SPP/SOCW 560 – COMMUNITY POLITICS SOCIAL CHANGE

THIS IS A SAMPLE OUTLINE. ACTUAL COURSE OUTLINE MAY VARY IN STRUCTURE, REQUIRED READINGS, TEXTS AND ASSIGNMENTS.

**Calendar Description:**
This course engages students in drawing out the possibilities for social change in multiple settings. It draws upon student interests and experiences in exploring the implications raised by the critical analysis of knowledge, issues, organizations, and policies developed in other courses.

**Course Objectives:**
1) gain a degree of understanding for community based social change
2) Undertake critical analysis of the terms ‘community’ and ‘social change’
3) Develop skills as a community social change agent and activism

**Weekly Topics with readings:**

Course package available in the bookstore. If all of the course packages are sold, please ask at the bookstore for a copy to be made within 48 hours (which is their policy).

Articles available electronically through the UVic Libraries Gateway.

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<th>Week 1</th>
<th>Jan. 7 Introduction to Course</th>
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<td>Week 2</td>
<td>Jan. 14 Concepts of Justice, Oppression, and Change</td>
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<td>Week 3</td>
<td>Jan. 21 Community – What Is It?</td>
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**Week 5**    Feb. 4 Social Movements – What Are They?
– Young text, chapter 6

**Week 6**    Feb. 11 Social Change – What Is It?
– Schragge text, chapters 1 and 2
– Young text, chapter 4

**Week 7**    Feb. 18 READING BREAK

**Week 8**    Feb. 25 Social Change – How Can It Be Done?
– Schragge text, chapters 3, 4, and 5

**Week 9**    March 4 Community, Politics, Social Change – What Are Some Examples?
Read one or both of the following:
– Barrig, M. (1994). The difficult equilibrium between bread and roses: Women’s organizations and democracy in Peru, in Laquette, J.S. The women’s Movement in Latin America (2nd ed.). Boulder: Westview Press. (course pack) and one or both of the following:

**Week 10**    March 11 No class – work on group presentations

**Week 11**    March 18 Group Presentations

**Week 12**    March 25 Group Presentations
– April 1 Conclusion, and (if needed) Group Presentations
– Young text, Epilogue
April 8 Group or individual paper due at 9:30 AM

Assignments/Learning Activities & Due Dates:

Assignments and Evaluation
Component/Assignment Date and Time Assignment Due Percent of Final Mark
Participation and attendance Every class 10%
Paper on one of the four phenomena:  
Community: January 28, 9:30 AM  25%
Politics: February 4, 9:30 AM  
Social Movements: February 11, 9:30 AM  
Social Change: February 18, 9:30 AM  
Team presentation of new policy 
March 18, March 25, or, if needed, April 1, 9:30 AM 40%
Team or individual paper April 8, 9:30 AM 25%

Participation and Attendance: Participation and attendance are required in this course. You are expected to participate fully and to support the full participation of other members of the class. The evaluation criteria for participation are the quality and content of your contributions to the class, and your demonstration of the extent to which you have read, understood, and applied the assigned readings.

The University of Victoria Calendar states that: “Students are expected to attend all classes in which they are enrolled” (p. 20). Evaluation of attendance is based upon the percentage of class hours in which you are in attendance. Students who attend fewer than 80% of the class hours will not qualify for (1) the team presentation of new policy and (2) the team or individual paper, and hence will not receive a passing grade for the course.

Paper on One of the Four Phenomena:
From January 21 through February 11, we will devote one week to exploring each of four phenomena: community; politics; social movements; and social change. The purpose of this exploration is to enable us to begin to understand on a theoretical and practical basis what each phenomenon can or could mean. A full understanding of each phenomenon will serve as the basis for working on a team presentation of a new policy.

To this end of developing a full understanding of each phenomenon, you will select one of the four phenomena as the topic of this assignment. Ideally you will base your selection upon passion: passion from past experience with the phenomenon, passion to gain new knowledge about the phenomenon, and/or passion to change the dynamics of that phenomenon.

You will use the readings assigned for the week as the basis for your paper. The purpose of the paper is to enable you to engage fully with all aspects of the phenomena. To this end, then, you would use all the material in the week’s readings to:
- briefly summarize, as a whole, the week’s readings;
- develop a theoretical and/or working definition of the phenomenon;
- explore how that definition applies (or does not apply) to the world as you know it; and
- in light of your definition and explanation of how that definition applies or does not apply to the world as you know it, critique the week’s readings.

This body of this paper should be 10 – 12 pages in length. Include a bibliography and use the style manual that is appropriate to your discipline (i.e., American Psychology...
Association (APA), Chicago Manual of Style, Modern Language Association (MLA)). Please submit your paper electronically to me (lyndavis@uvic.ca) as a Microsoft Word or Rich Text Format document. Evaluation of your paper will be based upon:
- the degree of understanding of each reading that is displayed in the paper;
- the coherence with which you draw together the various readings;
- clarity and strength of writing; and
- correct length, punctuation, grammar, and use of appropriate style manual.

**Team Presentation of New Policy:**
During this course, we have focused on four phenomena: community, politics, social movements, and social change. The purpose of this assignment is to bring all these phenomena together into a real-life situation.

