

Fall 2018

Social Work 305: Theories and Practices for Community Action and Social Change

Fridays: 9am-12pm

B684 Social Work Bldg.



Instructor

Sandra L. Momper

Associate Professor, School of Social Work

[smomper@umich.edu](mailto:smomper@umich.edu)

Room 2734 SSW-Office Hours: Friday 12-1pm, or by appointment

Cell: 412-496-5591— text me if urgent

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 are in Canvas: Files-Readings Folder

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

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

#### 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 of a grade for each day late in fairness to classmates who turn papers in on-time.

#### Attendance Expectations and Computer Usage—NOTE NEW POLICY

Be in class on time, engaged and ready to start at 9:00 am.

See the U Record from February that addresses this:

<https://record.umich.edu/articles/university-updating-start-end-times-classes>

Come to class having read the materials and bring examples from the readings and from one's experiences 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 of social media during class time).

#### Expectations for Papers

**All written assignments must be typed, have your name on them, page numbers, be double spaced, 12-point font (Times New Roman or Arial), one inch margins, and be edited for spelling and grammatical errors.** Written assignments will be evaluated on following assignment directions, content, and style. In particular, your demonstrated ability to apply and integrate course material is one aspect of the evaluation process and the other centers on professional writing (i.e., coherent, concise, comprehensive, and correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing). Use APA style for in text citations and references-this site can help you:

<https://owl.english.purdue.edu/owl/resource/560/01>

Be conscious of the methods for citing references so that inadvertent plagiarism does not occur. If you did not initially complete the analysis, or write it, then a work should be cited. If you have concerns about a paper see me at least one week before due dates. In fairness to other students, papers cannot be rewritten for a higher grade except when the initial grade is C or below. In that case the paper can be rewritten and the grade will be the average of the first and second paper. Page limits will be enforced.

### 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 loss of points, failure of a grade, and/or other consequences. If you have questions, please do not hesitate to ask.

### Learning Environment

While all of us come to this course with various experiences, skill sets, and values, it is important that we respect diverse opinions and perspectives. 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. Classroom Discussion: Listen respectfully without interrupting, respect one another's views, criticize ideas not individuals or people, commit to learning- not debating, avoid blame and speculation, and avoid inflammatory language. If you are an active talker and contributor in classes think "three before me" when talking in class. I will try to do the same.

### Campus Commitment and "Expect Respect" Campaign

A respectful, supportive, and welcoming environment are necessary for student learning. The U of MI has developed this campaign as a University wide educational program that "provides clear definitions of discrimination and harassment prohibited by University policy, as well as contact information for University resources and ways to report concerns. Its goal is to contribute to an environment of civility and respect in which all members of the University community can work and learn." For more information read <http://hr.umich.edu/oie/cc/index.html>.

Please contact me if you have any concerns about these issues as they relate to our class or your experience at the UM in general.

### 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. 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. The U of MI and the SSW are committed to providing equitable and accessible resources for all students. The University's Office of Services for Students with Disabilities (SSD) provides assistance regarding academic, economic, social, and recreational activities for students who have documented disabilities. Students must register with SSD to be eligible for services. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, 505 South State Street; (734) 763-3000; TDD: (734) 615-4461; VP: (734) 619-6661; Fax: (734) 936-3947. [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

### Religious Holidays

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part

of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments because of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost.

### Class Policies

This is a Social Work course and therefore we follow the policies and practices of the School of Social Work.

<https://ssw.umich.edu/standard-policies-information-resources>

### Grading Rubric

Scores on the 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-

**This syllabus is a guide, I reserve the right to make adjustments to readings, assignments and due dates to accommodate the needs of the class.**

### **ASSIGNMENTS**

Reminder: Due dates are firm. I expect that assignments will be turned in on the day they are due (11:59 pm) unless there are extenuating circumstances. I reserve the right to mark down papers/projects/assignments ½ of a grade for each day late in fairness to classmates who turn papers in on-time. Note: For the final assignment, all grades (for the entire class) cannot be submitted until all your material is submitted and graded. So, if you are late, and grades need to be turned in, you will receive a lower grade, or an Incomplete.

