



# 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.*

**School Mission Statement:** *Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

## 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.

## COURSE INFORMATION

<b>Year/Term/Dates</b>	2023 Winter, Term 1, September 5 – December 7, 2023
<b>Course Title</b>	SOWK 440C & SOWK 529A: Communities, Social Development and Community Organizing: Debates, Approaches and Fields of Practice
<b>Course Value</b>	3 credits
<b>Course Schedule</b>	Mondays, 5.30pm – 8.30pm
<b>Course Location</b>	<a href="#">IBLC 155</a> - Irving K Barber Learning Centre, Room 155

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>	Monday 2pm – 5pm, Friday 10am – 1pm, and by appointment		

## UBC Calendar Description

SOWK 440 Integrative Seminars in Social Work is a series of seminars offered during the final term of studies which address salient issues in social policy and social work practice and draw upon combined knowledge from social work and related disciplines.

## Course Description

Together in this course, we will find and create the knowledge and skills necessary for Community Organizers to play critical roles in addressing oppression and building healthy communities through activism, social development and social change. By engaging in Project-Based Learning, you will develop projects with a Community Organizing perspective to tackle social and environmental issues. This approach will allow you to apply theory directly, gain knowledge from experience, and gain project experience. We will examine different frameworks, methods, and tools and discuss their applicability in different contexts. This course will critically examine 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 helpful in different social contexts.
- Engage critically to learn from Community Organizing practices 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 a Community Organizer within the context of current social/environmental challenges and social movements.

## Format of the Course

In this course, you will engage in Project Based Learning, collaborating with small teams to develop Community Organizing projects. These projects will be fundamental to our study and comprehension of theory. Additionally, the course will feature lectures, discussions, case studies, activities, and guest speakers.

Throughout this course, we will all take on the roles of both learners and educators. By engaging in respectful and democratic discussions and activities, we will create a community of praxis and

mutual learning. The success of the course hinges on each participant's willingness to thoroughly prepare before each session, actively engage in dialogue during class, and meaningfully collaborate with peers on assignments and projects.

## Learning strategy

**Class time:** Our class will meet weekly for one to two hours of in-class time. During these sessions, we'll cover the crucial elements of Community Organizing and go over the various components of the course, such as projects and assignments.

**Team Projects:** As part of your community organizing project, you will have weekly meetings with your group lasting about one to two hours. During these sessions, you will establish connections, converse about pertinent topics, strategize for your project, and learn from your shared experiences.

**Individual Work:** Every week, you must go through the designated readings and materials on Canvas and actively participate in your group project. You should complete all the discussed tasks and work diligently on your assignments. This is an individual responsibility that should be taken seriously.

**Canvas:** You can access most of the material through Canvas for this course. Every week, you should check in on Canvas to stay up-to-date with the assignments and engage in discussions with your group. You can also share your ideas and knowledge on your group's Canvas page.

## Respectful Dialogue

This course brings feminist, anti-racist, anti-colonial, queer and intersectional perspectives on knowledge and power to examine complex questions and contentious themes that require deep awareness of our social location and worldviews. It fosters a learning environment that is respectful of gender identity, gender expression, race, ethnicity, class, ability, age, sex, sexual orientation, etc. Learners and educators are expected to 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.

## Required and Recommended Readings

[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 other reading material will be available online, with more information in CANVAS.*

## CANVAS

As this course will heavily rely on Canvas, it's important that you familiarize yourself with how to use it. All necessary course materials, including assignments, readings, videos and other resources, will be accessible through Canvas.

## Course Evaluation

Team Knowledge Base Contribution	10%
Preparing for Action	25%
Communication Strategy and Press Release (team)	10%
Community Organizing Plan and Project (team)	30%
Becoming a Community Organizer	25%

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

## Course Outline

Please note that 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> <b>September 11, 2023</b>	<b>Course Introduction, and What is Community Organizing? Who are Community Organizers?</b>
<b>To read before class:</b>	Course Syllabus Introduction and Chapter 1 - Pyles, L. (2020). <i>Progressive community organizing: Reflective practice in a globalizing world</i> . Routledge. Chapter 1 - What is Community Organizing: Schutz, A., Sandy, M. G., & Palgrave Social Sciences Collection. (2011). <i>Collective action for social change: An introduction to community organizing</i> . New York, NY: Palgrave Macmillan.
<b>SESSION 2:</b> <b>September 18, 2023</b>	<b>Foundations and Theories of Community Organizing</b> Experiences from Queer Community Organizing
<b>To read before class:</b>	Chapters 2 and 3 - Pyles, L. (2020). <i>Progressive community organizing: Reflective practice in a globalizing world</i> . Routledge.
<b>SESSION 3:</b> <b>September 25, 2023</b>	<b>Community Organizing Practice: Frameworks and Learning from Social Movements</b> Experiences from organizing student activists
<b>To read before class:</b>	Chapters 4 and 5 - Pyles, L. (2020). <i>Progressive community organizing: Reflective practice in a globalizing world</i> . Routledge.
<b>October 2, 2023</b>	<b>National Day for Truth and Reconciliation</b>
<b>October 9, 2023</b>	<b>Thanksgiving</b>
<b>Make-up Monday</b> <b>SESSION 4:</b> <b>October 12, 2023</b>	<b>Community Organizing Practice: Steps to Organize Change and Building a Toolbox</b>

