This course is one of those designated by the Governing Faculty to Intensively Focus on Privilege, Oppression, Diversity and Social Justice. Attention to these four dimensions is to occur across the three courses within each Practice Area Concentration and the Program Evaluation course. Note that these IF dimensions are related to the themes that are mandated to be included through all courses, but they are to be foregrounded even more in the Practice Area Concentration courses. As an HBSE course, our emphasis in 611 will be on knowledge and theory, and the application of that knowledge and theory to various areas of practice within the arenas of CSS. Although this is not a practice methods course, we can develop and practice skills in the critique and application of knowledge and theory in ways relevant to practice (e.g., assessment, analysis, planning, design and evaluation of interventions and change strategies and tactics).

We will be emphasizing the social justice dimension—as a desired goal of all planned change. This includes articulating what social justice is, forces for and against social justice goals, and factors that must be incorporated in applying theories of change if social justice is always to be a goal. Factors necessary to examine in social change for social justice include 1) forces that create and perpetuate unearned privilege and oppression and discrimination related to group membership; 2) dimensions of diversity and how they interact/intersect with each other; and 3) power, various ways of understanding power, and how power is relevant in all of the above.

What follows is the course description approved by the faculty several years ago, revised somewhat from the one approved by the faculty to include more attention to organization level theory and approaches. **This course description has not yet been revised to include language and goals that emphasize the Intensive Focus (IF) goals.** We are working on changing the courses simultaneously with rewriting the course descriptions, so will be working on the language in this course description during the Spring/Summer and fall. The revised course descriptions will be submitted to the governing faculty for their approval in winter 2003.

The School is also conducting an evaluation of the IF change process in order to provide us information to inform our on-going planning. Eventually, we will be identifying and evaluating desired outcomes—for student learning overall and within particular courses, for each course, for each set of courses, for the curriculum as a whole, and the School as an organization. It is likely that we will be asked to participate in evaluation-related activities over the course of the term, but we don’t know yet exactly what these might be. We are very interested in your advice about relevant language and goals for this course in relation to the IF initiative.
Course Description
This course will review theories and research on organizational, community and societal change, and the roles of individual and group change within larger systems. Theories from many disciplines will be covered, including social conflict, interest groups, and social movements, and such processes as consciousness-raising. Dynamics of the diffusion of innovations in society will also be addressed. Examples will be drawn from a variety of areas of practice in which social workers are involved.

Course Content
The main goal of this course is to address the questions of why and how change occurs in different types of macro systems. Students will compare and contrast different theoretical approaches to the understanding of organizational, community and societal change. Students will learn about how theories have explained stability and change, and approaches to planned change. Comparative dimensions will include the theory’s scope, historical origins, and cultural contexts; the societal arenas and problem areas from which the theory was developed and in which it has been applied; and the assumptions of a theory about humankind, society and how change occurs.

Although the primarily emphasis will be on societal level change, this course will also consider theories of change at the individual, group, community, and organizational levels, and in particular how changes at different system levels affect each other. Students will consider the extent to which different theories are, or are not, compatible with each other and the implications of these relationships for the usefulness of particular theories for particular purposes. Change theories will be included from multiple disciplines and traditions, and students will consider how scholars and activists from different disciplinary perspectives and fields have used and critiqued each other’s work. Emphasis will be given to the types of evidence and knowledge available about each theoretical approach and the types of inquiry used to develop and critique different theories.

Different bodies of thought about change will be critiqued for their relevance to the issues facing privileged, marginalized and oppressed groups within U.S. society and for their usefulness cross-culturally and cross-identity group boundaries. Students will consider how different theories have been applied or could be applied for different purposes, and critique existing types of practice from particular theoretical perspectives. In particular, students will explore the theories that have been important within human service goal and problem areas of interest to them.

Course Objectives
Upon completion of the course, students will be able to:

1. Describe, compare, and contrast several types of theories about organizational, community, and societal change, and the roles that individual and group change play within these changes.

