

**The University of Texas at Austin
School of Social Work**

Course Number: SW 393T25
Meeting Time: Tuesdays 8:30-11:30am
Semester: Fall 2017

Unique Number: 61705
Classroom: SSW 2.118
Office Room Number: SSW 3.104A

Instructor: Braden Latham-Jones, MSW
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Office Hours: Wednesdays 8:00am –
9:00am at Flightpath Coffee, or by
appointment

SOCIAL CHANGE IN SOCIAL WORK

I. Course Description

This course will focus on models of community practice and intervention strategies used in community development to promote social justice. Emphasis will include developing an awareness of the politics of social change. The student will be involved in a “hands on” community-based project as part of the course design in preparation for field education.

II. Course Objectives

Upon completion of this course the student will be able to:

1. Understand and appreciate the historical development of social work involvement in community practice;
2. Demonstrate a knowledge base of values and ethical issues in social work community practice;
3. Identify and describe five models of effective community practice with an emphasis on assessment, intervention, and evaluation.
4. Demonstrate an understanding of the social work roles involved in promoting social change, i.e. organizer, policy analyst, mediator, and advocate.
5. Know and demonstrate community organization skills i.e., entering the community, assessment of power structure, coalition-building, assertiveness and conflict resolution;
6. Understand the relationship between power, culture, diversity, and the strengths perspective in designing effective social change strategies.
7. Recognize the tensions, barriers, conflicts and value dilemmas inherent in the process of grassroots citizen participation, advocacy and community empowerment.

III. Teaching Methods

A variety of teaching methods will be utilized, including: lectures, class discussions, experiential exercises, case examples, video presentations, and guest speakers. Details are included in the attached assignments description.

IV. Required Readings

Pyles, Loretta (2014). Progressive Community Organizing: Reflective Practice for a Globalizing World, Second Edition.

Bobo, Kim (2010). Organizing for Social Change: Midwest Academy Manual for Activists, Fourth Edition.

Course Reading Packet: Available at the Jenn's Copy (on Guadalupe)

V. Course Requirements

Specific guidelines for the following assignments will be handed out by the instructor.

20% Participation (missing more than one class will decrease your participation grade)

- **At least one (1) "One-on-One" with Professor**
- **Consistent attendance and proactive effort to participate**
- **Engage with readings and class content**

20% Weekly reflections

10% Project proposal

30% Final project

20% Final presentation

NOTE: It is important for social work professionals to be punctual in attendance and in meeting deadlines. Therefore, punctuality and regular class attendance is expected, as is handing in assignments on time. Please take note of the following:

- **Weekly reflections are due each week on Sunday nights by 11:59pm**, or they will be considered late. Please upload reflections to Canvas.
 - Reflections should be at least 250 and no more than 500 words.
 - General guidelines to weekly reflections should focus on a:
 - Self-evaluation and reflection on class content, readings, discussions, theories of practice, performance, how these things may be relevant to a growing understanding of community practice, etc.
 - An active analysis of strengths, opportunities for growth, any/all outstanding questions or concerns from components of class discussion, or content related to community practice more generally.
- **Proposal for final paper will be due Tuesday, 10/17, at the beginning of class.** Please bring a hardcopy to class, as well as uploading to Canvas.
- **As well, final paper will be due Tuesday, 12/5 at the beginning of class.** Please bring a hardcopy to class, as well as uploading to Canvas.
- **CONFIDENTIALITY:** Social workers engaging in community practice are also bound by an expectation of confidentiality. **The instructor commits to keeping content of weekly reflections, the final paper, or any other reflections or conversations confidential. Additionally, please understand that any sensitive information shared by you or your classmates in the classroom is similarly bound by confidentiality.**

(Please see below, in part IV. University Policies, for greater detail related to expectations of confidentiality.)

