



Course title:	Theories of Change
Course #/term:	SW873 Winter 2023
Time & place:	Mon 9-12, SSWB Room 1794
Credit hours:	3
Prerequisites:	Doctoral standing or permission of instructor
Instructor:	Odessa Gonzalez Benson, PhD, MSW
Pronouns:	She, her, hers
Contact info:	Email: odessagb@umich.ed You may expect a response within 48 hours
Office:	3828
Office hours:	By appointment

1. Course Statement

a. Course description

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 considering the viability of analyses for suggesting policy adjustments or initiatives, or plans for intervention.

b. Course objectives and competencies

By the end of the semester, students will be able to:

1. Contextualize practice theories by locating them within a general theoretical perspective;
2. Articulate the primary benefits and challenges of theories;
3. Evaluate theories and the range of issues they address and do not address;
4. Articulate the potential social justice and social change implications of theories;
5. Develop research strategies that are theoretically grounded; and
6. Select theories appropriate for research topics and issues in context.

c. Course design

The objectives will be achieved through readings, class discussions, presentations, and written work.

2. Class Requirements

a. Class schedule

b.

Sess	Date	Topics	Broad Theme
1	Jan 9	Introduction	
2	16	No class: MLK day	
3	23	Theory, Epistemology and Other Terms/Concepts	Big T, Big C Meta/Grand Theory; Paradigm Change, Structural/Discursive Change
4	30	Paradigms, Paradigm Shift (positivism to critical theory)	
5	Feb 6	Critical Theory, Postmodernism	
6	13	New Materialism, Post-Anthropocene	
7	20	Substantive Theories, Models, Frameworks	mid t, mid c substantive theory; change in practice, people, communities
8	27	Spring Break	
9	Mar 6	Theories of Change I	
10	13	Theories of Change II	my t, my c
11	20	Individual meeting with instructor	
12	27	Methodology and Theory	
13	Apr 3	Presentation/Workshopping I	
14	10	Presentation/ Workshopping II	
15	17	Last Day	

Changes to course schedule will come over email and posted as Canvas announcement.

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b. Text and class materials

Class materials available through Canvas.

Foundational Book: Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications.

Reading

Notes for Reading:

Consider as a continuum: Introductory/Deeper reading \leftrightarrow assigned reading \leftrightarrow Further reading
Optional-Introductory/Deeper reading: provides more foundational and/or deeper info about the topics.
Optional-Further reading: provides extended and/or applied information about the topics.
 More or less 6 articles/chapters per week as required reading.

Week 1: Jan 9: Intro

Please read ahead for Weeks 3,4,5

Required:

1. Pollio, D. E. (2012). Response: Training Doctoral Students to be Scientists. *Research on Social Work Practice*, 22(5), 537–541. <https://doi.org/10.1177/1049731512442573>

Week 2: Jan 16: MLK Day:

Please read ahead for Weeks 3,4,5

Week 3: Jan 23: Theory, Science, Epistemology, Ontology, Axiology, Praxis, Objectivity, Subjectivity, Reflexivity

Required:

(read in order listed)

1. (Social Work) Kemp, S. P., & Samuels, G. M. (2019). Theory in social work science. In *Shaping a Science of Social Work* (pp. 102–128). Oxford University Press.
<https://doi.org/10.1093/oso/9780190880668.003.0007>
2. Sandelowski, M. (1993). Theory unmasked: The uses and guises of theory in qualitative research. *Research in Nursing & Health*, 16(3), 213–218. <https://doi.org/10.1002/nur.4770160308>
3. Esp Page 18-20 and 26-31: Crotty, M. (1998). Chapter 2: Positivism: The march of science. In M. Crotty, *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications.

