



**INSTRUCTOR:** Abigail Eiler, LMSW, MSW  
rowea@umich.edu; 734-845-1442  
**CLASS:** Tuesday; 2:00 - 4:50PM, Dental Building, Room 1033  
**OFFICE HOURS:** Tuesday; 12:00-1:00PM and by appointment only, SSWB 3728  
**SUBJECT:** Community Action & Social Change  
**CREDITS:** 3  
**PREREQUISITES:** None

“The price of inaction is far greater than the cost of making a mistake.”  
– Meister Eckhart

## 1. COURSE STATEMENT

### 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.

### Course Competencies

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

Upon completion of this course, students will be able to:

1. 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. Explore the meaning of community and social change.
3. Develop skills in interviewing, relationship-building, and group facilitation.
4. Gain awareness of historical framework and theory regarding community action and social change.
5. Engage in policy and structural analysis with regard to community action and social change.
6. Develop an understanding of community-building and organizing skills.

## Course Design

This course uses an engaged learning approach and employs a number of pedagogical strategies to promote knowledge and skill development.

Most classes will be structured to include a lecture or presentation, accompanied by a discussion or activity period. We will employ a number of pedagogical strategies such as: small group work, class discussions, PowerPoint, experiential exercises, audiovisuals, writing exercises, case examples, and other activities in order to facilitate understanding of the course content and to promote knowledge development.

## Course Assignments & Grading:

Course Assignments	Due Date	Points/Percentage
Core Concepts-Concept Map/Play List	<i>October 7, 2019</i>	20
History Project	<i>October 29, 2019</i>	30
Semester-Long Project	<i>November 26, 2019</i>	30
Final Reflection Paper-Letter to our Future Self	<i>December 3, 2019</i>	10
Attendance & Participation (Reading questions, in-class activities, etc.)	<i>Ongoing</i>	10
<b>Total Possible Points</b>		<b>100</b>

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.

My practice is to provide detailed feedback on your papers. As such, it may take me up to three weeks to return them. Papers are graded on:

**Quality of clinical thinking:** Papers that rate the highest will show strong analytic skills; evidence strong clinical insight; show strong understanding of human behavior; demonstrate a curiosity about what they hear or see; have a level of empathy for others and know when they are struggling to achieve that; and demonstrate an ability to think about what they heard, as well as what they did not hear.

**Integration of materials:** Papers that rate the highest will show superior skill in linking reading and lecture materials to their written work; pull from multiple sources; typically go above the requirements but not excessively so; go beyond "person on the street" thinking.

**Level of Self-reflection:** Papers that rate the highest will show a strong self-awareness or willingness to develop that capacity; they show a willingness to take risks with thinking or note areas where that is difficult; are able to address what is evoked in them response to the work and demonstrate an understanding of social work values and ethics.

**Writing skills:** Papers that rate the highest will have no typographical or grammatical errors. They will be well organized and written, comprehensive and coherent. They will be within the guidelines, neither excessively short nor excessively long. Any citations will be accurate and there will be effective use of quotations.

## References and Referencing Style

When using others' work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet:

<http://www.apastyle.org/manual/> Additionally, you may access APA examples at:

<http://owl.english.purdue.edu/owl/resource/560/01/> for further help citing references in course assignments.

## **Intellectual Honesty and Plagiarism**

It is your responsibility to be familiar with and abide by the University of Michigan's Academic Integrity Standards (<https://lsa.umich.edu/lsa/academics/academic-integrity/academic-misconduct.html>). 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.

## **Attendance & Participation (10 points/10%)**

As an advanced practice course, it is important that you attend each class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. Missing class sessions will lower your grade since your participation as a co-learner is essential to meet the learning goals for this requirement. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that arrangements can be made for you to address the material that you missed.

Your attendance and participation also reflects the basic elements of any social work relationship – you show up and remain present. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. Your grade will be negatively impacted if more than one class is missed as an unexcused absence. Please communicate any classes that you may miss to this Instructor via email ([rowea@umich.edu](mailto:rowea@umich.edu)) or phone/text (734-845-1442). Any failure to communicate an absence to this Instructor will result in a two-point deduction for that day.