- Students will be marked down incrementally for late papers (i.e. an ‘A’ paper will be an ‘A-’ if turned in at the end of the class period or the next day).
- Any extenuating circumstances or underlying challenges to completing assignments should be brought up with the instructor as soon as possible, **preferably at least 24-hours PRIOR to deadlines.**
- **The instructor may include additional readings or change required readings as the course evolves.** The instructor will add any such readings to Canvas.
- Required readings are essential content for class conversation and for developing a critical consciousness and strong analytical skills. **It is an expectation that students will complete all required readings, and will be prepared to discuss these readings during each class.** Please come prepared to go over required readings, unless instructed otherwise by the instructor.

Professional Conduct in Class

A primary goal of this class is to prepare community practitioners for the responsibilities of organizing in communities. As such, it is expected that students will push themselves to grow through their participation in this class. If you know yourself to be reserved and less likely to speak up, we ask that you challenge yourself to lend your perspectives to the class, as much as you feel safe doing so. Likewise, if you are more likely to speak before others, please challenge yourself to make space for others to participate. We are all here to learn, so it is expected that each student will focus on shared goals of growth and development. Evaluations of exercises, performance of peers and ourselves, and class content will occur regularly. Feedback given in evaluations should be focused on the goal of our overall growth and development. Grace will be critical in these conversations and in relation with one another. The instructor expects students to treat ourselves and each other with respect. Students are encouraged to speak up when they feel like this expectation has not been met.

VI. COURSE SCHEDULE

Week 1 (9/5): Understanding Power

Introduction + class overview

Exercise

Optional Readings:

- Reader:
 - *The Politics of Nonviolent Action*, Chapter 1: “The Nature and Control of Political Power”
 - *Two Cheers for Anarchism*, Chapter 1: “The Uses of Disorder and Charisma”

Week 2 (9/12): Models of Organizing: Saul Alinsky and the Broad-Based Community Organizing Tradition

In-Class Screening: *The Democratic Promise: Saul Alinsky & His Legacy*

Required Readings:

- Reader:

- “Organizing for Family and Congregation”
- *Dry Bones Rattling*, Introduction
- *The New Yorker*, Ed Chambers obituary
- *Austin-American Statesman*, “Faith Leaders Draw Attention to Crime, Sewage, Darkness in Stony Point”
- Pyles: *Critical Organizing Frameworks; The Alinsky Tradition* (Chapter 5, pages 63 – 66)

Optional Readings:

- Rogers, Mary Beth. *Cold Anger: A Story of Faith and Power Politics* (1990)
- Stout, Jeffrey. *Blessed are the Organized: Grassroots Democracy in America* (2012)
- Sen, Rinku. *Stir It Up!*, Introduction (2003) (on Canvas)

Week 3 (9/19): Models of Organizing: The Highlander Folk School and the Freedom Struggle

In-Class Screening: *Eyes on the Prize*

Exercise: Story Circle

Required Readings:

- Pyles: *Critical Organizing Frameworks; Myles Horton and the Highlander Center* (Chapter 5, pages 66 – 70)
- Reader:
 - *I’ve Got the Light of Freedom*, Chapter 3, “Give Light and the People Will Find the Way”
 - *I’ve Got the Light of Freedom*, Chapter 8, “Slow and Respectful Work”
 - *The Long Haul*, Chapter 15: “One Battle, Many Fronts”

Optional Readings (on Canvas):

- *Not the Master’s Tools: The Popular Education Tradition in Southern Organizing, in Two Stories*

Week 4 (9/26): Models of Organizing: Social Workers in Community Practice

Required Readings:

- Pyles:
 - Chapter 5: *Critical Organizing Frameworks; Feminist Contributions* (pages 70 – 73)
 - Chapter 7; *Towards Empowering Organizations*
- Reader:
 - *Community Practice: Theories and Skills for Social Workers*; Chapter 2, “Theory-Based, Model-Based Community Practice”
 - *Just Practice: Steps Toward a New Social Work Paradigm*
 - *Cases in Macro Social Work Practice*; “Riverton: Envisioning a Sustainable Community”

Optional Readings (on Canvas):

- Hamington, Maurice: *Community Organizing: Addams and Alinsky*
- Carroll & Minkler: *Freire’s Message for Social Workers: Looking Back, Looking Ahead*
- Hardina; *Linking Citizen Participation to Empowerment Practice: A Historical Overview*

