



Course title:	Theories and Practices for Community Action and Social Change	
Course #/term:	305-001, Winter, 2020	
Time and place:	Tuesday: 2:00 PM to 5:00 PM, Room 3629 SSW	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Associate Professor Sandra L. Momper, MSW, PhD	
Pronouns:	She, her, hers	
Contact info:	Email: smomper@umich.edu	Phone: 412-496-5591
	You may expect a response within 24 hours	
Office:	2734	
Office hours:	Tuesday 5 PM or by appointment	

"It means a great deal to those who are oppressed to know that they are not alone. Never let anyone tell you that what you are doing is insignificant."

Desmond Tutu, South African civil rights activist

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 several 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 several 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, Due Dates & Percentage of Grade:

Course Assignments	Due Date	Points/Percentage
Core Concepts-Concept Play List of Songs	February 23rd	20
History Project-Topic	<i>February 4th</i>	30
History Project Presentations	<i>March 10th and March 17th</i>	
Semester-Long Action Project-Outline Due	<i>February 11th</i>	30
Semester Long Action Project Presentations Due	<i>April 7th and April 14th</i>	
Final Reflection Paper-Letter to our Future Self	<i>April 21st</i>	10
Attendance & Participation (Reading questions, in-class activities, etc.)	<i>Ongoing throughout the Semester</i>	10
Total Possible Points		100

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 two 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.

Use of APA Style:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

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%):

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 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 reflect 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 (smomper@umich.edu) or phone/text (412-496-5591). 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 or do this on the break. It is expected that your computer only be used to take notes during lectures or to research topics for the class. 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.

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 community; 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. Please make sure assignments are WORD documents so I can edit.

Late assignments will be marked down 2 points for every day late.

Concept Play List: (20 points/20%):

Due February 23rd

Concept Playlist (20 points/20%)

The goal is to have you have a good grasp of Community Action and Social Change concepts from class readings, discussions and your own perspective contemporary or historical. Students will create a playlist of the core concepts of CASC. The playlist will help students define key ideas, develop key questions, and showcase their understanding of the basic terms. Class readings will assist you in completing this assignment. I will not review all readings in class as we have exercises to do that will complement the readings, however the readings will assist you in doing a better job on this assignment. The goal is to help build critical thinking around CASC.

Assignment Details:

Play List of CASC Concepts: Create a “Spotify” or “Pandora” Playlist, or another site of your choosing, of 8 songs that reflect core concepts. For each song include a brief (3 to 5 line) discussion of what the concept(s) is/are and why you selected the song. **YOU MUST INCLUDE A LINK TO THE SONG FOR ME TO ACCESS.**

We’ll generate ideas in class and have an opportunity for students to draft maps of concepts/ideas in class. The playlists should be creative and should reflect your best understanding of what CASC is as a concept. Please do not just regurgitate what you have heard in class, engage in critical thinking as to what CASC entails for you, for your community, etc. and be willing to take risks.

Due- February 23rd-Submit on CANVAS--AGAIN PLEASE PROVIDE A BRIEF DESCRIPTION AND A LINK

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

Due March 10th and March 17th-Topic due to Instructor on February 4th-via CANVAS.

Students will select a historical social justice movement, or organization, from a list of topics. Alternative topics are possible but must be approved by the Instructor.

The purpose is to explore historical examples and to apply history to current CASC efforts. Students will conduct research and write a 6-page double spaced paper based on your research. PLEASE USE APA STYLE FOR THE PAPER. I WILL GRADE YOU ON THIS.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html (Links to an external site.)

Product must include the following information (Please use the following headers for your paper sections):

- 1) Why did you choose this topic? What drew you to this topic?
- 2) Discuss an overview of the movement/person and activities:
 - 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?
- 3) Provide a critical assessment of the work's strengths and limitations based on your analysis:
 - 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:
 - 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, leaflet, PowerPoint, to share with the class. This fact sheet should cover an overview of the movement and the “learning from history” takeaways. We’ll use the classes on March 10th and March 17th for each student to provide a brief overview of their paper. Students may team up (two-three only) to complete this project so that there is not a repetition of history presentations. In that case you will both present and only ONE paper that you collaborate on is required to be uploaded into each of your sites along with the materials (handout, leaflet, power point), Students will select a historical social justice movement, or organization, from a list of topics that are included in the assignment notice in CANVAS. Alternative topics are possible but must be approved by the Instructor.

