



SW 305 Theories and Practices of Community Action and Social Change

Course title:

Course #/term: SW 305 Winter 2023

Time and place: MONDAY 1 - 4
B770 (School of Social Work)

Credit hours: 3

Prerequisites: N/A

Instructor: Diana WasaAnung'gokwe Seales

Pronouns: She, her, hers

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You may expect a response within 24 hours

Office: 3640 B (School of Social Work)

Office hours: By appointment

1. Course Statement

Course Description: This foundation course for the Community Action and Social Change Minor is designed to prepare students to be informed and active participants in the process of community building and social change. The course uses a multidisciplinary framework to develop competencies that will help students envision what community action and social change look like, identify and implement steps towards social change, build on positive sources of power, indigenous knowledge and experiences of individuals, groups, and communities who are engaged in social change efforts. CASC Minor Mission Statement. The CASC minor is for students interested in developing knowledge, skills, and experiences in community action and social change. The multidisciplinary 16 credit minor will prepare students to: 1. examine community action and social change using a multidisciplinary framework; 2. address community action and social change in multilingual and multicultural communities; 3. integrate social justice values into the community action and social change processes; and 4. engage in service learning to promote community action and social change. 1.

1. Guiding Principles

- The core values of the National Association of Social Workers Code of Ethics (service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence) frames our interactions with students inside and outside the classroom.
- PODS: Privilege, Oppression, Diversity and Social Justice are taught to similar degrees in every class.
- We represent Social Work – both the School and the profession – in our interactions with students, including academic and career advice.
- We strive to respond appropriately to student inquiries in a timely and personally engaging manner.
- We structure courses with student participation in mind throughout the term, notably by some conversation about ground rules at the start of the term and some identifiable closure activity at the end.
- We see curricular and co-curricular opportunities as intersecting and complementary. We seek to find opportunities for high touch, high impact work with students

Course Goals

- Students will examine their own identity development (race, class, gender, sexual/relational orientation, religion, nationality, ability, other), recognize

multiple social identities, and engage in critical analysis of power, privilege and oppression.

- Students will explore the meaning of community and social change.
- Students will develop skills in interviewing, relationship-building, and group facilitation.
- Students will gain awareness of historical framework and theory regarding community action and social change.
- Students will engage in structural analysis with regard to community action and social change.
- Students will develop an understanding of community-building and organizing skills.

Four Curricular Themes

- Multiculturalism and Diversity issues will be explored as students identify self-knowledge and skills for regularly monitoring their practice within the context of their work. The PODS (Privilege, Oppression, Diversity and Social Justice) lens will be applied to practice situations and students will have an opportunity to discuss relevant field issues related to the diversity dimensions (ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation).
- Social Justice and Social Change issues will be addressed by helping students to critically assess their commitment to and skills for enacting change towards social justice goals. The role of the social worker will be discussed as reflected by their individual experiences and reflection.
- Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within the context of the student's orientation to practice. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.
- Behavioral and Social Science research approaches will be addressed within the context of the student's orientation and method. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.

Accommodations for students with disabilities

If you need an accommodation for a disability, please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to <https://ssd.umich.edu/Links to an external site.>

Health and Wellness Services

Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to visit the SSW Health and Wellness website regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling.

Dependent Care Resources

For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include childcare, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/Links to an external site.>).

Course Assignments & Grading:

1. Class Requirements

Required Texts and Class Materials:

All readings are online and some may be found on canvas under "files".

COURSE OUTLINE

MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE

Week 1: 1/9 Introduction to Community Action and Social Change (CASC)

This class will be a general introduction to CASC and to SW 305. In particular, we'll look at the relationships between CASC and Social Work values and ethics. We will also get organized for the semester, review the class structure and assignments, discuss

expectations, and begin to build our class community. Please be ready to think about a goal for you in the class and a critical question/issue you would like to learn/think about.

Readings:

- [National Association of Social Workers \(NASW\) Code of Ethics](#)
- [Forward Spaces Guidelines](#)
- [Roger Fisher- A Case for Humility \(Social Justice Educators Blog\):Links to an external site.Links to an external site.](#)

PODCAST:

Hidden Brain: YOU 2.0 (How design thinking can help you find your life's purpose) [You 2.0: Getting Unstuck | Hidden BrainLinks to an external site.](#)

BLOG READINGS:

Adrienne maree brown, PANDOWRIMO: Conversation between the crisis and the virus <http://adriennemareebrown.net>Links to an external site.

