



Course title:	Theories and Practices for Community Action and Social Change
Course #/term:	SW 305 101, Spring 2021
Time and place:	Tuesdays & Thursdays, 10:00 AM - 1:00 PM Zoom
Credit hours:	3
Prerequisites:	None
Instructor:	Professor Justin D. Hodge, LMSW-Clinical and Macro
Pronouns:	<i>He/Him/His</i>
Contact info:	E-mail: hodjusti@umich.edu Cell: 734-325-9136 You may expect a response within 48-72 hours
Office:	3743 SSWB
Office hours:	By appointment

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 objectives and competencies: 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.

2. CLASS REQUIREMENTS

a. Text and class materials

All materials will be provided on Canvas. Students are expected to have completed all assigned readings prior to class. Readings may be changed due to visits by guest lecturers, special circumstances, and student needs. I will aim to make any changes to readings two weeks in advance.

b. Class schedule

Date/Time	Agenda
Session 1	Introduction to Community Action and Social Change
Session 2	Community Action & Story of Self
Session 3	Understanding Our Story: Being Aware of

	Who We Are as Change Agents
Session 4	Understanding Community Action and Social Change Terms & Perspectives
Session 5	Community Change as a Process: Systems, Power & Impacts
Session 6	Exploring Approaches: CASC in Action
Session 7	Key Frameworks & Theory for CASC Part I: Power of Critical Consciousness, Socio-Political Participation: Learning from the Work of Paulo Freire, Myles Horton, Ella Baker & Septima Clark
Session 8	Key Frameworks & Theories for CASC Part II: James and Grace Lee Boggs
Session 9	Deepening Our Thinking of CASC and Creating Change
Session 10	Learning from Social Movements & Key Figures
Session 11	Key Practices for CASC Strategy & Relationships
Session 12	Key CASC Practices in Action
Session 13	Anti Racist Organizing, Co-Liberation & Self-Care
Session 14	Action Project Presentations & Takeaways

c. Assignments

Detailed assignment information can be found on Canvas.

Course Assignments	Due Date	Percentage
Padlet Assignments	5/13/21 5/20/21 5/27/21	10% each for a total of 40%

	6/3/21	
Action Project	5/27/21 6/17/21	Proposal: 10% Project: 30%
Final Reflection Paper-Letter to our Future Self	6/25/21	20%

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 critical thinking: Papers that rate the highest will show strong analytic skills; evidence strong critical 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.

a. Attendance and class participation

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information.

b. Grading

Please review the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#).

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

100+	A+	77-79	C+
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	E

c. Class Recording and Course Materials

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 a recording is occurring. 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.]

d. 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](#).

e. 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*