(on Afrocentric, feminist, Indigenous, migrant epistemologies/praxis; listed alphabetically)

4. Afrocentric: Mazama, A. (2001). The Afrocentric paradigm: Contours and definitions. *Journal of Black Studies*, 31(4), 38405. <https://doi.org/10.1177/002193470103100401>
5. Feminist: choose one
 - a. Doucet, A. & Mauthner, N. S. (2006). Chapter 5: Feminist methodologies and epistemology. In *Handbook of 21st Century Sociology*.
 - b. Crotty, M. (1998). Chapter 8: Feminism: Re-visioning the man-made world. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications.
6. Indigenous: Cajete (Tewa), G. A. (2005). American Indian epistemologies. *New Directions for Student Services*, 2005(109), 69–78. <https://doi.org/10.1002/ss.155>
7. Migrant: Parker, N., & Vaughan-Williams, N. (2009). Lines in the sand? Towards an agenda for Critical Border Studies. *Geopolitics*, 14(3), 582–587. <https://doi.org/10.1080/14650040903081297>

(on praxis)

8. Bradbury, H., Waddell, S., O' Brien, K., Apgar, M., Teehankee, B., & Fazey, I. (2019). A call to Action Research for Transformations: The times demand it. *Action Research*, 17(1), 3–10.
<https://doi.org/10.1177/1476750319829633>

Optional: Introductory/Deeper reading

(on science)

- Bentz, V. & Shapiro, J. (1998). Appendix C, Key ideas of positivism. In V. Bentz & J. Shapiro, *Mindful Inquiry in Social Research*. Sage Publications.
- Jaccard, J. & Jacoby, J. (2010). *Theory Construction and Model-Building Skills*. Guilford Publications.
Chapter 2: The nature of understanding. In Jaccard & Jacoby (eds),
Chapter 3: Science as an approach to understanding.
- Grix, J. (2002). Introducing Students to the Generic Terminology of Social Research. *Politics*, 22(3), 175–186. <https://doi.org/10.1111/1467-9256.00173>

Optional-Further reading:

- Hicks, S. (2016). Theory and social work: A conceptual review of the literature. *International Journal of Social Welfare*, 25(4), 399–414. <https://doi.org/10.1111/ijsw.12215>
- Gringeri, C., Barusch, A., & Cambron, C. (2013). Epistemology in Qualitative Social Work Research: A Review of Published Articles, 2008–2010. *Social Work Research*, 37(1), 55–63.
<https://doi.org/10.1093/swr/svs032>

Week 4: Jan 30: Paradigms; Paradigm Shift (positivism to critical theory); Philosophy of Science

Required:

(Read in order: Naughton, Losee, Popper, Kuhn on Philo of Science; then all remaining, readings 5-12)

1. Naughton, J. (2012, August 18). Thomas Kuhn: The man who changed the way the world looked at science. *The Guardian*. <https://www.theguardian.com/science/2012/aug/19/thomas-kuhn-structure-scientific-revolutions>
2. PAGE 197-202_Losee, J. (2001). Chapter 14 Theories of Scientific Progress. In J. Losee, *Historical Introduction to the Philosophy of Science*. Oxford University Press.
3. BROWSE: Popper, K. (1963). *Conjectures and Refutations*. Routledge.
4. SELECT PAGES: Kuhn, T. (1996). *Structures of Scientific Revolution*. University of Chicago Press. Browse and read / focus on the following pages:
 - Chapter IX: Nature and Necessity of Revolutions: Pages 92 to 104
 - Chapter X: Revolutions as World Views: Pages 111 to 117
 - Chapter XI: Invisibility of Revolutions: Pages 141 to 143
 - Chapter XII: Resolution of Revolutions: page 144-164 (read especially p.150-152)

(listed alphabetically)

