



<b>Course title:</b>	Theories and Practices of Community Change: Concepts, History and Approaches
<b>Course #/term:</b>	SW 650, 001, Fall, 2021
<b>Time and place:</b>	Friday, 9 to noon, on-line
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	Foundation essentials or permission of instructor. For Community Change participants, this course ideally will be taken before or concurrently with the other required pathway class, 653.
<b>Instructor:</b>	Beth Glover Reed
<b>Pronouns:</b>	She, her, hers
<b>Contact info:</b>	<b>Email:</b> bgr@umich.edu <b>Phone:</b> 734-763-5958 Under routine circumstances, you may expect a response within 24 hours
<b>Office:</b>	<b>3736 SSWB</b>
<b>Office hours:</b>	May vary from week to week, but usually late Wed afternoon or after class, and by appointment. Please do not hesitate to ask to talk—even more important in these on-line classes.

## 1. Course Statement

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### a. Course description

This class will focus on the theories and practices for community change, with emphasis on the relationships between theory and practice ('praxis'). It will familiarize students to a range of critical change theories and core concepts and help students to develop their own understanding of frameworks for community change. Students will engage with different theories in examining community change, which may include critical intersectionality, critical race, empowerment and liberation, social movement, and feminist theories, as examples.

It will also look to historical and contemporary examples of community and social change movements to explore theory and practice including US and global community change movements, and the work of organic intellectuals and social change leaders (e.g. Grace Lee Boggs, Ella Baker, Myles Horton, ACT-UP, Black Lives Matter, #metoo, Standing Rock Sioux Tribe, Zapatistas, #GirlsLikeUs, World Social Forum, Climate Change).

Throughout the class, students will also use these examples to examine and understand the major range of models and practices for engaging in community change, for example: community organizing, community development, community-based policy advocacy, and

popular education, and be able to assess the differences, purposes, and theoretical basis for the practices.

**b. Course objectives and competencies**

1. Describe, compare, and contrast several types of critical theories about social and community change. (EPAS 7)
2. Identify theories relevant to particular goal and problem areas, and critique their strengths and limitations. (EPAS 7)
3. Critique different theories as to their assumptions, origins, relevance for different social problems, and relevance for marginalized and oppressed groups inclusive of a broad range of intersecting diversity dimensions. (EPAS 4, 5)
4. Apply particular theories to different areas of social work practice. (EPAS 7)

**c. Course design**

This course will use varied format including:

- Small group & whole group engaged learning activities
- Innovative designs- web-based, videos, flipped classrooms
- Discussion and interactive formats, e.g. book clubs, presentations, debates
- Historical case-studies to examine community change
- Praxis- focused, linking theory to practice and action.

**d. Intensive focus on PODS**

This course integrates PODS content and skills with a special emphasis on the identification of community change theories that will help students explore the connections between race, ethnicity, gender, socio-economic class, sexual orientation, and psychological and physical functioning, well- being and community change. Through the use of a variety of instructional methods, this course will provide students with tools to understand and apply theories to practice with diverse populations.

This course encourages students to develop critical thinking skills to explore theories and practices of community change. Students will gain an understanding of various concepts, history, and approaches that inform community change practices and how those frameworks engage issues of privilege, oppression, diversity, and social justice to promote or limit community change. Students will learn a range of classic and contemporary social justice theories and historical practices of community change using a framework of context, history, meaning, and possibility to examine theories and practices of community change.

*Above is the course description approved by the faculty in spring 2020. This is one of two required courses for the Community Change Pathway, and is an elective for other SSW Pathways, and also is of interest to students in other Schools and Colleges, as well as in the Rackham Certificate in Community Change and Research.*

## 2. Class Requirements

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- a. Text and class materials. There is no text for this course. All resource materials will be found within the Canvas course site, or through links accessible through the Canvas site. Usually resource materials can be found in two locations on the Canvas site: in the file for the particular week, and in a module for that week.

Instructions will be given each week (verbally in class and through Announcements in Canvas) about how to engage with resource materials for that week. We will emphasize critical approaches to readings and other resource materials, comparing and contrasting different approaches, and working towards glossaries of terms, relationships among them within different approaches to analysis, understanding **community, change, critical justice, and approaches to implementing community change**. Additional issues may emerge as the class evolves, and also depending on what theories/analytic frameworks the student workgroups select, so we may make modifications in topics and resource materials to engage with events or issues that arise. Students will be notified of any modifications at least a week before they are assigned.

- b. Attendance and class participation

Class participation is a component of the grade for this course (25%) and is very important since work for community change requires collaboration/working with others, as does working and theorizing for justice. Attendance, being engaged in class, in the large group and in workgroups, are important components of participation, although quality of contributions (including thoughtful questions) is more important than quantity. See assignments section for examples of what is included in participation components across class sessions. Sometimes attendance is not possible for various reasons. Please communicate with me ahead of time if possible, so we can work out alternatives. See the [Policy on Class Attendance](#) found in the MSW Student Guide for additional information about school-wide policies.

- c. Class Recording and Course Materials

Many course materials are copyrighted and must be handled as is legally allowed for copyrighted materials (e.g., carefully cite and give credit to the authors). There may be some that are drafts and should not be copied or circulated without permission. We will record most course sessions so that they can be reviewed later, although there can be glitches in this process, so important also to take notes and save documents produced during class. Students can ask to stop the recording if discussing sensitive issues.

*Standard policies are that audio and video recording by students of in-class lectures and discussions is prohibited without the advance written permission of the instructor (so that we can be sure that sensitive information is not included). 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. 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. 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.

