



SCHOOL OF SOCIAL WORK
COMMUNITY ACTION & SOCIAL CHANGE
UNIVERSITY OF MICHIGAN

Spring 2018

SWS 305: Theories and Practices of Community Action and Social Change

Tu/Th 10AM – 1PM

Room Number: 3661 School of Social Work Building

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Office Hours Thursdays 1-2PM, 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*

- 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.
- Students will explore the meaning of community and social change.
- Students will develop skills in interviewing, relationship-building, and group facilitation.
- Students will gain awareness of historical framework and theory regarding community action and social change.
- Students will engage in structural analysis with regard to community action and social change.
- Students will develop an understanding of community-building and organizing skills.

Attendance Expectations I expect that students will be in class on time, engaged and ready to start at 10AM. 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. Michigan time will no longer be available for course start time. I retain the right to lower an overall final grade by a minimum of 1/2 grade for any student who

has excessive absences/tardiness or is highly disengaged in class (including ongoing/regular use social media during class time). 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. Two unexcused absences will be allotted for the duration of the term, however, notice of your absence must be shared at least 24 hours prior to the instructor.

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 1/2 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

Personal Concerns and 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 accommodations (religious, ability, etc.) 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.

Assignments Details Found in Canvas

- Participation and Attendance (10 PTS)
- Concept Map (10 PTS)
- Action Project Assignment (Group) 30 PTS
- Future Selves (20 PTS)
- Historical Analysis Paper (20 PTS)
- Weekly Journals (5 Submissions) (10)

Readings will be posted on the CANVAS webpage in accordance course date. The book purchase for the semester will include "Emergent Strategy, Shaping Change, Changing Worlds, by adrienne maree brown.

Students are asked to independently read the book throughout the semester in preparation for an in class participatory discussion **Thursday, May 31st** .

Tuesday May 1st	Introduction to Community Action and Social Change
Thursday May 3rd	Understanding our story and defining community Weekly Reflection Due
Tuesday May 8th	Understanding CASC Terms and Perspectives
Thursday May 10th	Review Levels of Change Weekly Reflection Due
Tuesday May 15th	Community Change as Process, Systems, Power, Impacts *Concept Map Due
Thursday May 17th	Learning from History Action Project Proposal Due
Tuesday May 22nd	Anti-oppressive Social Work Paradigms
Thursday May 24th	Action Planning (Entering and Exiting Communities) Weekly Reflection Due
Tuesday May 29th	Transformative Justice: Lessons from Boggs
Thursday May 31st	Transformative Justice: Lessons from adrienne maree brown Weekly Reflection Due: Emergent Strategy Observation **Lecture Ends 11:30AM; Observation 11:30 – 1PM**
Tuesday June 5th	Facilitation Skills: Fostering Participation Learning From History Paper Due
Thursday June 7th	Strategy, Planning, and Action Weekly Reflection Due
Tuesday June 12th	Allies and Coalitions
Thursday June 14th	Action Project Group Project Presentations Action Project Paper Due
Tuesday June 19th	Future Selves Assignment Due