Course title: Critical Reflection for Community Change
Course #/term: SW 305, Fall 2023
Time and place: Saturday & Sunday, Sept. 16 & 17th, 9 - 5 p.m. ECC & room B770 (SSW building)
Credit hours: 1
Prerequisites: None
Instructor: Diana WasaAnung’gokwe Seales, Adjunct Professor, Assistant Director CASC Minor, School of Social Work
Pronouns: She/Her/Kwe
Contact info: Email: dseales@umich.edu  Phone: 810-240-7459
You may expect a response within 24-48 Hours.
Office: SW 3640
Office hours: Monday 12-1, 4-5, and by appointment

Course Description

This course will explore the theory and practice of community change & social justice organizing through critical reflection, drawing from the seminal works of notable social activists and historians Tricia Hersey (Rest is Resistance), Dian Million, bell hooks, and Audrey Lorde. Students will examine how these perspectives inform the development of effective social justice organizing strategies and how they can be applied to create meaningful change at both the individual and organizational levels. This one-credit course will take place over the weekend of September 16th and 17th.

Throughout the course, students will critically reflect on their values and beliefs and the assumptions and biases shaping their perspectives. They will learn how to critically evaluate organizational structures and practices and explore strategies for implementing effective, sustainable change grounded in principles of social justice.

Through readings, discussions, and experiential learning activities, students will develop a deep understanding of the principles of social justice organizing and critical reflection. They will explore the intersections of race, gender, class, and other social identities in the context of social justice work and develop the skills and knowledge necessary to create positive change in their own communities.

By the end of the course, students will have developed a comprehensive understanding of the principles of social justice organizing and critical reflection. They will be equipped with the tools and strategies to create meaningful change in their lives and the world around them.
Core Competencies

"Praxis: Reflection and action upon the world to transform it."

– Paulo Freire, The Pedagogy of the Oppressed

Identity and Intersectionality:

- Students will delve into their own identity development, considering aspects such as race, class, gender, sexual/relational orientation, religion, nationality, ability, and other pertinent factors.
- They will be equipped to recognize and appreciate the complexities of multiple social identities while also navigating the intersections of these identities.

Critical Analysis of Social Constructs:

- Engage in a profound analysis of power dynamics, privilege manifestations, and systemic oppression.
- Investigate the sources of these structures and evaluate their impact on individuals and society at large.

Deep Dive into Feminist BIPOC Scholarship:

- Students will critically engage with seminal works by feminist BIPOC scholars.
- Topics will encompass social justice change theory, strategies for self-care, critical reflections on societal structures, and in-depth examinations of contemporary social justice movements.

Power, Privilege, and Economic Systems:

- Delve into the concepts of power and privilege, investigating their origins and manifestations.
- Contrast capitalist structures with anti-capitalist theories, analyzing the merits, challenges, and implications of each.

Exploring Community and Social Change:

Understand the intricate definitions and connotations of 'community' and 'social change'.

Reflect on how communities can be catalysts for societal transformations, and what barriers might impede such progress.

Historical Context of Community Action:
Gain a comprehensive understanding of the historical backdrop that has shaped community action and social change movements.

Analyze theories and strategies that have driven past movements and evaluate their relevance and applicability in contemporary contexts.

Skills for Community Building:

Equip themselves with practical and theoretical knowledge on community-building.

Learn effective organizing skills, strategies for mobilizing resources, and techniques for fostering community cohesion and collaboration.

By the end of this course, students should be well-versed in both the theoretical constructs and practical strategies pertaining to social change and community action, fortified by a deep understanding of their own identities and the broader societal context.

**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.

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 recording. 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.

Health & Safety Statement

For the safety of all students, faculty, and staff on campus, we must be mindful of the safety measures 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 must 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.

Attendance Expectations & Health-Related Class Absences

I expect students to be engaged in class and ready to start at 9 a.m. on Saturday. I 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 attend the in-class session and monitor yourself if you can 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 to your own. This includes pictures 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.

The use of generative AI is allowed in this course and it should always be cited i.e. (Conversation with chatGPT, date)

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.

Please see me if you require special accommodations for class and/or assignments 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:
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)

ASSIGNMENT

Assignment: Designing Cards for "Critical Reflections in Social Justice" Deck

Objective:

To create a tangible, interactive learning tool that encapsulates key figures, theories, or concepts pivotal to the study of social justice. By designing these cards, students will synthesize their knowledge and showcase their understanding in a creative format.

Instructions

Selection:

- Choose either three scholars/authors, or three key theories, or a mix of both (e.g., two scholars and one theory) that you believe have significantly contributed to the field of social justice.

Design Considerations:

- Each card should be visually compelling and relevant to the subject it represents.
● Use symbols, colors, and designs that encapsulate the essence of the scholar, theory, or concept.
● Ensure legibility. Fonts and text sizes should be easy to read.

Card Components:

● Title: Name of the scholar, theory, or concept.
● Image: An illustrative representation or portrait.
● Brief Description: A concise summary (50-75 words) encapsulating the core ideas or contributions of the chosen subject.
● Relevance: A short explanation of why this particular subject is crucial in the context of social justice.
● Key Quote: For scholars/authors, a defining quote from their work. For theories/concepts, a defining statement or principle.

Research & Citation:

● All information should be accurate and well-researched.
● Citations should be provided on the back of the card or in a separate document, adhering to a specified citation style (e.g., APA, MLA).

Submission Format:

● You can create these cards digitally using graphic design software or platforms like Canva, or by hand if you prefer a tactile or collage approach.
● Digital submissions should be in a high-resolution format (e.g., .jpeg, .png).
● Physical submissions should be neatly presented and of a consistent size.

Evaluation Criteria:

● Accuracy & Depth: Does the card convey the essence of the subject accurately and insightfully?
● Aesthetics & Design: Is the card visually compelling and relevant to the content?
● Originality: Has the student showcased a unique perspective or design approach?
● Relevance: Is the chosen subject's significance to social justice clearly articulated?
● Clarity & Organization: Is the information presented in a clear, concise, and organized manner?
### Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Readings and Media</th>
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<tbody>
<tr>
<td><strong>Saturday</strong></td>
<td></td>
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<tr>
<td>4 - 5 p.m.</td>
<td><strong>UMMA</strong></td>
<td>Center for Story-based Strategy - “Burnout Bingo”</td>
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<tr>
<td><strong>Sunday</strong></td>
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<tr>
<td>9 - noon</td>
<td><strong>Section 3: Challenging Narratives - Gloria Anzaldúa and Dion Million</strong></td>
<td>“flights of imagination” “Felt Theory” “Introduction to Healing in an Age of Indigenous Human Rights” Watch: - How to steal a canoe: - A Lie Nation:</td>
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<tr>
<td>Noon - 5</td>
<td><strong>Work Time: on Critical Reflections for SJ</strong></td>
<td></td>
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<tr>
<td>Deck assignment</td>
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