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. **Individual issues and needs in the course/Any special circumstances.**

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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*

**Individual issues and needs in the course/Any special circumstances.**

I am very concerned that this course is accessible and relevant for everyone. I will be asking you about your preferences in terms of learning, and we will work to negotiate these among us. Please let me know (either in person in class or in office hours, or via email or telephone) if you have some particular goals or needs for the class. These may be related to your past experience or your interests, or to special agendas you have or challenges you face as a learner, in the classroom, or in relation to your health or family circumstances. I am happy to work with you on ways to manage the classroom, learning and assignments to accommodate different learning styles, learning or other disabilities, or family or other responsibilities, and there are resources elsewhere on campus that we can access.

There are also a number of religious observances that occur during the fall that will be relevant for some of you. We should discuss how we can allow you to practice your faith and meet course obligations.

Anyone who feels they may need an accommodation for any reason should let me know so we can work out ways to address. Many resources are available as noted earlier including Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall. There are also resources to consult with you about family obligations, and to support writing and creating assignments. Elements re: COVID-19 noted earlier.

### **More about the Course, my Philosophy of Teaching and Expectations**

This course was brand new last fall, and is still evolving, so we may make some adjustments over the course of the term, either in response to your feedback, or because I discover resources I haven't identified before. It is part of the Community Change Pathway but may be taken by those in other pathways or by students in other Schools. It will include theories and frameworks drawn from many of the social sciences, plus some humanities and basic sciences. plus women's and ethnic studies, as well as frameworks relevant for different practice goals and contexts. We will emphasize what "evidence" is available to support particular perspectives and theories (including a bit about scholarly methods used to produce this knowledge and theory), and on analyzing the strengths and limitations of each. Major goals are to

- Develop the knowledge base to inform community change: to see, articulate, theorize, plan, problem-solve, and create and sustain social justice and well-being (often involving creating or resisting change) at multiple systems levels,
- Introduce major approaches to community change and analytic frameworks to guide selection and design of approaches, as well as examples from history.
- Understand and influence how larger systems and structures (society, communities, organizations, policies, government) impact individuals, families, and groups, and vice versa.
- Within all these, consider implications of the above for "doing justice" (towards positive change and human agency or disrupting/preventing negative change) within community contexts, including developing principles for working towards justice while addressing privilege and oppression, and navigating intersecting categories of difference and power..

**I am much less interested in mastery of "facts" about different theories and approaches, but in your learning how to conceptualize and "theorize"—learn about, apply, and revise—language and conceptual frameworks that will inform your work for community change and critical justice.**

Epistemological curiosity. The concept of “epistemological curiosity” is derived from Freire, a Brazilian educator, emphasizing systematic exploration of knowledge about different levels and segments of society, theorizing about justice issues, and reflecting on ourselves in interaction with others (praxis). This requires developing a climate in the classroom in which we can learn from each other’s different perspectives and experiences. We need to be able to share, disagree, clarify what each of us means, and struggle together with concepts none of us understand well at first. These are not just intellectual tasks, but often generate strong emotions, and require us to surface and engage with our values and what may be tacit (not articulated) assumptions. Learning new ways of thinking can be very exciting and empowering, but we may also feel confused, anxious, overwhelmed, and even angry at different points in this process. These emotions usually are markers that you are being challenged and are learning, as long as they do not overwhelm you and we can navigate through them.

Adult learning. I use principles of adult learning whenever I can, with an understanding that new knowledge has to build upon and “fit” with knowledge you already have, and that you have to be able to “unlearn” or revise previous knowledge to accommodate new perspectives. Also, we know that adult learners often learn differently from those who are learning everything for the first time. As a result, I lecture much less than many faculty members, although often provide written documents to help you to organize and digest different types of material, and I am happy to spend some time explaining particular readings or concepts that I had not intended to lecture about if there are requests for this. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

- Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
- **We will discuss many of the readings, but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments.**
- You need to take responsibility for letting me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question or aren’t sure you see the relevance of something.

Everything relevant for class should be on the Canvas site. If you cannot find it, contact me so I can make sure it is where it is supposed to be.

More about participation, and agency. I use class time to engage you in activities that extend and augment and allow you to apply and examine course readings and topics, and we will go beyond course readings through group presentations and class exercises. I pay attention to who is there and how engaged you are. If you find class time or other course components un-useful, ***I expect you to tell me that and work with me to make it better, and not just skip class, or check out and not pay attention during class.***

Principles about assignments. Because of learning goals or key aspects of your positionalities you may want to propose a modification of assignments to meet your goals or interests better. Lots of options are possible if I know what you need or want, but we should discuss these ahead of time so I can be sure that what you propose is consistent with course objectives. Please don’t assume that an altered assignment will be acceptable without discussing it with me, so we can be sure that it meets course objectives and is fair for all given course criteria.

**On days that assignments are due, I would rather you come to class and participate even if the assignment isn't done; you can get it to me later in the day.**

I am also more concerned about what you know at the end of the course than how you do initially, and **am happy to have you redo/add to an assignment if you are unhappy with your first try** or wish to try and raise your grade.

