in various ways throughout the term, and I will pay attention to class attendance and participation.

This component includes:

- attendance, preparation, punctuality, participation in class activities, contributing to the learning of others, consultation and collaboration on assignments and projects, and sharing your theories and projects with the class.
- “News Corner”- Each week (beginning in week 2) students will select a current events topic that can be related to course content. Students will come prepared to lead a 10-15 minute discussion on the main points of the topic for the class.
 - The topic must be relevant to current events and course content from the prior week.
 - select a news article or audio/visual clip relevant to the topic.

- providing a brief summary and interpretation of important points of your topic/article/news clip- no longer than 5 minutes total (do not read the article verbatim). Summaries of the articles should connect the summary to course content from the prior week.
- come prepared with 2-3 discussion questions for the class and lead a ~10 minute discussion on the topic. Discussion questions should relate to course content from the prior week. Students are responsible for engaging the class and should be prepared to ask probing questions to guide the discussion.
- This will be an informal discussion and will last no longer than ~10-15 minutes in total.

Theory summary, analysis, and education—40% of your grade. This includes a project with two to four other students to investigate a particular theory, and apply social justice and planned change analyses/critiques. As you learn about your theory, you will prepare resource materials on the theory for your classmates in two phases, and find ways to consult with and assist your classmates to understand and apply they key elements, implications and applications in the resource materials you prepared. This will occur in several stages:

- selection of a theory, creation of group;
- creation of initial resource materials,
- everyone critique and provide feedback on all resource materials,
- preparation of response to others' critiques,
- evaluation of your work (contributions, learning) in theory groups.

You will also consult with others about how your theory might be used in their change projects. The grade includes your reflection on all the above.

Task	Due Date
Part 1	
1. Select theory and group	May 15
2. Submit proposal to instructor	May 22
3. Initial presentation- resource materials	June 5
Part 2	
1. Group response to peer feedback	June 12
2. Presentation- practical application	June 19

Applied theory, social change project—40% of your grade. This assignment is an opportunity to demonstrate your understanding and application of social change theories relevant for your interests, for social justice goals, and for particular practice contexts. This will occur in two inter-related papers/stages. First paper is an assessment/analysis of the goal and practice area/topic, using lenses from various theories to illuminate potential planned change options and areas of resistance that need to be anticipated. Then you will move to an actual planned change activity, with more attention to the particular contexts, and to more concrete change strategies, tactics, implementation steps and evaluation/monitoring issues, again drawn from knowledge and theories about changes associated with the issue area and the particular target and action systems involved.

Assignment can be done in groups of 2-3 or independently. Probably an ideal circumstance would be to work with others on your planned change project. Working with others allows multiple perspectives and skill areas to be applied. For many, the option of working with others is not so feasible for a number of reasons. For some, it is the difficulty in finding meeting times; for others, your interests may be related to a particular field placement or activity which don't involve others in the class.

Task	Due Date
Part 1 Identifying Change Goal Paper	July 10
Part 2 Using Theory for Applied Change Paper	July 25

Timely Submission of Assignments

All assignments are expected to be submitted on the designated due date. Late assignments will not be accepted, unless prior arrangements have been made at the discretion of the instructor.

REQUIRED ASSIGNMENTS AND GRADING

Achievement of student outcomes will be measured through successful completion of the following assignments which are fully described at the end of the syllabus:

Assignment	Grading Points or Percentage	Due Dates
<ul style="list-style-type: none"> Theory Summary, Analysis, Education <ul style="list-style-type: none"> Part 1: Resource materials (20%) Part 2: Practical application (20%) 	40%	June 5 June 19
<ul style="list-style-type: none"> Applied Theory, Social Change Project <ul style="list-style-type: none"> Part 1: Identifying Change Goal Paper Part 2: Using Theory for Applied Change Paper 	40%	July 10 July 25
<ul style="list-style-type: none"> Class Participation <ul style="list-style-type: none"> Weekly attendance and participation News corner Peer support/consultation 	20%	All semester ☺

GRADE CONSTRUCTION

Grade	
A+	97-100 points <i>outstanding</i>
A	93-96.9 points
A-	90-92.9 points
B+	87-89.9 points
B	83-86.9 points <i>graduate level work</i>
B-	80-82.9 points
C+	77-79.9 points
C	73-76.9 points <i>marginal pass</i>
C-	70-72.9 points
D+	67-69.9 points <i>fail</i>
D	63-66.9 points
D-	60-62.9 points
F	59 points and below