



Course title:	Community Action and Social Change Integrative Capstone Experience
Course #/term:	Social Work 401, Section 003 – Winter 2022
Time and place:	Wednesdays, 5-7 from 13 Jan to 24 Feb in 3629 SSWB
Credit hours:	1
Prerequisites:	Declared CASC minor, most of the related coursework complete
Instructor:	Joseph A. Galura
Pronouns:	He, him, his
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Office:	3640c SSWB
Office hours:	Wednesdays 1-4, and by appointment

1. COURSE DESCRIPTION

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

2. CLASS REQUIREMENTS

a. Text and class materials:

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

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

b. Class schedule:

Date	Agenda	Required readings & assignments
Week 1: 13 Jan	LESSON 1: My Story as a Change Agent	Syllabus Brown, CB.
Week 2: 20 Jan	LESSON 2: Critical Consciousness	Philosophy Statement and Three Key Learning Experiences
Week 3: 27 Jan	LESSON 3: Exploring Core Concepts in CASC	Book Club Chapters: Boggs, GL; Brown, AM; Freire, PRN; Petty, TH (Worksheet)
Week 4: 3 Feb	LESSON 4: Social Change Praxis	Artifact Reflection and Description
Week 5: 10 Feb	LESSON 5: Self-inquiry and Interview	Generative Interview (Worksheet)
Week 7: 17 Feb	LESSON 6: Learning from Alumni	Richards-Schuster, KE, et. al.
Week 8: 24 Feb	LESSON 7: Artifact Showcase	Completed Artifact and Presentation Final Paper

c. Assignments:

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

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

Part 1: Philosophy Statement

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

Part 2: Key Learning Experiences

Reflect on three key learning experiences connected to your social justice journey. Your experiences should in some way connect to context, diversity, and action learning competencies.

Assignment Guidance: If helpful, please refer to the LESSON 1 slides.

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

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

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

Artifact Reflection and Description (2-5 pages)

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

Section A: Engaging a Social Change Praxis

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

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

Section B: Description of the Artifact

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

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

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

Final Paper (5-7 pages)

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

Refer to the following question guide to help frame the assignment

Article 1 - General Course Takeaways

- What did you learn about yourself through this process, class, and the showcase?
- What did you learn about your overall experience in CASC/UM? How are your takeaways related to what you've discovered about your core values, and "sense of purpose" as a change agent?

- What will you take away from CASC, overall, for the future?
- Based on your learning, what advice would you give to others?
- Reflecting on the four findings from CASC Minor alumni captured in the article by Richards-Schuster, et. al., what are strategies that you can employ to sustain your work as a change agent in your field of practice, following your postgrad experience

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

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

Article 3 - Generative Interview

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

Completed Artifact and Presentation

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

Assignment	Due date	Percent of overall grade
Philosophy Statement and Three Key Learning Experiences	20 Jan by 3 Upload Word.doc to Canvas	16.7
Book Club Worksheet	3 Feb by 3 Submit hard copy following class presentation	8.4
Artifact Reflection and Description	10 Feb by 3 Upload Word.doc to Canvas	16.7
Generative Interviewing Worksheet	17 Feb by 3 Bring hard copy to class	8.4

Completed Artifact and Presentation	24 Feb by 3 Present physical or digital artifact to class	16.7
Final Paper	26 Feb by Midnight Upload Word.doc to Canvas	16.7
Attendance and class participation	13 Jan - 24 Feb	16.7

d. Attendance and class participation:

This is a Social Work class that subscribes to the School’s [Policy on Class Attendance](#). Students are expected to attend all of their classes. Moreover, attendance, punctuality and class participation count for one-sixth of each student’s final grade. Any absence of more than 20 minutes during a given session equates to the loss of class participation points on that date. Excessive absences will be brought to the attention of the student by the course instructor.

e. Grading:

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

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

f. 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. Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#).

g. COVID-19 Statement:

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

h. 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*