There are 4 main assignments plus points for participation:

1. Core Concepts-Concept Map/Play List (20%): **Due October 12**
2. History Project (30%): **Due November 16**
3. Semester-Long Project (30%): **Due December 7 (proposal for project due October 26)**
4. Final Reflection Paper-Letter to our Future Selves (10%): **Due December 14**

Participation (reading questions, in-class activities) (10%): **Ongoing**

### **Concept Map/Play List: Due October 12<sup>th</sup> (20%)**

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.

(1) Map: The maps can be creative and should reflect your best understanding of what community action and social change is as a concept.

(2) Play List: Create a "Spotify" or "Pandora" Playlist of at least 15 songs that reflect core concepts. For each song, be able to discuss what the concept is and why you selected the song.

We'll generate ideas in class and have an opportunity for students to workshop draft maps in class (Oct 5th)

Final Version (Due- October 12th)

### **Learning from History Project (30%): Due November 16**

Students will select a historical social justice movement or organization from a selected list. The purpose is to explore historical examples and to apply history to current CASC efforts. Alternative topics options are also possible but must be approved. A list of topics will be provided.

Students will conduct research and develop a product that helps showcase learning and research. Students can select from the following:

(1) Write a 6-8 page double spaced research paper based on your research highlighting the core questions below.

OR

(2) Create a video or art/creative product plus a written explanation highlighting the core questions below.

The final 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 takeaways 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 November 16<sup>th</sup> 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 Due (30%): December 7**

Students will develop a semester---long project based on their passion or interest/desire to learn about or further your own efforts in community action and 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 6th.

**Step 1: Project Proposal-Due October 26:** Students will prepare a short (1 page) proposal to discuss the issue they are working on, why they picked this issue, why this issue is important to CASC, the project they plan to pursue, and the questions they hope to learn from the project. In addition to describing their project, students should include any areas they feel they will need support. 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 community action and social change. 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:**

- 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 at 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.
- Media: Create an art exhibit, poster, video, interview video, song, etc. about a social justice issue-be

creative.

- Read a CASC- Themed Book and develop a resource guide/thematic analysis for using the books to discuss social justice issues. Examples of books include: Nicolas Kristof & Sheryl WuDunn “Half the Sky: Turning Oppression into Opportunity for Women Worldwide”; Michelle Alexander “The New Jim Crow: Mass Incarceration in the Age of Colorblindness”; Ta-Nehisi Coates “Between the World and Me”; Rinku Sen & Fekak Mamdouh “Accidental American: Immigration and Citizenship in the Age of 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 points)
- What you did for your project? (5 points)
- What did you learn specifically from this work? How did this match what you hoped to learn? (10 points)
- 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 points)
- Based on your project learning and class learning (topics, themes and readings), what are three key takeaways for you for future CASC work? (20 points)
- Attachments (in addition to the 5-7 pages):
  - Work log: Detailed description of activities and time/effort put into project (Can be an excel file or word document) (15 points)
  - Project artifacts (e.g. resource guide, materials, curriculum, transcripts, plans, event flyers, meeting notes) (15 points)
  - Students will be asked to develop a “Root Cause Tree.” (10 points). Be creative.  
[https://www.google.com/search?q=root+cause+tree+examples&rlz=1C1GGRV\\_enUS749US749&tbm=isch&bo=u&source=univ&sa=X&ved=0ahUKEwjkoKqq8pPWAhUiw4MKHaDPDr4QsAQILw&biw=1920&bih=1094#i\\_mgrc=CCi1HOvUKrB9UM:](https://www.google.com/search?q=root+cause+tree+examples&rlz=1C1GGRV_enUS749US749&tbm=isch&bo=u&source=univ&sa=X&ved=0ahUKEwjkoKqq8pPWAhUiw4MKHaDPDr4QsAQILw&biw=1920&bih=1094#i_mgrc=CCi1HOvUKrB9UM:)

Step 4: Project Sharing: Students will share projects with class in a **brief** presentation. The presentation can be informal, or in another format that you choose.

### **Final Paper/Letter to Our Future Selves (10%): Due December 14**

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 (3 to 5 pages) 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.

### **Participation (10%)**

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

I will grade on overall attendance, effort, engagement, completion of small outside activities (e.g. worksheets, current events, developing reading questions) meant to enhance in class discussion and engagement, and the following:

**(1) Reading Questions-** come to class ready to ask a question about the readings. I won't collect them but will call on students to share questions randomly throughout the semester.