2. Identify theories relevant to particular goal and problem areas, and critique their strengths and limitations.
3. Critique different theories as to their assumptions, origins, implications for different social problems, and relevance for social justice, diversity, oppression, privilege, marginalized and oppressed groups.

4. Apply particular theories to different areas of practice.

5. Discuss typical ethical concerns related to theories or organizational, community and societal change.

**Relationship of the Course to Four Curricular Themes & to Social Work Values & Ethics**

**Multiculturalism and diversity** will be addressed in this course by identifying theories espoused by and compatible with different cultural traditions, by critiquing theories from different cultural perspectives, and through course examples about the usefulness of theories in different interest groups and cultural communities, and with regard to the intersections among these group boundaries.

**Social justice and social change** will be addressed within the goals and assumptions of each theoretical approach. Most of the course will focus how theories can illuminate and help to promote social justice goals, and disrupt the forces that perpetuate unearned privilege and oppression, by conceptualizing and operationalizing organizational, community, and societal change.

**Promotion, prevention, treatment, and rehabilitation** will be addressed by examining theories about social change for their relevance and applicability in each of these areas. Students will compare and contrast theories that focus on a positive vision of the future with theories focusing on preventing, reducing, or eliminating existing problems.

**Behavioral and social science research** as well as knowledge from other disciplines will be included by examining the evidence and approaches used to build theory and apply theory through its applications in practice.

**Social work ethics and values**—Students will examine theories and explore the extent to which they aid social workers with their ethical responsibilities to the general welfare of society. In particular, theories and practice examples will be critiqued with respect to the following ethical principles: preventing and eliminating discrimination, ensuring access to resources and services, expanding choices for all persons, promoting conditions that encourage respect for diversity, advocating for changes in policy to improve social conditions and promote social justice, and encourage informed participation by citizens in shaping policies and institutions.
Course Readings
A large coursepack will be available at Excel at 1117 S. University (upstairs) [734-996-1500]. Some required course readings are posted on the CourseTools website; these readings are indicated by an asterisk (*) on the course schedule and will NOT be in the coursepack at Excel. All readings, however, are available on reserve in the SSW Library.

The Tipping Point by Malcolm Gladwell is available at Common Language Bookstore, 215 S. Fourth Avenue, downtown Ann Arbor, just off Liberty, phone number (734) 663-0036.

Fostering Epistemological Curiosity in Our Classroom
My hope this term is that we create a climate that fosters “epistemological curiosity”, as Freire describes it. We will teach and learn from one another, drawing on our different perspectives and experiences. We will experiment with new knowledge and skills. We will explore the implications of our multiple identities and our backgrounds as we approach social change. We will consult with each other on our projects and assignments. We will plan for ongoing learning and development.

Theorizing can be scary and difficult, exciting and challenging. We are likely to differ in how we believe change should or does happen. We need to be able to challenge and assist each other if the learning experience is to be an optimal one. I need each of you to be “up front” about what is clear, uncomfortable, or problematic. My background includes years of experience training and teaching students, practitioners and community members. My own training is in active, cooperative and learner-centered pedagogy. I will develop varied approaches to the use of class time and am open to your ideas about how best to use our time.

We will conduct the class in a seminar fashion, which means students will be expected to fully participate in the learning process. Seminars will include a range of activities, lectures, guest speakers, discussions, audiovisuals, and student presentations. The above activities will be integrated at critical points in the semester to facilitate a better understanding of the course content.

Guidelines for Participation
Together we will develop guidelines for participation and spend time getting to know each other’s backgrounds and interests. We will revisit and revise our guidelines as needed. Please approach me about revisiting them if you feel that the classroom environment is no longer supportive of epistemological curiosity.

Electronic Devices
Due to their disruptive nature, I request that we turn off cell phones and pagers while in class, as they are disruptive to the learning environment. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. Please set devices to vibrate only.
**Special Circumstances**
If there are any circumstances that require me and/or the class adapt to your special needs, please consult with me about them.