5. Bentz, V. & Shapiro, J. (1998). Chapter 2: From positivism to postmodernity. In V. Bentz & J. Shapiro, *Mindful Inquiry in Social Research*. Sage Publications.
6. READ WITHOUT THE SECTIONS ON 'METHODS' AND 'EXEMPLAR' (Those sections are for Week 12, but you can read now if you like): Grant, B. M., & Giddings, L. S. (2002). Making sense of methodologies: A paradigm framework for the novice researcher. *Contemporary Nurse*, 13(1), 10–28. <https://doi.org/10.5172/conu.13.1.10>
7. Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In *Handbook of Qualitative Research*, 2 (163-194), 105.
8. Hart, M. A. (2010). Indigenous Worldviews, knowledge, and research: The development of an Indigenous research paradigm. *Journal of Indigenous Social Development*, 1(1A), Article 1A. <http://136.159.200.199/index.php/jisd/article/view/63043>
9. Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1(1), 48–76. <https://doi.org/10.1177/2345678906292462>
10. Ponterotto, J. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, 52(2), 126-136. <https://doi-org.proxy.lib.umich.edu/10.1037/0022-0167.52.2.126>
11. Weaver, K., & Olson, J. K. (2006). Understanding paradigms used for nursing research. *Journal of Advanced Nursing*, 53(4), 459–469. <https://doi.org/10.1111/j.1365-2648.2006.03740.x>

Optional- Introductory/Deeper reading

Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications.

Chapter 3: Constructionism: the making of meaning

Chapter 4: Interpretivism: for and against culture

Chapter 5: Interpretivism: The way of hermeneutics

Chapter 6: Critical Inquiry: The Marxist heritage

Optional-further reading: available online via the links:

- Graham, M. (1999). The African-centred worldview: Developing a paradigm for social work. *British Journal of Social Work*, 29(2), 251–267. <https://doi.org/10.1093/oxfordjournals.bjsw.a011445>
- De Genova, D. (2013) 'We are of the connections': migration, methodological nationalism, and 'militant research', *Postcolonial Studies*, 16:3, 250-258. [10.1080/13688790.2013.850043](https://doi.org/10.1080/13688790.2013.850043)
- Cunneen, C. & Rowe, S. 2014. Changing narratives: Colonised peoples, criminology and social work. *International Journal for Crime, Justice and Social Democracy* 49. <http://www5.austlii.edu.au/au/journals/IntJlCrimJustSocDem/2014/5.html>
- Smith, L. T. (2021). *Decolonizing methodologies: Research and Indigenous peoples*. Bloomsbury Academic & Professional. <http://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=6605401>

Week 5: Feb 6: Critical theory (afrocentric, border studies, disability studies, feminist, indigenous, intersectionality, queer, etc); Postmodernism; Structural, Discursive/Ideological Change

Required:

(listed alphabetically)

1. Agger, B. (1991). Critical theory, poststructuralism, postmodernism: Their sociological relevance. *Annual Review of Sociology*, 17, 105–131. <http://www.jstor.org/stable/2083337>
2. (Social Work) PAGE 51-72 ONLY: Chambon, A. S. (1999). Foucault's approach: Making the familiar visible. In A. S. Chambon, A. Irving, & L. Epstein (Eds), *Reading Foucault for Social Work* (pp. 51-81). New York: Columbia University Press.
3. Bentz, V. & Shapiro, J. (1998). Chapter 11: Critical Social Science and Critical Social Theory. In *Mindful Inquiry in Social Research*. Sage Publications.
4. Stanford Encyclopedia of Philosophy. (2005). Critical Theory. Retrieved from <https://plato.stanford.edu/entries/critical-theory/#3>

(on queer, critical race, feminist, intersectional, indigenous, 'person' theories and approaches; listed alphabetically)

5. (Social Work) Hicks, S., & Jeyasingham, D. (2016). Social work, queer theory and after: A genealogy of sexuality theory in neo-liberal times. *British Journal of Social Work*, 46(8), 2357–2373. <https://doi.org/10.1093/bjsw/bcw103>
6. hooks, b. (1990). Choosing the margin as a space of radical openness. In b. hooks, *Yearning: Race, gender, and cultural politics* (pp.145-153). Boston: South End Press.
7. Moradi, B., & Grzanka, P. R. (2017). Using intersectionality responsibly: Toward critical epistemology, structural analysis, and social justice activism. *Journal of Counseling Psychology*, 64, 500–513. <https://doi.org/10.1037/cou0000203>
8. (Social Work) Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising social work research: Learning from critical Indigenous approaches. *Australian Social Work*, 68(3), 296–308. <https://doi.org/10.1080/0312407X.2015.1024264>
9. Sampson, E. E. (1989). The challenge of social change for psychology: Globalization and psychology's theory of the person. *American Psychologist*, 44(6), 914–921. <https://doi.org/10.1037/0003-066X.44.6.914>