Week 5 (10/3): Entering the Community: Leadership Identification, Recruitment, and Development

Exercise: “One-on-Ones” and block walks

Required Readings:

- Pyles: Chapter 6, “Organizing People”
- Bobo: Chapter 11, “Developing Leadership”
- Reader:
 - *Tools for Radical Democracy: How to Organize for Power in your Community*
 - *Insider/Outsider Upsides and Downsides*

Optional Readings (on Canvas):

- *Skills in Neighborhood Work: “Getting to Know the Community”*

Week 6 (10/10): Issue Identification

Exercise: House Meetings

Required Readings:

- Pyles: Chapter 8; “Language Matters” on issue identification and assessment, pg 116 – 119
- Bobo: Chapter 21, “Choosing an Issue”
- Reader:
 - *Democracy in Action: Community Organizing and Urban Change*, Chapter 6, “Diagnosing and Framing the Community’s Problems”

Week 7 (10/17): Community Meetings and Group Facilitation

Final Project Proposals DUE

Exercise: Role Play

Required Readings:

- Bobo: Chapter 12, “Planning and Facilitating Meetings”
- Reader:
 - *Grassroots and Nonprofit Leadership*, Chapter 9, “Creating Productive Meetings”
 - *Building United Judgment*, Chapter 7, “The Role of the Group Facilitator”

Week 8 (10/24): Strategic Planning

Exercise: Strategy Chart, Power Mapping

Required Readings:

- Bobo: Chapter 4, “Developing a Strategy”
- Reader:
 - Driskell, Chapter 2, “Participation Methods”
 - *Grassroots and Nonprofit Leadership*, Chapter 8, “Mapping the Journey”

Week 9 (10/31): Decision Making, Consensus, and Conflict

Exercise: Decision Making!

Required Readings:

- Pyles: Chapter 7, “Toward Empowering Organizations,” pages 102 - 104
- Reader:
 - *Facilitator’s Guide to Participatory Decision-Making*, Chapter 17 & 18

- *Grassroots and Nonprofit Leadership*, Chapter 14, “Balancing Demands of the Journey”
- Second Chance Democrats conflict resolution hand-out

Week 10 (11/7): Action Planning and Tactics

Exercise: Role Play

Required Readings

- Pyles: Chapter 9, “Tactics for Change”
- Bobo: Chapter 5, “A Guide to Tactics”
- Reader pages:
 - *Waging Nonviolent Struggle*, Chapter 4, “The Methods of Nonviolent Action”

Optional Readings (on Canvas):

- *Making Creative Direct Action Visuals*, by Ruckus Society
- *Beautiful Trouble: A Toolbox for Revolution*, co-edited by Andrew Boyd and Dave Oswald Mitchell

Week 11 (11/14): Media and Messaging

Exercise: Press Conference

Required Readings:

- Pyles: Chapter 8, “Language Matters”
- Bobo: Chapter 14, “Using the Media”

Optional Reading (on Canvas):

- “*Trans’cending Barriers: Transgender Organizing on the Internet*”

Week 12 (11/21) – Organizer Panel

Participants: TBD

Week 13 (11/28) – Celebration, mourning, and sustainability in movement work

START FINAL PRESENTATIONS

Required Readings:

- Bobo: Chapter 26, “Working for the Long Haul”
- Reader:
 - *A Social Justice Approach to Social Work*, “Evaluating, Reflecting On, and Celebrating Our Effort”
 - *Grassroots and Nonprofit Leadership*, Chapter 15, “Pacing Yourself for the Journey”
 - *Waging Nonviolence* article, “How to Build a Resilient Culture of Resistance in Hard Times.”

Week 14 (12/5) - *LAST DAY OF CLASS*

FINAL PAPERS DUE

Final presentations

Group processing: Where do we go from here?

VII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE.

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.

The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS.

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security

settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY.

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS.

The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT.

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS.

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class,

examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING.

In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY.

The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY.

Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY.

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL).

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call [512-232-5050](tel:512-232-5050) or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY.

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F