



THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
 Course Outline - SOWK 440C / SOWK 529A –
Communities, Social Development and Community Organizing:
Frameworks and Strategies for Practice

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) people.

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Year/Term	2019 Winter, Term 1
Course Title	SOWK 440C / SOWK 529A (001): Communities, Social Development and Community Organizing: Frameworks and Strategies for Practice
Credit Value	3
Course Schedule	Wednesday 5-8PM
Course Location	Jack Bell Building Room 223

PREREQUISITES: To join this course, students need to be enrolled in a Social Work program or demonstrate relevant background (experience and/or studies).

Instructor	Office Location	Office Phone	e-mail address
Antoine Coulombe	Room 231	(604)822-2703	antoine.coulombe@ubc.ca
Office Hours	Wednesday 1PM-4PM and by appointment		

COURSE DESCRIPTION:

In this course, we will work together at finding and creating the knowledge and the expertise Community Organizers need to play essential roles in addressing oppression and building healthy communities through activism, social development and social change. To do this, you will engage in a *Project Based Learning Pedagogy* in which you will build a project with a Community Organizing lens to adress a social problem.

Through this process, you will be able to directly apply the theory, build knowledge from experience, and work directly with a population. In class, we will explore different frameworks, methods and tools and discuss how these apply in different contexts. This course will critically explore community organizing and social development as components of a broader set of critical social praxis and processes.

LEARNING OUTCOMES:

By the end of this course, you will be able to:

- Recognize which Community Organizing theories/perspectives/approaches can be useful in different social contexts.
 - Engage critically to learn from Community Organizing practice and Social Movements.
 - Build a Community Organizing project and apply Community Organizing tools, approaches and processes that are appropriate to a social context.
 - Engage in PRAXIS and Empowerment perspectives as a Community Organizer and a Social Worker.
 - Self-reflect on your roles as a Social Worker and Community Organizer within the context of current social challenges and social movements.
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FORMAT OF THE COURSE:

This course will be focused on Project Based Learning, or Studio Pedagogy, in which students will work in small teams to build real Community Organizing projects. These projects will be central to our learning and understanding of theory. The course will also consist of lectures, discussions, case studies, activities and guest speakers.

We will all be learners and educators during this course. We will develop a community of praxis through mutual learning, as well as active, respectful and democratic engagement in various activities and discussions. The success of the course depends on each participant's thorough preparation before the course, willingness to engage in open and respectful discussion, and meaningful engagement with your peers on the assignments and class projects.

RESPECTFUL LISTENING:

This course brings feminist, anti-racist, anti-colonial and intersectional perspectives on knowledge and power in order to examine difficult questions and contentious themes that require a deep awareness of our social location and worldviews. It fosters a learning environment that is inclusive of gender identity, gender expression, race, ethnicity, class, ability, age, sex, sexual identity, etc. The expectation is that everyone, learners and educators, be treated respectfully at all times and in all interactions. We will have differences of opinion and varying ways of learning and engaging with material. Disagreements can occur among course participants without being offensive. We ask that we listen to and learn from each other respectfully.

EBOOKS:

Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). *Progressive community organizing: Reflective practice in a globalizing world* (Second ed.). New York: Routledge, Taylor & Francis Group.

Minkler, M., & Ebooks Corporation. (2012). *Community organizing and community building for health and welfare* (3rd ed.). Piscataway: Rutgers University Press.

All reading material will be available online (free), more information in CANVAS.

CANVAS:

We will be using Canvas for many aspects of this course. Please make sure you are familiar with how Canvas works. All readings, videos and course material will be available in Canvas.

COURSE EVALUATION:

Team Portfolio Contribution	20%
Preparing for action	30%
Community Organizing Action Plan (team)	20%
Becoming a Community Organizer	30%

See section on **Assignments** for a detailed explanation of the assignments.

In the first class, we will review this course outline and assignments, and may make changes to consider students' interests and expectations.

COURSE OUTLINE :

Please note this is a newly re-designed course and changes to schedule may occur. I will inform you of the changes in class and the Canvas Course will be updated.

SESSION 1:	September 4, 2019
TOPIC:	Course Introduction, and What is Community Organization? Who are Community Organizers?
To read before class:	<p>Course Syllabus and Canvas</p> <p><u>Chapter 1</u> "Introduction" - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). <i>Progressive community organizing: Reflective practice in a globalizing world</i> (Second ed.).</p> <p><u>Chapter 3</u> "What is an Organizer?" Richard Rothstein - Schutz, A., Miller, M., & Project Muse. (2015). <i>People power: The community organizing tradition of Saul Alinsky</i>. Nashville: Vanderbilt University Press.</p> <p><u>Chapter 2</u> "Why Organize" Barack Obama - Minkler, M., & Ebooks Corporation. (2012). <i>Community organizing and community building for health and welfare</i> (3rd ed.). Piscataway: Rutgers University Press.</p>