(On methods/approaches)

CHOOSE ONE:

10. a. Fontana, J. (2004). Methodology for critical science in nursing. *Advances in Nursing Science*, 27(2).
- b. Stage, F. K. (2007). Answering critical questions using quantitative data. *New Directions for Institutional Research*, 2007(133), 5–16. <https://doi.org/10.1002/ir.200>

Optional- Deeper reading:

Guba, E. G., & Lincoln, Y. S. (1994). Chapter 3: Whose future? Whose past? notes on critical theory and methodology. In *The Paradigm Dialog*. Sage Publications.

(Social Work) Garrett, P.M. (2013). Chapter 2: How to be modern. In P.M. Garrett, *Social Work and Social Theory*. Bristol: Policy Press.

Week 6: Feb 13: New Materialism, Post-humanism

Required:

(read in order listed)

1. Braidotti, R. (2013). Chapter 4: Posthuman Humanities: Life beyond theory. *The Posthuman*.
2. Coole, D. & Frost, S. (2010). Introducing the new materialisms. In D. Coole & S. Frost (Eds), *New Materialisms: Ontology, Agency and Politics*. Duke University Press.
3. (Social Work) Bozalek, V. and Pease, B. (2021) Introduction: Towards post-anthropocentric social work. In V. Bozalek & B. Pease (Eds), *Post-Anthropocentric Social Work*.
4. (Social Work) Wilson, T. (2021). Chapter 3: An Invitation into the Trouble with Humanism for Social Work. In V. Bozalek & B. Pease (Eds), *Post-Anthropocentric Social Work*.
5. (Social Work) Gonzalez Benson, O. G. (2021). On becoming “essential”: Coronavirus lessons of ontology- from the migrant farmworker and us who consume the fruits of her labor. *Qualitative Social Work*, 20(1–2), 186–192. <https://doi.org/10.1177/1473325020973340>
6. Todd, Z. (2016). An indigenous feminist’s take on the ontological turn: ‘Ontology’ is just another word for colonialism. *Journal of Historical Sociology*, 29(1). <https://doi.org/10.1111/johs.12124>

Optional-Deeper reading:

Barad, K. (2007). Introduction. In K. Barad, *Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning*. Duke University Press.

Optional- Further reading:

- Greene, J. C. (2013). On rhizomes, lines of flight, mangles, and other assemblages. *International Journal of Qualitative Studies in Education*, 26(6), 749–758. <https://doi.org/10.1080/09518398.2013.788763>
- Lövbrand, E., Beck, S., Chilvers, J., Forsyth, T., Hedrén, J., Hulme, M., Lidskog, R., & Vasileiadou, E. (2015). Who speaks for the future of Earth? How critical social science can extend the conversation on the Anthropocene. *Global Environmental Change*, 32, 211–218. <https://doi.org/10.1016/j.gloenvcha.2015.03.012>
- O’Reilly, J., Isenhour, C., McElwee, P., & Orlove, B. (2020). Climate Change: Expanding Anthropological Possibilities. *Annual Review of Anthropology*, 49(1), 13–29. <https://doi.org/10.1146/annurev-anthro-010220-043113>

Week 7: Feb 20: Substantive Theories, Models, Frameworks

Required:

(read in order listed)