**Some Suggestions—for how to digest, keep track of key concepts and relationships among them, over time.**

1. You will benefit by forming a discussion/reading group with some of your classmates, to divide up readings, teach each other the main points from them, and consider how to apply them. If enough of you do this, I will give you class time for short meetings. Remember that a really good way to learn is to educate others.
2. You should strongly consider keeping an informal journal throughout the semester to track and record your reactions and thoughts--partly for yourself so you can see recurring themes and growth through the semester, and partly to collect information that will be useful for the analytic reflections and concept maps (see below). Summarize and try and organize concepts and thoughts over time. Pay particular attention to what excites, disturbs, puzzles, or angers you--or leaves you feeling defensive. Sometimes we have to discover our values, biases, preferences through fairly indirect ways.
3. Create and update a glossary. It is especially important that you keep track of key concepts and their meaning(s) and start to think about how they relate to each other. This may mean developing a glossary for yourself and "maps" about how terms are related. A glossary and mini-maps can help you to keep track of key concepts and definitions, and begin to think about relationships among them and questions they raise for you. It's important to *do this as the course proceeds*, so you don't end up having to do it all at the end as you work on your concept map.

I want you to use and cite concepts from readings and class sessions in all assignments, and your grade will be stronger if you include greater breadth and depth in the accurate use and application of concepts from across and throughout the course. Each session builds on earlier sessions.

### **Evaluation Criteria and Procedures**

**General evaluation criteria** (special elements will also be delineated for particular assignments):

- Demonstrate understanding of and ability/apply knowledge and theory to illuminate intersectionality and justice goals and barriers;
- Systematic & logical presentation of arguments, with appropriate documentation;
- Appropriate use of evidence, use of relevant literature and concepts, with citations;
- Scope of concepts used; degree of integration across topics, levels, and different readings
- Clarity of presentation;
- Originality & creativity;

- Attention to diversity and social justice issues across different populations and situations.

**I want you to use actual terminology and concepts from the course and its readings and to cite your sources**, even if this feels awkward—for a number of reasons.

- First, one of the goals of a professional education is to assist you to learn and use the language of the profession—because people communicate using that language within professional contexts (although you may want to translate into day-to-day language with those from other disciplines and from the community).
- Second, it requires specific types of terminology to be able to conceptualize key components of justice and the “world” and your practice environments, and it requires a language to be able to theorize.
- Third, in terms of my understanding and being able to evaluate your work, you will discover that many of the authors use different terms for similar things and similar terms for different things. If I don’t know which version of concepts you are using, I will not be able to evaluate whether you are using them accurately—specific use of terms and citations of where they came from will help me identify their sources.
- These are especially important in developing skills for critical contextual thinking, which requires being able to recognize, name, and theorize about complex conditions in order to continue to visualize justice and recognize and address forces that perpetuate injustice.
- Finally, accurate use of concepts and citations of the sources of these are important for ethical and practical reasons—it is important not to **plagiarize** other people’s work (see below).

### **Academic honesty, scholarly conventions and citation guidelines.**

It is plagiarism whenever you take credit for work that is not your own—whatever the source of that work. You are taking credit for someone else’s work whenever you do not cite the sources of your ideas or work, whether you do this deliberately or because you are being sloppy.

When you quote someone directly (including something **you** have written for other purposes), you should include the source and the page number. When you paraphrase, you should include the source. For papers in this course, when you are citing sources from the texts or readings in the syllabus, I do not require a full citation, but you should cite the authors and date (in parentheses right after the concept, phrase, or paragraph) and if it is a large source (e.g., a book), you should cite the relevant chapter at minimum. If you are citing sources from outside the texts or syllabus, please use American Psychological Association format, described in Student Guide and many other places.

Note that this requirement to cite sources also applies to the contributions of your classmates as well. I encourage people to work together—to discuss readings and class activities, to brainstorm together about assignments, to divide up and teach each other about readings, etc. You will have at least one group assignment in which I will assist you to develop group norms and roles to support working together. **I expect you to tell me in writing when you have discussed assignments with others, and with whom, when you turn written work into me. I encourage you to work with others, but please inform me about that ahead of time.**

There is information in the *Student Guide to the Master’s in Social Work Degree Program* and other appropriate University publications for policies and penalties. There are also policies in the student guide about [Grades in Academic Courses and in Field Instruction](#) as well as [Student](#)



[Grievance procedures](#) and the [policy for grading in special circumstances](#). Here are some resources around [testing and grading from CRLT](#) ties related to academic dishonesty, including plagiarism, and information about procedures for ethical and correct citations.

## **Grading**

Student grades will be based on the University's grading scale.

An A reflects especially excellent performance, with high degrees of theorizing and analysis, integration across theories and contexts, high clarity of writing and thinking, superior grasp of subject matter, high-organization and creativity. An A will also represent a wide scope of readings and theories used across the course, accurate application of those theories and strong theoretical analysis of yourself and applied situations. To receive an A, your work needs to have consistent use of social justice lenses, high class participation and contributions to the learning of others, and clear inclusion of citations from multiple course sources. An A+ is possible, but I use this grade rarely. It represents superior performance across all components and criteria for the course.

An A minus will be assigned for strong, very good work that is well written and conceptualized, uses a reasonable number of course sources, with appropriate citations, includes interesting insights, and clearly links relevant theories to applied situations. An A- also includes strong course participation and contribution to the learning of others.

The B range indicates basic mastery and achievement of general course goals, with some areas of strong work. This includes clear writing, good use of course resources, use of several theories in appropriate ways, demonstration of basic knowledge in all course domains, linkages across these and an ability to draw some relevant implications. B indicates general achievement of most course objectives, while a B+ represents work that exceeds basic course expectations in some components of the course.

A grade in the C range includes at least some elements of what is described in B, with some acceptable elements and some marginal ones. D or below is likely to be missing key components, poorly organized, and without clear linkages between theories and other aspects of the course.