Semester-Long Project (30 points/30%):

Due: April 7th and April 14th

Students will develop, in groups, 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 April 14th. If you are presenting on April 7th your project materials are due on April 14th, except for your presentation for that day.

A “**Root Cause Tree**” will be a part of your final project. We will learn about and create one in class, so you know how to do your own. Be creative!

https://www.google.com/search?q=root+cause+tree+examples&rlz=1C1GGRV_enUS749US749&tbm=isch&tho=u&source=univ&sa=X&ved=0ahUKEwjkoKqq8pPWAhUiw4MKHaDPDr4QsAQILw&biw=1920&bih=1094#imgrc=CCi1HOvUKrB9UM

Step 1: Project Proposal Outline-Due Feb February 11th: Students will prepare a short (1 -2 pages) outline 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. **IF YOU ARE ALREADY WORKING ON A PROJECT THAT FITS THIS ASSIGNMENT PLEASE LET ME KNOW AND IT CAN BE USED TOWARDS THIS PROJECT.**

Examples of Projects-Please try to engage communities or community members outside of the U of MI-as in Ann Arbor, Ypsilanti, Detroit or youth in high schools, the homeless, immigrants, or refugees, etc.-The Ginsberg Center can assist with this.

- Prepare a resource guide for student or community 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). Distribute the guide via paper or social media.
- Develop an organizational strategy/action plan for an organization, program or a campaign for campus (could be current or proposed). This must be very detailed.
- Volunteer for the Ann Arbor powwow (March 28th and March 29th).
- Engage in a current campaign/action on a current issue. Provide plans and materials from campaign/action. For example: Washtenaw County Commissioner.
- Host an Open Mic Night for a group of your choice (i.e. Latinx students on campus, LGBTQ2S+).
- Host a Poetry Reading/SLAM for a group of your choice.
- Organize an event/activity around a social justice issue that you care about. Provide plans and materials from event/activity.
- Volunteer on projects via the Ginsberg Center: <https://ginsberg.umich.edu/article/undergraduate-opportunities>
- 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 full length movies and develop a guide for how these movies could be used in a student organization/class to raise issues to 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 three CASC- Themed Books and develop a resource guide/thematic analysis for using the books to discuss social justice issues.

Examples of Books Include:

- Alexander, M. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: The New Press.
- Coates, T. (2015). *Between the world and me*. New York, NY: Random House.
- Davis, A.Y. (2016). *Freedom is a constant struggle: Ferguson, Palestine, and the foundations of a movement*. Chicago, IL: Haymarket Books.
- Freire, P. (2018). *Pedagogy of the oppressed, 50th Anniversary Edition*. New York, NY: Bloomsbury Publishing, Inc.
- Gore, A. (2017). *An inconvenient sequel: Truth to power: Your action handbook to learn the science, find your voice, and help solve the climate crisis*. New York, NY: Penguin-Random House-Crown Publishing Group.
- Kristof, N, & WuDunn, S. (2010). *Half the sky: Turning oppression into opportunity for women worldwide*. New York, NY: Vintage Books-Random House.
- Leenaars, AA. (2016). *Suicide among the armed forces: Understanding the cost of service*. New York, NY: Routledge.

- Lewis, C. S. (2014). *The cultural politics of hate crimes*. New Brunswick, NJ: Rutgers University Press.
- Mann, CC. (2005). *1491: New revelations of the Americas before Columbus*. New York, NY: Alfred A. Knopf.
- Molina, N. (2014). *How race is made in America: Immigration, citizenship, and the historical power of racial scripts*. Berkeley, CA: University of California Press.
- Petty, Tawana. (2018). *Towards humanity: Shifting the culture of anti-racism organizing*. Monee, IL: Self-published. Edited by Jamii Tata.
- Sen, R., & Mamdouh, F. (2008). *Accidental American: Immigration and citizenship in the age of globalization*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Wilson, L.C. (Ed.). (2017). *The Wiley handbook of the psychology of mass shootings*. Malden, MA: John Wiley and Sons, Inc.
- You may also suggest/find your own

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? (20 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) and **the “root cause tree”** (15 points)
 - Project artifacts (e.g. resource guide, PowerPoint, pictures of artwork, audio and digital files, curriculum, transcripts, plans, event flyers, meeting notes) (15 points)

Step 4: Project Sharing: Students will be prepared to share projects with class in a 10-minute presentation. The presentation can be informal, or in another format that you choose as in a 3-D exhibit, a song, a video or audio tape, a performance, a poster, dance, or any media of your choosing

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

Due April 21st

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 and 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

Required Texts and Class Materials: All Readings are in Canvas-I reserve the right to delete, or add more pertinent readings if needed, throughout the course. Every effort will be made to reduce the use of paper in this class so hand-outs and documents will be in CANVAS for you to read or refer to in class.

