## Course Description

This Community Action and Social Change Minor foundation course is designed to prepare students to be informed and active participants in 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.

## Core Competencies

Praxis: Reflection and action upon the world to transform it

*Paulo Freire, The Pedagogy of the Oppressed*

1. 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.
2. Students will explore the meaning of community and social change.
3. Students will develop skills in interviewing, relationship-building, and group facilitation.
4. Students will gain awareness of the historical framework and theory regarding community action and social change.
5. Students will engage in policy and structural analysis about community action and social change.
6. Students will develop an understanding of community-building and organizing skills.

Class Materials

All materials will be posted to Canvas.

Grading and Assignments

The class requires a set of assignments aimed at:

- gaining critical awareness about one's self as a community change agent both inside and outside the classroom
- building knowledge about core concepts, historical frameworks, and key people,
- developing and engaging with peers in critical discussion of key ideas and issues, and
- applying the lessons and learning to one’s current interest and future work

An outline of the assignment and due dates is listed in the assignment section of the canvas for your reference.

Assignment Expectations

I expect that assignments will be turned in on the day they are due unless there are extenuating circumstances and/or you have talked with me in advance. Please do reach out if you need extra time or support.

Learning Environment

This class is based on a collaborative learning model in which students are both “teachers and learners” in the classroom. We will have regular opportunities for peer-based learning and teaching activities during the class. This model requires that students be prepared to participate, take risks and share ideas, respect diverse opinions, and be open to challenging themselves in each class.

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is essential 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 our community's collective health. 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 adequately wearing a face covering in class. The Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19 may describe other applicable safety measures. Failure to comply with campus safety measures may impact your ability to participate in this course in person/hybrid. 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 remotely. 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.

Recording of Class (Audio & Video)

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 before any recording is done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a particular 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.

Attendance Expectations & Health-Related Class Absences

I expect students to be engaged in class and ready to start at 1:00 (online or in person). I will expect that people come to class having read the materials and bringing examples from the readings and one’s experience to share. I commit to creating an environment where people feel a part of a community. That may be tough in the online space, but to do this, I hope you will commit to staying focused during our class time and, when possible, keep cameras on during the Zoom calls.

We are scheduled to have a few in-person sessions. As established by the School of Social Work and the University of Michigan, we will follow all safety protocols for these sessions. We will continue to monitor this and make adjustments as needed. Attending the in-person time is entirely up to you, and there will be no penalty if you choose not to join in person. Please know that I will make every possible accommodation to support you if you decide or need to join remotely.

IMPT- This semester- if you are sick, DO NOT come to the in-class session and monitor yourself if you are able to attend online. If you feel ill, you are encouraged to seek appropriate medical attention for treatment. Students who miss class due to illness 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 possible so I can make accommodations. Please note that documentation (a Doctor’s note) for medical excuses is not required.

**Plagiarism**

I take plagiarism seriously. Plagiarism is when you attribute others’ ideas and/or exact words as your own. This includes ideas and/or passages from the readings, class activities, peers, and from the Internet, among others. I expect that all sources used will be cited or referenced. If I suspect plagiarism, I will follow the University’s protocol for disciplinary action. This could mean a loss of points, failure of a grade, and/or other consequences. If you have questions, please do not hesitate to ask.

**Personal Issues and Special Accommodations**

Please see me if you have any concerns about the class, your participation, or personal issues related to the class. I am more than happy to meet with you at any point to discuss your situation or to address any special accommodations. I am also available to assist you with accessing school or university-based resources you may need during the semester.

If you require special accommodations for class and/or assignments, please see me as soon as possible.

**Class Policies**

This is a Social Work course, and therefore, we follow the policies and practices of the School of Social Work. For more information, please see:

[https://ssw.umich.edu/standard-policies-information-resources](https://ssw.umich.edu/standard-policies-information-resources).

**Grading Rubric**

Scores on the preceding assignments are cumulative and will be converted to a final letter grade at the end of the semester according to the following scale:

- 94-100 = A
- 91-93 = A-
- 87-90 = B+
- 84-86 = B
- 81-83 = B-
77-80 = C+
74-76 = C
71-73 = C-
70- 0 = No Record (NRC)

ASSIGNMENTS

Social Justice Concepts (10 pts)
  o Core Concept Mixed Tape (10 points) - may use PADLET

History Project (30 pts)
  o Learning From History (30 points)

Action Projects
  o Individual Social Action Project (30 points)

Final Reflection- Letter to Self (10 pts)
  o Letters to Our Future Selves (10 points)

Participation (20 pts)

  Extra Credit (each worth 2 points up to 2 for the semester)- note these cannot be used to complete action project activities.

