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| <b>Course title:</b>   | Community Action and Social Change Integrative Capstone Experience  |
| <b>Course #/term:</b>  | Social Work 401, Section 004 – Winter   |
| <b>Time and place:</b> | Thursdays, 5-7 from 28 Jan to 11 Mar  |
| <b>Credit hours:</b>   | 1   |
| <b>Prerequisites:</b>  | Declared CASC minor, most of the related coursework complete  |
| <b>Instructor:</b>     | Joseph A. Galura  |
| <b>Pronouns:</b>       | He, him, his  |
| <b>Contact info:</b>   | <b>E-mail:</b> jgalura@umich.edu <b>Phone:</b> 734-763-6579<br>You may expect a response within 48-72 hours |
| <b>Office:</b>         | 3640c SSWB  |
| <b>Office hours:</b>   | Wednesdays 1-4, and by appointment  |

## 1. COURSE DESCRIPTION

This one-credit course is the capstone for the undergraduate minor in Community Action and Social Change. The course is designed to help students integrate their learning from the different component areas of the minor and to develop a project that captures core learning. Students will meet in small groups to facilitate the development of key markers of integrative learning. Students will present their projects in a showcase at the end of the semester.

## 2. CLASS REQUIREMENTS

### a. Text and class materials:

Petty, Tawana “Honeycomb.” *Towards Humanity: Shifting the Culture of Anti-Racism Organizing* – and selected book chapters and articles as noted on the syllabus.

- All readings are posted on Canvas.
- Students are expected to complete each required reading.
- Students should come to class prepared to discuss course readings.

### b. Class schedule:

| Date/Time           | Agenda                  | Required readings & assignments |
|---------------------|-------------------------|---------------------------------|
| Week 1: 28 Jan, 5-7 | LESSON 1: My Story as a | Syllabus                        |

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|                     | Change Agent                              | Brown, CB.   |
| Week 2: 4 Feb, 5-7  | LESSON 2: Critical Consciousness          | Philosophy Statement and Three Key Learning Experiences                      |
| Week 3: 11 Feb, 5-7 | LESSON 3: Exploring Core Concepts in CASC | Book Club Chapters: Boggs, GL; Brown, AM; Freire, PRN; Petty, TH (Worksheet) |
| Week 4: 18 Feb, 5-7 | LESSON 4: Social Change Praxis            | Artifact Reflection and Description  |
| Week 5: 25 Feb, 5-7 | LESSON 5: Self-inquiry and Interview      | Generative Interview (Worksheet)   |
| Week 6: 4 Mar, 5-7  | LESSON 6: Learning from Alumni            | Richards-Schuster, KE, et. al.   |
| Week 7: 11 Mar, 5-7 | LESSON 7: Artifact Showcase               | Completed Artifact and Presentation<br>Final Paper                           |

**c. Assignments:**

**Philosophy Statement and Three Key Learning Experiences (3-5 pages)**

This is an open-ended assignment that can be as creative or as structured as you would like. It should be 3-5 pages in length, double spaced, Times New Roman, 12-pt font, 1-inch margins.

**Part 1: Philosophy Statement**

- What does social change and justice mean to you, and how will it influence the next steps of your community action social change exploration, and journey?
- How do you define your purpose and role as a change agent (refer to notes from class on core values, critical stories, and critical consciousness/identity).

**Part 2: Key Learning Experiences**

Reflect on three key learning experiences connected to your social justice journey. Your experiences should in some way connect to context, diversity, and action learning competencies. Assignment Guidance: If helpful, please refer to the LESSON 1 slides.

**Book Club Worksheet (1 page, hard copy – print from Canvas Assignment 2)**

Everybody reads Petty, Tawana “Honeycomb.” *Towards Humanity: Shifting the Culture of Anti-Racism Organizing*. However, only ONE group presents Petty. The other choices are:

- Boggs, Grace Lee – “Catching Up with Martin” (a later version appears her *The Next American Revolution: Sustainable Activism for the 21<sup>st</sup> Century*, written with Scott Kurashige)
- Brown, Adrienne Maree – “Introduction” (from *Emergent Strategy: Shaping Change, Changing Worlds*)
- Freire, Paulo Reglus Neves – “Chapter 2” (from *Pedagogy of the Oppressed*)

### **Artifact Reflection and Description (2-5 pages)**

The goal of the artifact description assignment is to share your vision, purpose, and approach to social change. Using CASC concepts, the proposal will cover some critical reflection to guide your story. Format: 2 - 5 pages, double spaced, Times New Roman, 12-pt font, 1-inch margins.

#### **Section A: Engaging a Social Change Praxis**

What theories, frameworks and concepts do you value as a change agent? How do those theories influence your practice methods?

- Theoretical Influences: what theories, frameworks, and concepts have you learned during college that inspire your practice methods as a change agent?
- Practice methods: what are methods of change do you practice, or plan to practice in the future, and why? How are these methods connected to your theoretical influences?

#### **Section B: Description of the Artifact**

- What will you create for your artifact, and why?

### **Generative Interview Worksheet (6 pages, hard copy – print from Canvas, Assignment 4)**

This is a structured peer-to-peer activity, guided by the prompts on the worksheet.