(2) Random Acts of Change (at least three)- do something that promotes individual level social change at least three times and be prepared to share in class.

(3) Participation in Voting Activities (on or before Nov 6<sup>th</sup>)

(4) General Participation & Attendance

Two class absences without permission of instructor results in a point reduction at the end of the term. To make up a class develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve three hours of effort. I will post extra credit ideas and events weekly and you can use these as make-ups as well. Follow the requirements of the extra credit assignments.

**Extra Credit (each worth points up to 5 points total – 2.5points/per) – NOTE these CANNOT be used to complete final action project activities: Due December 14th**

- Attend a movie, rally, meeting, speaker event, concert that relates to social justice or an issue you are passionate about. I can suggest some and post the information as well.
- Provide documentation about your participation (e.g. flyer).
- 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 December 14<sup>th</sup>



### SSW 305 ASSIGNMENT SCHEDULE

Week	Date	Assignments
1	September 7	
2	September 14	<b>Story of Self Worksheet Due</b> -for in class discussion
3	September 21	
4	September 28	League of Women Voters Speaker
5	October 5	Concept Map Drafts in Class
6	October 12	<b>Concept Project Final Due-Map/Playlist</b>
7	October 19	
<b>8</b>	<b>October 23</b>	<b>Tuesday Evening Lecture-Grace Lee Boggs-5-8 pm Room 3629</b>
<b>8</b>	<b>October 26</b>	<b>No Class</b> Final Project-Proposal Due
9	November 2	Grace Lee Boggs Field Trip-Detroit
10	November 9	
11	November 16	<b>History Project Due-Brief Presentations</b>
<b>12</b>	<b>November 23</b>	<b>No Class</b>
13	November 30	
14	December 7	<b>All components of Final Project of CASC Due (action project &amp; reflection paper)-Brief Presentations</b>
	December 14	<b>Final Paper Due –Letter to Our Future Selves Extra Credit and Make Up Assignments Due</b>

### CLASS CALENDAR

#### **Week 1: Introduction to Community Action and Social Change (September 7th)**

This class will be a general introduction to CASC and to SW 305. 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:

- National Association of Social Workers (NASW) Code of Ethics
- Forward Spaces Guidelines
- Roger Fisher- A Case for Humility ( Social Justice Educators Blog):  
<https://acpacsje.wordpress.com/2013/05/28/a-case-for-humility-by-roger-fisher/>

#### **Week 2: Understanding our Story: Being aware of who we are as Change Agents. What informs our perspectives? What skills do we bring? (September 14th)**

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.

Readings:

- Kahn, S., Creative Community Organizing-Chapter 7: Strengthen the Story
- Mast.R (Eds.) Detroit Lives-Organizing for Survival at the Grassroots (pick one story to read)
- Obama, B. Where We Start: pgs. 16 & 17.
- Pyles, Progressive Community Organizing-Chapter 2: The Self-Aware Organizer
- The Sun: Readers Write: Prejudice: pgs. 29-36.

**IN CLASS VIDEO:**

- [https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)

**Due: Story of Self Worksheet for In Class Discussion Only**

**Week 3: Understanding Community Action and Social Change Terms & Perspectives (September 21st)**

This class 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:

- Boggs, These are the Times that Grow Our Souls
- Checkoway, B. Core Concepts for Community Change
- Johnson, Readings for Diversity and Social Justice-Chapter 3: The Social Construction of Difference  
Harleen Kaur: Leaving the savior mentality behind (Michigan Daily, February 25, 2014)-  
<https://www.michigandaily.com/opinion/02harleen-kaur-leaving-savior-mentality-behind26>
- Response to Leaving the savior mentality behind (Letter to Editor, Michigan Daily, March 17, 2014)-  
<https://www.michigandaily.com/opinion/03letter-editor-alternative-spring-break18>

**IN CLASS VIDEO:**

- Building Resilient Communities: Case of Pine Ridge- <https://www.youtube.com/watch?v=e2Re-KrQNa4>

**Week 4: Community in Action: Voting Rights as a form of Community Change (Sept 28)**

Speaker-Margaret Leary-League of Women Voters

The focus will be on redistricting, and two November ballot proposals: Promote the Vote, 8 changes to MI Constitution; and recreational marijuana use.