At various intervals, I will ask you to set your own goals and evaluation criteria, and then assess your own performance in the class, the effort you have expended, and how much you have learned. You will also evaluate each other in your small groups and class presentations. Your evaluations will be incorporated with mine and considered in on-going and final grading.

### **Overview of topics, assignments and requirements**

The table on the next page provides an overall “map” of the course, with dates and general topics on the left and the elements of praxis for each week in the middle and right columns— theorizing, acting/applying, and reflecting. The course is roughly divided into three phases: 1) Introducing major topics over the first four/five weeks, 2) active work on learning and applying various theories and frameworks in the middle five weeks, and 3) integrating, more in-depth application and review, plus some celebration. Assignment due dates are included in red.

**Overview and Calendar for SW 650: Theories and Practices of Community Change: Concepts, History and Approaches**

<b>Date</b>	<b>Topics</b>	<b>Components of Praxis in Blue. Assignment due dates in red</b>		
	<b>General content</b>	<b>Theorizing</b>	<b>Act/Apply</b>	<b>Reflect</b>
<b>Sept 3: Overview, introductions</b>	Introduction to the course and each other	Approaches to theorizing	Initial exploration of hx, approaches	Explore own goals, preferences
<b>Sept 10: Introduce AnyCity</b>	Theorizing, Theories & Community Change	Overview of purposes, types. Make choices	Consider applications in community change	Assess own knowledge and preferences
<b>Sept 17: Exs of approaches</b>	Community Change Approaches & Components	Dimensions within models. <b>Start theory groups</b>	Different modes of community change	Identify dimensions and questions.
<b>Sept 24— Goals for change</b>	Critical Justice: Theories & Approaches	Core analytic frameworks. Compare and contrast	Goals and strategies for different types of justice	Identify own values
<b>Oct 1: Approaches, theory, change</b>	Particular goals and approaches to community and change	Framework for linking analyses, actions, and evaluations	Case examples from AnyCity	<b>Brief analytic reflection—5 pg</b>
<b>Oct 8: cont.</b>	Second approach with applications	<b>Theorizing education sessions begin and continue over 5/6 weeks</b>	<b>Different approaches to and approaches to community change, with history and examples 5/6 weeks</b>	Feedback on ed sessions, and review of community change approaches
<b>Oct 15: cont</b>	Third approach			
<b>Oct 22: cont</b>	Fourth approach			
<b>Oct 29: cont</b>	Mixing and matching			
<b>Nov 5. Cont</b>	Purposes of theorizing—larger contexts, feasibility of approaches, evaluation and monitoring			
<b>Nov 12*</b>	Any other important	<b>Finish theorizing</b>		<b>Linking analysis,</b>

<b>Goals for theorizing at different stages of change</b>	theories, and practices	<b>group education assignment</b>		<b>community elements &amp; change—5 pg</b>
<b>Nov 19-- Reflecting, integrating</b>	Compare and contrast models, how select frameworks and methods?	Explore how conceptual frameworks relate to each others	ID principles for theorizing & acting for community change	Apply to own philosophy and community change agendas
<b>Nov 26: Thanksgiving</b>				
<b>Dec 3—</b>	Integrate, reflect, celebrate	<b>Concept maps due</b> , share, compare/contrast, review course and learnings		
<b>Dec 11: Last class</b>		<b>Identify principles, work on examples of how to integrate theorizing and practices, within historical and critical justice contexts</b>		
<b>Dec 16</b>		<b>Final revisions and assignments due.</b>		

### Assignments and Requirements

Note: I am trying to build in some generative, integrative learning and professional portfolio components as well, so that some of your work in this course will help you to begin to work on a learning and professional portfolio. I am happy to provide some resources for this. Also, if anyone is interested, I will indicate some extra credit options towards the end of the course, or you may want to propose some as part of the development of a portfolio.

#### Assignments, SW 650. Theories and Practices of Community Change

**A. Participation—25%.** This includes: preparation before class, contributions to the learning of other students, consultation, collaborations, and engaging with and applying the concepts in class. Components will vary from week to week and will be evaluated through self and instructor assessment. There will be active participation every week that requires some preparation—for instance, jig-sawing resource materials (different students focus on particular resource materials and share /teach about them with classmates), exploring historical figures and training approaches, learning about different justice theories and theorists, various kinds of groupwork, application of particular approaches within AnyCity (a complex case study). This also includes sharing your concept “map” with the class and engaging in different class and reflection activities.

Since I try and use class time to apply and augment material in the readings and other resource materials, I expect that you have engaged with them before class, and let me know if you have questions or issues you’d like the class or me to deal with during class. You can do this at the beginning of class or via email before class. I also firmly believe that one of the best ways to learn especially as an adult is to help to educate others, so there will be strong course

components in which you are digesting material and sharing and working together with others to increase your own and their learning.

We will also devote class time to assist you in all of the other assignments (below) as well.

**B. Reflective Analyses/Analytic Reflections (2).** (25% total) These involve application and integration of course concepts, terminology and analyses for different purposes. The goals of these will be to demonstrate understanding and application of course concepts, use integrative, critical and reflective methods, and also provide an opportunity for me to engage with you as you learn.

- 10% first one, linking first topics (theories, frameworks, theorizing, community and community approaches, critical justice goals and processes, initial applications). Due Oct 1
- 15%, second one, due Nov 12: Comparing and contrasting community change approaches and criteria for selecting and implementing
- and a third can be done for extra credit, due no later than several days after our last class, Dec. 14.