1. Jaccard, J. & Jacoby, J. (2010). Chapter 4: Creativity and the generation of ideas. In J. Jaccard & J. Jacoby (eds), *Theory Construction and Model-Building Skills*.
2. Adams, P. J. & Buetow, S. (2014). The place of theory in assembling the central argument for a thesis or dissertation. *Theory & Psychology*, 24(1), 93–110. <https://doi.org/10.1177/0959354313517523>
3. Earp, J. A., & Ennett, S. T. (1991). Conceptual models for health education research and practice. *Health Education Research*, 6(2), 163–171. <https://doi.org/10.1093/her/6.2.163>
4. Linder, S. H., & Sexton, K. (2011). Conceptual models for cumulative risk assessment. *American Journal of Public Health*, 101(S1), S74–S81. <https://doi.org/10.2105/AJPH.2011.300318>
5. PAGE 11 to 15 ONLY: Sherraden, M. (n.d.). Section III: Meanderings and Pathways. Asking questions well: The role of theory in applied social research.
6. Exemplar Paper/s: TBD

Week 8: Feb 27: Spring Break: No class

Week 9: Mar 6: Theories of Change I (conflict, dialectic, equilibrium, emergence and self-organization, evolution, functionalist, interpretivist, life cycle, teleology)

Required:

(listed alphabetically)

1. PAGE 43-61_Harper, C.L. and Leicht, K.T. (2011). Chapter 3: Social theory and social change. In C.L. Harper & K.T. Leicht, *Exploring Social Change: America and the World*, 6th ed.
2. Hudson, C. G. (2000). From social Darwinism to self-organization: Implications for social change theory. *Social Service Review*, 74(4), 533–559. <https://doi.org/10.1086/516424>
3. Massey, G. Chapter 3: Understanding and explaining social change. In G. Massey, *Ways of Social Change: Making Sense of Modern Times*.
4. van de Ven, A. H., & Poole, M. S. (1995). Explaining development and change in organizations. *The Academy of Management Review*, 20(3), 510–540. <https://doi.org/10.2307/258786>
5. Exemplar Paper: TBD

Optional-Further reading:

- Coser, L. A. (1957). Social conflict and the theory of social change. *The British Journal of Sociology*, 8(3), 197–207. <https://doi.org/10.2307/586859>
- Kirsch, M. H. (2013). Chapter 6: From culture to action. In M.H. Kirsch, *Queer Theory and Social Change*. Routledge.
Ebook available: <https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?pq-origsite=primo&docID=165924>

Week 10: Mar 13: Theories of Change II (process, units, agents of change; analyzing change; structure-agency; social work mid-level theories)

Required:

(listed alphabetically)

1. Dwyer, P. D. & Minnegal, M. (2010). Theorizing social change. *Journal of the Royal Anthropological Institute*, 16(3), 629–645. <https://doi.org/10.1111/j.1467-9655.2010.01643.x>

CHOOSE ONE:

2. a. Green, T. L. (2017). From positivism to critical theory: School-community relations toward community equity literacy. *International Journal of Qualitative Studies in Education*, 30(4), 370–387. <https://doi.org/10.1080/09518398.2016.1253892>
b. (Social Work) Thomas, M. L., O'Connor, M. K., & Netting, F. E. (2011). A framework for teaching community practice. *Journal of Social Work Education*, 47(2), 337–355. <https://doi.org/10.5175/JSWE.2011.200900081>
3. Freirean: choose one:
 - a. Leistyna, P. (2004). Presence of mind in the process of learning and knowing: A dialogue with Paulo Freire. *Teacher Education Quarterly*, 31(1), 17–29. <http://www.jstor.org/stable/23478410>.
 - b. Crotty, M. (1998). Pages 147-159 on Freire's Pedagogy of the Oppressed: Chapter 7: Critical Inquiry: Contemporary critics and contemporary critique. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications.
4. PAGE 62-65 (FROM WEEK 9): Harper, C.L. and Leicht, K.T. (2011). Chapter 3: Social theory and social change. In C.L. Harper & K.T. Leicht, *Exploring Social Change: America and the World*, 6th ed.