WEEK 2: 1/16 NO CLASS MLK DAY

WEEK 3: 1/23 Understanding our Story: Being aware of who we are as Change Agents. What Informs our Perspectives?

In this class, we will spend time looking inward to discuss what drives our interest in social justice work, to explore our own stories, and how our perspectives are shaped by who we are. We will explore being vulnerable and our understanding about the power and potentially of storytelling as a method of community change work. We will also do an activity that examines how we think about ourselves as social justice leaders and how we need to be aware of why, who, and how we engage in social justice work.

Readings:

[Social Identity Profile Social Power](#)

[Story of Self Worksheets](#)

[Handouts & Media for Identity & Storytelling](#)

Readings ([potential readings & Media](#)):

[list of possible readings including:](#)

- Kahn, S., Creative Community Organizing-Chapter 7: Strengthen the Story
- R (Eds.) Detroit Lives-Organizing for Survival at the Grassroots (pick one story to read)
- Obama, B. Where We Start: pgs. 16 & 17.

- Pyles, Progressive Community Organizing-Chapter 2: The Self-Aware Organizer
- The Sun: Readers Write: Prejudice: pgs. 29-36.

Podcasts/ Media

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=enLinks to an external site.Links to an external site.

Due: Story of Self Worksheet for In-Class Discussion Only

WEEK 4: 1/30 Systemic Inequality

[Watch Cracking the Codes](#)Links to an external site.Links to an external site.

Link Cracking the

Codes: https://umich.instructure.com/courses/425634/pages/systemic-inequality-readings?module_item_id=1113892

questions:

- What are the mechanisms through which privilege and oppression operate- at the individual, organization, policy level?
- What is structural racism?
- What are the ways racism and systemic oppression are embedded in structures? How do multiple issues interplay?
- How has systematic racism and oppression been reinforced and reproduced over time?
- What are the various forces that influence and perpetuate systematic racism? Systematic injustices?
- How can we take one of the examples (e.g. housing or education) and “map” historical and systematic layers of injustice? What are the implications?
- How do we begin to uncover/challenge/change structural injustice?
- What are the takeaways and “aha moments” from the film for you?
- How does this video make you think about theories about creating change?

Community in Action - Student Voting:

<https://www.nytimes.com/2018/03/03/us/students-voter-turnout.html>Links to an external site.Links to an external site.

<https://president.umich.edu/news-communications/letters-to-the-community/welcome-to-the-bigten-voting-challenge/>Links to an external site.Links to an external site.

History of Voting Rights:

<https://www.nytimes.com/video/us/politics/10000002300972/a-history-of-voting-rights.html>Links to an external site.Links to an external site.

<https://www.aclu.org/issues/voting-rights/voting-rights-act/history-voting-rightsact?redirect=timelines/timeline-voting-rights-act>Links to an external site.
Links to an external site.

<https://www.justice.gov/crt/history-federal-voting-rights-laws>Links to an external site.
Links to an external site.

Teaching Tolerance- The Voting Rights Act & Current voting issues

<https://www.pbs.org/video/john-lewis-get-way-right-vote/>Links to an external site.
Links to an external site.

Readings

Podcasts/ Media

- Mirrors of Privilege: Understanding White Privilege: <https://www.youtube.com/watch?v=uuXWJDyGct4>Links to an external site.



[external site.](#)Links to an external site.

HISTORY PROJECT TOPICS DUE

Week 5: 2/6 Understanding Community Action and Social Change Terms & Perspectives

This class will help us “unpack” the concept of Community Action and Social Change by exploring key terms and examining fundamental concepts embedded in social justice and social change work, such as social justice, power, privilege, discrimination, oppression, empowerment, and equity. It’s important that we begin the semester with a shared understanding. We will also spend time discussing critical questions/challenges that emerge in social justice work here on campus, such as entering communities, working with others, and combatting “savior complexes”.