### **Final Paper (5-7 pages)**

The final paper assignment includes a synthesis of lessons learned in this course, and how they apply to your journey as a future alumni. Referring to your in class generative interview, the alumni interview, artifact assignment, and other course takeaways, synthesize core themes that emerged for you this semester and how they relate to your social change pathway. Format: 5-7 pages, double spaced, Times New Roman, 12-pt font, 1-inch margins.

Refer to the following question guide to help frame the assignment

#### **Article 1 - General Course Takeaways**

- What did you learn about yourself through this process, class, and the showcase?
- What did you learn about your overall experience in CASC/UM? How are your takeaways related to what you've discovered about your core values, and "sense of purpose" as a change agent?
- What will you take away from CASC, overall, for the future?
- Based on your learning, what advice would you give to others?

- Reflecting on the four findings from CASC Minor alumni captured in the article by Richards-Schuster, et. al., what are strategies that you can employ to sustain your work as a change agent in your field of practice, following your postgrad experience

**Article 2 - Alumni Interview Summary and Reflection.** The summary and reflection should be in narrative form, providing an overview of the conversation with your alum.

- What are your core takeaways?
- What similarities and differences did you discover in your postgraduate pathway?
- What surprised or excited you?
- What did you learn about being a change agent as a post-grad?
- How do you feel about the post-college world after talking with your alum?

**Article 3 - Generative Interview**

- What key highlights emerged in your interview?
- What did you learn about your skills, approaches and practices around social change?
- How did an experience of challenge or failure shape your approaches to social change?

**Completed Artifact and Presentation**

The artifact should incorporate a synthesis/story about how you are, your journey, and where you see your future as an agent of change. Evidence of the following (from prior assignments) must be incorporated in your artifact. Refer to the artifact proposal and philosophy statement to construct this artifact. The five-minute presentation of your artifact to the class must highlight how you identify as a change agent, your vision for social change, and where you see yourself in the future. Please bring the physical artifact to LESSON 7 or upload a digital copy to canvas to demonstrate completion.

| Assignment  | Due date   | Percent of overall grade |
|---|--|--------------------------|
| Philosophy Statement and Three Key Learning Experiences | 4 Feb by 5<br>Upload Word.doc to Canvas                      | 16.7                     |
| Book Club Worksheet                                     | 11 Feb by 5<br>Submit hard copy following class presentation | 8.4                      |
| Artifact Reflection and Description                     | 18 Feb by 5<br>Upload Word.doc to Canvas                     | 16.7                     |
| Generative Interviewing Worksheet                       | 4 Mar by 5<br>Bring hard copy to class                       | 8.4                      |
| Completed Artifact and Presentation                     | 11 Mar by 5<br>Present physical or digital                   | 16.7                     |

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|                                    | artifact to class                                 |      |
| Final Paper                        | 18 Mar by 5<br>Upload Word.doc to Canvas          | 16.7 |
| Attendance and class participation | 28 Jan, 4 and 18 Feb; 4 and 11 Mar – see item 3b. | 16.7 |

**d. Grading:**

Because this is a Social Work class, it will attempt to follow the School’s [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#).

- Assignments will be graded on a credit/no credit basis and given written feedback by the instructor. A student has the option of revising and resubmitting work for re-evaluation within one week of grading.
- My policy for incomplete and late assignments is to accept them within 24 hours of time and date due at one-half the specified credit – but not after 24 hours.
- Number grades convert to letters as follows:  
A 100-94/A- 93-90    B+ 89-87/B 86-84/B- 83-80  
C+ 79-77/C 76-74/C- 73-70    D+ 69-67/D 66-64/D- 63-60

**3. ADDITIONAL COURSE INFORMATION AND RESOURCES**

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**a. Teaching philosophy:**

My teaching philosophy aligns with my research interests:

Integrative pedagogy, particularly how teaching the whole student with mind, heart, and spirit applies to service-learning, social work education, and ePortfolio development; diversity and social justice; the experiences of Filipino Americans, especially in metropolitan Detroit.

The essence of integrative pedagogy is inclusive teaching. I aspire to provide structure in the course such that each student knows what to do before, during, and after each session. I also hope to be thoughtful in facilitating each session so that everyone can participate because I believe, as a class, we are all teachers and learners together.

**b. Attendance and class participation:**


This is a Social Work class that subscribes to the School’s [Policy on Class Attendance](#). Students are expected to attend all of their classes. Moreover, attendance, punctuality and class participation count for one-sixth of each student’s final grade. Any absence of more than 20

minutes during a given session equates to the loss of class participation points on that date. Excessive absences will be brought to the attention of the student by the course instructor.

**c. Safety and emergency preparedness:**

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)764-7793 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 two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at [ssw-ADA.compliance@umich.edu](mailto:ssw-ADA.compliance@umich.edu).

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. [Click here to read more about the School of Social Work's emergency policies and procedures.](#)

*Additional resources:*

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](#)
- [View the annual Campus Safety Statement](#)

**d. Mental health and well being:**

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
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at [mshaughm@umich.edu](mailto:mshaughm@umich.edu).
- [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)

**e. Teaching evaluations:**

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

**f. 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 they 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.](#)

**g. 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)

**h. 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.](#)

**i. Military deployment:**

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

**j. 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.](#)

**k. 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.](#)