We may need to make some adjustments in due dates for these if your theory education session occurs at the same time. There may be more details in the assignments portal on Canvas.

General overview and criteria. For these assignments, you will analyze and reflect deeply, applying concepts and materials from the course. We will focus heavily on key elements for community change, what to learn from history and earlier pioneers of community change, developing critical justice goals and processes, analyzing sources and mechanisms of power, oppression and privilege, and considering how to use analytic strategies to determine and evaluate types and options for community change.

Each of the analytic reflections should draw on concepts from the readings and other aspects of the course (and cite their origins), probably most heavily from the weeks since the previous assignment. Criteria are all those cited earlier, especially breadth and integration across course topics, explicit use of concepts from the readings and class session, concise critical reflection and analyses, and some application to yourself and key areas of your environment. Remember to cite the origins or concepts you use. Full credit will be given for a strong breadth and integration across course topics and key elements in the readings and class activities and discussion, thoughtful and concise critical reflection, analyses, and application. Fewer points will be awarded if some core topics are not included or cited clearly, for descriptions with less analysis and reflection, and for less convincing use of evidence and explanations.

These should be 5 pages, with reasonable margins, font size no smaller than 11, and double spaced. This means you will have to work to consider what the main points and arguments should be, select your examples carefully, and be concise and clear.

Due Oct 1 (10%): 1. Key elements of first topics and themes of the course [from the first four weeks], and how will I apply them. Consider questions and topics such as: what do we mean by community, change, community change? Consider different critical justice goals, principles, processes. What is meant by community change practices, models, dimensions? Key

questions and principles, relation to my own interests and backgrounds, including positionalities.

Due Nov 12 (15%). Note, we may need to modify these instructions, if new issues emerge during class sessions during October. Linking theorizing with goals and practices for community change. Use this assignment to bring together what you are learning about different types of theories and frameworks with different types of communities and goals/methods for community change. Consider different types of theories, skills and principles for theorizing, and how relevant in different community contexts, with different goals, and populations and settings. Consider implications for contextual analyses, determining feasibility of particular approaches, and developing criteria and methods for evaluation and monitoring. You may want to identify barriers to justice and how these might be addressed in working towards change. Be useful to incorporate different system levels, paradigms and conceptual frameworks 8

For extra credit, turn in no later than one week after last class. Working and theorizing for change. A major emphasis in this assignment should be on community change for social justice, building on relevant types of theorizing and conceptualizing we've been doing over the term. Develop a set of principles for working for change, drawing on class readings, handouts and activities, emphasizing social justice goals and processes. Be useful to consider a) how different levels and types of social systems, constructs and processes can help to catalyze or inhibit community change considering individual, family, group, community, organizational, and societal levels, and b) working for change. Consider definitions of social justice and how they have evolved, the influence and implications of paradigms, different types of theorizing, social entrepreneurship issues, and recommendations drawn from the readings. Can also use materials I or classmates introduced in addition to readings—class activities, intersectionality, promotion of positive goals/levels and types of prevention, approaches to policy work, etc.

You can include diagrams, or some other way of depicting key elements, or have it be only an essay. As with earlier assignments, I will be looking for a) accurate use and application of course concepts, with your sources noted; b) scope, breadth and integration of different aspects of the course (can include readings, class activities, student education sessions, handouts from me); c) inclusion of different system levels and perspectives; d) emphasis on social justice and its components, with clear definitions; and e) critique of positive uses and limitations of different frames, theorizing, paradigms.

### **C. Theory” Assignment (25%). Application of Social Science and other theories to SW and critical justice, emphasizing community change.**

**Overview of theorizing education assignment (a group project) 25%** begin on week 2, complete no later than Nov 13. Involves choosing a theory or theorist with 1 to 3 other people, learn the theory, and prepare and implement an education session for the class plus some resource materials (30 minutes, may request more), get feedback and evaluate the sessions, write an analytic reflection, meet with instructor to evaluate and determine points. We will schedule the education sessions on Sept 18 and they will run from Oct 2 through Oct 30.

“You will complete this assignment in a group with 2 to 4 other students. Early in the term, you will indicate your choices of theories and we will cluster you into workgroups. Each workgroup will determine your own criteria and approaches and produce the “products” below. I

- will assist you to set goals and working strategies at the beginning of this assignment,

- am available to assist and problem-solve while you are planning,
- would like a summary of what you plan **before** you implement it, and
- need enough time before your scheduled session to get things posted and prepared for your session and classmates. Please do not make me have to chase after you.

After your education session with your classmates, you will review class assessments and feedback and write your own analysis and reflection. I will then meet with your group to review and assess the experience together.

**What you should consider/include in your work, education session and resources:**

1. The history of the concept(s)/theory--roots, key people involved in the development, what they were trying to explain.
2. What "research"/knowledge development methods have been used to produce the body of knowledge? What are the strengths and limitations of these methods?
3. How have these concepts been applied within social work and for community change (and why not if not).
4. In what ways can this theory/set of concepts inform critical justice/intersectionality/anti oppression work? What are the theory's limitations with regard to intersectional/anti-oppression/social justice perspectives?
5. What aspects and types of community change does this theory/set of concepts illuminate/inform or could inform? Definitions and types of change, different types of communities, or social justice frameworks.  
Different approaches and goals, intra and interpersonally, structurally and culturally, in relation to social processes, particular issues, types of conflict, and so forth.
6. What elements does this theory/set of concepts miss or obscure that are important for community change and different approaches?

