Theories of Change

Movement, Resistance, and Stasis

Positivity and Negativity

Winter 2022
1. Course Statement (by Governing Faculty)

This course focuses on change, particularly social change, with an emphasis on examining its characterization, explanation, and perpetration. The objectives of the course are to deepen and broaden theoretical and empirical understanding of change and to enhance capacity to pose and address analytic questions about change as well as critically consider the viability of analyses for suggesting policy adjustments or initiatives, or plans of intervention. The objectives will be achieved through readings, class discussions and presentations, and written work.

Course description (by JT)

I have changed the title a little because, theoretically, the study of Social Change requires the study of social restraint or social stasis. Hence, our working title for this term is Theories of Social Change and Resistance and Stasis. Change can also be Positive, Neutral or Negative.

This adaptation suggests the kind of thinking that I hope to encourage in this course. The title is demonstrably incomplete. One cannot talk about ‘CHANGE without talking about it. Lots of nostrums address the resistance/static nexus. For example Don’t rock the boat” or If It ain’t broke don’t fix it” “The More things change the more they remain the same. (Google anti-change quotes – there are hundreds.) Questions such as the following will be discussed.

As a doctoral course, this course is designed to be a series of thought experiments addressing questions, in general, such as “

- Why is that”
- “What causes that?” The 5ive Whys?
- What lies beneath?” The Root Cause
- What is the difference between a theory and a typology?
- What research methods might be useful here?
  - Should we follow Aristotle or Plato? Or a combo?
  - Freud or Skinner,
Marx or Weber?
We will also look at the difference between Theory of Change" and “Change Theory.

Popular Change Theories/ such as the following will be discussed
1. Lewin’s 3 stage model
2. Bridges’ Transition Model.
3. Transformational/ Transactional Change
4. Evelotion/Revolution
5. McKinsey 7 S Model.
6. Kotter's change management theory.
7. ADKAR model.
8. Collins Positive/Negative Change Model
9. Other Wheel approaches – AGIL/PDeI
10. Baxter’s Traits Model

11. Nudge Theory
12. Boiled Frog/Drift Model

13. Herbert Simons Five Blockages to Change
15. Dreyfus and Dreyfus Staircase
16. Maslow Hierarchy
17. Garbage Can Model of Organizational Choice
18. Defensive Routines

D Course Objectives
The objectives of this course involve goals such as the following:
- Curiosity development,
- Critical thinking development
- Writing development
- Presentation development

e. Course design
This is a lecture-discussion course. Doctoral Courses are usually on the small side, so participation is essential. Knowledge is co-created by this interaction. That is what makes it education instead of teaching. There is reading, of course, but it should be thinking – reading, first is reflective reading. There will also be a viewing assignment for each session. And there will also be a discussion of a newspaper article or blog that is of interest.

2. Class Requirements Reading, Thinking, Participating, Hypothesizing, Critiquing,

a. Text and class materials
The text for the class is Social Work in Contemporary Society written by Charles Garvin (former Head of the Program) and myself (graduate of the Program in Social Work and Sociology with a minor in political science and former Head of the program as well.) and former Head of the Program) Society, It is an older book but the content we are using is quite contemporary, as it turns out. We will be focusing on Part 2. How Social Workers (and others, I might add) Act to Bring About Change Though it is now out of print, you can buy one inexpensively on the used book market.

It will also be available in the Library. In addition, I plan to have copies of the relevant chapters available on Canvas.

We will discuss the chapters in class, along with additional readings.

Also, scan the newspaper for relevant articles, such as the following in the New York Times on changes in our work lives. class to discuss and relate to the theoretical material.
http://www.pasadena-chamber.org/blog/our-future-work-lives-new-york-times

C Class Assignments and Expectations
1. Participation (10 points)
2. Article review - Each Student will bring one article for each class.

3. Substantive Focus- By session 3(and in session 3) we will have chosen a focal change topic to focus upon during the course. This will structure your reading and viewing

4. Book Review or Review of Reviews. 20 Points In session 8 a book review is due or it can be a review of reviews of an influential book. Three examples - could be books such as Elizabeth Wilkerson The Warmth of Other Suns (about change) or CAST- the Origins of Our Discontents (stasis) or How the South Won the Civil War about (stasis) by Heather Cox Richardson. Each of these books is highly acclaimed, extremely well written, and very scholarly

5. An additional possibility is to read my book Policy Management in the Human Services Columbia U. Press, 1984. I am reworking that book starting in May 2022. The complete text is available on Canvas.


Some Options:
   a. After you pick your book or books you can read 1, and review it, compare and contrast two. The books you select will have book reviews, so be sure and look at them as part of your work.
   b. You may also choose to do several of the reviews together, and do your submission on a review of reviews. I will put a copy of A book review I wrote with Emily Nicklett on Canvas. It was published in The Social Service Review. The submission should be no more than 900 words (about 3 pages double spaced. Remember to be both descriptive (what the book is about) and analytic (what are its strengths and weaknesses) what might be missing that should have been there, and, toward the end, your evaluation.

7. At the end of the term, a paper is due(70 points) which applies a theory of change to your problem/issue area. Pick a journal in the field to send it to. If you send it, I will bump your grade up. This will be a useful practice for you.