<b>To read before class:</b>	Chapters 6, 7, and 8 - Pyles, L. (2020). Progressive community organizing: Reflective practice in a globalizing world. Routledge.
<b>Session 5: October 16, 2023</b>	<b>Community Organizing: Tactics, Strategies and Activism and Empowerment/PRAXIS</b>
<b>To read before class:</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. (2012). Community organizing and community building for health and welfare (3rd ed.). Rutgers University Press.
<b>SESSION 6: October 23, 2023</b>	<b>Social Innovation in DTES and Hogan’s Alley</b> Field Visit to DTES
<b>To read before class:</b>	See Canvas for details
<b>SESSION 7: October 30, 2023</b>	<b>Being a Community Organizer: Projects</b>
<b>SESSION 8: November 6, 2023</b>	<b>Being a Community Organizer: Projects</b>
<b>November 13, 2023</b>	<b>Midterm Break – November 13-15</b>
<b>Session 9: November 20, 2023</b>	<b>Learning from our experiences:</b> Exploration and discussion of what we learned from our projects; Going deeper in some of the topics covered; and Self-Reflection.
<b>To read before class:</b>	Chapter 11 - Pyles, L. (2020). Progressive community organizing: Reflective practice in a globalizing world. Routledge.
<b>Session 10: November 27, 2023</b>	<b>Community Organizing Today and Tomorrow – Climate Justice and guest speaker</b>
<b>To read before class:</b>	See Canvas for details
<b>Session 11: December 4, 2023</b>	<b>Reinventing Community Organizing – A Discussion and Celebration</b>
<b>To read before class:</b>	Chapter 13 - Pyles, L. (2020). Progressive community organizing: Reflective practice in a globalizing world. Routledge.

## Assignments

*Please note that 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 – October 9, 2023**

**10%**

You will add content to your team's knowledge base for this assignment. This will aid in developing an understanding of your chosen social/environmental issue. To achieve this, you will utilize various sources of information relevant to Community Organizing. These may include academic

articles, field studies, conversations with community leaders and members, group discussions, best practices, online resources, and more. Your team's CANVAS page will display your contributions as part of your portfolio. Additionally, you must submit a one-page summary outlining your contributions to the collective knowledge base. Within this summary, you should clarify your selection of information sources and how they connect to your project and Community Organizing.

**Preparing for Action - 1250 words – October 22, 2023 25%**

In this assignment, you will self-reflect on your project's role as a Community Organizer 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 critical aspects you would like to integrate into your work when interacting with your population in your project.

**Communication Strategy and Press Release (team) – October 30, 2023 10%**

Communication is essential in community organizing to engage and mobilize people, advocate for political agendas, raise awareness, educate, and challenge discrimination. A communication strategy is for working with the media and enhancing communication with the community and stakeholders. In this team assignment, you will develop a communication strategy and a press release for your community organizing project.

- **Part 1-** The communication strategy should be a one-page description that includes a description of the: Audience (Who?); Messages (What?); Communication tactics (How?); Overall Strategic campaign goal (Why?)
- **Part 2 -** You will write a one-page Press Release for your project as presented in the Toolbox.

**Community Organizing Project (team) – November 20, 2023 30%**

**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 implement change. In this assignment, you will work with your team to build a complete and realistic Action Plan.

**Project Completion:** You will work together to complete the work and project identified in your Action Plan.

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

**Becoming a Community Organizer: Integration - 1250 words – December 7, 2023 25%**

In this assignment, you will continue your self-reflection as a Community Organizer. You will reflect on your experience, 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.

## Supporting Your Success and Well-Being with Safety Nets

Several safety nets are built into the course for everyone to use without question, thereby supporting your experience of *autonomy* and privacy. If you need more support beyond this, please reach out. I will offer patience, flexibility, and compassion and expect honesty and flexibility in return.

**Attendance:** 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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

**Late Assignments:** You can use a late pass if you require additional time. Each student will receive two 1-day-late passes (for individual assignments), which can be used together (for one assignment) or separately (for two). Each team will also receive a 1-day-late pass for team assignments. Once these passes have been used, a standard 5% per day (including weekends) deduction will apply for late submissions (unless an Academic Concession applies).

**Re-grade request process.** If you believe an assignment has been unfairly graded, you can submit a Re-Grade Request. To qualify, you must send me a written request via email or Canvas within one week of the grades being posted. In your request, please clearly state the specific aspects of the assessment that require reevaluation and provide references to the grading criteria. I will carefully consider your request and respond via email as soon as possible. Please note that the re-grade may increase or decrease, and the decision is final.