Your **tasks** are several

- A. Develop your group contract and working procedures. Instructor must approve the contract.
- B. 1) Collect information about, and work to understand the conceptual framework/theory, its key components and concepts.  
2) Consider how it can assist you to think about community--with people (individually, interpersonally and collectively), within organizations and communities, and with regard to social policies.  
3) Prepare a session for the class to educate them about your theory and applications and implications. What you propose to do should be shared with the instructor, so she knows what to expect and can assist you if necessary.
- C. Include a handout for the class that explicates key elements of the "theory" (see categories above), its application and how they can learn more about the theory; Conduct an education session with the class to assist them to understand the theory and

its applications. You should plan this to take 30 minutes. You can use whatever format you want, in order to educate the class on your theory and its implications. **It is possible for you to have more time, but this needs to be cleared with the instructor, and will depend on what you propose to do and how many other education sessions need to occur on any given day.**

Your classmates will provide feedback on what they learned during the session using a format provided by the instructor. Each group can conduct other assessments.

- D. Prepare an individual critique (3-4 pages) of your group's work, including
- what you learned (about the theory, yourself, the education session, groupwork,
  - an assessment of each group member's contributions,
  - an assessment of class members' evaluation of your presentation,
  - any limitations of your learning and your group's work, and
  - how you intend to keep learning.

You should produce this (3- 4 pages) and submit to instructor shortly after your group's education session.

- E. Schedule a group analysis session with your group members and the instructor to do a final assessment, establish criteria, and determine final points.

**Evaluation** of this component of the class assignments will include the following:

- the classes' evaluation of the clarity and usefulness of the presentation, handout, & discussion
- your assessment of your learning & performance as a group, individual's contributions,
- The instructor's assessment of the above and your individual critiques.

We will review and synthesize all of this in a group meeting and determine a grade together as soon as I have your review and critique papers.

**D. Concept Map (25%) Due December 3, to be shared with classmates, and then submitted to instructor.**

**Overview of Course 'Concept Map', with 3-4 page explanation.**(25%) Creative product that considers and depicts the themes and components of the course. Can incorporate your interests, and be done in many formats. I will show you many examples, and we will begin working towards these by early to mid November.

A concept map is a visual (or physical) representation of key concepts and relationships among them. It is intended to help you to integrate and think about how you will use elements of this course as a whole (20%). You can submit a draft sooner than the last class session if you'd like early feedback, and you will share them with your classmates during the last class session (or the week before Thanksgiving if you are ready). We will work on this in class, and I will show you some examples from previous classes.

There are many resources on the web about concept mapping, some on our Canvas site, and we will work on them in class. The assignment includes the map itself, plus an three-four-page explanation/analysis of it (using course concepts and citations).

This consists of a visual representation of key elements of the various elements of the course and their inter-relationships, plus a four-page narrative that explains and interprets the map. As in all other assignments, you need to use and cite explicitly course concepts, readings and activities. This can occur within the map and/or in the narrative. This is meant to be a generative and integrative assignment, and would be a good artifact for a portfolio if you decide to do one.

The map should

- Integrate, synthesize, apply and reflect on core concepts or components of course (including theories and analytical thinking, key elements of community and change, different approaches to community change, including critical justice goals and processes)
- Demonstrate relationships and connections among various elements of the course
- Allow you to be creative and integrate your interests
- Help foster a sense of community/ common purpose, and increase learning among students through sharing, and seeing multiple applications of course concepts. and
- Celebrate your learning and creativity.

The paper should explain the foci, rationales, and components of the integrative product, what is meant to be represented, how it was developed, how course streams and concepts were incorporated, what applications are included, and especially what you learned by constructing it. You can also talk about anything you had to leave out, and how you will apply what you learned going forward and will keep learning.

As in all other assignments, the you need to use and cite explicitly course concepts, readings and activities. This can occur within the map/other type of integrative product, in the narrative short paper, or in both, in different ways.

### ***More details about Concept “Maps”.***

This is an opportunity for you to be creative, to incorporate your own interests, goals, and talents, and to have fun with innovative approaches (if you wish).

Most web resources assume that a concept map will be represented two dimensionally, but you can go way beyond those depictions. You can add complexity to a two dimensional paper, electronic, or other formats by adding color coding, different styles of lines and figures. You can also be creative in how you divide and use the space, and indicate connections between and among spaces. Also, other forms and formats are possible that move to multiple dimensions, other mediums, and a wide variety of formats and forms.

Whatever forms and formats you use, it is useful to include a key that explains the meaning of different elements.

In the past, very excellent concept maps have taken many forms.

- Styles: They can be very scholarly, mostly comprised of linked terms and explanations without much metaphor, or very metaphoric, applying course concepts in various themes (e.g., to a literary work or the creator’s hobbies, for instance, drumming, music genres, travel, various sports, a children’s playground), or to particular social issues. They can also be developed around a particular event, public person, person, community or issue.



- **Formats:** They can be two dimensional on paper or electronic, or be three dimensional constructions, using a variety of materials (wood, Styrofoam, popsicle sticks, boxes, mirrors, transparencies, Prezi). They can be static, or have components that move (e.g., mobiles, pieces that can be placed in various configurations, parts that overlay each other, or unfold). Various kinds of (board or interactive, etc) games can be constructed or adapted to reflect how course concepts work. They can use literal published maps, or physical representations of different spaces and symbols (comparing affluent and poor areas, and/or ethnically rich depictions). Some may include photography, collages and various textures and colors.
- **Size:** paper based concept maps have ranged from use of large newsprint or butcher paper, or poster size cardboard to a 4 by 6 inch index card. They do not need to be large or fancy to be extremely comprehensive and well done. Size does not equal quality.
- **Foci:** Some high quality concept maps are very abstract, with quite general applications. Others have assisted their creators to think through particular applications—to one's home towns, or to Detroit, for instance, of members of one's family, in particular practice situations or methods (for instance, an IP client, a school social work setting, Asian American families, a particular type of organization or a field of practice or policy arena). They should engage with key course elements, types theories and community change.

