



Course title:	Theories and Practices for Community Action and Social Change	
Course #/term:	SW 305, Fall 2020	
Time and place:	Monday 1:00-4:00	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Katie Richards-Schuster, Associate Professor, Director CASC Minor, School of Social Work	
Pronouns:	She/Her/Hers	
Contact info:	Email: kers@umich.edu	Phone: 734-730-6572
	You may expect a response within 24-48 Hours	
Office:	SW 3850	
Office hours:	Monday 12-1, 4-5 and by appointment	

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.

Core Competencies

Praxis: Reflection and action upon the world in order to transform it

-Paulo Freire, The Pedagogy of the Oppressed

1. Students will examine their own identity development (race, class, gender, sexual/relational orientation, religion, nationality, ability, other), recognize multiple social identities, and engage in critical analysis of power, privilege and oppression.
2. Students will explore the meaning of community and social change.
3. Students will develop skills in interviewing, relationship-building, and group facilitation.
4. Students will gain awareness of historical framework and theory regarding community action and social change.

5. Students will engage in policy and structural analysis with regard to community action and social change.
6. Students will develop an understanding of community-building and organizing skills.

Class Materials

All materials will be posted to Canvas.

Grading and Assignments

The class requires a set of assignments aimed at:

- gaining critical awareness about one's self as a community change agent both inside and outside the classroom
- building knowledge about core concepts, historical frameworks, and key people,
- developing and engaging with peers in critical discussion of key ideas and issues, and
- applying the lessons and learning to one's current interest and future work

An outline of the assignment and due dates is listed in the assignment section of the canvas your reference.

Assignment Expectations

Due dates are firm. I expect that assignments will be turned in on the day they are due unless there are extenuating circumstances and/or you have talked with me in advance. I reserve the right to mark down papers ½ a grade for each day late in fairness to classmates who turn papers in on-time.

Learning Environment

This class is based on a collaborative learning model—one in which students are both “teachers and learners” in the classroom. During the class, we will have regular opportunities for peer-based learning and teaching activities. This model requires that students be prepared to participate, to take risks and share ideas, to respect diverse opinions, and be open to challenging yourself each class.

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.

Recording of Class (Audio & Video)

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Attendance Expectations & Health-Related Class Absences

I expect that students will be engaged in class and ready to start at 1:00 (whether online or in person). I will expect that people come to class having read the materials and bringing examples from the readings and from one's experience to share. My commitment is to create an environment where people feel apart of a community. That may be tough in the online space- but to do this- I hope that you will commit to staying focused during our class time and when at all possible keep cameras on during the zoom calls.

We are scheduled to have a few in-person sessions. We will follow all safety protocols for these sessions as established by the School of Social Work and University of Michigan. We will continue to monitor this and make adjustments as needed. Attending the in-person time is completely up to you and there will be no penalty if you choose not to join in person. Please know that I will make every possible accommodation to support you if you decide or need to join remotely.

IMPT- This semester- if you are sick, DO NOT come to the in-class session and monitor yourself if you are able to attend on-line. If you feel ill, you are encouraged to seek

appropriate medical attention for treatment. 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.

Plagiarism

I take plagiarism seriously. Plagiarism is when you attribute others' ideas and/or exact words as your own. This includes ideas and/or passages from the readings, class activities, peers, and from the Internet, among others. I expect that all sources used will be cited or referenced. If I suspect plagiarism, I will follow the University's protocol for disciplinary action. This could mean a loss of points, failure of a grade, and/or other consequences. If you have questions, please do not hesitate to ask.

Personal Issues and Special Accommodations

Please see me if you have any concerns about the class, your participation in the class, or have personal issues that relate to the class. I am more than happy to meet with you at any point to discuss your situation or to address any special accommodations. I am also available to assist you with accessing school or university-based resources you may need during the semester.

As a reminder, if you will require special accommodations for class and/or assignments, please see me as soon as possible.

Class Policies

This is a Social Work course and therefore we follow the policies and practices of the School of Social Work. For more information, please see:

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

Grading Rubric

Scores on the preceding assignments are cumulative and will be converted to a final letter grade at the end of the semester according to the following scale:

94-100 = A

91-93 = A-

87-90 = B+

84-86 = B

81-83 = B-

77-80 = C+

74-76 = C

71-73 = C-

70- 0 = No Record COVID (NRC)

ASSIGNMENTS

Padlet Assignments (short posts): (20 pts; 5 points each)

- [Core Concept Mixed Tape \(5 points\) - PADLET](#)
- [Racial Equity and Structural Racism/Inequality @ Home \(Washtenaw County or your Home Community\)- \(5 points\) PADLET](#)
- [Community Change Example \(5 Points\)- PADLET](#)
- [GOTV: Get Engaged, Get Involved \(5 Points\)- PADLET](#)

History Project (30 pts)

- [Learning From History \(30 points\)](#)

Action Projects

- [Individual Social Action Project \(30 points\)](#)
- Group Project- [EMU Action Collaboration \(10 points\)](#)

Final Reflection- Letter to Self (10 pts)

- [Letters to Our Future Selves \(10 points\)](#)

Extra Credit (each worth 2 points up to 2 for the semester)- note these cannot be used to complete action project activities

Engage in a rally, meeting, speaker, concert, webinar that relates to social justice or an issue you are passionate about. Provide some kind of documentation about your participation. Write a 1 page summary of your experience and why/how this matters to your own work for CASC. All work is due Dec 7th- no late summaries allowed.

- [Extra Credit 1](#)
- [Extra Credit 2](#)

CLASS CALENDAR

Week	Topic
1 (Aug 31)	Introduction to Community Action and Social Change
2 (Sept 7)	Labor Day
3 (Sept 14)	Understanding Our Story: Being aware of who we are as Change Agents. What informs our perspectives? What skills do we bring?
4 (Sept 21)	Understanding Community Action and Social Change Terms & Perspectives
5 (Sept 28)	Community Change as a Process: Systems, Power & Impacts
6 (Oct 5)	Exploring Approaches: CASC in Practice

- 7 (Oct 12) Key Frameworks & Theory for CASC Part I:
Power of Critical Consciousness, Socio-
Political Participation
- 8 (Oct 19) Key Frameworks & Theories for CASC Part
II: James and Grace Lee Boggs
- 9 (Oct 26) Learning from Social Movements & Key
Figures
- 10 (Nov 2) CASC- Getting Started & Building
Relationships
- 11 (Nov 9) Key Practices for CASC Strategy &
Relationships
- 12 (Nov 16) Key CASC Practices II: Co-Liberation,
Coalitions, & Working Together

13 (Nov 23)

Individual Meetings/Check-ins, As needed

14 (Nov 30)

Class Presentations/Our Future Selves-
Takeaways and Reflections

15 (Dec 7)

Class Presentations/Our Future Selves-
Takeaways and Reflections

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