



Course Title:	Theories and Practices for Community Action & Social Change
Course #/Term:	305, Fall 2021
Time and Place:	Mondays; 1:00 – 3:50pm, East Quad Rm # 1423
Credit Hours:	3
Prerequisites:	None
Professor:	Abigail Eiler, LMSW-Clinical, QMHP, CMHP
Pronouns:	She, Her, Hers
Contact Info:	rowea@umich.edu ; 734-845-1442 <i>You may expect a response within 48 hours.</i>
Office:	SSWB 3728
Office Hours:	Fridays; 9:00 – 10:00AM and by appointment

“The price of inaction is far greater than the cost of making a mistake.”
– Meister Eckhart

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.

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 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.

Course Assignments & Grading:

Course Assignments	Due Date	Points/Percentage
Three Padlet Assignments 1) Core Concept Mixtape 2) Racial Equity and Structural Racism/Inequality 3) Social Justice Community Change	9/27/2021 10/11/2021 11/1/2021	15 points; 5 points each
Semester Long Action Project 1) Proposal 2) History Paper 3) Presentation (see CANVAS for details)	10/5/2021 10/25/2021 11/29/2021	5 points 20 points 30 points
Final Reflection Paper-Letter to our Future Self	12/6/2021	10 points
Attendance & Participation (Reading questions, in-class activities, etc.)	Ongoing	20 points
Total Possible Points		

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 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.

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 (20 points)

As an advanced practice course, 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 particular 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 reflects 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 (rowea@umich.edu) or phone/text (734-845-1442). 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. It is expected that your computer only be used to take notes during lectures. 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.

Also, 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 field; 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.

Late assignments will be marked down 2.5% for every day late.

Padlets (Link is in CANVAS)

You will utilize Padlet to post the following assignments:

- | | |
|---|-----------------|
| 1. Core Concept Mixed Tape | Due: 9/29/2021 |
| 2. Racial Equity and Structural Racism/Inequality | Due: 10/11/2021 |
| 3. Social Justice Community Change Example | Due: 11/1/2021 |

Each post requires an explanation of the song, article or resource that you identify. Your post should be approximately 200 words in length. You will be graded on thoroughness of content, effort, and finding critical connections to the class concepts.

Semester-Long Project (55 points total)

Students will develop 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 November 26th.

Step 1: Proposal (5 points)

Due: October 5, 2021

Students will prepare a short proposal to discuss the issue they will be 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.

Students will be asked to develop a “**Root Cause Tree**” as part of their proposal. Be creative!

https://www.google.com/search?q=root+cause+tree+examples&rlz=1C1GGRV_enUS749US749&tbm=isch&tbid=u&source=univ&sa=X&ved=0ahUKewjkoKqq8pPWAhUiw4MKHaDPDr4QsAQILw&biw=1920&bih=1094#imgrc=CCi1HOvUKrB9UM

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: Learning from History Project (25 points):

Due October 25, 2021

Students will select a historical social justice movement or organization from a selected list. Alternative topics options are also possible but must be approved. A list of topics will be provided in class on January 17th.

The purpose is to explore historical examples and to apply history to current CASC efforts.

Students will conduct research and write a 5 – 7 page double spaced research paper based on your research.

Product must include the following information:

Why did you choose this topic? What drew you to this topic? (2 points)

Discuss an overview of the movement/person and activities: (6 points)

- 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?

Provide a critical assessment of the work's strengths and limitations based on your analysis: (8 points)

- 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?

Learning from History/Applying Ideas (4 points)

- 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 to share with the class. The fact sheet should cover an overview of the movement and the learning from history" takeaways. We'll use the class on March 13th for each student to provide a brief overview of their paper and then for small group informal presentations of learnings from the paper and the fact sheet.

Step 3: Action Project (30 points)

Due November 29, 2021

Students will develop an action project. The goal is to do something that you care about or want to learn about that relates to CASC. The part of 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; this must be submitted to CANVAS along with your 5 – 7 page paper or presentation.