It is useful to brainstorm different ideas, consider what is going to be fun and motivating for you to implement, and also allow you to cover the various components, concepts, and skills of the class. Share ideas with your classmates. Consider your time and resources and talents. May want to run your ideas past your instructor and maybe an initial draft.

### **General assessment criteria for integrative/reflective concept map.**

Evaluative criteria include:

- Demonstrated understanding of/ability to apply the multiple streams of knowledge and theories/conceptual frameworks involved in the course. Theories/theorizing, community change and different approaches, critical justice issues/goals/processes, how to put these elements together.
- Scope of concepts used, degree of integration across topics, types of concepts, and different system levels
- Clarity of the work
- Attention to intersectionality, power analysis, and social justice issues across different (or relevant) populations and situations
- Originality and creativity.

When I review them, I first try and understand the “map” without reading the explanatory analytic paper. Does the map make sense? Can the reader figure out the major components and rationales just from the visual product? Can various course elements be identified, and how are they linked and applied?

Then, read the explanation and analysis. What does this add to what the map conveys without the explanation?

Finally, I look for the explicit elements and how well and completely they are included and portrayed, including appropriate referencing.

Examples of levels of criteria.

<b>Criteria</b>	<b>Acceptable, C range</b>	<b>Basic mastery— B range</b>	<b>Strong; A minus</b>	<b>Excellent: A</b>
Community Types and Approaches to Community Change	Community concepts are present, but less well developed.	Community defines and elements are included	At least one strong conception of community and some context for others	Clear conceptualization of community(ies) with relevant criteria
Social justice goals and processes	Has some social justice concepts, but with less understanding of key elements	Some social justice frameworks included, and accurately applied	Social justice frameworks includes, with some linkages to other elements	Clear social justice framework(s), w/ goals, processes, well linked to other elements
Barriers to justice—how oppression and privilege are created and sustained	Recognizes how power and privilege occur differently	Identifies some basic elements of oppression and privilege, with examples	Systematic application of several mechanisms of oppression and privilege,	Analysis of multiple mechanisms of oppression, & privilege, across different system levels/contexts
Skills for theorizing & critical conceptual thinking	Either use of fewer frameworks, or not always accurate application	Accurate use of several conceptual frameworks, with examples	Accurate use of many conceptual frameworks, to identify key components and mechanisms	Accurate use of all major conceptual frameworks, illuminating multiple components, with interconnections
Intersectionality, how different positionalities and types of power interact, and are influenced by contexts	Inclusion of several positionalities, sources of difference, with some indication of how they interact	Examples of how multiple positionalities can work together with different consequences with some illustrations	Clear infusion of interacting positionalities, with some indication of importance of power and contexts	Understanding of how different positionalities interact, are affected by power and contexts, and are relevant in particular issue(s)
Application to self, critical consciousness	Some sense of self, maybe in why the approach, own views	Self and critical consciousness noted as important either in map or analysis	Critical consciousness elements included, with some examples of own perspectives	Self awareness of own positionalities, influence of own perspectives and biases—self in the map
Social change, and what facilitates change	Some sense of change goals, and steps	Change as important element, maybe not well defined	Examples of relevant change goals, and steps	Illustrations of how change can occur,

				grounded in analyses
Clarity, style, use of citations	Reasonably clear map, a few citations, explanation clear enough	Map clear and includes major components, some important references	Well written and conceptualized, reasonable number of course sources	Very well written and organized, very clear, citations of most major course concepts

### Week by week topics and resource materials

Note: There is the possibility of a strike early in the term, and also that we may have some issues with COVID-19 or other possible disruptions. If a strike occurs, I will probably shuffle some topics and for when the strike is occurring, include materials about disruptive tactics and conflict theories. I have also not specified particular readings and topics for the weeks designated for the theorizing group education sessions, since we will design them around the topics and dates selected. Once we are clear about topics and schedule, I will update this course description and syllabus.

#### On Friday, Sept 3, we have four major tasks and topics:

- Present an overview of the course and course expectations and timetables
- Introduce four major themes for the course (and how these relate to the Community Change pathway) with some basic terms.
- Begin to create our own community within the course, which will likely be challenging in our on-line format.
- Get you started on steps towards goals and assignments.

#### Resource materials.

Below are links to about an hour of brief introductions to some major figures in the history of community change, connected to various social movements, using different definitions of community and change, with different rationales and approaches. Hopefully, these will stimulate your curiosity, and give you a taste of some topics coming in the course and hopefully some inspiration.

As you listen to/watch these short videos, start creating a glossary of significant terms, and identify key principles, rationales, foci, approaches, and other elements and questions you may have.