BROWSE:

5. BROWSE: (Social Work) Finn, J. (2016) Chapter 4: Just practice: Theoretical perspectives in social-justice-oriented practice. In J. Finn, *Just Practice: A Social Justice Approach to Social Work*. Oxford University Press.
6. BROWSE: (Social Work): (not available on Canvas; available at U-M library and for browsing on the day of class): Payne, M. (2014). *Modern social work theory* (4th ed.). New York, NY: Oxford University Press. ISBN-13: 978-0190615246 ISBN-10: 0190615249
7. BROWSE: (Social Work) Weil, M. & Ohmer, M. (2013). Chapter 6: Applying practice theories in community work. In M. Weil, M. Reisch & M. Ohmer (eds), *The Handbook of Community Practice*. SAGE Publications, Inc. <https://doi.org/10.4135/9781412976640>
8. Exemplar Paper/s: TBD

Week 11: Mar 20: Meet one-on-one with instructor.

Week 12: Mar 27: Methodology and Theory

Required:

(listed alphabetically)

1. Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research*, 17(10), 1316–1328. <https://doi.org/10.1177/1049732307306927>
2. RE-READ FROM WEEK 4 WITH THE SECTIONS ON METHODS: Grant, B. M., & Giddings, L. S. (2002). Making sense of methodologies: A paradigm framework for the novice researcher. *Contemporary Nurse*, 13(1), 10–28. <https://doi.org/10.5172/conu.13.1.10>
3. Slife, B. D., & Gantt, E. E. (1999). Methodological pluralism: A framework for psychotherapy research. *Journal of Clinical Psychology*, 55(12), 1453–1465. [https://doi.org/10.1002/\(SICI\)1097-4679\(199912\)55:12<1453::AID-JCLP4>3.0.CO;2-C](https://doi.org/10.1002/(SICI)1097-4679(199912)55:12<1453::AID-JCLP4>3.0.CO;2-C)
4. (On Social Work) Staller, K. M. (2013). Epistemological boot camp: The politics of science and what every qualitative researcher needs to know to survive in the academy. *Qualitative Social Work: Research and Practice*, 12(4), 395–413. <https://doi.org/10.1177/1473325012450483>
5. Exemplar Paper/s: TBD

(on action research)

6. Bartels, K. & Friedman, V. (2022). Editorial: Shining light on the dark side of action research: Power, relationality and transformation. *Action Research*, 20(2), 99-104. <https://doi.org/10.1177/14767503221098033>
7. BROWSE AGAIN FROM WEEK 3: Bradbury, H., Waddell, S., O' Brien, K., Apgar, M., Teehankee, B., & Fazey, I. (2019). A call to action research for transformations: The times demand it. *Action Research*, 17(1), 3–10. <https://doi.org/10.1177/1476750319829633>

(on the politics of data)

8. Frohlich, K. L., Dunn, J. R., McLaren, L., Shiell, A., Potvin, L., Hawe, P., Dassa, C., & Thurston, W. E. (2007). Understanding place and health: A heuristic for using administrative data. *Health & Place*, 13(2), 299–309. <https://doi.org/10.1016/j.healthplace.2006.01.007>
9. Walter, M., & Suina, M. (2019). Indigenous data, indigenous methodologies and indigenous data sovereignty. *International Journal of Social Research Methodology*, 22(3), 233–243. <https://doi.org/10.1080/13645579.2018.1531228>

Week 13 Apr 3: Theory Presentations/Workshops I:

Readings – One week prior, each student will assign two readings for their presentation/ workshop.
Student presentations/workshops – three students per week

Week 14 Apr 10: Theory Presentations/Workshops II:

Readings – One week prior, each student will assign two readings for their presentation/workshop.
Student presentations/workshops – three students per week

Week 15: Apr 17: Last Day

Readings TBD

c. Assignments

1. Discussion Questions

30 points (10 submissions X 3 points each)

1 DQ as practice: Submit one DQ for Week 3 as practice week, graded but not recorded

6 DQs: Submit one DQ per week: Week 4-9 and Week 12

4 DQs: Submit a second DQ for any four weeks: Week 4-9 and Week 12.

No more than 2 DQs per week will be graded.