SESSION 2:	September 11, 2019
TOPIC:	Foundations and Theories of Community Organization
To read before class:	<u>Chapters 2 and 3</u> - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). <i>Progressive community organizing: Reflective practice in a globalizing world</i> (Second ed.).
SESSION 3:	September 18, 2019
TOPIC:	Community Organizing Practice: Frameworks and Learning from Social Movements
To read before class:	<u>Chapters 4 and 5</u> - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). <i>Progressive community organizing: Reflective practice in a globalizing world</i> (Second ed.).
SESSION 4:	September 25, 2019
TOPIC:	Community Organizing Practice: Steps and Building a Toolbox
To read before class:	<u>Chapters 6, 7, and 8</u> - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). <i>Progressive community organizing: Reflective practice in a globalizing world</i> (Second ed.).
SESSION 5:	October 2, 2019
TOPIC:	Community Organizing: Tactics, Strategies and Activism
To read before class:	<u>Chapter 9</u> - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). <i>Progressive community organizing: Reflective practice in a globalizing world</i> (Second ed.).
SESSION 6:	October 9, 2019
TOPIC:	Community Organizing: Empowerment and Praxis, going deeper
To read before class:	<u>Chapter 10</u> - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). <i>Progressive community organizing: Reflective practice in a globalizing world</i> (Second ed.). <u>Chapter 4</u> - Contrasting Organizing Approaches, The “Alinsky Tradition” and Freirian Organizing Approaches – From: Minkler, M., & Ebooks Corporation. (2012). <i>Community organizing and community building for health and welfare</i> (3rd ed.). Piscataway: Rutgers University Press.
SESSION 7:	October 16, 2019
TOPIC:	Guest speaker – To be confirmed
To read before class:	To be confirmed

SESSION 8:	October 23, 2019
TOPIC:	Being a Community Organizer: Studio work Topics covered in this session will be adjusted to projects
To read before class:	Students are encouraged to read material in connection with their project : Portfolio contributions from other students.
SESSION 9:	October 30, 2019
TOPIC:	Being a Community Organizer: Studio work Topics covered in this session will be adjusted to projects
To read before class:	Students are encouraged to read material in connection with their project: Portfolio contributions from other students.
SESSION 10:	November 6, 2019
TOPIC:	Being a Community Organizer: Studio Work and/or Project Completion
To read before class:	Students are encouraged to read material in connection with their project: Portfolio contributions from other students.
SESSION 11:	November 13, 2019
TOPIC:	Being a Community Organizer: Studio Work and/or Project Completion
To read before class:	Students are encouraged to read material in connection with their project: Portfolio contributions from other students.
SESSION 12:	November 20, 2019
TOPIC:	Learning from our experiences: Exploration and discussion of what we learned from our Community Organization projects; Going deeper in some of the topics covered; and Self-Reflection.
To read before class:	Read again <u>Chapter 2</u> - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). <i>Progressive community organizing: Reflective practice in a globalizing world</i> (Second ed.).
Session 13	November 27, 2019
TOPIC:	Community Organization today and tomorrow: Renewing Community Organizing Practice
To read before class:	<u>Chapter 12</u> - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). <i>Progressive community organizing: Reflective practice in a globalizing world</i> (Second ed.).

ASSIGNMENTS:

Please note a more detailed description of the assignments with Rubrics will be available on Canvas.

Team Portfolio Contribution**20% - September 29th**

In this assignment, you will contribute to your team's CANVAS page. This will help build knowledge on the social problem/population you have decided to work on. To do this, you will use diverse sources of information that are appropriate to Community Organization. These can be (but are not limited to) academic articles, field observations, discussion with community leaders, discussion with members of this population, groups, best practices elsewhere, web resources, etc.

Your contributions to your team's portfolio will be identified and available in your team's CANVAS page. You will hand in a **two page summary description** of your individual contribution to your collective portfolio in which you will give a summary of your contributions, explain the reasons why you chose these aspects and how these relate to Community Organization and your project.

Preparing for Action - 1250 words**30% - October 20th**

In this assignment, you will self-reflect on your role as a Community Organizer in your project and build a personal Community Organizing practice model that will be appropriate for working with your population. You will use the material covered in this course, add knowledge, self-reflect on your role as a Community Organizer, and identify key aspects you would like to integrate in your work when you interact and work with your population in your project.

Community Organizing Action Plan (team)**20% - October 27th**

An Action Plan is a central aspect of Community Organization in which different partners can discuss and agree on the best way to move forward in implementing change. In this assignment, you will work with your team at building a real Action Plan. Your Action Plan should include: A minimum of one and maximum of two general goals; A minimum of 3 and maximum of 5 specific goals; All the required tasks to prepare, implement and evaluate your project, including: Who? When? Resources? Where? Measurement? Etc.

In this assignment, you will also explore technology. You will find a technology tool that allows your team to work collaboratively at planning and organizing, and a tool that allows your team to present your action plan in a creative way. Your Action Plan will be available on your team's CANVAS page.

Becoming a Community Organizer: Integration - 1250 words**30% - December 1st**

In this assignment, you will continue your self-reflection as a Community Organizer. You will reflect on your team's experience and discuss lessons learned from your project. You will also discuss, if you were to continue this project, what your recommendations and next steps would be.

UNIVERSITY POLICIES:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

“Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.” (UBC Calendar)

Academic Dishonesty: Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Retaining Assignments: Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

COURSE POLICIES:

ATTENDANCE:

The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track

changes and comments provided in the same manner.

LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by five-percentage point per day.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

COPYRIGHT:

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.