COURSE OUTLINE

MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE

01/14 Introduction to Community Action and Social Change (CASC)

Week 1: This class will be a general introduction to CASC and to concepts of engagement in class. We will also get organized for the semester, review the class structure and assignments, discuss expectations, and begin to build our class community.

IN CLASS VIDEO: https://www.ted.com/talks/brene_brown_on_vulnerability?language=en
Brene Brown: The Power of Vulnerability

01/21 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 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.

Required Reading & Tasks to Prepare for Class Session:

- Kahn, S. (2010). Creative community organizing. Chapter 7: *Strengthen the story*. San Francisco, CA. Berrett-Koehler Publishers, Inc.
- Chin, M. (2017) Feelings, Safe Space, and LGBTQ of Color Community Arts Organizing, *Journal of Community Practice*, 25(3-4), 391-407, DOI: 10.1080/10705422.2017.1347119 Retrieved from <https://doi.org/10.1080/10705422.2017.1347119>
- Mast, R.H. (Ed.) (1994). Detroit Lives. Part 1: *Organizing for survival at the grassroots* (pp. 24-66). (at least **pick one story to read**). Philadelphia, PA: Temple University Press.
- Pyles, L. (2014). Progressive community organizing. Chapter 2: *Self-aware organizer* (pp. 21-33). New York, NY: Routledge.
- Tatum, B.D. (2000). Readings for diversity and social justice. *Complexity of Identity: Who am I?* (pp. 1-13). New York, NY: Routledge.
- The Sun (September 2018). Prejudice. *Readers Write*, 513, 29-36. Retrieved from

<https://www.thesunmagazine.org/issues/513/prejudice>

IN CLASS VIDEO:

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

Chimamanda Ngozi Adichie: The Danger of a Single Story

Task: Story of self-worksheet (**will be passed out in first class**)-come prepared to share your story in informal groups.

Recommended Readings-Extra Credit (upload a half page description of key points for each article):

- Arao, B., & Clemens, K. (2013). The art of effective facilitation. Chapter 8: *From safe spaces to brave spaces* (pp. 135-150). Sterling, VA: Stylus Publishing, LLC: 135-150.
- National Association of Social Workers. (2017). NASW code of ethics. Retrieved September 5th, 2019, from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

01/28 Whose Community and Whose Organizing: Organizing for Social Change in Communities Outside of your Experience

Week 3: Guest Instructor: Charles E. Williams II is the Pastor of Historic King Solomon Church in Detroit, Graduate Student at University of Michigan School of Social Work, and President of Michigan National Action Network as well as a loving Husband and Father.

Required Reading & Tasks to Prepare for Class Session:

- Harris, R. L. (1979). Early black benevolent societies, 1780-1830. *The Massachusetts Review*, 20(3), 603-625. Retrieved from <https://www.jstor.org/stable/25088988>
- Hounmenou, C. (2012). Black Settlement Houses and Oppositional Consciousness. *Journal of Black Studies*, 43(6), 646-666. Retrieved from <https://www.jstor.org/stable/23414663>
- Kvasny, L., & Lee, R. (2010) The paradoxical consequences of the White House faith-based and community initiative for black churches. *New Media & Society*, 12(4), 619-636. DOI: 10.1177/1461444809342767

IN CLASS VIDEO: <https://www.youtube.com/watch?v=40PFg9ZoSYy&t=1601s>

Saul Alinsky: Brilliant, Epic Conversation on Revolution

02/04 Building Relationships and Facilitating Participation

DUE: History Project Topics

Guest Presentation by the Ginsberg Center: *Workshop on Entering, Engaging and Exiting Communities Respectfully*.

Week 4: This week we will focus on skills needed for community change work by looking at HOW to engage in community change work. We will look at how to build relationships and what skills are needed to build relationships, facilitate participation, work together for change, and thoughtfully exit communities.