Highlander Research & Education Center - Folk Alliance International Lifetime Achievement Award 2012. 9 mins

<https://www.youtube.com/watch?v=dAUCZH-r3KQ>

Biography of Ella Baker, three plus minutes  
<https://www.youtube.com/watch?v=rkZxfhEQT3w>

With introduction about Ella Baker (5 minutes)  
<https://www.youtube.com/watch?v=LoPofPzkJ4U>

The Democratic Promise: Saul Alinsky & His Legacy - Part 3 10 minutes  
<https://www.youtube.com/watch?v=tmcz53VCOKk>

Heather Booth. If we organize, we can change the world. (11 minutes)  
<https://www.youtube.com/watch?v=OzGrFENp67M>

How to End Racism | Dolores Huerta | TEDxOakland 6.30 minutes  
<https://www.youtube.com/watch?v=MZplZUyHZg>

Remembering Grace Less Boggs, 7 minutes  
<https://www.youtube.com/watch?v=V1zzrqkA3U8>

### **Friday, Sept 10 Theories, Theorizing and Community Change. Introduction of AnyCity**

introducing the Anycity Case Study, plus two chapters about approaches to theory and theorizing in community change.

Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011) Theory-based, model-based community practice. Chapter 2 in *Community Practice: Theories and Skills for Social Workers*, Oxford University Press. 39-68.

Pyles, Loretta (2014) Theories and ideas for the progressive organizer. *Progressive Community Organizing: Reflective Practice in a Globalizing World* (2<sup>nd</sup> Ed). Routledge, 34-52.

Reed, B. G. (2005) Theorizing in Community Practice. Ch 4, In M. Weil, *Handbook of Community Practice*. Thousand Oaks, CA: Sage publications. 84-102.

Overview of Anycity.

- Read the articles, identify key concepts in the three articles (Hardcastle on theories commonly included in community practice texts, Pyles on sources for progressive frameworks, Reed on the importance of theorizing and different clusters of theories and what they illuminate), and
- Try and identify examples of application of key concepts from these articles in the Anycity Case study.

### **Sept 17: Different models and approaches for community practice. Start theorizing groups**

Review of major classifications,

Identify dimensions, underlying assumptions and analyses

- We will work on organizing theory education assignment groups, start planning for these, and get those sessions scheduled.
- Review core definitions and approaches for community, change, community change practices [see below for more detail]. Tasks:
  - a. Define what these mean to you informed by resource materials: 1) community, 2) change and types of change, and 3) community change,
  - b. Explore important analytic dimensions that inform “models” and practices for community change.
  - c. Begin to apply these concepts and models within the AnyCity case study
- Review resources on Canvas course site,
- Review revised timeline for the course (since we skipped a class session and covered some elements of disruptive/social action approaches earlier than originally planned)

#### Defining Community:

- a compilation of different ways that community is defined, those more traditional, with some discussion of what may be new implications for a more digital age.

#### What is change, social change, community change?

- a nother compilation Consider what is the role of community change within social change?

#### Different approaches to community and community change? [models, dimensions, factors to consider]

- Checkoway, Barry (1995) Six strategies of community change, *Community Development*, 30(1), pp 2-20.
- Jeffries, Ann (1996) Modelling Community Work:, *Journal of Community Practice*, 3:3-4, 101-125, DOI: 10.1300/J125v03n03\_04
- A collection of tables schematizing Rothman original models (middle pages of the three page one, with Weil and Gamble on first page, and combinations later)

#### **Sept 24: Change for what? Theory how? Social justice and sources of theory**

Consider the following question What does social justice mean to you?

Two chapters from Austin, M. J. (2014) *Social Justice and Social Work: Rediscovering a Core Value of the Profession*, Sage.

- Austin, M. J., Branon, C., and King, B. (2014) Searching for the meaning of social justice, 1-17.
- Serim, J. (2014) Interdisciplinary social science perspectives: Key concepts to inform practice. 179-189.
- Delgado, M. (2016) A social justice and rights perspective, *Community Practice and Urban Youth*, Routledge, 60-84.

Watch the short video below

<https://www.youtube.com/watch?v=z754lhcX6qw>

Do some research on the theorist you chose, and fill out the worksheet answering those questions about your theorist.

- Social justice theorist assignments. Grace Lee Boggs; Martha Nussbaum; John Rawls; Amartya Sen; ris Marion Young:

**Oct 1: More on different types of community, and different approaches to change**, using elements within AnyCity. Resources to come, introducing topics not likely to be covered in the theorizing education sessions.

**Theorizing group education sessions and approaches for community change.**

**Oct 8 through Nov 5 (maybe 12<sup>th</sup>). Second analytic reflection due Nov 12**

Each of these sessions will include an education session prepared by one of the theorizing education group, with community and other applications of particular analytic frameworks and assumptions. These will be paired with examples of community change applications, aligned with some concepts from the theorizing sessions. Resources for these will be provided as soon as we have the topics and schedule for the theorizing education sessions.

Topics are likely to include: Conflict/disruptive approaches, framing (internal analyses; cultural and other assumptions and analyses, and framing as a tactic for different purposes and audiences; complexity and emergence strategies; community-based prevention; community-based organizations and services; innovation diffusion and dissemination; coalitions and collaborations; indigenous approaches; different kinds of community development, and more.

**Nov 12-19: Additional frameworks and applications.** Start to compare and contrast different approaches (within AnyCity). Linking human agency, structures and cultural elements through different kinds of social processes. Reflecting on learning and questions, and preparing for concept maps.

**Nov 26: Thanksgiving.**

**Dec 3. Continuing with integrating, reflecting and celebrating learning. Concept maps due. Please post and be prepared to share them.**

**Dec 10: Last class. Work on principles for selecting and applying theories and practices for community change, and own personal philosophy and learning goals for the future.**

**Final assignments and any revisions due by Dec 15.**