**Religious Observances**
Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

**Course Tools Website**
This course will utilize CourseTools technology to support in class learning. CourseTools Next Generation is here, and I am excited to expand our use of it this term. Many of the assignments will be completed in conjunction with CourseTools and with the intention of promoting discussion of the course themes, content and activities outside of class. Please offer suggestions or ideas as to how we can use this technology to maximize our learning experience.

**Accommodations for Students with Disabilities**
If you need or desire an accommodation for a disability, I encourage you to contact me at your earliest convenience. Many aspects of this course, the assignments, the in-class activities, and the way that I teach can be modified to facilitate your participation and progress throughout the semester. The earlier you make me aware of your needs, the more effectively we will be able 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 do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

**Course Assignments & Grading**
The course readings, class activities, online CourseTools discussions, and assignments are intended to support students’ interests, knowledge, and experience with social change. Building on this, students will engage theorizing – analysis and critique of theories and application of theories to a planned change effort related to students’ interests and experience. An additional theme of the course is to explore how our privileged and oppressed social identities shape our interests, experiences and epistemologies related to social justice and social change.

Appropriate referencing is required on all written assignments. Failure to use quotation marks for short quotations or indentations for longer, direct quotes with appropriate citations will result in a grade of zero as will failure to provide citations for indirect quotations. If you do not know how to reference a paper, now is the time to learn. Please seek assistance before you submit your assignments. One source is the guide to the Publication Manual of the American Psychological Association, the style manual to be used by all students. See the guide to this on the School of Social Work website at http://www.lib.umich.edu/socwork/apastyle.html. See also information in your Student Guide to Master's in Social Work Degree Program and other appropriate university publications for penalties that may result from scholastic dishonesty such as plagiarism or cheating on tests. Please note that page ranges given for papers are based on work that is double-spaced with one-inch margins and a 12-point font.
LSA has a College Writing Workshop with graduate fellows and faculty of the English Composition Board. The Writing Center assists students in completing specific assignments or projects to help in improving academic writing skills. Feel free to use this service. Students have found it very helpful. For further information and an appointment contact:

Sweetland Writing Center
1139 Angell Hall, 1003
734-764-0429

Students’ final grades will be based on the following grading scale based on the assignments described below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>A-</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>80-86</td>
</tr>
<tr>
<td>B-</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>C-</td>
<td>66-69</td>
</tr>
<tr>
<td>D</td>
<td>60-65</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Class Participation – 20% of final grade
I believe in the power of peer learning; everyone’s participation is critical for everyone’s learning. Participation includes participation in and providing leadership in classroom discussion, class attendance & punctuality, participation during class activities, consultation with colleagues on Social Change Projects, and presentation & discussion of key aspects of your Social Change Project with the class. These will be assessed in various ways throughout the term.

Online Commentaries & Responses – 20% of final grade
We will be utilizing the CourseTools website in order to process the course themes as well as the weekly readings. Each student in the course will take responsibility for posting 3 commentaries to the CourseTools website over the course of the semester. In the first commentary, students will share their interests in social change. For the second commentary, students will signup to explore one of the course readings. The third commentary will relate some aspect of The Tipping Point to your change arena or to the other theories in the course.

Commentary 1 – Social Change Interests & Experience – due for all students 9/7/03
What arena for social change & social justice most interests you? What are you passionate about as far as social change and social justice are concerned? What experience have you had with social change/social work/social justice? What goals do you think are important in this change arena? What theories do you think underlie the change work being done in this arena? What questions about social change do you hope to answer this semester?

Commentary 2 – Exploring the Course Readings – due the Sunday before the course reading is due on a sign-up basis
What do you take as the main points of this reading? How does it describe social change? How do you apply it to the change arena you discussed in Commentary 1? What questions do you have about this theory (in general, as it relates to your change arena)? How does it relate to the IF criteria of privilege, oppression, diversity and social justice? What connections can you make between this reading and the other readings for this week? From past weeks? To other theories with which you are familiar? To social work
as a field? How is your reaction to the readings impacted by your positionality? How do they inform your critical consciousness?

Commentary 3 – The Tipping Point – Due from each student between 10/2/03 & 12/4/03
What aspect of The Tipping Point are you highlighting? How is it related to your change arena? How does it relate to the other theories we are discussing? What questions does it raise for you?

