Course title: Community Action and Social Change Integrative Capstone Experience
Course #/term: Social Work 401, Section 001 – Fall 2023
Time and place: Tuesday, 5-7 from 5 Sep to 24 Oct in 1636 SSWB
Credit hours: 1
Prerequisites: Declared CASC minor, most of the related coursework complete
Instructor: Joseph A. Galura
Pronouns: He, him, his
Contact info: E-mail: jgalura@umich.edu  Phone: 734-763-6579
You may expect a response within 48-72 hours
Office: 1636 SSWB
Office hours: Thursday 12-3, and by appointment

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.

Core Competencies
Praxis: Reflection and action upon the world in order 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 critically analyze 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 historical frameworks and theories regarding community action and social change.
5. Students will engage in policy and structural analysis with regard to community action and social change.
6. Students will develop an understanding of community-building and organizing skills.

2. CLASS REQUIREMENTS
   • 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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Required readings &amp; assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 5 Sep</td>
<td>LESSON 1: My Story as a Change Agent</td>
<td>Syllabus Brown, CB.</td>
</tr>
<tr>
<td>Week 2: 12 Sep</td>
<td>LESSON 2: Critical Consciousness</td>
<td>Philosophy Statement and Three Key Learning Experiences</td>
</tr>
<tr>
<td>Week 3: 19 Sep</td>
<td>LESSON 3: Exploring Core Concepts in CASC</td>
<td>Book Club Chapters: Boggs, Brown, AM; Freire, PRN; Petty, TH (Worksheet)</td>
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<tr>
<td>Week 4: 26 Sep</td>
<td>LESSON 4: Social Change Praxis</td>
<td>Artifact Reflection and Description</td>
</tr>
<tr>
<td>Week 5: 3 Oct</td>
<td>LESSON 5: Self-inquiry and Interview</td>
<td>Generative Interview (Worksheet)</td>
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<td></td>
<td>FALL BREAK</td>
<td></td>
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<tr>
<td>Week 8: 26 Oct</td>
<td>LESSON 7: Artifact Showcase</td>
<td>Completed Artifact and Presentation Final Paper</td>
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</tbody>
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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 and 2 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.

Description of the Artifact
• What will you create for your artifact, and why?
• In explaining why, please address how your artifact addresses key takeaways from your philosophy statement, key learning experiences, Book Club presentations – or other CASC-related experiences.

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 alum. Referring to your in class generative interview, the alumni interviews, 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 questions 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?

Article 2 – Panel of Alums, Pre-recorded Interviews, Research
• 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 engaging with these alums?
• 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 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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</thead>
<tbody>
<tr>
<td>Philosophy Statement and Three Key Learning Experiences</td>
<td>19 Sep by 5 Upload Word.doc to Canvas</td>
<td>16.7</td>
</tr>
<tr>
<td>Book Club Worksheet</td>
<td>26 Sep by 5 Submit hard copy following class presentation</td>
<td>8.4</td>
</tr>
<tr>
<td>Artifact Reflection and Description</td>
<td>3 Oct by 5 Upload Word.doc to Canvas</td>
<td>16.7</td>
</tr>
<tr>
<td>Generative Interviewing Worksheet</td>
<td>10 Oct by 5 Bring hard copy to class</td>
<td>8.4</td>
</tr>
<tr>
<td>Completed Artifact and Presentation</td>
<td>24 Oct by 5 Present physical or digital artifact to class</td>
<td>16.7</td>
</tr>
<tr>
<td>Final Paper</td>
<td>27 Oct by Midnight Upload Word.doc to Canvas</td>
<td>16.7</td>
</tr>
<tr>
<td>Attendance and class participation</td>
<td>5 Sep – 24 Oct</td>
<td>16.7</td>
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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:
The University of Michigan's policies and guidance to support safe and healthy in-person experiences for our students, faculty and staff can be found at https://healthresponse.umich.edu/.

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.