**Marked Assignments:** All assignments must be submitted via the Canvas course site. Assignments will be marked in Speedgrader, and comments will be provided similarly. More information on how to access assignment comments is [here](#). Here is a good resource on [how to view annotation feedback comments](#).

## Accessibility, Diversity, Prevention, Personal Emergencies, Support and Concessions

### Accessibility and Diversity

As your instructor, my goal this term is to provide an inclusive and accessible learning environment for everyone. I am committed to designing a course that removes barriers to learning and embraces inclusivity. This means that I will work to improve diversity and accessibility to reduce the need for accommodations. Creating an accessible learning experience requires the effort of everyone in the class. I expect you to consider accessibility when completing assignments shared with your classmates. For example, please include close-captioning for videos and alternative text for images shared in the discussion forum. I value your feedback, so please let me know immediately if you encounter any barriers so I can assess potential adjustments to the course design.

### Prevention

If you are beginning to experience difficulties, please take good care and check out these support resources:

- UBC offers several health and wellbeing services: <https://students.ubc.ca/health>.
- Here are more details on the options for mental health support:
  1. Counselling Services at UBC. When you contact Counselling Services, you can ask to meet with the Arts Embedded Counsellor, Laura Harvey RSW, MSW, or you can meet with any staff counsellor: <https://students.ubc.ca/health/counselling-services>



2. You can access the UBC Student Assistance Program. Free 24/7 support with crisis support and connection to free short-term counselling:  
<https://students.ubc.ca/health/ubc-student-assistance-program-sap>
3. You can utilize your AMS Extended Health Benefits (unless you have opted out), which covers up to \$1250 from Sept 1st-Sept. 1<sup>st</sup>, to see a counsellor of your choosing. You pay upfront for your sessions and get reimbursed:  
[https://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS\\_Health\\_HealthCoverage\\_HealthPractitioners\\_Psychologists](https://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS_Health_HealthCoverage_HealthPractitioners_Psychologists)

## **What should you do if you cannot attend class due to illness or a personal situation?**

If you feel unwell or are facing a personal emergency, seeking appropriate resources and support is vital to manage the situation. Assess your health and safety to determine whether staying home or attending class is best. If you need help making this decision, I recommend calling [811](tel:811) to speak with a nurse. Additionally, you can reach out to <https://students.ubc.ca/health> for assistance accessing resources.

Prioritize your well-being and contact me regarding the course when you are ready. I am here to provide patience, flexibility, and compassion as we work towards finding a solution. You do not have to disclose what has happened, but we can explore if the existing safety measures are enough for you.

## **Academic Concession**

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham ([Christine.Graham@ubc.ca](mailto:Christine.Graham@ubc.ca)).

## **Support for Students with Accessibility Needs**

"The Centre for Accessibility facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions." If you have an ongoing need for accommodation, please contact [UBC's Centre Accessibility](#).

**In the event of a personal emergency experienced by the Teaching Team** during the course, we will inform you via the Announcements feature in Canvas. We will do our best to continue the planned learning activities and inform you of any changes affecting availability or feedback response times.



## Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

## Supporting Each Other in our Shared Spaces

As we begin class, let's discuss creating a safe, brave, and fabulous class environment. Consider how we can respectfully interact and share your thoughts on this topic.

I support UBC's Values Statement and encourage you to do the same: "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**.

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and creating accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

## Academic Integrity

As a member of the academic community, our currency is ideas. It's how we advance knowledge. To show respect for the rules of this community and highlight our unique ideas, we must represent our contributions and others honestly. [APA style](#) provides a formal way to distinguish our ideas from others. However, academic integrity goes beyond formal citation. As a new community member, we expect you to act honestly and ethically in all academic activities, just like the rest of us.

It is crucial to comprehend UBC's interpretation of [academic misconduct](#), its repercussions, and the requirement for students to clarify how academic integrity applies to each assignment. If you'd like to know more about Academic Integrity, check out these [learning modules](#).

*UBC offers all students a Citation Management called Mendeley; more information here: [Mendeley](#)*

**What about AI-generated content?** It's essential to remember that if you rely on AI writing tools to aid you in completing your assignments, you must ensure to reference the tool in APA style properly. Moreover, it's essential to clearly explain the reasons behind using the tool, its intended purpose, and how it contributed to improving the quality of your assignment. Failing to provide accurate referencing and a description can result in a breach of academic integrity and misconduct. [Here](#) is a good description of how to cite AI using APA.

## Additional University Policies

### Retaining Assignments

Students should retain a copy of all submitted assignments (in case of loss) and should also retain 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.

### Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. 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, preferably earlier. This reflects expectations for professional social workers in their place of employment.

### 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. It is not permitted to record classes, unless permission has been granted by the instructor.

## 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.