Examples of projects include:

- Prepare a resource guide for student 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).
- Develop an organizational strategy/action plan for an organization, program or a campaign for campus (could be current or proposed).
- Engage in a current campaign/action on a current issue. Provide plans and materials from campaign/action.
- Organize an event/activity around a social justice issue that you care about. Provide plans and materials from event/activity.
- 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
- 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 a least 3 social justice movies and develop a guide for how these movies could be used in a student organization/class to raise issues, further social

- Conduct a research project on a social justice topic that could inform campus or community
- Read a CASC- Themed Book and develop a resource guide/thematic analysis for using the books to discuss social justice issues.

Examples of books include:

- Nicolas Kristof & Sheryl WuDunn “Half the Sky: Turning Oppression into Opportunity for Women Worldwide”;
- Michelle Alexander “The New Jim Crow: Mass Incarceration in the Age of Colorblindness”;
- Ta-Nehisi Coates “Between the World and Me”;
- Rinku Sen & Fekkak Mamdouh “Accidental American: Immigration and Citizenship in the Age of Globalization”; and
- Paulo Freire “Pedagogy of the Oppressed”.
- You may also suggest/find your own book.

OPTION 1 – 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? (4 points)
- What you did for your project? (3 points)
- What did you learn specifically from this work? How did this match what you hoped to learn? (4 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? (4 points)
- Based on your project learning and class learning (topics, themes and readings), what are three key takeaways for you for future CASC work? (3 points)

Attachments (should include):

- Work log: Detailed description of activities and time/effort put into project (Can be an excel file or word document) (2 points)
- Project artifacts (e.g. resource guide, materials, curriculum, transcripts, plans, event flyers, meeting notes) (10 points)

OPTION 2 - Presentation:

A 20 minute long presentation should include an overview of the work that you completed, how it connects to course themes and what you will do to continue to support the work that you completed ongoing. It is recommended that you consider engaging in an interactive activity or discussion with your peers about your project. Your presentation may be divided to support both a review of the content and the interactive activity or discussion. (e.g 10 minutes of work that you have done and 10 minutes of group discussion).

If you choose to do the 20 minute presentation you do not have to do the 5-7 page paper, but you will still have to submit your work log of at least 15 hours.

Students will provide a 20 minute presentation for their classmates which will include:

- Describe the topic and why you picked it? (4 points)
- What you did for your project? (3 points)
- What did you learn specifically from this work? How did this match what you hoped to learn? (4 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? (4 points)

- Based on your project learning and class learning (topics, themes and readings), what are three key takeaways for you for future CASC work? (3 points)

Attachments (should include):

- Work log: Detailed description of activities and time/effort put into project (Can be an excel file or word document) (2 points)
- Project artifacts (e.g. resource guide, materials, curriculum, transcripts, plans, event flyers, meeting notes) (10 points)

Step 4: Project Sharing

Students who are not doing the extended presentation will be prepared to share projects with class in a 5-10 minute presentation on November 29th or December 6th. The presentation can be either formal or informal; you may choose a presentation style that best meets the needs of the topic that you are presenting on in class. Interactive presentations are encouraged!

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

Due December 6, 2021

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 – 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:

Brown, A. M. (2017). Emergent strategy: Shaping change, changing worlds. Ak Press.

COURSE OUTLINE

MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE

Date/Time	Agenda	Required Reading & Assignments
Week 1: 8/30/2021 Via Zoom	<ul style="list-style-type: none"> Introduction to Community Action and Social Change (CASC) Review of course expectations & Syllabus Integrative Themes and Concepts that link CASC to Social Work Ethics 	SW Ethics, Intro to Social Work (National Association of Social Workers) Explore: SW Ethics, Intro to Social Work (National Association of Social Workers) (Links to an external site.) Michigan NASW: https://www.nasw-michigan.org/ (Links to an external site.) Creating Our Class Community: Come Ready to Think about Our Class <ul style="list-style-type: none"> Forward Space Guidelines.docx  Roger Fisher- A Case for Humility (Social Justice Educators Blog) (Links to an external site.) Reflections on Action- Please read the John Lewis Op-Ed- Reflect on his action and your action. <ul style="list-style-type: none"> Opinion John Lewis- Together, You Can Redeem the Soul of Our Nation - The New York Times.pdf
9/6/2021	NO CLASS	UNIVERSITY OBSERVED HOLIDAY, LABOR DAY
Week 2: 9/13/2021 Via Zoom	<ul style="list-style-type: none"> Understanding our Story: Being aware of who we are as Change Agents. What informs our perspectives? 	Watch: Brown, B. (2013) The Power of Vulnerability. TEDxHouston Tatum, Complexity of Identity, From Readings in Diversity and Social Justice Burghart , S. Know Yourself: A Key to Better Organizing, Tactics and Techniques in Community Organization
Week 3: 9/20/2021 Via Zoom	<ul style="list-style-type: none"> Understanding Community Action and Social Change Terms & Perspectives 	Sensoy & DiAngelo (2017) Ch. 5 “Oppression and Power”, Is Everyone Really Equal? Is Everyone Really Equal. Ch 5 Power & Oppression (1).pdf Checkoway, B. (1998). Core concepts for community change, <i>Journal of Community Practice</i> Core+Concepts.pdf  Explore Racial Equity Toolkit Core Concepts: https://www.racialequitytools.org/fundamentals/core-concepts (Links to an external site.)