In addition to the commentaries, students are also expected to make at least three responses to the commentaries that are posted each week (not to each commentary, but to all of those posted in a given week). That is why the due date for the commentaries is midnight the Sunday before the class – giving everyone from Sunday until class to post to discussions. Responses should respond to some aspect of the reading and relate it to your knowledge, experience or interest area. The purpose of this assignment is to facilitate discussion, analysis and application of the theories outside of class and to enhance the in-class discussion of the theories.

Social Justice Analysis Paper – 25% of final grade
This assignment is an opportunity to consider your understanding of a social change arena that interests you through the lens of social change theory, to analyze how the Intensive Focus criteria of social justice, diversity, privilege and oppressions are involved in it, and to begin to discuss potential directions for your Planned Change Project. This assignment should be 8-10 pages (double-spaced) and is due at the beginning of class on 10/16/03.
1. Describe a change arena of interest to you.
   - What are some of the change goals you are familiar with in this change arena?
   - What people, settings, organizations, and contexts have been historically important in relation to this goal? What have they done in this arena?
   - How would you describe changes that have occurred or are occurring in this arena? Why? What strategies/tactics/methods have been used to make change?
   - What are some of the outcomes of the changes made in this arena – intended or unintended?
2. Theorize about the social justice implications of this change arena.
   - How is social justice defined, either explicitly or implicitly, in the change arena?
   - What are the implications of this for people of privileged or oppressed social identities?
   - How do you understand and define power in this arena?
   - How can you use Hill Collins’ domains of power to understand how power is circulated within the change arena?
3. Theorize about a change goal you would you like to see happen in this change arena.
   - Why has change in the directions you desire not occurred?
   - What theories/conceptual approaches have been used, either implicitly or explicitly, to understand or make change in this arena?
   - Based on your experience and exposure to theories, what theories might be helpful in pursuing change?
   - How can you use the theories in the course and your experience/knowledge of the change arena to critique one another?
4. Construct a force field analysis based on your theorizing around your change goal.
   ➢ Identify a specific yet broad goal.
   ➢ What are the forces driving & restraining that change goal?
   ➢ What theories have you used to explore and analyze them?
   ➢ Discuss the forces in the text – practice describing the change you want to see from this framework.

5. Discuss your positionality (the role of your social identities and resulting experiences of privilege or oppression) in relation to this change arena.
   ➢ How do they impact your practice and passion for social change?
   ➢ How do they affect how you understand power?
   ➢ How do they aid/hinder/bias you as a change agent in this arena?

Planned Change Project – 25% of final grade

This assignment will build on the Social Justice Analysis of your change arena to create a strategy for planned change in that change arena. This might include 1) planning and/or discussion of social change work that you believe should happen on a particular topic in a particular action context, 2) a case study of actual social change work done in the past (through literature review, perhaps some interviews with participants, document analyses) or 3) a case study of social change work that is on-going (through participation and observation, in addition to what is listed for #2). The project will include research on your topic area outside of course readings; the intent is to look at what is known or what has been done in your change arena and to explore that through the lenses provided by the theories covered in class as well as other relevant theories. Your Planned Change Project should be 8-10 pages (double-spaced) and is due on 12/4/03.

1. Review your force field analysis.
   ➢ Which forces are strongest? Which are most consistent? Which are most amenable to change?
   ➢ What specific change goal(s) will you pursue to modify these forces? Why do you choose these forces?
   ➢ What desired outcomes would you like to see happen as a result of achieving this goal?
   ➢ How do these address social justice issues you raised?

2. Select & describe contexts in which you can pursue your change goal(s).
   ➢ What are some domains in which change can occur within the issue area you have chosen? What people, settings, organizations, and contexts are important in relation to this goal?
   ➢ What has been done in the past that is specifically relevant to the change goals you have defined?
   ➢ What theories about change have been applied in work towards this goal in the past (can be explicit or implicit)? How have they been successful? How have they failed?

