



Course title:	Social Change Theories
Course #/term:	SW 611 Section 1, Spring/Summer 2018
Time and place:	Mondays 8:00 AM – 12:00 PM, B684 SSWB
Credit hours:	3
Prerequisites:	None
Instructor:	Justin D. Hodge, LMSW
Pronouns:	He, his, him
Contact info:	E-mail: hodjusti@umich.edu Phone: 734-325-9136 You may expect a response within 48-72 hours
Office:	3832 SSWB
Office hours:	By appointment

1. COURSE STATEMENT

- a. **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.

- b. **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. Different bodies of thought about change will be critiqued for their relevance to the issues facing 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.

- c. Course objectives and competencies:** Upon completion of the course, students will be able to:
1. Describe, compare, and contrast several types of theories about social change. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
 2. Identify theories relevant to particular goal and problem areas, and critique their strengths and limitations. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
 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. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 5.IP, 5.SPE, 5.CO, 5.MHS)
 4. Apply particular theories to different areas of practice. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
 5. Discuss typical ethical concerns related to social change theories. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS)
- d. 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.
- e. Curricular themes:** 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

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, 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.

- f. **Relationship to social work 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.

- g. **Intensive focus on PODS:** 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.

2. CLASS REQUIREMENTS

a. Text and class materials:

Required Reading

- Canvas- Required and recommended readings are posted on the Canvas website for the course under the “Files” section. Readings are organized by class session.

b. Class schedule:

Topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for the most updated class schedule.

Session	Topic
Session 1 (5/7/18)	Introductions & Course Overview
Session 2 (5/14/18)	Theoretical/Conceptual Foundation 1: Power and Oppression
Session 3 (5/21/18)	Theoretical/Conceptual Foundation 2: Theory of Social Change
5/28/18: Memorial Day – NO CLASS	
Session 4 (6/4/18)	Theoretical/Conceptual Foundation 3: Theories of the Policy Process
Session 5 (6/11/18)	Organizational Decision Making in Context 1
Session 6 (6/18/18)	Organizational Decision Making in Context 2: Advocacy and Community Engagement Outcomes
Session 7 (6/25/18)	Community Development and Community-Based Organizations 1
Session 8 (7/2/18)	Community Development and Community-Based Organizations 2
Session 9 (7/9/18)	Urban Politics and Urban Poverty 1
Session 10 (7/16/18)	Urban Politics and Urban Poverty 2
Session 11 (7/23/18)	Final Presentations & Closing

c. Assignments:

Assignment details will be provided through additional documents and discussed in class.

Assignment	Due date	Percent of overall grade
Student-Led Lecture & Discussion	Signups throughout Semester	20%
Defining Social Justice through Theory	5/27/18 by 11:59 PM	20%
Theory of Change Exploration	6/22/18 by 11:59 PM	20%
Social Change Application & Reflection	7/23/18	40%

d. Grading:

Please review the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#).

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	E

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

a. Teaching philosophy:

My teaching philosophy is built upon the following three pillars:

1. Student Feedback Focused: Incorporating student feedback into the course is incredibly important to me. I will invite your feedback throughout the semester using a variety of methods. At any time, please feel free to contact me with comments, questions, suggestions, or concerns.
2. Skill & Practice Focused: My courses are centered on providing opportunities for students to learn tangible skills. I also make efforts to connect the course content to practice, field placements, and current events.
3. Climate Focused: I strongly believe that effective learning can only take place in a supportive and inclusive environment. I am committed to cultivating that in our classroom as well as supporting you outside of the classroom.

b. Attendance and class participation:


I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. Your engagement score is not based on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are paying attention during class. Please also see the [Policy on Class Attendance](#) found in the MSW Student Guide.

c. Safety and emergency preparedness:

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event

of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA.compliance@umich.edu.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. [Click here to read more about the School of Social Work's emergency policies and procedures.](#)

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](#)
- [View the annual Campus Safety Statement](#)

d. Mental health and well being:

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services](#) (CAPS) at (734) 764-8312
 - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- [University Health Service](#) (UHS) at (734) 764-8320
- [Additional campus health and wellness resources](#)

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

e. Teaching evaluations:

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

f. Proper use of names and pronouns:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

[Students can designate their personal pronouns on the class roster via Wolverine Access:](#)

Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

g. Accommodations for students with disabilities:

If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such.

[Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

h. Religious/spiritual observances:

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

[Please click here to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.](#)

i. Military deployment:

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

j. Writing skills and expectations:

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

[SSW Writing Assistance](#)

[Career Services](#) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA formatting:

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

k. Academic integrity and plagiarism

Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)