		<p>Building Resilient Communities: Case of Pine Ridge-Building Resilient Communities: A Moral Responsibility Nick Tilsen TEDxRapidCity</p>
<p>Week 4: 9/27/2021 Via Zoom</p>	<ul style="list-style-type: none"> Understanding Community Organizing and Theories of Change 	<p>Watch Film: Cracking the Codes: The System of Racial Inequity film - Cracking the Codes</p> <p>Video: Theories of Change.mp4</p> <p><u>Pick Two to Review and Come Ready to Discuss</u></p> <ul style="list-style-type: none"> Harro, B. Readings for Diversity and Social Justice, p. 45-58 “Cycle of socialization” and “Cycle of liberation”Harro- Cycle of Socialization and Cycle of Liberation .pdf NPR Interview with Ibram X. Kendi on book, <i>How to be an Anti-Racist</i>: https://www.npr.org/2019/08/13/750709263/ibram-x-kendis-latest-book-how-to-be-an-antiracist (Links to an external site.) “Friendship is a Root of Freedom” https://joyfulmilitancy.com/2017/12/11/friendship-as-a-root-of-freedom (Links to an external site.) Warren, M. Ch. 1- How community organizing works, <i>Match on Dry Grass</i> Warren+ 2012 +Ch+1.+How+CO+Works.pdf Brown, A.M..Emergent Strategy https://www.youtube.com/watch?v=IyN76oTt67M
<p>Week 5: 10/4/2021 Via Zoom</p>	<ul style="list-style-type: none"> Exploring Approaches: CASC in Practice 	<ul style="list-style-type: none"> Pyles, L. Ch. 5 Critical Organizing Frameworks, <i>Progressive Community Organizing</i>Pyles- Ch. 5 Critical Organizing Frameworks (1).pdf Shepard, B. Ch. 11, From Social Movements to Social Services, 113-118 Social+Movement+to+Social+Services.pdf <p><u>Watch:</u> Environmental Racism and COVID- What are the core issues/questions, what concepts do they bring to their work, what models/approaches to change do they use? https://lauraflanders.org/2020/05/environmental-racism-as-usual-covid-19/ (Links to an external site.)</p> <p><u>Case Studies (Choose One):</u></p> <p>Either read/watch- explore the same questions from above, drawing from the readings or documentary</p> <p>Jha, S. (2018) “The Power of Making things Right”: Restorative Justice Models” & “The Power of Blooming where you’re planted”, <i>Transforming Community: How People Like you are Healing their Neighborhoods</i></p>