Each class encourages dialogue regarding the readings, lectures, and in-class skills demonstrations. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures. Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student's participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

## ***A Note on the Learning Environment:***

The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Quality change agents must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality community action and social action practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make

mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

A student is expected to be on time, prepared with questions from readings, DVDs and assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

All assignments are expected to be handed in on their due date prior to the end of the day (11:59pm), unless otherwise indicated in CANVAS.

*Late assignments will be marked down 5% for every day late.*

### **Concept Map/Play List: (20 points/20%)**

***Due October 7, 2019***

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 with peers.

Final Version will be submitted on CANVAS.

### **Learning from History Project (30 points/30%):**

***Due October 29, 2019***

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 September 17<sup>th</sup>. 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:**

Why did you choose this topic? What drew you to this topic? (4 points)

Discuss an overview of the movement/person and activities: (12 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.
- 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?

Provide a critical assessment of the work’s strengths and limitations based on your analysis: (8 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?

### Learning from History/Applying Ideas (6 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 October 29<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 (30 points/30%)**

*Due: November 26, 2019*

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 & Social Change. The goal is to learn to plan and implement an idea that relates to your interests. Project Materials and Work Logs will be due on November 26<sup>th</sup>.

#### **Step 1: Proposal (6 points)**

*Due September 17, 2019*

Students will prepare a short proposal to discuss the issue they will be 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.

Students will be asked to develop a “**Root Cause Tree**” as part of their proposal. Be creative!

[https://www.google.com/search?q=root+cause+tree+examples&rlz=1C1GGRV\\_enUS749US749&tbm=isch&tbid=u&source=univ&sa=X&ved=0ahUKEwjkoKqg8pPWAhUiw4MKHaDPDr4QsAQILw&biw=1920&bih=1094#imgrc=CCi1HOvUKrB9UM](https://www.google.com/search?q=root+cause+tree+examples&rlz=1C1GGRV_enUS749US749&tbm=isch&tbid=u&source=univ&sa=X&ved=0ahUKEwjkoKqg8pPWAhUiw4MKHaDPDr4QsAQILw&biw=1920&bih=1094#imgrc=CCi1HOvUKrB9UM)

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 CASC. The part of 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; this must be submitted to CANVAS along with your 5 – 7 page paper or presentation.

#### **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
- 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
- Conduct a research project on a social justice topic that could inform campus or community
- 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”; and
- Paulo Freire “Pedagogy of the Oppressed”.
- You may also suggest/find your own book.

**Step 3: Paper or Presentation (20 points):**

***Due: November 26 , 2019***

**OPTION 1 – 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? (4 points)
- What you did for your project? (3 points)
- What did you learn specifically from this work? How did this match what you hoped to learn? (4 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? (6 points)
- Based on your project learning and class learning (topics, themes and readings), what are three key takeaways for you for future CASC work? (3 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)
- Project artifacts (e.g. resource guide, materials, curriculum, transcripts, plans, event flyers, meeting notes)

**Step 4: Project Sharing (4 points)**

Students who are not doing the extended presentation will be prepared to share projects with class in a 10



minute presentation on December 3rd and 10th. The presentation can be either formal or informal; you may choose a presentation style that best meets the needs of the topic that you are presenting on in class. Interactive presentations are encouraged!

### **OPTION 2 - Presentation:**

A 20-25 minute long presentation that includes both your semester long research will be provided through an interactive activity. The activity is aimed at getting the class engaged in your work. You may choose to do a 20 minute presentation (e.g 10 minutes of work that you have done and 10--15 minutes of group work).

If you choose to do the 20-25 minute presentation you do not have to do the 5-7 page paper, but you will still have to submit your work log of at least 15 hours.