Required Reading & Tasks to Prepare for Class Session:

Keys Concepts for Course (please select two pieces (readings, video, podcast) to review before class:

- Bell, L. A. (2007). Theoretical foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *What is social justice?* (pp. 21-26). New York, NY, US: Routledge/Taylor & Francis Group. [L] [SEP]
- Checkoway, B. (1997). Core concepts for community change. *Journal of Community Practice*, 4(1), 11-29. [L] [SEP]

- Finn, J. (2016). Just practice: A social justice approach to social work. Chapter 1: *Imagining social work and social justice* (pp. 1-44). New York, NY: Oxford University Press

- Johnson, A. G. (2018) In M. Adams, W. J. Blumenfeld, D. Chase, J. Catalano, D. Keri, H.W. Hackman....X.Z. Johnson. Readings for diversity and social justice. Chapter 3: *Social construction of difference* (pp.15-20). New York, NY: Routledge. For Discussion:

- Harleen Kaur: Leaving the savior mentality behind (Michigan Daily, February 25, 2014)- <https://www.michigandaily.com/opinion/02harleen-kaur-leaving-savior-mentality-behind26>

- Response to Leaving the savior mentality behind (Letter to Editor, Michigan Daily, March 17, 2014)- <https://www.michigandaily.com/opinion/03letter-editor-alternative-spring-break18>Links to an external site.

VIDEO: Building Resilient Communities: Case of Pine

Ridge:<https://www.youtube.com/watch?v=e2Re-KrQNa4>Links to an external site.



Week 6: 2/13 - Building Relationships and Facilitating Participation

SEMESTER LONG PROJECT OUTLINE DUE

Guest Presentation by the Ginsberg Center: *Workshop on Entering, Engaging and Exiting Communities Respectfully*.

This week we will focus on skills needed for community change work by looking at HOW to engage in community change work. We will look at how to build relationships and what skills are needed to build relationships, facilitate participation, work together for change, and thoughtfully exit communities.

Week 7: 2/20 Community Change as a Process: Systems, Power, Impacts, and Approaches

This week we will focus on developing frameworks for community change, critically examining different models and approaches to change work, and learning from historical examples of community action and social change. We will look at community change as a system that impacts individuals, groups, communities, institutions, and society. We'll also explore concepts of power.

Chambers, E.T., Cowan, M.A. (2013). Roots for radical: Organizing for power, action & justice. Chapter 1. *The world as it is and the world as it should be* (pp. 21-43). New York, NY: Bloomsbury.

Accomplices Not Allies: Abolishing the Ally Industrial Complex. An Indigenous perspective

Joyful Militancy. Ch. 3: Trust and Responsibility as Common Notions

Review two web examples of the following organizations and come ready to discuss their approach: ▪ Southern Echo: <http://southernecho.org/> ▪ Chicago Freedom Schools: <http://chicagofreedomschool.org/> ▪ Neutral Zone: <http://neutral-zone.org/wp/> ▪ Project South: <https://projectsouth.org/Links to an external site.> ▪ Grassroots Global Justice: <https://ggjalliance.org/Links to an external site.> ▪ Center for Story Based Strategy: <http://www.storybasedstrategy.org/> ▪ Californians United for Responsible Budget: <http://curbprisonspending.org/> ▪ Interfaith Coalition for Peace and Justice: <http://www.icpj.net/program-areas/> ▪ Allied Media: <https://www.alliedmedia.org/> ▪ EMEAC (East Michigan Environmental Action Council) www.emeac.org

Week 8: 2/27 – NO CLASS SPRING BREAK

DUE: CONCEPT MAP

Week 9: 3/6 – Exploring Approaches: CASC in Practice

This class will focus on the different approaches groups take working for change. The readings show different models and approach to change. We will also look at examples of organizations that are working for change and explore the approach (es) they take. We will also explore the benefits and limitations of approaches and look at important ideas that should be present, regardless of approach. We will look at your concept map drafts.