In order to do this, you will engage as a team or small community in the team-building and intellectual work of imagining and developing a policy that responds creatively and convincingly to a timely concern relevant to a particular community or communities. As a multi-disciplinary team of three to five persons, you will present to an audience the current situation, your proposed policy, and the reasons why it should be adopted. Your audience will be your fellow class members, as well as the instructor and invited guests, all of whom will assume the roles, ideologies, and thought processes you suggest.

The topic of the policy can be a timely issue, or one that is of interest to you, or one that is obscure but nonetheless fascinating, on the local, municipal, provincial, national, continental, or global level. As well, the proposed policy may be a new or revised policy, or a proposition to retain an existing policy and not change that policy, as proposed by others. Be specific about the policy; the community(ies) affected; and the audience to whom you will present.

Your team’s in-class presentation will be 30 to 45 minutes long, followed by a discussion period of no more than 10 minutes. During the presentation, your team will:
- Make a case for the interest, standpoint, and timeliness of a concern, thorny issue, or emerging opportunity for change.
- Analyze concepts, experiences, evidence, and cases relevant to the politics for social change of the communities involved, especially those communities who are most affected.
- Present in some detail the new policy to your audience, with arguments and evidence for selection of policy details, such as benefits, processes, negotiation procedures, etc.
- Hand out (or email beforehand) a one- to two-page information sheet that provides a summary of your topic and resources that would be useful to anyone who wished to participate in this topic with you.

You will form your own teams. Consider the following factors when selecting the members of your team: diversity, elaboration, individual accountability, and synergy for productive intellectual team work. Your team must include at least one person who is in a different discipline than you are.

On January 28, 2009, you must submit a one-page outline of the topic of your team presentation on a new policy and the names of your team. No later than Wednesday, March 4, 2009, at 5:00 PM, your team must meet with me to discuss your topic and your planned presentation.
One mark will be given for this assignment unless the team makes, and I accept, an extraordinarily strong case for an alternative marking scheme. Evaluation criteria will be based on the extent to which the presentation and the hand-out demonstrate:
- solid, thorough preparation;
- clarity, coherence, and organization;
- creativity and innovation;
- grounding in the material we have read and discussed during the course;
- relevance of the proposed policy to the concerns of the affected community;
- engagement of the audience and convincing policy- or decision-makers; and
- use of multiple learning formats, including clear handouts with references and evidence to inspire audience members to engage in further reflection and research on the topic.

**Team or Individual Paper:**

For this assignment, choose either Option 1 or Option 2.

**Option 1:** As a team, write the new policy presented in the previous assignment (the team presentation). Include in this paper revisions based on reflections, additional evidence, and references. The body of the paper should be 20 to 25 pages. Use the style manual that is appropriate for the discipline of the majority of your team (i.e., American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA)). Submit your paper electronically to me (lyndavis@uvic.ca) as a Microsoft Word or Rich Text Format document. The paper may include appendices, but the appendices should not be included in the page count. In writing this paper, be innovative and convincing by stating clearly who you are, what and/or who you represent, and the audience to whom this policy is addressed. The paper does not have to be a regular academic paper but must include references, have appropriate citations inserted into the body of the paper, and include course material when such inclusion is appropriate. For example, the paper may take the form of a background paper for a municipal council or board of directors, or a submission to a task force. It may be a policy position paper for a coalition or a professional association. It may be a speech for the annual meeting of an international aid-giving organization. Do not dilute your ideas or creativity by writing only what you think your audience expects to hear. Be bold! Tug at your audience’s heartstrings or stimulate their imagination.

This paper will be evaluated on the basis of:
- the extent, thoroughness, quality, and creativity with which you have covered the required topics;
- the extent to which the paper demonstrates familiarity with or integration of course materials into the paper;
- clarity and strength of writing; and
- correct length, punctuation, grammar, and use of appropriate style manual.

**Option 2:** As an individual, write a 15- to 20-page essay on communities, politics, and social change. Use the style manual that is appropriate for the discipline of the majority of your team (i.e., American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA)). Submit your paper electronically to me (lyndavis@uvic.ca) as a Microsoft Word or Rich Text Format document. The paper may include appendices, but the appendices should not be included in the page count. The purpose of this paper is to critically and analytically reflect on readings and discussions in this course and elsewhere, and to write about how you now think social
change can happen. Include reflections, arguments, or propositions about (a) communities, (b) politics, and (c) social change. How do you understand each of these? How do they, and how could they, interrelate in practice?

This assignment will be evaluated on the basis of:
- the extent, thoroughness, and quality with which you have covered the required topics;
- the extent to which the paper demonstrates familiarity with or integration of course materials into the paper;
- clarity and strength of writing; and
- correct length, punctuation, grammar, and use of appropriate style manual.

**Late Assignments:** Late papers will not be accepted unless an extension is requested and granted at least 48 hours before the paper is due. All other late papers will be penalized one grade for each 24 hours late, including weekends and statutory holidays. For example, if your paper has earned an A but you submitted the paper 12 hours late, your paper will receive a B+.

**Intellectual Honesty:** Intellectual dishonesty will result in failure in the course. Intellectual dishonesty is defined and explained (titled plagiarism and cheating) in the University of Victoria Calendar.