		<ul style="list-style-type: none"> ◦ Transforming Communities CH 8 The Power of Blooming Where You're Planted PP 100-113.pdf ◦ Transforming Communities CH 3 The Power Of Making Things Right PG 36-47.pdf <p>Video: Dudley Street Gaining Ground</p>
Week 6: 10/11/2021 Via Zoom	<ul style="list-style-type: none"> • 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 	<p>Explore the Legacy of Ella Baker & SNCC:</p> <ul style="list-style-type: none"> • Ransby, B. Introduction & Ch 12 "A Freirian Teacher, A Gramsci Intellectual and a Radical Humanist: Ella Baker's Legacy", <i>Ella Baker & the Black Freedom Movement</i> <ul style="list-style-type: none"> ◦ Introduction.pdf ◦ Ch 12 A Freirian Teacher.pdf <p>Learn about SNCC (Student Non-Violence Coordinating Committee):</p> <ul style="list-style-type: none"> • (Links to an external site.)https://snccdigital.org/inside-sncc/the-story-of-sncc/ <p>Explore the Legacy of Paulo Freire & Myles Horton</p> <ul style="list-style-type: none"> • Review Pyles from last week (Ch. 5) Pyles- Ch. 5 Critical Organizing Frameworks (1).pdf • Horton & Freire, Ch3 "Ideas", <i>We Make the Road by Walking: We Make The Road By Walking. Idea. PG 97-143.pdf</i> • Highlander: https://www.highlandercenter.org/ <p>Explore legacy of Septima Clark: https://www.highlandercenter.org/our-impact/septima-clark-learning-center/ (Links to an external site.)</p> <p>Reflect: Who are they? How do they contribute to our understanding of social change?</p> <p><u>Optional/Additional Readings</u></p> <ul style="list-style-type: none"> • Pyles, L. Ch. 4 Social Movements, <i>Progressive Community Organizing</i> <ul style="list-style-type: none"> ◦ CH 4 Learning from social movements PP 53-72 (1).pdf
10/18/2021	NO CLASS	FALL BREAK
Week 7: 10/25//2021 Via Zoom	<ul style="list-style-type: none"> • Learning from History 	<p>Task: Come prepare to share and present your example from your paper</p>
Week 8: 11/1/2021 Via Zoom	<ul style="list-style-type: none"> • Key Frameworks & Theory for CASC Part II • Learning from Social Movements 	<p>Read the chapter by Szakos & Szakos- What makes a good organizer?SZAKOS_ & SZAKOS_ We make Change - Ch 5 pp 93-117.pdf</p> <p><u>Watch Community Organizer Video: Maria Ibarra-Frayre</u></p> <ul style="list-style-type: none"> • To access the video use this link and click on Maria's name: Community Organizer Links (3).pdf

		Come to class to prepare a social movement that you have identified.
Week 9: 11/8/2021 Via Zoom	<ul style="list-style-type: none"> Learning From Grace 	<p>Task: Watch Documentary on Grace Lee Boggs</p> <p>Film guide: http://americanrevolutionaryfilm.com/wp-content/themes/boggs/files/pov-americanrevolutionary-discussion-guide-color.pdf</p> <p>NY Times: “Grace Lee Boggs, Human Rights Advocate for 7 Decades, Dies at 100” http://www.nytimes.com/2015/10/06/us/grace-lee-boggs-detroit-activist-dies-at-100.html?_r=0</p> <p>Explore Website for James and Grace Lee Boggs Center, http://boggscenter.org/</p>
Week 10: 11/15/2021 Via Zoom	<ul style="list-style-type: none"> Strategy, Planning & Action 	<p>Watch Interview: Dave Dobbie, AFT-Community Organizer Links.pdf</p> <p>Bobo, K, et al. Ch. 4 , Strategy, Organizing for Social Change</p>
Week 11: 11/22/2021 Via Zoom	<ul style="list-style-type: none"> Building Relationships & Facilitating Participation 	<p>Edwards, Allyhood</p> <p>Young, et al. Creating Spaces for the Next Generation of Civil Rights Workers: Mississippi Safe School Coalition</p> <p>Civic collaboration: http://www.ssireview.org/blog/entry/accelerating_civic_innovation_through_strategic_doing</p> <p>Practical Community Coalition information: http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coalition/main</p>
Week 12: 11/29/2021	<ul style="list-style-type: none"> Class Presentations 	Semester-long Project Presentations
Week 13: 12/6/2021	<ul style="list-style-type: none"> Class Presentations 	<p>Semester-long Project Presentations</p> <p>Letters to Ourselves as Future Activists, Michelle Kuo, Pg. 215-219 (From Letters From Young Activists, Ed. Berger, Boudin, & Farrow, 2005)</p>

3. ADDITIONAL COURSE 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). 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.

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. [Recording and Privacy Concerns FAQ](#)

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 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

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
 - All services are 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.

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 a 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 commons instances are do to inclimate 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](mailto:ssw-ADA_compliance@umich.edu).

Office of Student Services

School of Social Work

Room 1748

(734) 936-0961