	THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF **Arts** UBC	**School of Social Work**
	Course Outline - SOWK 440-SOWK 529A – Communities, Social Development and Community Organizing: Frameworks and Strategies for Practice
	3 Credits

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (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.

The UBC School of Social Work acknowledges that we are located on the unceded traditional territories of the Musqueam people. We thank and honour the Musqueam people for making space in their territories for us to learn, work and live as visitors on their territory.

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	2020 Winter, Term 1, September 14 – November 30, 2020
Course Title	**SOWK 440C-529A Communities, Social Development and Community Organizing: Frameworks and Strategies for Practice**
Course Schedule	Monday 5-8 PM
Course Location	Online in Canvas (Collaborate Ultra)

Instructor	Office Location	Office Phone	e-mail address
Antoine Coulombe _he, him, they, them_	Room 231	(604) 822-2703	antoine.coulombe@ubc.ca
Office Hours	By appointment		

PREREQUISITE and/or COREQUISITE
There are no prerequisites for this course.

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 develop projects with a Community Organizing lens to address a social and environmental problem. Through this process, you will learn to apply theory directly, build knowledge from experience, and gain direct project experience. 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/environmental context.
- Engage in PRAXIS and Empowerment perspectives as a Community Organizer and a Social Worker.
- Reflect on your role as a Citizen and Community Organizer within the context of current social challenges and social movements.

FORMAT OF THE COURSE:

This course will be focused on Project Based Learning, 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 session, willingness to engage in open and respectful dialogue during class, and meaningful engagement with your peers on the assignments and class projects.

ONLINE LEARNING STRATEGY:

Class Time: Each week, we will engage in live class time for about one to two hours. In these sessions, we will review the essential aspects of Community Organizing and discuss the main components of this course (projects, assignments, etc.). You are encouraged to attend these sessions live, which will allow us to address questions and build knowledge together. Each session will be recorded to accommodate individuals who may not be able to participate in these sessions live.

Group Work and Project: Each week, you will meet online with your group for about one to two hours. In these group sessions, you will build rapport, discuss topics and relevance to your community organizing project, plan a community organizing project and build knowledge from your experiences.

Individual Work: Each week, you will study assigned readings and materials on canvas. You will also participate in your group project, complete tasks discussed, and work on your assignments.

Canvas and Online: Most of the material for this course will be accessible via Canvas. Each week you will visit Canvas to keep up to date with work to be done and contribute to the course by sharing ideas and knowledge in discussions and on your group's Canvas page.

RESPECTFUL LISTENING:

This course brings feminist, anti-racist, anti-colonial and intersectional perspectives on knowledge and power to examine difficult questions and contentious themes that require 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 the 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.

All reading material will be available online, 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 on Canvas.

COURSE EVALUATION:

Team Knowledge Base Contribution	10%
Preparing for Action	25%
Community Organizing Plan and Project (team)	40%
Becoming a Community Organizer	25%

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 changes to the schedule may occur. I will inform you of the changes in class, and the Canvas Course will be updated. Additional readings/podcasts/videos will be available in Canvas.

SESSION 1 :	**Course Introduction, and** **What is Community Organization? Who are Community Organizers?**

September 14, 2020	
To read before class:	Course Syllabus and Canvas Chapter 1 "Introduction" - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). *Progressive community organizing: Reflective practice in a globalizing world* (Second ed.). Chapter 1 - What is Community Organizing: Schutz, A., Sandy, M. G., & Palgrave Social Sciences Collection. (2011). *Collective action for social change: An introduction to community organizing*. New York, NY: Palgrave Macmillan.
SESSION 2: **September 21, 2020**	**Foundations and Theories of Community Organization**
To read before class:	Chapters 2 and 3 - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). *Progressive community organizing: Reflective practice in a globalizing world* (Second ed.).
SESSION 3: **September 28, 2020**	**Community Organizing Practice: Frameworks and Learning from Social Movements**
To read before class:	Chapters 4 and 5 - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). *Progressive community organizing: Reflective practice in a globalizing world* (Second ed.).
SESSION 4: **October 5, 2020**	**Community Organizing Practice: Steps and Building a Toolbox** Roots of Change Workshop with CCEL
To read before class:	Chapters 6, 7, and 8 - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). *Progressive community organizing: Reflective practice in a globalizing world* (Second ed.).
October 12, 2020	Thanksgiving – No Class
SESSION 5: **October 19, 2020**	**Community Organizing: Tactics, Strategies and Activism and Empowerment/PRAXIS**
To read before class:	Chapter 9 - 10 - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). *Progressive community organizing: Reflective practice in a globalizing world* (Second ed.). Chapter 4 - Contrasting Organizing Approaches, The "Alinsky Tradition" and Freirian Organizing Approaches – From Minkler, M., & Ebooks Corporation. (2012). *Community organizing and community building for health and welfare* (3rd ed.). Piscataway: Rutgers University Press.
SESSION 6: **October 26, 2020**	**Guest speakers – Learning from Organizers, Leaders and Activists** Mark DeKoninck, Community Organizer, Quebec City
To read before class:	• Suggested readings in connection with the topic explored by Guests Speaker will be added in Canvas.

SESSION 7: November 2, 2020	Guest speakers – Learning from Organizers, Leaders and Activists Lama Mugabo, Community Organizer, Vancouver
To read before class:	• Suggested readings in connection with the topic explored by Guests Speaker will be added in Canvas.
SESSION 8: November 9, 2020	Guest speakers – Learning from Organizers, Leaders and Activists To be confirmed
To read before class:	• Suggested readings in connection with the topic explored by Guests Speaker will be added in Canvas.
SESSION 9: November 16, 2020	Being a Community Organizer: Studio Work and Project Completion
To read before class:	• Suggested reading will be available in Canvas.
Session 10: November 23, 2020	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:	• Suggested reading will be available in Canvas
Session 11: November 30, 2020	Community Organization today and tomorrow: Renewing Community Organizing Practice
	Chapter 12 - Pyles, L., & Taylor & Francis eBooks A-Z. (2013;2014;2009;). *Progressive community organizing: Reflective practice in a globalizing world* (Second ed.).

ASSIGNMENTS:

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

Team Knowledge Base Contribution   **10% - October 4th**

In this assignment, you will contribute to your team's CANVAS page. This will help build knowledge on the social/environmental problem you have decided to work on. To do this, you will use diverse sources of information that are appropriate to Community Organizing. 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, web resources, etc.

Your contributions to your team's portfolio will be identified and available on your team's CANVAS page. You will hand in a **one-page summary description** of your contributions to your collective knowledge base in which you will explain the reasons why you chose certain aspects and how these relate to Community Organizing and your project.

Preparing for Action - 1250 words   **25% - October 25**

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 into your work when you interact and work with your population in your project.

Community Organizing Action (team)   **40% - November 22**
In this assignment, you will work with your team to build a Community Organizing project. You will first develop an Action Plan. 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. You will also engage as a team in completing your project.

Becoming a Community Organizer: Integration   - 1250 words   **25% - December 6**
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 provide and describe your recommendations and next steps if you were to continue the project.

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:

This course will be using the following learning technologies: Canvas and Collaborate Ultra

In this course, I plan to use analytics data to:
- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the 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
A	85-89	87	at a high level. Student demonstrates excellent research and reference to

A-	80-84	82	literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
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.