3. Use theories to analyze the change goal and contexts in which you could make change.
   ➢ How do the theories and concepts from this class help you understand the change arena you are exploring? What directions do they take in considering change?
   ➢ How do the theories and concepts from this class help you think about stimulating change, identifying and addressing barriers to change, and applying particular change strategies or tactics in this arena?
How do you compare, contrast, and critique the theoretical approaches, with regard to their assumptions and implied strategies, their likely effectiveness, and/or their concern with and impact on privilege, oppression, diversity and social justice?

4. Based on your theorizing, construct another Force Field Analysis
   - What are the driving and restraining forces for the goal you have identified?
   - What theories relate to each force? How do those theories help you think about making change (or modifying the forces)?
   - What obstacles can you foresee?
   - What strategies and tactics do you propose to realize your change goal?

5. Form a conclusion that addressed:
   - How does your plan address social justice issues you identified?
   - Identify and discuss relevant ethical and value questions.
   - Describe how you will assess and evaluate change efforts informed by relevant theories.

Critical Reflection Essay – 10% of final grade
This is an essay to provide you the opportunity to reflect on the semester – including areas of major learning, goals for future learning, and integration of learning with awareness of positionality. Specifically, your essay should address the following:

1. (Change in) Understanding of positionality and social identities & impact on learning
2. (Change in) Understanding of social justice
3. Understanding of privilege and oppression related to aspects of diversity
4. Major learning this semester as it relates to social change theories.
5. Questions you still have about the themes and content of the course and goals for future learning.

Critical Reflections Essays are due at the beginning of the last class, 11 December 2003, and should be 3-5 pages long.

Course Schedule

Thursday 4 September

Introductions, Course Overview & Education as Social Change


Sunday 7 September

Post Commentary 1 on Course Tools — begin responding to posts

Thursday 11 September

Consciousness: Social Identities, Privilege & Oppression


Sunday 14 September

Commentaries posted on Social Justice Readings — begin responding to posts

Thursday 18 September

Theories & Conceptions of Social Justice


Smith, Tara. Justice as a personal virtue. Social Theory and Practice, 25 (3). Tallahassee: Florida State University. *


**Sunday 21 September**

**Commentaries posted on Power Readings — begin responding to posts**

**Thursday 25 September**

**Theories & Conceptions of Power**


**Sunday 28 September**

**Commentaries posted on Planned Change — begin responding to posts**

**October 2**

**Planned Change & Tipping Point**


Sunday 5 October

Commentary posted on Critical Social Theory — begin responding to posts

Thursday 9 October

Theories in Sociology & Social Work


Sunday 12 October

Commentaries posted on Postmodernism — begin responding to posts

Thursday 16 October

Social Justice Analysis due

Postmodernism


Spargo, T. 1999. Sex Matters; Who is Foucault?; What is Queer Theory?; A Queer Genealogy; Sex, Truth and Discourse; Scientia Sexualis; The Construction of Homosexuality; Power and Resistance; Reactions to Foucault. Foucault and queer theory, 3-27. NY, NY: Totem Books.


Sunday 19 October

**Commentaries posted on Social Movement Theory — begin responding to posts**

October 23

**Social Movement Theory & Tipping Point**


Sunday 26 October

**Commentaries posted on Policy Change — begin responding to posts**
Thursday 30 October

**Policy Change**


Sunday 2 November

**Commentaries posted on Organizational Change — begin responding to posts**

Thursday 6 November

**Organizational Change & Tipping Point**


Sunday 9 November

**Commentaries posted on Applied Postmodernism — begin responding to posts**
Thursday 13 November

Applications of Postmodernism


Sunday 16 November

Commentaries posted on Chaos Theories — begin responding to posts

Thursday 20 November

Nonlinear systems and chaos theories


**Thursday 27 November**

**Thanksgiving Day — No Class**

**Thursday 4 December**

**Planned Change Projects due**

**Your Theories Here — Presentations of Social Change Projects begin**

**Thursday 11 December**

**Critical Reflection Essays due**

**Privilege, Oppression, Diversity & Social Justice**