Readings:

- Gamble & Weil, Community Practice Skills-Chapter 2: Conceptual Frameworks and Models
- for Community Practice (focus on the 8 models)
- Pyles, L. Progressive Community Organizing-Chapter 5: Critical Organizing Frameworks
- Shepard, B. Chapter 11: From Social Movements to Social Services, pgs. 113-118.
- Web Site for James and Grace Lee Boggs Center, <http://boggscenter.org/Links to an external site.>
- Film guide: <http://americanrevolutionaryfilm.com/resources/Links to an external site.>

Visit and Review Web Examples of the Following Organizations:

- Jim Toy Community Center: <https://www.jimtoycenter.org/Links to an external site.>

- Southern Echo: <http://southernecho.org/Links to an external site>.Links to an external site.
- Chicago Freedom Schools: <http://chicagofreedomschool.org/Links to an external site>.Links to an external site.
- Neutral Zone: <http://neutral---zone.org/wp/Links to an external site>.Links to an external site.
- Center for Story Based Strategy: <http://www.storybasedstrategy.org/Links to an external site>.Links to an external site.
- Californians United for Responsible Budget: <http://curbprisonspending.orgLinks to an external site>.Links to an external site.
- Interfaith Coalition for Peace and Justice: <http://www.icpj.net/program---areas/Links to an external site>.Links to an external site.
- Allied Media: <https://www.alliedmedia.org/Links to an external site>.Links to an external site.
- Interfaith Council for Peace and Justice: <https://www.icpj.org/Links to an external site>.Links to an external site.
- Washtenaw Interfaith Coalition for Immigrant Rights (WICIR): <https://www.facebook.com/WICIR/Links to an external site>.Links to an external site.

IN CLASS VIDEO: American Revolutionary: The Evolution of Grace Lee Boggs

Week 10: 3/13 DUE: HISTORY PAPER AND PRESENTATIONS.

In this class, we'll focus on our history examples that we have been learning about. We will share the examples from our papers and think about some of the major movements, organizations, and individuals that have shaped community action and social change work. In particular, through our sharing and learning we will discuss the lessons and ideas that we can draw from these examples for our own work. Remember to bring a hand-out for the class.

Week 11: 3/20 Strategy, Planning and Action

This class will focus on the importance of planning and strategy for community change. Once you have an idea, how do you begin to move forward to make change? Strategy is critical for community organizing efforts. In this class, we'll also hear from community organizers about their work. As you read and prepare for class, I'd like you to think about how you use strategy in your work (regardless of if your work is community organizing versus community projects). Does your group/work have a strategy? How do you think about your work?

Required Reading & Tasks to Prepare for Class Session:

- Bobo, K., Kendall, J., & Max, S. Organizing for social change: Midwest academy manual for activists. ^[1]_[SEP]Chapter 4: *Developing a strategy* (pp. 30-48). Santa Ana, CA: Seven Locks Press. ^[1]_[SEP]

▪ Morrison, E., & Hutcheson, S. (June 20, 2014) Accelerating civic innovation through “strategic doing.” *Stanford Social Innovation Review: Informing and Inspiring Leaders of Social Change*. Retrieved from http://www.ssireview.org/blog/entry/accelerating_civic_innovation_through_strategic_doing

Case Study: ▪ Welton, A. D., & Freelon, R. (2018). Community organizing as educational leadership:

Lessons from Chicago on the politics of racial justice, *Journal on Research and Educational Leadership*, 13(1), 79-105. <https://doi.org/10.1177%2F1942775117744193>

Week 12: 3/27 Exploring CASC in Action - Allyhood, Co-Liberation, Coalitions, & Working Together

In this class will look more specifically at the skills needed to work together for change. We know that community action and social change is not an individual activity and that it is strengthened when different ideas and perspectives are brought together. What are the skills needed to work together and facilitate participation across differences? What can we learn from other coalitions? How do we think about the various roles in CASC-type work? We will use class to share ideas and practice skills. We will also spend time in class talking about the role of social media. In what ways does media does it help? In what ways does it hurt? What are the implications for our own work? How do we see the future of social media for our own social change efforts?

Required Reading & Tasks to Prepare for Class Session:

- Bollier, D. (August 28/September 4, 2017). The next big thing: Will be a lot of small things. *The Nation*, 305 (5), 16-19, and 25.
- Gehl, L. A colonized ally meets a decolonized ally.
- Practical Community Coalition information: <http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coalition/main>
- Color of Change: A Messages to Allies and Aspiring Allies (pp. 12-15).
- Young, S., Richards-Schuster, K., Davis, A., & Pellegrine, I. (2013). Chapter 4. *Civic youth work: Cocreating democratic youth spaces. Creating spaces for the next generation of civil rights workers: Mississippi safe schools coalition-Youth participation in the Mississippi safe school's coalition* (pp. 43-54). Chicago, IL: Lyceum Books, Inc.