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1 This page has articles on writing book reviews.
Class Facets/ Four Organizing themes will provide the infrastructure for this course. 

The first is Systems Levels

1) Biological
2) individuals
3) groups
4) families,
5) communities,
6) organizations,
7) governments
8) national, and
9) the globe.

Each system has subsystems, as well as a structure and culture ad history

The second is Systems Factets We use a 7c Framework beginning with system
1) characteristics, and moving to
2) collaborations,
3) competencies,
4) conditions,
5) context, and last but not least,
6) Change.

The third is the lead/lag formulation
In a situation where multiple systems are undergoing intra-system change/resistance and stasis, they are at the same time interacting with other system nodules (think of three-dimensional chess) levels interact within themselves and with other levels. Must usually, not everything is synchronous. Hence the concept of lead/lag. For example whether internally or externally, cultural lag when structuring changes faster than culture. Structural lag is the opposite.

The Fourth is Change Agency
In Lauren Belfer’s book A FIERCE RADIANCE about the development of penicillin manufacture (surely a Grand Challenge) the chief character - Clair – introduces her father, Edward Rutherford, a millionaire who has made millions solving complex technical problems.

In one passage, he characterizes him this way:

2 https://en.wikipedia.org/wiki/Three-dimensional_chess
He spent some time in West Virginia working for a coal mining company trying to figure out better methods of ventilation. Went to Texas trying to develop new ways of searching for crude (oil). He had a gift for technical problems, a kind of special insight.

*When he was young he thought everybody had that gift. When he was older he realized that nobody else, at least no one he knew, could do what he did.*

This excerpt describes the knack for critical thinking and problem solving that we hope to hone as you go through this Course.

What IS the gift?

Let’s draw from the people analytics paper

1. Ideation
   a. Can they think
2. Influence
   a. Do they have it? Will they use it?
   b. Efficiency
      i. The right thing, the right way (effectiveness and efficiency) the first time
   c. (Anti) silozation/territoratality
      i. Drill holes in the silos
   d. Vulnerability
      i. Be open/liisten/its not all about me

We will look at issues such as the following:

1. precipitating and predisposing causality,
2. discuss an emerging research method reflective research,
3. consider the interrelationships of change velocity involving Biology, Cultural structure (attitudes, beliefs, values), and social structure ( laws ecology the “hard side of our lives).
4. We will use the POET schema (Population, Organization, Environment, and Technology)
5. Other issues arising
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<thead>
<tr>
<th>Date &amp; Activity</th>
<th>Main Reading</th>
<th>Stories / Cases</th>
<th>Viewing</th>
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<tbody>
<tr>
<td><strong>1 Jan 6</strong>th</td>
<td>Book Review Example Example: Golden Years: Social Inequality in Later Life by Nicklett and Tropman</td>
<td><a href="https://sites.bu.edu/deborahcarr/files/2021/02/Golden-Years-Review-Social-Service-Review.pdf">https://sites.bu.edu/deborahcarr/files/2021/02/Golden-Years-Review-Social-Service-Review.pdf</a></td>
<td>Case:: Kelly Services Caper</td>
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<td>4th Jan 27th Helping individuals to Change: The Change Agent Leadership Again</td>
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<td>5th Feb 3rd Helping Groups and Families to Change Using the 7Cs Perspective to and the System Approach to Group Practice ³</td>
<td>News Article Chapter 6 SWCS Helping Groups and Families to Change (Canvas) The Nuclear Family was a Mistake</td>
<td>Case: The Pilot Program:: View one (or more) <a href="https://www.youtubecom/results?search_query=Helping+Groups+to+Change">https://www.youtubecom/results?search_query=Helping+Groups+to+Change</a></td>
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<td>6th Feb 10th Helping Communities to change Cohesion; Collaboration/Cooperation Competence Development, Action, Strategizing/Planning Leadership</td>
<td>News Article SWinCS Chapter 8 Helping Communities to Change <a href="https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/overview/main">https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/overview/main</a></td>
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³ Originally published as Chapter 2, “An Ecological/Systems/7Cs Perspective on Group Practice.”
<table>
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<tr>
<td>7th Feb `17th</td>
<td>Book Review Report Recap and Mid Term Recap. Brief Report on Project Progress</td>
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<td>8th Feb 24th</td>
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<td>March 3rd</td>
<td>SPRING BREAK</td>
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<td>Presentation</td>
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| 9th    | Presentations | Guest ??  
I may be out of town…the schedule is still evolving. |
| 10th   | Presentations | Case The Ann Arbor City Council Caper  
The Wilbur Cohen Caper |
| 11th   | Presentations | BBC: Why do we need roads?  
The Writing of Tom Chambers |
| 12th   | Presentations | Listen to 1  
Changing The World  
What does it take to change the world for the better?  
This hour, TED speakers explore ideas on activism—what motivates it, why it matters, and how each of us can make a difference. |
TED Radio Hour

Jeremy Heimans: How Can We Harness Technology To Fuel Social Change?

- Download
- Transcript

TED Radio Hour

Sarah Corbett: How Can Introverts Be Activists Too?

- Reports

13th April 7th
14th April 14th