Student Voting:

<https://www.nytimes.com/2018/03/03/us/students-voter-turnout.html>

<https://president.umich.edu/news-communications/letters-to-the-community/welcome-to-the-big-ten-voting-challenge/>

NSLVE resources- report & informed voting ideas

History of Voting Rights:

<https://www.nytimes.com/video/us/politics/10000002300972/a-history-of-voting-rights.html>

<https://www.aclu.org/issues/voting-rights/voting-rights-act/history-voting-rights-act?redirect=timelines/timeline-voting-rights-act>

<https://www.justice.gov/crt/history-federal-voting-rights-laws>  
**Teaching Tolerance- The Voting Rights Act & Current voting issues**

<https://www.pbs.org/video/john-lewis-get-way-right-vote/>

### **Week 5: Community Change as a Process: Systems, Power & Impacts (October 5th)**

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:

- Chambers-Roots for Radicals-Chapter 1: The World as it is and the World as it Should Be
- Harro, Readings for Diversity and Social Justice- Chapters 6 & 7: The Cycle of Socialization and the Cycle of Liberation
- Warren, Chapter 1: How Community Organizing Works
- Warren, Chapter 2: A Match on Dry Grass

### **Week 6: Exploring Approaches: CASC in Practice (October 12th)**

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

Readings:

- Gamble & Weil, Community Practice Skills-Chapter 2: Conceptual Frameworks and Models for Community Practice (focus on the 8 models)
- Pyles, L. Progressive Community Organizing-Chapter 5: Critical Organizing Frameworks
- Shepard, B. Chapter 11: From Social Movements to Social Services, pgs. 113-118.
- Web Site for James and Grace Lee Boggs Center, <http://boggscenter.org/>
- Film guide: <http://americanrevolutionaryfilm.com/wp---content/themes/boggs/files/pov---americanrevolutionary---discussion---guide---color.pdf>

### **Visit and Review Web Examples of the Following Organizations:**

- Jim Toy Community Center: <https://www.jimtoycenter.org/>
- Southern Echo: <http://southernecho.org/>
- Chicago Freedom Schools: <http://chicagofreedomschool.org/>
- Neutral Zone: <http://neutral---zone.org/wp/>
- Center for Story Based Strategy: <http://www.storybasedstrategy.org/>
- Californians United for Responsible Budget: <http://curbprisonspending.org>

- Interfaith Coalition for Peace and Justice: <http://www.icpj.net/program---areas/>
- Allied Media: <https://www.alliedmedia.org/>
- Interfaith Council for Peace and Justice: <https://www.icpj.org/>
- Washtenaw Interfaith Coalition for Immigrant Rights (WICIR): <https://www.facebook.com/WICIR/>

**IN CLASS VIDEO:** American Revolutionary: The Evolution of Grace Lee Boggs

**Due: Concept Project-Map/Playlist**

**Week 7: Exploring CASC in Action: Focus on Youth Organizing Work (October 19th)**

This class we will explore examples of CASC in action. We'll focus on youth organizing work. This will be an opportunity to begin to link concepts and ideas to real experiences. We'll explore/discuss an example of youth organizing.

Readings:

- Corner Health Center Youth Leadership work: <http://www.cornerhealth.org/?module=Page&SID=ylc&from=getinvolved>
- Elliott, T. & Earl, J. (2018). Organizing the next generation: Youth engagement with activism inside and outside of organizations. *Social Media, Activism and Organizations*, 1-14.
- Hosang-Youth and Community Organizing Today
- Review Live Out Loud website: <https://www.liveoutloud.info/resources/lgbt-youth-organizations/>
- Metropolitan Youth Policy Fellows-Youth Working Together Toward a Better Metropolitan Detroit

**Week 8: Learning From James and Grace Lee Boggs (October 23<sup>rd</sup>-Tuesday 5 to 8 pm)**

This class will focus on learning from James and Grace Lee Boggs, an activist and social change agent with a legacy of social justice, community action, and social change.