VIDEO: “Why Coalition Building is Necessary” [Why Coalition Building is necessaryLinks](#)



[to an external site.](#)

Week 13 4/3 - NO CLASS

Week 14: 4/10 FINAL PRESENTATION GROUP 1

We will focus on our action projects. We will have the opportunity to hear about each other's projects and reflect on the common themes and learning across the projects.

Task: 10 minute group presentations (see assignment instructions). **Remember that the presenters for this week just need the presentations, other materials can be submitted on April 17th.**

Week 15: 4/17 FINAL PRESENTATION GROUP 2

DUE: Our Future Selves- Takeaways and Reflections

In our final class together will finish our project presentations and then we will reflect on the learning from the semester and discuss our takeaways. We'll discuss ways to sustain our efforts community change makers as well as to think about what we want to remember to tell our future selves.

Reading & Tasks to Prepare for Class Session:

- Kuo, M. (2005). In C. Boudin, K. Farrow, B. Dohrn, & D. Berger (Eds.). Letters from young activists.
- Chapter 12: *Letters to our future selves* (pp. 215-219). New York, NY: Nation Books. Task: 10-minute group presentations (see assignment instructions).

TASK: LETTER TO OUR FUTURE SELVES DUE ON DECEMBER 4/17TH

1. Assignments
2. Course Design
3. This course uses an engaged learning approach and employs several pedagogical strategies to promote knowledge and skill development.

Course Assignments	Due Date	Points/ Percentage
Core Concepts-Concept Map/Play List	March 7th	20
History Project-Topic due 1/30	March 13th (due and short in-class presentation)	30
Semester-Long Project-	Outline due Feb 13th April 10th & 17th	30

Final Reflection Paper-Letter to our Future Self	<i>April 17th</i>	10
Attendance & Participation (Reading questions, in- class activities, etc.)	<i>Ongoing</i>	10

Total Possible Points 100

Most classes will be structured to include a lecture or presentation, accompanied by a discussion or activity period. We will employ several pedagogical strategies such as: small group work, class discussions, PowerPoint, experiential exercises, audiovisuals, writing exercises, case examples, and other activities in order to facilitate understanding of the course content and to promote knowledge development.

1. Attendance and class participation

Class attendance and active participation (large and small group discussion, individual reflection, oral participation, etc) are vital to your overall performance. Participation through student-student and instructor-student interactions are important considerations for optimal performance. Live sessions will always begin promptly at 10AM, and recorded sessions should occur during the designated course time. Submissions on the discussion board are required for this class, and are an extension of your attendance and participation for asynchronous lectures. Scheduled posts are due the "day of" scheduled classes. Excessive absences or avoidance of lectures will be evident in performance on course assignments where you are expected to apply knowledge from course materials. •Policy on Class Attendance

1. Grading

Because of the disturbance that the COVID19 pandemic has created for faculty and students there is a new grading policy for undergrads that was announced by the Provost (note this is only for undergrads at this time). Grades will be given for students that earn an A through a C. Any student earning a D or below will receive a "NRC- No record Covid" grade.

1. - In addition, students are eligible to withdraw from a class at any time without penalty, even after the traditional drop/add timeframe.

1. 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 in advance that a recording will occur and be provided with an option to opt-out. 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](#)[Links to an external site.](#)

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>[Links to an external site.](#) 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*

POSSIBLE Action Project Organizations:

The Hemophilia Foundation – Storytelling workshop – facilitation

Know your Rights Campaign - Colin Kaepernick speakers event

BIRWOOD HOUSE

<https://www.detroitjournalism.org/2018/01/31/community-houses-detroit-taking-neighborhoods-new-level/>[Links to an external site.](#)

DETROIT WATER SHUT OFFS - WE THE PEOPLE

<https://www.wethepeopleofdetroit.com/get-involved>[Links to an external site.](#)

GENERAL BAKER INSTITUTE

<https://lsa.umich.edu/sid/events-news/all-news/detroiters-speak-debut-at-the-new-general-baker-institute.html>[Links to an external site.](#)

CONNECT2COMMUNITY

<https://connect2community.umich.edu>[Links to an external site.](#)

Noteworthy workshops and events: (attend one or all as your final project)