Required Reading & Tasks to Prepare for Class Session:

- Chambers, E. T., & Cowan, M. A. (2013). Roots for radicals: Organizing for power, action & justice. Chapter 2. *The relational meeting* (pp. 44-54). New York, NY: Bloomsbury.
- Finn, J.L. (2016). Just practice: A social justice approach to social work. Chapter 5: *Just get started: Engagement* (pp.188-236). New York, NY: Oxford University Press.

IN CLASS VIDEO: <https://www.youtube.com/watch?v=e2Re-KrQNa4>

Building Resilient Communities: Case of Pine Ridge

02/11 Understanding Community Action and Social Change Terms and Perspectives

DUE: Outline for Semester Long Project

Week 5: 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. 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:

- Bell, L. A. (2007). Theoretical foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *What is social justice?* (pp. 21-26). New York, NY, US: Routledge/Taylor & Francis Group.
- Checkoway, B. (1997). Core concepts for community change. *Journal of Community Practice*, 4(1), 11-29.
- Finn, J. (2016). Just practice: A social justice approach to social work. Chapter 1: *Imagining social work and social justice* (pp. 1-44). New York, NY: Oxford University Press
- Johnson, A. G. (2018) In M. Adams, W. J. Blumenfeld, D. Chase, J. Catalano, D. Keri, H.W. Hackman...X.Z. Johnson. Readings for diversity and social justice. Chapter 3: *Social construction of difference* (pp.15-20). New York, NY: Routledge.
- Warren, R., et al. (2011). Match on dry grass: Community organizing as a catalyst for school reform. Chapter 1: *How community organizing works* (pp.1-16). New York, NY: Oxford University Press. Retrieved from <http://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=760024>.
- *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>

02/18 Community Change as a Process: Systems, Power, Impacts and Approaches

DUE: Playlist of Concepts—FEBRUARY 23RD

Week 6: This week we will focus on developing frameworks for community change, critically examining different models and approaches to change work, and learning from historical examples of community action and social change. We will look at community change as a system that impacts individuals, groups, communities, institutions, and society. We’ll also explore concepts of power. We will develop in class concept maps of the various ideas.

Required Reading & Tasks to Prepare for Class Session:

- Chambers, E.T., Cowan, M.A. (2013). Roots for radical: Organizing for power, action & justice. Chapter 1. *The world as it is and the world as it should be* (pp. 21-43). New York, NY: Bloomsbury.
- Ferguson, K., Texiteria, S., Wernick, L., & Burghardt, S. (2018) Macro interventions and their influence on individual and community well-being. *Journal of Social Work*, 18 (6), 679-702.
- Harro, B. (2018) In M. Adams, W. J. Blumenfeld, D. Chase, J. Catalano, D. Keri, H.W. Hackman., X.Z. Johnson. Readings for diversity and social justice. Chapter 6: *The cycle of socialization* (pp. 45-51), Chapter 7: *The cycle of liberation* (pp.52-58). New York, NY: Routledge.
- Shepard, B. (2015). Community projects as social activism: From direct action to direct services. Chapter 11: *Social movements to social services: From the Black Panthers to the Young Lords* (pp. 113-118). Los Angeles, CA: Sage.

Review two web examples of the following organizations and come ready to discuss their approach:

- 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/>
- Emily's List: Ignite Change: <https://www.emilyslist.org/>
- Interfaith Coalition for Peace and Justice: <http://www.icpj.net/program-areas/>
- Allied Media: <https://www.alliedmedia.org/>
- EMEAC (East Michigan Environmental Action Council): <http://www.emeac.org/>
- Washtenaw Interfaith Coalition for Immigrant Rights: <https://wicir.org/>
- Spectrum Center: <https://spectrumcenter.umich.edu/>

02/25 Learning from Grace

Week 7: 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:

- Boggs, G. L. (2012). *The next American revolution: Sustainable activism for the twenty-first century*. Chapter 1: *These are the times that grow our souls* (pp.1-11). Berkeley, CA. University of California Press. (revisit).
- Film guide: <http://americanrevolutionaryfilm.com/wp-content/themes/boggs/files/pov-americanrevolutionary-discussion-guide-color.pdf>
- McFadden, R. D. (October 5, 2015). Grace Lee Boggs, human rights advocate for 7 decades, dies at 100. *The New York Times*. Retrieved from 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/>

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

03/03 Spring Break—Enjoy your time off.

03/10 History Project Presentations: Group One

DUE: History Project Presentations

Week 8:

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 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. Remember to bring a flyer, leaflet, brochure or present your Power Point to the class.