Feel free to submit more than required, they won't be graded, but we may take them up in class.

Submit Sat midnight and I will post DQs by Sun 9am on Canvas Discussion Board. This is so that classmates can read and review and be prepared for discussion for our Monday class.

- See Appendix A for examples of DQs

Substantive Instructions:

- Do not summarize the readings and ask clarifying or descriptive questions. Instead, engage *critically and theoretically* with the content.
- Draw on readings but also your own personal, practice, theoretical experience, as relevant.

---> Don'ts:

- *action/practice questions*- Don't ask broad 'what-can-we/social-workers-do' type of questions
- *impact questions*- Don't ask broad 'how-does-this-impact- communities' type of questions
- Questions of *action/practice* and *impact* are important, but these types of questions can be asked every week and also can take us beyond the readings, and so pls avoid these types of questions.
- We could tackle questions of *action/practice* and *impact* in class, but let's avoid this as a submission.

---> Using readings: See Appendix A for DQ examples/templates

- You can use one reading, focusing perhaps on inconsistencies within one reading. Or you can use several readings, putting them in conversation with each other.
- You can use readings from other weeks.
- You can use readings or material not assigned. Of course, not all relevant content is covered in our course readings. However, just note that it might be harder for us to engage with your question if we have not read or are not familiar with your reference. But it's possible to do this, if you do a summary of the points from the other reading. If you do this, please be concise. Send me a PDF and I will also post on Canvas.

Technical instructions: See Appendix A for DQ examples/templates

- First few sentences will be your premise statements and, if any, counter statements; and the final couple of sentences MUST be in the form of a question.
- You MUST put references with page # for your premise statements please, as much as possible. This will help me and classmates read over the specific content you are drawing from.
- You can use quotes, but do so sparingly; paraphrase instead.
- Aside from your required submissions, you will likely have other questions or ideas— please bring them up in class during discussion or submit them as additional but not graded.

2. Peer Review

10% (2 x 5 points)

Due Week 14 and 15

Submit substantive feedback on two classmates' presentations/workshops; 5 pts. each for 10 pts total.

One page single spaced max, 11 font, 1" margins for each submission.

Will be shared to your classmates, to help them with future work and their Final Paper specifically.

Schedule TBD

Presentations Week 13 April 3	Peer Feedback due the following week: Week 14 April 10	
Student 1	6	5
Student 2	1	6
Student 3	2	1
Presentations Week 14 April 10	Peer Feedback due the following week: Week 15 April 17	
Student 4	3	2
Student 5	4	3
Student 6	5	4

Giving and receive professional feedback is an important and necessary part of academic life, and this assignment is intended to facilitate familiarity and training with the peer review process. The assignment also allows and reflects your own interrogation into theory and change, ones that may be at a distance from you and your own topic or thinking.

The aim of the peer review is to help the presenter/author/classmate improve their work and reflect upon their work, as well as reflect on their relationality to their work. Please think mindfully about your own beliefs and values when giving feedback.

There are no specific questions or prompts or formatting for writing your peer feedback, especially because each student's presentation/workshop will be different. But here below are some things to consider. Remember too that we will be workshoping and so some of these ideas and feedback will likely have been discussed tackled in class already. So the peer review can be used to emphasize points from class discussion, or to further develop class discussions, or provide new feedback altogether.

On their analyses of theories

- any contradictory or counter ideas to their analyses? This would be very helpful for your classmate.
- what did you find compelling? And what gaps, if any?
- what questions were raised?

On their own theorizing:

- what did you find compelling? And what gaps, if any?
- what questions were raised?
- any other key theories or concepts or references that might be relevant or helpful? Or perhaps those that are not so key but may nevertheless be helpful? Any new or peripheral or tangential theories, concepts, references?
- any challenges to the logic and flow of thought?

