



Course title:	Theories and Practices of Community Change: Concepts, History, and Approaches	
Course #/term:	SW 650, 002, Fall 2021	
Time and place:	Friday, 9:00 AM to 12-NOON, 3752 SSWB	
Credit hours:	3	
Prerequisites:	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.	
Instructor:	Douglas Manigault III, MSW (<i>Please, call me Douglas!</i> 😊)	
Pronouns:	He, him, his	
Contact info:	Email: dmanigau@umich.edu	Phone: (734) 764-5340
	You may expect a response within 48 hours	
Office:	2760 SSWB	
Office hours:	Every Friday from 1-3PM or by appointment	

1. Course Statement

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. For Community Change Pathway participants: We strongly recommend that this course be taken before or concurrently with the other required pathway class.

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 last spring. This is a new course, being piloted this fall, so we may have some trial and error, and need to adjust some things.

2. Class Requirements

a. Text and class materials

The Devil You Know: A Black Power Manifesto by Charles M. Blow
ISBN: 9780062914668

Pedagogy of the Oppressed by Paulo Freire
ISBN-13: 978-0826412768

Additional required readings, podcasts, and other relevant materials will be placed on Canvas. Students are expected to read, listen, and/or watch all assigned materials prior to class.

b. Class schedule, attendance, and course orientation

Topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for any changes in class schedule, usually entered under “Announcements”. 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 believe “theory” should not stand in isolation from “practice’ or “praxis.” Your regular class attendance and active purposeful participation in class is important. We will strive to enhance our theoretical understanding utilizing a “dialogical” approach. This assumes that knowledge is gained through active discussion and processing of that discussion between students and between instructors and students in a “circular” or non-linear process.

Class participation is worth 15% – or 15 points – of your grade. If you need to miss class, please let me know at your earliest convenience so that we can come up with an alternative way for you to earn participation points. For more information about class

attendance, please refer to the [Policy on Class Attendance](#) found in the MSW Student Guide.

Date/Time	Agenda	Required Readings & Assignments
Week 1 [09/03/21: 9AM-12PM]	Introductions, Purpose, Goals, and Why	<ul style="list-style-type: none"> • Syllabus • Article: "Framing for Social Change"
Week 2 [09/10/21: 9AM-12PM]	What is a movement? What is theory?	<ul style="list-style-type: none"> • <i>The Devil You Know</i>, Intro + Parts 1 & 2 (pg. 1-63) • Article 1: "Theory & Social Work" • Article 2: "Theorizing in Community Practice"
Week 3 [09/17/21: 9AM-12PM]	What is praxis? How to build praxis into community change?	<ul style="list-style-type: none"> • <i>The Devil You Know</i>, Parts 3-6 (pg. 65-209) • Article 1: "Strategies for Community Change and Improvement: An Overview"
Week 4 [09/24/21: 9AM-12PM]	Exploring theories, pt. I: <ul style="list-style-type: none"> • Critical Race Theory • Diffusion of Innovation Theory 	<ul style="list-style-type: none"> • Article 1: "I don't think I'm a racist" • Article 2: "Racialized Mass Incarceration and the War on Drugs" • Article 3: "Consumer adoption of the Uber mobile application" • Article 4: "Diffusion of Innovation Theory"
Week 5 [10/01/21: 9AM-12PM]	Exploring theories, pt. II: <ul style="list-style-type: none"> • Feminist Theory • Bronfenbrenner's Ecological Systems Theory 	<ul style="list-style-type: none"> • Article 1: "Time's up! Feminist theory and activism meets organization studies" • Article 2: "Intersectionality as buzzword" • Article 3: "Working with Immigrant Children and Their Families"

Date/Time	Agenda	Required Readings & Assignments
		<ul style="list-style-type: none"> Article 4: “Successful Employees with Disabilities”
Week 6: Exploring theories – presentation edition! [10/08/21: 9AM-12PM]		
Week 7 [10/15/21: 9AM-12PM]	Exploring movements, pt. I: <ul style="list-style-type: none"> Black Lives Matter #MeToo 	<ul style="list-style-type: none"> Article 1: “Black Lives Matter and the Paradoxes of U.S. Black Politics” Article 2: “The social media response to Black Lives Matter” Article 3: “Beyond #MeToo” Article 4: “Digital footprints of #MeToo”
Week 8 [10/22/21: 9AM-12PM]	Exploring movements, pt. II: <ul style="list-style-type: none"> Abolitionist Movement Divest/Invest Movement 	Book: Are Prisons Obsolete? – read chapters 3 (pg. 40-59) & 6 (pg. 105-115), though I encourage you to read the entire book at some point Video: Abolition 101 Podcast: The Case for Abolition, Pt. 1 + 2
Week 9 [10/29/21: 9AM-12PM]	Exploring movements, pt. III: <ul style="list-style-type: none"> Labor Movement ACT UP 	Podcast: Employers are Begging for Workers Podcast: ACT UP: A History Of AIDS/HIV Activism
Week 10 [11/05/21: 9AM-12PM]	Exploring praxis: <ul style="list-style-type: none"> Pedagogy of Action 	<i>Pedagogy of the Oppressed</i> , Chapters 1-3, pg. 43-124 Article: “HIV Education for Low-Literate People”
Week 11 [11/12/21: 9AM-12PM]	Exploring praxis, pt. II: <ul style="list-style-type: none"> Telling It 	<i>Pedagogy of the Oppressed</i> , Chapter 4, pg. 125-183
Week 12 [11/19/21: 9AM-12PM]	Building praxis-based community change	Article: “The Handbook of Community Practice Applying

Date/Time	Agenda	Required Readings & Assignments
		Practice Theories in Community Work”
Week 13 NO CLASS – ENJOY YOUR TIME OFF!		
Week 14 [12/03/21: 9AM-12PM]	Applying what we’ve learned	NONE!
Week 15 [12/10/21: 9AM-12PM]	Celebrating community change!	NONE!

c. Assignments

Class time will be provided for students to “dialogue” with each other in small groups to process and understand course content, as well as assignment expectations. All assignments are due by 11:59 PM on the dates listed. What follows is a general description for each assignment. More detailed directions for the assignment and rubrics will be posted on Canvas with ample time ahead of its due date.

Assignment	Due date	Percent of overall grade
REFLECT: two-page paper reflecting on the change you hope to see in the world	[9/17/2021 by 11:59 PM] <i>Please submit on our Canvas site for this course</i>	10%
LEARN: 10-minute presentation, in groups of three, on a theory of choice + two-page group reflection on working together	[10/08/2021 by 11:59 PM] <i>Please submit on our Canvas site for this course</i>	20%
UNDERSTAND: five-page paper or 15-minute podcast (in groups of three) on a community change movement	[11/05/2021 by 11:59 PM] <i>Please submit on our Canvas site for this course</i>	25%

Assignment	Due date	Percent of overall grade
APPLY: eight to 10-page paper on redesigning a movement, including concepts learned in the class	[12/10/2021 by 11:59 PM] <i>Please submit on our Canvas site for this course</i>	30%
PARTICIPATE	[Ongoing]	15%

EVALUATION CRITERIA AND PROCEDURES

General evaluation criteria (special elements will also be delineated for each assignment):

- 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 and the 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.

d. Grading

Letter grades will be allocated as follows:

97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	E

There is information on grading 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](#) and how it relates to academic dishonesty, including plagiarism, and information about procedures for ethical and correct citations.

e. 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.

f. 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](#).

g. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*