



# School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

*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

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.

## COURSE INFORMATION

<b>Year/Term/Dates</b>	Summer 2022, Term 1, May 17–June 21 , 2022
<b>Course Title</b>	SOWK 440C & SOWK 529A: Communities, Social Development and Community Organizing: Debates, Approaches and Fields of Practice
<b>Course Schedule</b>	Tuesdays, 1-4pm and Thursdays, 1-4pm
<b>Course Location</b>	Jack Bell Building, Room 124

Instructor	Office Location	Office Phone	Email Address
Antoine Coulombe ( <i>he, him, they, them</i> )	SOWK 231	604.822.2703	<a href="mailto:antoine.coulombe@ubc.ca">antoine.coulombe@ubc.ca</a>
<b>Office Hours</b>	Before or after class or 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. 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.

## Course Structure and Learning Activities

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 and 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.

## Learning Strategy

**Class Time:** Each session, we will engage in-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.).

**Group Work and Project:** Each session, you will meet 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 session, 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 session, 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 Dialogue

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.

## 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 the section on Assignments for a detailed explanation of the assignments.

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

## 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 appropriate to a social/environmental context.

- Engage in PRAXIS and Empowerment perspectives as a Community Organizer.
- Reflect on your role as Community Organizer within the context of current social/environmental challenges and social movements.

## Required Textbook(s) and Learning Materials

[Pyles, L. \(2020\). Progressive community organizing: Reflective practice in a globalizing world. Routledge.](#) – Free Ebook at UBC library

Optional, if you'd like to go deeper: Lee, Bill (2011). Pragmatics of Community Organization (Fourth Edition). CommonAct Press.

All reading material will be available online, with more information in CANVAS.

## Course Schedule

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

<b>Session 1:</b>	May 17, 2022
<b>Topic:</b>	Course Introduction, and What is Community Organization? Who are Community Organizers?
<b>Readings:</b>	Course Syllabus and Canvas  Introduction and Chapter 1 - Pyles, L. (2020). Progressive community organizing: Reflective practice in a globalizing world. Routledge.  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.
<b>Session 2:</b>	May 19, 2022
<b>Topic:</b>	Foundations and Theories of Community Organization
<b>Readings:</b>	Chapters 2 and 3 - Pyles, L. (2020). Progressive community organizing: Reflective practice in a globalizing world. Routledge.
<b>Session 3:</b>	May 24, 2022

<b>Topic:</b>	Community Organizing Practice: Frameworks and Learning from Social Movements
<b>Readings:</b>	Chapters 4 and 5 - Pyles, L. (2020). Progressive community organizing: Reflective practice in a globalizing world. Routledge.
<b>Session 4:</b>	May 26, 2022
<b>Topic:</b>	Community Organizing Practice: Steps and Building a Toolbox
<b>Readings:</b>	Chapters 6, 7, and 8 - Pyles, L. (2020). Progressive community organizing: Reflective practice in a globalizing world. Routledge.
<b>Session 5:</b>	May 31, 2022
<b>Topic:</b>	Community Organizing: Tactics, Strategies and Activism and Empowerment/PRAXIS
<b>Readings:</b>	Chapter 9 -10 - Pyles, L. (2020). Progressive community organizing: Reflective practice in a globalizing world. Routledge.  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.
<b>Session 6:</b>	June 2, 2022
<b>Topic:</b>	Guest speakers – Learning from Organizers, Leaders and Activists
<b>Readings:</b>	Suggested readings in connection with the topic explored by Guests Speaker will be added in Canvas.
<b>Session 7:</b>	June 7, 2022
<b>Topic:</b>	Guest speakers – Learning from Organizers, Leaders and Activists
<b>Readings:</b>	Suggested readings in connection with the topic explored by Guests Speaker will be added in Canvas.
<b>Session 8:</b>	June 9, 2022

<b>Topics:</b>	Being a Community Organizer: Projects
<b>Session 9:</b>	June 14, 2022
<b>Topics:</b>	Being a Community Organizer: Projects
<b>Session 10:</b>	June 16, 2022
<b>Topic:</b>	Learning from our experiences: Exploration and discussion of what we learned from our CO projects; Going deeper in some of the topics covered; and Self-Reflection.
<b>Readings:</b>	Chapter 11 - Pyles, L. (2020). Progressive community organizing: Reflective practice in a globalizing world. Routledge.
<b>Session 11:</b>	June 21, 2022
<b>Topic:</b>	Community Organization today and tomorrow: Renewing Community Organizing Practice
<b>Readings:</b>	Chapter 13 - Pyles, L. (2020). Progressive community organizing: Reflective practice in a globalizing world. Routledge.

## Assignments

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

\*Students enrolled in SOWK529A will be expected to include additional references to theory in their work.

Team Knowledge Base Contribution 10% - May 29

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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.

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 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.

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Community Organizing Project (team)

40%

June 12 - Action Plan: An Action Plan is a central aspect of Community Organizing 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 to build a complete and realistic Action Plan.

June 9-14 - Project Completion: You will work together to complete the work and project identified in your Action Plan.

June 16 - Project Evaluation: You will collect relevant information throughout your project completion and proceed to evaluate your project in Session 10.

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Becoming a Community Organizer: Integration - 1250 words

25% - June 22

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.

## Late Assignments

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

## 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.

## 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.

## SCHOOL/COURSE POLICIES

### UBC COVID-19 Protocols for in-class learning

**COVID-19 Safety:** You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

**If you are sick, it is important that you stay home.**

**If you miss class because of illness:**

- Except for sessions involving guest lecturers, lecture components of each session will be recorded, but group discussions and other interactive activities will not. You are encouraged to find a “buddy” in class who can update you on any discussion you might have missed.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

## Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

“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)

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. 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.

Other school policies can be accessed through the School of Social Work student handbook.

## Accommodations

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.

## Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

## University Policies

**Support:** 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 at: <https://senate.ubc.ca/policies-resources-support-student-success>

**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](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism

and on correct documentation.

## 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.

## Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](http://earlyalert.ubc.ca)).

## 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	83.5	
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.