Engage in a rally, meeting, speaker, concert, or webinar related to social justice or an issue you are passionate about. Provide documentation about your participation. Write a 1-page summary of your experience and why/how this matters to your own work for CASC. All work is due Dec 7th- no late summaries allowed.

  ● Extra Credit 1
  ● Extra Credit 2
# CLASS CALENDAR

All readings, podcasts and videos are linked to CANVAS modules and in the files

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings:</th>
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<tr>
<td>1 (Aug 28)</td>
<td><strong>Introduction to Community Action and Social Change</strong></td>
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<td>2 (Sept 4)</td>
<td>Labor Day</td>
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| 3 (Sept 11) | **Understanding Our Story:** Being aware of who we are as Change Agents. What informs our perspectives? What skills do we bring? This class delves deep into the heart of social justice work. Through introspective discussions, we'll discover the driving forces behind our passion for change and how our unique stories shape our perspectives. Embracing vulnerability, we'll explore the immense power of storytelling as a tool for community transformation. Engaging in thought-provoking activities, we'll reflect on our roles as social justice leaders and gain a heightened awareness of our motives, engagement, and impact. Join us on this journey of self-discovery and empowerment as we strive to create a more just and inclusive world. | **Listen:** Hidden Brain podcast: You 2.0 - https://www.npr.org/2019/08/05/748207152/you-2-0-tunnel-visionLinks to an external site.  
**Watch:** Danger of a single story: https://www.youtube.com/watch?v=D9Ihs241zeg Read: Active Listening skills: https://www.goodlisteningskills.org/active-listening/  
Download Is Everyone Really Equal. Ch 5 Power & Oppression (1).pdf. Explore Racial Equity Toolkit Core Concepts: https://www.racialequitytools.org/fundamentals/core-concepts Links to an external site. **WATCH:** In addition, watch the following TED Talk- and as you watch, consider: What are the Core Social Justice Terms- described in the work? What are the Core Concepts that you see in practice?  
Case of Pine Ridge- Building Resilient Communities: A Moral Responsibility | Nick Tilsen | TEDxRapidCity |
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| 5 (Sept 25)| **Community Change as a Process:** Systems, Power & Impacts UMMA visit - meet at UMMA  
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, what skills are needed to build relationships, facilitate participation, work together for change, and thoughtfully exit communities. | **Explore Indigenous Science Fiction** (to prepare for our UMMA session):  
**READ:** Kyle Powys White, "Indigenous science (fiction) for the Anthropocene":  
**LISTEN:** This American Life, We Are The Future (Act 1 & 3 ONLY):  
**READ:** Pyles, L. Ch. 5 Critical Organizing Frameworks, Progressive Community Organizing  
Shepard, B. Ch. 11, From Social Movements to Social Services, 113-118  
**WATCH:** Radical Monarchs film  
[https://www.youtube.com/watch?v=-7LCHJqXoY](https://www.youtube.com/watch?v=-7LCHJqXoY) |
| 6 (Oct 2)  | **Exploring Approaches:** CASC in Practice - 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. |  |  |
| 7 (Oct 9)  | **Key Frameworks & Theories for CASC**  
**Ginsberg sessions:** Racial Justice & Entering, Building, and Exiting communities | Choose one movement/ movement leader (found on Canvas module) to discuss in small group |  |
| 8 (Oct 16) | **FALL BREAK** |  |  |
| 9 (Oct 23)| **Learning from Social Movements & Key Figures - History Project Presentations (gallery)** - In this class, we will delve into the historical examples we have been studying, examining major movements, organizations, and individuals that have influenced community action and social change work | **No readings, Be ready to present on your topic!**  
**Due today:** History Paper & Presentations |  |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
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<tr>
<td>11 (Nov 6)</td>
<td><strong>Key Practices for CASC Strategy &amp; Relationships</strong></td>
<td><strong>READ:</strong> What makes a good organizer?SZAKOS&amp;_SZAKOS_We make Change - Ch 5 pp 93-117.pdf &lt;br&gt;<strong>WATCH:</strong> Maria Ibarra-Frayre - Community Organizer Links (3).pdf &lt;br&gt;<strong>WATCH:</strong> Judith Heumann - <a href="https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet?language=en">https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet?language=en</a></td>
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<td>13 (Nov 20)</td>
<td><strong>Individual Meetings/Check-ins, As needed</strong></td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Read Key Theory/Frameworks about Coalitions</td>
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<td>15 (Dec 4)</td>
<td>Presentations (gallery style) Our Future Selves Takeaways and Reflections</td>
<td>DUE &amp; Present: Semester-long final project. DUE: Letter to future self</td>
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