We'll be joined for a special workshop and evening by Tawanna Petty, one of the current leaders at the Boggs Center to discuss James and Grace Lee Boggs and 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:

- Readings TBD
- <http://inthesetimes.com/article/18474/grace-lee-boggs-obituary-detroit>
- NY Times: "Grace Lee Boggs, Human Rights Advocate for 7 Decades, Dies at 100"  
[http://www.nytimes.com/2015/10/06/us/grace-lee-boggs-detroit-activist-dies-at-100.html?\\_r=0](http://www.nytimes.com/2015/10/06/us/grace-lee-boggs-detroit-activist-dies-at-100.html?_r=0)

**October 26-NO CLASS-Due: Final Project Proposal Due-upload into Canvas**

**Week 9: Learning in the Field: Legacy of Boggs (Nov 2<sup>nd</sup>)**

This week will involve a special opportunities that take our learning outside of the classroom:

(1) NOV 2-As a class we to go to Detroit to learn and engage in the work of the Boggs Center and a tour of activism in Detroit. We will meet with the other SW 305 class to do a joint-field trip. More information will be provided.

**Week 10: Building Relationships & Facilitating Participation (November 9th)** In this 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 will 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-Roots for Radicals-Chapter 2: The Relational Meeting
- Christen, N. (2010) Public relationships in grassroots community organizing: Relational intervention for individual and systems change, *Journal of Community Psychology*, 38(7), 886-900.
- Hardina, D. Interpersonal Social Work Skills for Community Practice-Chapter 2: Entering the Community and Using Interviewing Skills to Find Out about People
- Gladwell, M. The Revolution will not be tweeted:  
<https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>

Case Study:

Chin, M. (2017). Feelings, safe space and LGBTQ of Color community arts organizing, *Journal of Community Practice*, 391-407.

### **Week 11: Learning From History (November 16<sup>th</sup>)**

In this class, we will focus on our history examples that we have been learning about. We will share the examples from our papers and 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.

We will first debrief and reflect on the Boggs Field Trip.

### **Due: History Paper and Presentations**

### **Week 12: November 23<sup>rd</sup>-No Class**

### **Week 13: Transformative Organizing Practices: Allyhood, Co-Liberation, Coalitions & Working Together (November 30th)**

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? How do we think about the various roles in CASC-type work? We will use class to share ideas and practice skills.

Readings:

- A Message to Allies and Aspiring Allies: Color of Change
- Bobo, K, et al., Organizing for Social Change-Chapter 4: Developing a Strategy, pgs. 30-48.
- Campus Organizing Guide: For Social Justice Group
- Civic Youth Work-Chapter 4: Creating Spaces for the Next Generation of Civil Rights in

Mississippi, Young et al.

- Edwards- Aspiring Social Justice Ally Identity Development: A Conceptual Model

### **IN CLASS VIDEOS:**

“Why Coalition Building is Necessary”

[https://www.youtube.com/watch?v=Clun3f0Kscc&list=PLNB\\_zLAfr75S-HOPC0d8eauj9J9sv03kL](https://www.youtube.com/watch?v=Clun3f0Kscc&list=PLNB_zLAfr75S-HOPC0d8eauj9J9sv03kL)

“Community Based Coalition Building”- Case Study of Philadelphia Jobs for Justice

[https://www.youtube.com/watch?v=LrbHkYIXRnE&list=PLNB\\_zLAfr75S-HOPC0d8eauj9J9sv03kL](https://www.youtube.com/watch?v=LrbHkYIXRnE&list=PLNB_zLAfr75S-HOPC0d8eauj9J9sv03kL)

Case Study:

Krings, A, Kornberg, D. & Lane, E. (2018) Organizing under austerity: How residents’ concerns became the Flint water crisis. *Critical Sociology*, 1-15.

### **Week 14: Class Presentations/Our Future Selves- Takeaways and Reflections (December 7th)**

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.

- The Disease of “Busyness”: <https://onbeing.org/blog/the-disease-of-being-busy/>
- Kuo-Letters to Our Future Selves
- Szakos-Advice to Aspiring Organizers

**Due: Final Project and an In Class Brief Presentation**

**Remember your final paper “Letter to our Future Selves” is due December 14<sup>th</sup>**

**ENJOY YOUR BREAK!**