



SCHOOL OF SOCIAL WORK

COMMUNITY ACTION & SOCIAL CHANGE

UNIVERSITY OF MICHIGAN

SW 300: Understanding Community Action and Social Change (DECLARE) | One Credit
Develop, Engage, Challenge, Learn, Act, Reflect and Empower

September 26th – September 27th

- Pronouns: she/her/hers
- Faculty: Amber Williams ambnicol@umich.edu
- Office: Remote | Zoom | 734.763.5733
- Office Hours: By Appointment (Zoom)

Course Summary: This course is an intensive learning experience designed to support students in beginning the deep work of reflection that will be built on throughout all CASC coursework. The specific goals of the retreat are to: (1) Develop student understanding of social identity to lead to deeper, more intensified classroom and out-of-classroom learning, (2) Help students explore and articulate individual passions and their role in broader movements towards community action and social change, (3) Challenge ideas and provide space for students to learn how to engage across differences, (4) Reflect on individual's experiences and skill sets, and the power individuals bring into a community, and (5) Empower students to build a toolbox of skills, learning and experiences that will help them throughout their lives.

Retreat Curriculum: Course Background

The SALT Leadership mini-course is modeled after previous iterations of social justice program developed by the CASC minor, namely the Declare Social Justice Retreat. The course is a structured two-day retreat that applies experiential learning, critical reflection, discussion, and lecture through a social justice education model. Participating students will critically engage SALT model elements of capacity for empathy, critical consciousness, commitment to justice, equity in purpose, the value of collective action, controversy with courage, and coalescence, to promote leadership skills and knowledge. Opportunity for additional co-curricular opportunities will be offered following course completion, with the Trotter Multicultural Center

Course Objectives

- **Develop a Social Justice Vision.** understanding how to create a participatory and equitable vision of social justice rooted in the voices, experiences, and leadership of historically marginalized communities.
- **Examine Systems of Social Inequality.** unpacking and analyzing systemic oppression, power and privilege in context, as well as fostering shared language of social justice concepts.
- **Promote Identity and Critical Consciousness Raising.** building identity awareness in relation to social systems; developing skills to contextualize social identity and positionality in changing environments.
- **Understand Transformative Justice and Collection Action.** engaging transformational

leadership (guided by seven capacities), unpacking root causes of harm and conflict, and practicing skills toward collective action.

Core Competencies:

Students will gain exposure, knowledge and practice in each of the following competencies

- Capacity for Empathy: the ability to empathize gives leaders the ability to understand other peoples’ experiences, perspective, and life situations
- Critical Consciousness: an understanding historical and contemporary forms of oppression that negatively affect marginalized communities
- Commitment to Justice: a motivation to advance the well being of historically oppressed communities, and the prioritization of efforts to achieve a more just society, where all groups are equally valued, validated, and empowered
- Equity in Purpose: when groups develop “commons” purposes, they often inherently privilege the voices of those in power and marginalize other interests
- Value of Collective Action: working with diverse communities to collectively resist multiple forms of oppression and advance justice for all historically underserved and marginalized communities
- Controversy with Courage: engaging controversy courageously by embracing discomfort, acknowledging privilege and oppression, and contributing to conversations about significant social problems
- Coalescence: individual and groups develop a shared understanding that systematic equity or justice is beneficial for all groups

Course Schedule

Course Schedule	Course Theme
Part One (sync)	Course Introduction (synchronous w/ Instructor)
Part Two (async)	Salt, Spectrum of Knowledge, and Social Identity
Part Three (async)	Social Justice Language
Part Four (async)	Social Justice Vision and Transformative Justice
Part Five (sync)	Transformative and Healing Justice

Course Expectations & Assignments: Students are expected to attend the retreat in full, complete a pre/post survey, complete reflection and final paper assignments, and attend a one on one appointment with a Declare peer facilitator.

- Pre-Survey Completion (5 points) 9.26
- Salt Capacity Reflections (5 pts) 9.26
- Spectrum Knowledge (5pts) 9.26
- Social Identity Profile (10 pts) 9.26

- Four Corners and Cracking the Code Debrief (5pts) 9.26
- Social Justice Vision and Transformative Justice (5pts) 9.26
- Day 1: Reflection Paper (10 points) 9.26
- Day 2: Reflection Paper (10 points) 9.27
- Post Survey Completion (5 points) 10.2
- Final Paper (30 points) 10.2
- Event or Volunteering and Reflection Paper (10 pts) 12.1

Grading

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GRADING SCALE (by percentage):

A- 90-93	A 94-100	
B- 80-83	B 84-86	B+ 87-89
C- 70-73	C 74-76	C+ 77-79
D- 60-63	D 64-66	D+ 67-69

Incompletes: Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to 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.

Students in Need of Accommodations: If you have a documented disability or condition that may interfere with your participation in this course, please notify the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources,

COVID-19 Statement: For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective

health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences: Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*