Students will provide a 20-25 minute presentation for their classmates which will include:

- Describe the topic and why you picked it? (4 points)
- What you did for your project? (3 points)
- What did you learn specifically from this work? How did this match what you hoped to learn? (4 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? (6 points)
- Based on your project learning and class learning (topics, themes and readings), what are three key takeaways for you for future CASC work? (3 points)

### **Attachments (should include):**

- Work log: Detailed description of activities and time/effort put into project (Can be an excel file or word document)
- Project artifacts (e.g. resource guide, materials, curriculum, transcripts, plans, event flyers, meeting notes)

### **Step 4: Project Sharing (4 points)**

Students will be prepared to share projects with class in a 20-25 minute presentation on 11/26, 12/3, and 12/10. The presentation can be either formal or informal; you may choose a presentation style that best meets the needs of the topic that you are presenting on in class.

### **Final Paper/Letter to Our Future Selves (10 points/10%)**

#### ***Due December 3, 2019***

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 (2 to 4 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.

### **Religious/Spiritual Observances**

Students will be excused from class for religious/spiritual observances. Please let the instructor know ahead of time about any conflicts between class sessions, assignments, and religious observances. Every reasonable effort will 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 as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

## Incompletes

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

### Grading for this Course

A+ = 100%	B+ = 87 – 90%	C+ = 77 – 80%	D+ = 67 – 70%
A = 94 – 99%	B = 84 – 86%	C = 74 – 76%	D = 64 – 66%
A- = 91 – 93%	B- = 81 – 83%	C- = 71 – 73%	D- = 60 – 63%

## 2. CLASS REQUIREMENTS

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### Required Texts and Class Materials:

Brown, A. M. (2017). Emergent strategy: Shaping change, changing worlds. Ak Press.

All Additional Readings are in Canvas

### COURSE OUTLINE

*\*MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE\**

#### 9/3 Introduction to Community Action and Social Change (CASC) Brene Brown TedTALK, Review of course expectations & Syllabus Integrative Themes and Concepts that link CASC to Social Work Ethics

**Week 1:** 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.

#### Required Readings & Tasks to Prepare for Class Session:

- 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

#### 9/10 Understanding our Story: Being aware of who we are as Change Agents. What informs our perspectives?

**Week 2:** 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 potential 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.

#### Required Reading & Tasks to Prepare for Class Session:



- Kahn, S., Ch. 7 Strengthen the Story, Creative Community Organizing??
- Pyles, Ch. 2 Self-Aware Organizer, Progressive Community Organizing
- 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
- R (Eds.) Organizing for Survival at the Grassroots, Detroit Lives (at least pick one story to read)
- **Task: Worksheet on Story (Will be passed out in class)**

## 9/17 Understanding Community Action and Social Change Terms & Perspectives

**Week 3:** This class will help us “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”.

### Required Reading & Tasks to Prepare for Class Session:

#### *Keys Concepts for Course:*

- Bell, L. 21-26 (Theoretical Conceptions)
- Johnson, A. 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
- Roger Fisher- A Case for Humility ( Social Justice Educators Blog):  
<https://acpacsje.wordpress.com/2013/05/28/a-case-for-humility-by-roger-fisher>

#### *For Discussion:*

- 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>

## 9/24 Community Change as a Process: Systems, Power & Impacts Special Topic: Social Problems & Activism in Sports Guest Lecturer: Jeff Porter, PhD

**Week 4:** This week we will start a next section of the course that will focus on developing frameworks for community change, examining approaches to change work, and learning from historical examples of community action and social change.

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

### Required Reading & Tasks to Prepare for Class Session:

- 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”
- Marston, S. (2017). The Revival of Athlete Activism (s): Divergent Black Politics in the 2016 Presidential Election Engagements of LeBron James and Colin Kaepernick. *FairPlay, Revista de Filosofía, Ética y Derecho del Deporte*, (10), 45-68.
- Sugden, J. (2015). Assessing the sociology of sport: On the capacities and limits of using sport to promote social change. *International review for the sociology of sport*, 50(4-5), 606-611.