Tasks to Prepare for Class Session:

There are no readings for today.

Task: Come prepared to share and present your example from your paper (see assignments instructions).

03/17 History Project Presentations: Group Two

DUE: History Project Presentations

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 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. Remember to bring a flyer, leaflet, brochure or present your power point to the class.

Tasks and Readings (if there is time) to Prepare for Class Session:

Reading:

- 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.

Task: Come prepared to share and present your example from your paper (see assignments instructions).

03/24 Strategy, Planning and Action

Week 10: This class will focus on the importance of planning and strategy for community change. Once you have an idea, how do you begin to move forward to make change? Strategy is critical for community organizing efforts. In this class, we'll also hear from community organizers about 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:

- Bobo, K., Kendall, J., & Max, S. Organizing for social change: Midwest academy manual for activists. Chapter 4: *Developing a strategy* (pp. 30-48). Santa Ana, CA: Seven Locks Press.
- Brown, A. M. (2017) Emergent strategy: Shaping change, shaping worlds. Read: *Introduction, Principles of Emergent Strategy, and Elements of Emergent Strategy* (pp. 1-51). Chico, CA: AK Press.
- Morrison, E., & Hutcheson, S. (June 20, 2014) Accelerating civic innovation through "strategic doing." *Stanford Social Innovation Review: Informing and Inspiring Leaders of Social Change*. Retrieved from https://ssir.org/articles/entry/accelerating_civic_innovation_through_strategic_doing

Case Study:

- Welton, A. D., & Freelon, R. (2018). Community organizing as educational leadership: Lessons from Chicago on the politics of racial justice, *Journal on Research and Educational Leadership*, 13(1), 79-105. <https://doi.org/10.1177%2F1942775117744193>

03/31 Allyhood, Co-Liberation, Coalitions, & Working Together

Week 11: 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 when 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. 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?

Required Reading & Tasks to Prepare for Class Session:

- Bollier, D. (August 28/September 4, 2017). The next big thing: Will be a lot of small things. *The Nation*, 305 (5), 16-19, and 25.
- Color of Change: A Messages to Allies and Aspiring Allies (pp. 12-15).
- Gladwell, M. The Revolution will not be tweeted: <https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>
- Practical Community Coalition information: <http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coalition/main>
- Young, S., Richards-Schuster, K., Davis, A., & Pellegrine, I. (2013). Chapter 4. *Civic youth work: Cocreating democratic youth spaces. Creating spaces for the next generation of civil rights workers: Mississippi safe schools coalition-Youth participation in the Mississippi safe*

school's coalition (pp. 43-54). Chicago, IL: Lyceum Books, Inc.

IN CLASS VIDEO:

https://www.youtube.com/watch?v=CIun3f0Kscc&list=PLNB_zLAfr75S-HOPC0d8eauj9J9sv03kL
“Why Coalition Building is Necessary”

Recommended Readings: Extra Credit (upload a half page description of key points for each article):
Metropolitan Youth Policy Fellows-Youth Working Together Toward a Better Metropolitan Detroit
Hosang-Youth and Community Organizing Today

04/07 **DUE: Semester Long Project Presentations (Group Two)**
Week 12: We will focus on our action projects. We will have the opportunity to hear about each other's projects and reflect on the common themes and learning across the projects.

Task: 10-minute presentations (see assignment instructions). Remember that the presenters for this week just need the presentations, other materials can be submitted on April 14th.

04/14 **DUE: Semester Long Project Presentations (Group One)**

DUE: All Materials from the Semester Long Project

Week 13: We will focus on our action projects. We will have the opportunity to hear about each other's projects and reflect on the common themes and learning across the projects.

Task: 10-minute presentations (see assignment instructions).

04/21 Our Future Selves: Takeaways and Reflections

DUE: Letter to our Future Selves

Week 14: 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.

Required Readings to Prepare for Class Session:

- Kuo, M. (2005). In C. Boudin, K. Farrow, B. Dohrn, & D. Berger (Eds.). Letters from young activists. Chapter 12: *Letters to our future selves* (pp. 215-219). New York, NY: Nation Books.
- Safi, O. (2014). *The Disease of Being Busy*.

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

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 need 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

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 (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

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. We will complete teaching evaluations in class when the final class meets.

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.](#)

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 an 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 common instances are due to inclement 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.

Office of Student Services

School of Social Work

Room 1748

(734) 936-0961

HAVE A RESTFUL AND HAPPY BREAK