Overall

- areas of strength or improvement?
- optional: feedback on presentation style

3. Theory presentation/workshop

20 points

Due Week 13 and 14; ~45 minutes each; three students per week

A) Give some **background** —substantive and reflexive— on your research topic.

B) Interrogate at least three **existing substantive or mid-level theories** on your research topic.

Substantive analysis:

Theory	Assumptions	Concepts	Propositions	Thoughts on Change	Thoughts on Gaps and Critiques	Thoughts on Methods	Other
1							
2							
3							

Meta analysis

Theory	Epistemology	Ontology	Axiology, If any	Praxis, If any	Foundational, Underpinning Theories or Theorists/Thinkers
1					
2					
3					

C) Workshop/discuss **your own theorizing** on your research topic.

This space is meant for open sharing, no matter how *inchoate or refined* your ideas are at this point.

C1. Workshop mid-level/substantive theorizing that you have been working on. For example:

- some concepts and propositions you are currently considering or developing
- conceptual model or framework, whether it's a work in progress or initial or developed somewhat
- ideas about modifying, adding to or critiquing existing theories, or applying them to new contexts

C2. Workshop and discuss some of your thoughts, questions, dilemmas about meta/grand theories, epistemologies, reflexivities, etc. related to your topic and how it's currently treated theoretically, conceptually, methodologically, practically.

C3. In addition to your theoretical discussion, you may discuss issues of methods, values, ethics, etc.

4. Final Paper

40 points

Due last day of finals week; 8-10 pages, single-spaced, not including references, 11 font, 1" margins.

Explore and engage with theory for your research area and conceptualizing/enacting change.

Three options. Drawing on your presentation/workshop, write about B or C or both, and of course A.

Some students would benefit from the challenge of formalizing ideas about theoretical literature in their research area (B), while others from putting thoughts to paper about their own theorizing (C). And it is needed of course to have a background section on the topic (A).

This assignment is intended to be useful for each student specifically, depending on where they are in terms of theorizing, at this point in the doctoral program. And so the paper structure and content are flexible. For our Week 11 class or earlier, we will meet individually about your presentation and paper. Ideally, the final paper will be a draft of a manuscript for publication, or part of one, or help inform or go directly into the prospectus and dissertation.]

d. Attendance and class participation

Attendance and class participation are crucial for doctoral seminar courses. More than 4 absences may result in a grade of Incomplete or Unsatisfactory. If possible, please let me know if you will be late or miss class.

e. Grading

30	discussion questions	Due Sat midnight, Weeks 4-9 & 12	10 X 3 points each
10	peer review	Week 14 and 15	2 X 5 points each
20	workshop	Week 13 or 14	--
40	paper	Due Apr 27 finals week	--
100	total		

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.]

g. COVID-19 Statement

For the safety of all students, faculty, and staff, 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.

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.

i. 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, pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

Appendix A
Assignment B. Examples/Templates of Discussion Questions

Reference: Kemp, S. P., & Samuels, G. M. (2019). Theory in social work science. In *Shaping a Science of Social Work* (pp. 102–128). Oxford University Press.

Example 1: one article/idea with emergent question

On page 9 the author argues that-----

Consequently, this raises the following question -----
-----?

Example 2: one article/idea with internal question

I was intrigued by the author’s argument that -----
----- (bottom p. 3/top of p. 4). -----

How does this fit with the author’s overall thesis that -----
-----?

OR How does this fit with the author’s other argument/point that -----?

Example 3: juxtaposing two or more articles/thinkers/references

The author seems to imply that -----
----- (p. 10). -----
----- (p.4).

This appears to contradict Kuhn’s (1962) comments on page 92 where he states -----

I was wondering if others a) felt this was a contradiction and b) if not, how the two ideas are to be resolved?

Example 4: drawing on practice or lived experience (of students or clients or communities)

The author contends on pages 8-9 that -----

However, we see in practice or lived experience that -----

This left me with the following question-----
-----?

** Reference and acknowledgement: The template and idea for this Assignment was drawn from Professor David Hodge of Arizona State University School of Social Work.*