## 10/1 Exploring Approaches: CASC in Practice

### Guest for UMS Coming for Pre-performance workshop

**Week 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, we will also explore the benefits and limitations to approaches and look at important ideas that should be present, regardless of approach.

#### Required Reading & Tasks to Prepare for Class Session:

- 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
- Boggs, “These are the Times to Grow Our Souls” (Revisit)

Visit and Review Web Examples of the following organizations (*pick at least 2 or 3* to look at and come ready to discuss their approach and activities in class).

- 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/>

## 10/8 Learning From Grace

**Week 6:** This class will focus on learning from Grace Lee Boggs, an incredible 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?

#### Required Reading & Tasks to Prepare for Class Session:

- Film guide: <http://americanrevolutionaryfilm.com/wp-content/themes/boggs/files/pov-americanrevolutionary-discussion-guide-color.pdf>
- 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)
- Website for James and Grace Lee Boggs Center, <http://boggscenter.org/>
- Task: MOVIE (in-class): Grace Lee Boggs

## 10/15 Fall Study Break Day

## 10/22 Voting Rights and Voting as form of Community Change

### Guest Lecture: Clinical Assistant Professor Justin Hodge, LMSW

**Week 8:** This week we’ll be joining the Michigan Community Scholars Program for a special session on voting rights and the relationship of voter mobilization in college.

#### Required Reading & Tasks to Prepare for Class Session:

Student Voting Article & Data:

- <https://www.nytimes.com/2018/03/03/us/students-voter-turnout.html>
- <https://idhe.tufts.edu/nslve/2016>

- [https://idhe.tufts.edu/sites/default/files/NSLVE-Report\\_2012-2016\\_ExecSummary.pdf](https://idhe.tufts.edu/sites/default/files/NSLVE-Report_2012-2016_ExecSummary.pdf)

History of Voting Rights:

- <https://www.nytimes.com/video/us/politics/100000002300972/a-history-of-voting-rights.html>
- <https://www.justice.gov/crt/history-federal-voting-rights-laws>
- [https://www.tolerance.org/sites/default/files/general/Selma-TBTTB\\_voting\\_handout.pdf](https://www.tolerance.org/sites/default/files/general/Selma-TBTTB_voting_handout.pdf)
- <https://www.pbs.org/video/john-lewis-get-way-right-vote/>

## 10/29 Learning From History

**Week 9:** 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.

Required Reading & Tasks to Prepare for Class Session:

- There is no reading for today.
- Task: Come prepare to share and present your example from your paper.

## 11/5 Building Relationships & Facilitating Participation: Role of Social Media and Technology

**Week 10:** This week we'll start a next section of the class focused on skills needed for community change work. 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?

Required Reading & Tasks to Prepare for Class Session:

- Chambers, E. Ch. 2. The Relational Meeting, *Roots for Radicals: Organizing for Power, Action & Justice*
- Christen, B. (2010) Public relationships in grassroots community organizing: relational intervention for individual and systems change, *Journal of Community Psychology*
- Finn, J., Ch 5. Just get started- Engagement. *Just Practice*
- Hardina, D. Ch. 2. Enter the Community and Using Interviewing Skills to Find Out about People, *Interpersonal Practices for Community Organization*
- Gladwell, M. The Revolution will not be tweeted: <http://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>
- James, E. Michigan in Color: #BBUM and Sankofa— Looking Back to Move Forward (*Michigan Daily*, Nov 19, 2015)- <https://www.michigandaily.com/section/mic/michigan-color-bbum-and-sankofa%E2%80%94looking-back-move-forward>

## 11/12 Strategy, Planning and Action

**Week 11:** 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. As you read and prepare for class, I'd like you to think about how you use strategy in your work (regardless of if your work is community organizing versus community projects). Does your group/work have a strategy? How do you think about your work?

Required Reading & Tasks to Prepare for Class Session:

- Ganz, M. What is Community Organizing?
- Bobo, K, et al. Ch. 4 , Strategy, Organizing for Social Change
- Campus Organizing Guide Introduction to CBT

Case Studies:

- Doussard, M. & Lesniewski, J. (2017) Fortune favors the organized: How Chicago activists won equity goals under austerity, Journal of Urban Affairs
- Jobin-Leeds & Agitarde, Chapter 2: Grounded in the community: The fight for public education, When We Fight, We Win!
- Welton, A. & Freelon, R. (2018) Community organizing as educational leadership: Lessons from Chicago on the politics of racial justice, Journal on Research and Educational Leadership

**11/19 Allyhood, Coalitions, & Working Together**  
**\*Guest Speaker: Siwtu & Ill Weaver**

**Week 12:** 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.

Required Reading & Tasks to Prepare for Class Session:

- Edwards, Allyhood
- 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](http://www.ssireview.org/blog/entry/accelerating_civic_innovation_through_strategic_doing)
- Practical Community Coalition information: <http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coalition/main>

\*\*Also please re-look at the links Gladwell & James

**11/26 Project Presentations (Weeks 13, 14, & 15) & Our Future Selves- Takeaways and Reflections**  
**12/3** We will focus on our action projects. We will have the opportunity to hear about each others' projects  
**12/10** and reflect on the common themes and learning across the projects.

Required Reading & Tasks to Prepare for Class Session:

- Letters to Ourselves as Future Activists, Michelle Kuo, Pg. 215-219 (From Letters From Young Activists, Ed. Berger, Boudin, & Farrow, 2005)
- Task: 15 Minute Presentation, followed by discussion (see assignment instructions).
- Task: Submit Letter to Our Future Selves Paper via CANVAS

### 3. ADDITIONAL COURSE INFORMATION AND RESOURCES

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**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 I 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.

### **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](mailto:ssdoffice@umich.edu)

### **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.](#)*

### **Military Deployment:**

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

### **Student Mental Health and Wellbeing:**

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
  - All services are free and confidential.
- [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](mailto:ssw.wellness@umich.edu)

### **Teaching Evaluations:**

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations 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.

### **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](mailto: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.](#)

### **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.](#)

### **Safety & Emergency Preparedness**

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. In the event of a non-life threatening emergency, or for general assistance, call 647-0007 or 7-0007 from any campus phone.

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-SSWB (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 (2) emergency exits nearest the classroom.

For more information visit the [U-M Division of Public Safety and Security website.](#)

[Active Attacker Response and Prevention Video](#)

[Register for U-M Emergency Alerts](#)

[Report a hate crime or bias-related incident](#)

[U-M Annual Emergency Guidelines](#)

### **Weather Emergency**

In the event of a weather emergency during building hours, Students should find shelter in the nearest restroom, windowless offices, or proceed to the Curtis Center (room B660) in the lower level. Building Occupants should avoid using the elevator even if it is in service as a power failure may occur in transit. Maps to the nearest weather emergency shelters are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester instructors will review the emergency plan for each classroom where classes are held.

### **Building Evacuation**

In the case of fire or building mechanical failure the occupants may be asked to evacuate the building and proceed to a designated staging area. Staff member wearing orange emergency vests will be on hand to assist with a orderly evacuation. Maps to the nearest emergency exit are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester instructors will review the emergency plan for each classroom where classes are held.

[View the SSW Building Egress Map.](#)

### **School Closures**

From time to time the University of Michigan may be forced to close for any number of reasons. The most commons instances are do to inclimate weather, health epidemic, or building mechanical failure. Updates can also be found on the following radio stations:

WUOM 91.7 FM



WWJ 950 AM

WJR 760 AM

In the event that the building is closed (loss of power for example) students can call the Building Emergency Update line (734) 764-SSWB (7792) for updates or [check the SSW school website](#).

**ADA Evacuation**

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email [ssw-ADA\\_compliance@umich.edu](mailto:ssw-ADA_compliance@umich.edu).

Office of Student Services

School of Social Work

Room 1748

(734) 936-0961