

Social Work 684

Community Practice for Social Change and Innovation

3 Units

Be the change you want to see in the world.

—Gandhi

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Spring 2018

I. COURSE PREREQUISITES

Generalist courses (first semester)

II. CATALOGUE DESCRIPTION

Prepares students to work effectively within marginalized, underserved populations, and diverse community settings on their wicked, consistent, and complex issues by providing innovative and sustainable solutions.

III. COURSE DESCRIPTION

The purpose of this course is to prepare students to work effectively within complex and community settings. This course builds on the first-, second-, and third-semester macro-practice courses by moving from system maintenance to systemic change. Thus, this course builds upon the student's diagnostic analysis and understanding of the community and organizational context of social work developed in earlier courses. Students will learn specific skills and techniques, appropriate to the setting, that produce

impetus for change. The goal is to produce practitioners capable of promoting successful administrative, organizational, community, and social transformation, who work effectively toward enhanced social justice and equity.

Building upon a liberal arts foundation in psychology, social psychology, and sociology, students will understand the individual, group, and social capacity for change. Capacity building, supporting, and enhancing existing strengths within the context of the current environment will be emphasized. This perspective identifies people as being within diverse, often overlapping, community arrangements, such as urban, ethnic, and local. Further, students will be given an overview of these issues on both a local (and regional) level as well as an international perspective.

The course also addresses the ever-changing terrain of the field of social work. Innovative practice methods will be explored, including insider/outsider strategies, popular education, direct and indirect actions, and harnessing technological tools. Methods of community building that broaden the perspective of traditional macro practice to include issues of grassroots organizing, cross-border campaigns, and coalition building for global movements will also be covered.

IV. COURSE OBJECTIVES

The Community Practice for Social Change and Innovation course (SOWK 684) will:

Objective #	Objectives
1	Apply knowledge of innovation, community development, capacity building, and social change paradigms as methods of practice in different settings and with diverse populations, and thus to be able to select appropriate strategies for promoting and implementing change.
2	Utilize macro-practice skills in the multidimensional roles of an astute social work professional in organizational, community, and advocacy practice including community building, recruiting, planning, and facilitating community meetings and events, fund and resource development, organizational development and transformation, media advocacy, collaboration and coalition building, legislative advocacy and political action, and interactions with diverse communities.
3	Apply awareness, familiarity, and a social work perspective with regard to the following constructs: community, administration, social service organizations, directed change strategies, advocacy, community action, program development, community liaison, media relations, and community education, professionals in organizations, and cultural diversity.
4	Utilize knowledge, skills, and practice experiences in problem solving to reduce resistance toward and support of internal capacity for change.
5	To critically evaluate the value conflicts and ethical dilemmas represented by one's personal and professional values and their application to social work practice in real-world situations and settings.

V. COURSE FORMAT/INSTRUCTIONAL METHODS

Teaching methods, beyond lectures and assigned readings, will include in-class simulation exercises, guest speakers from the community (both in the classroom and at brown bags), and participation in external community events. In addition, students will be assigned a media project in the second half of the semester to develop their creative and community relations skills.

The online teaching and learning environment provided by the University's Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) will support access to course-related materials and communication.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work Core Competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in Diversity and Difference in Practice
3	Advance Human Rights and Social, Economic, and Environmental Justice*
4	Engage in Practice-informed Research and Research-informed Practice
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities*
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every individual, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of resources, access to opportunities, social goods, and services. Social workers recognize their responsibility to protect the human rights and well-being of individuals in communities, organizations, and businesses across the globe.</p>	<p>Apply knowledge of innovation, community development, capacity building, and social change paradigms as methods of practice in different settings and with diverse populations and thus to be able to select appropriate strategies for promoting and implementing change.</p> <p>Apply awareness, familiarity, and a social work perspective with regard to the following constructs: Community, administration, social service organizations, directed change strategies, advocacy, community action, program development, community liaison, media relations, and community education, professionals in organizations, and cultural diversity.</p> <p>To critically evaluate the value conflicts and ethical dilemmas represented by one's personal and professional values and their application to social work practice in real world situations and settings.</p>	<p>Understand and assess economic trends, business practices, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families and communities.</p> <p>Understand the tendency for human behaviors in communities, organizations, and businesses and for organizational structures and cultures to create oppressive, exclusive or stressful environments.</p>	<p>Critical thinking</p> <p>Knowledge</p>	<p>Unit 1 Defining Social Change</p> <p>Unit 2 Design Thinking</p> <p>Unit 3 Tools of Inquiry</p> <p>Unit 4 Innovation Dynamics</p> <p>Unit 14 Semi-Final Fast Pitch</p> <p>Unit 15 Moving Forward</p> <p>Assignment 1: Project Proposal</p> <p>Assignment 2: Progress Report</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers are knowledgeable about evidence-based interventions that help them best address the goals of their clients and the systems that serve them. Social workers are able to intervene effectively at individual, group, and system levels. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to promote the well-being of individuals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<p>Utilize macro practice skills in the multi-dimensional roles of astute social work professional in organizational, community, and advocacy practice including community building, recruiting, planning, and facilitating community meetings and events, fund and resource development, organizational development and transformation, media advocacy, collaboration and coalition building, legislative advocacy and political action, and interactions with diverse communities.</p>	<p>Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations.</p> <p>Utilize professional collaboration and teamwork within organization environments to help clients resolve problems</p>	<p>Knowledge</p> <p>Skills</p>	<p>Unit 5 The Dream Team</p> <p>Unit 6 Collaboration and Coalitions</p> <p>Unit 7 Project Management</p> <p>Unit 8 Technology for Social Change</p> <p>Unit 9 Media for Social Change</p> <p>Unit 10 Art for Social Change</p> <p>Unit 11 Prototyping</p> <p>Unit 12 Sustainability and Scalability</p> <p>Assignment 3: Fast Pitch Rough Draft</p> <p>Assignment 4: Fast Pitch Presentation and Wrap Up</p>

VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% of Final Grade
Active Participation	Ongoing	10%
Assignment 1: Project Proposal	Unit 5	20%
Assignment 2: Progress Report	Unit 9	10%
Assignment 3: Fast Pitch (Rough Draft)	Unit 10	10%
Assignment 4: Fast Pitch Presentation and Write-Up	Units 13 & 14	35%
Assignment 5: Project Assessment	Unit 15	15%

Each of the major assignments is described below.

Active Participation (Individual and Group)

Effective learning requires active participation, which includes showing up to class, being on time, but also being actively involved in class. You can demonstrate active participation by being prepared for class (examining and engaging with assigned material before class); posing questions, making points, offering examples, building on the ideas of others, and taking initiative. Also, in each class there may be class exercises that build on your projects or highlight skills. These exercises may not be made up, as they occur within class sessions.

Assignment 1: Project Proposal (Group Assignment)

Students will submit a project proposal that is based in one of the solution-focused models discussed during the course. These models are based on a number of interdisciplinary concepts including social work, design, engineering, education, health, etc. For this project, students will work in groups of no more than four, but a group of three is preferred. This class will utilize a methodology of “challenge-based learning” that closely mirrors what is happening in the field. This project encourages students to work in collaborative partnerships, to incorporate technology, and to tackle the issue of human trafficking and modern day slavery (general or specific aspects) using a multidisciplinary approach from the perspective of social work. Project proposals should include blueprints and budgets. Further details of the project proposal will be provided during the course.

Assignment 2: Progress Report

Each instructor will have more detail about how progress reports will be conducted. These details will be discussed during Unit 1’s Synchronous section. Due: Unit 9 of the course.

Assignment 3: Fast Pitch (Rough Draft)

After consulting with the instructor, each group must turn in a written rough draft of their 3-minute fast pitch.

Assignment 4: Fast Pitch Presentation and Write Up (Semi-Finals) Presentation in Class—Date TBA (Group Assignment)

This assignment is made up of 2 components:

1. Fast Pitch Presentation: Groups will pitch their solution to their class in a (Semi-Final) Fast-Pitch event where they will be given 3 minutes. Each group will also be able to display 2 slides (no animations; although video less than one minute may be permitted). Groups may provide as many written materials to hand out as they like. Only 1 group member is required to pitch and no more than two are recommended.
2. Pitch Deck and Write Up: Each group will create a pitch deck of no more than 10 slides. Slides (no notes) will be printed out and prepared for the judges. Each group should also turn in a 3 page write up of their innovation which includes an overview, an infographic, and a detailed

budget (including any applicable projections of scale). Due: Week 13. More information will be provided in class.

Groups that progress to the Final Round will have the option of competing in the USC Social Work Schoolwide Fast-Pitch Competition (this is not mandatory for the course). The Final Fast-Pitch Competition date will be announced in class.

Groups will present their “fast pitches” at a USC School of Social Work Fast-Pitch event. Details of the event will be provided in class.

Assignment 5: Evaluation and Assessment (Individual Assignment)

A final assessment and evaluation will be conducted regarding student experiences with their projects and overall work during the semester. Evaluations will be based on the work plan and project proposals submitted in the beginning of the course. In addition, students will be asked to create a description of their roles in their group, expectations, and their own experiences. The evaluation and assessment will be both a peer review and an individual performance review. Instructors will provide more details of this portion of the assignment.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	93–100	A
3.60–3.84	A–	90–92	A–
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.89	B–	80–82	B–
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C–

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks

Enrile, A. (2017). *Ending Human Trafficking and Modern Day Slavery: Freedom’s Journey*. Thousand Oaks, CA: SAGE Publications

Leitner, J., Benedict-Nelson, A., & Maltham, H. (2017). *Innovation dynamics: Quick-start guide and online course*. New York, NY: GreenHouse Center for Social Innovation. Order on Amazon.

Course readings will be available on ARES.

Note: Supplementary readings may be added by the instructor during the course.

Recommended Books

Brown, T. (2009). *Change by design: How design thinking transforms organizations and inspires innovation*. New York, NY: HarperCollins.

Knapp, J., Zeratsky, J., & Kowitz, B. (2016). *Sprint: How to solve big problems and test new ideas in just five days*. New York, NY: Simon & Schuster.

Stanford Social Innovation Review: www.ssireview.org [this publication is located in the USC Libraries, but students may opt to subscribe].

Recommended Websites

The Elements of Style

<http://www.bartleby.com/141/>

(Instructor Note: A rule book for writing.)

USC Guide to Avoiding Plagiarism

http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Sessions	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Defining Social Change <ul style="list-style-type: none"> ▼ Adaptive capacity ▼ Challenges to social work in the 21st century ▼ The world in 2018 ▼ Discovery skills ▼ Discovery skill: associational thinking 	SELECTION OF PROJECT AREA
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INTERLUDE		
	<ul style="list-style-type: none"> ■ Group Consultations: Project Development <ul style="list-style-type: none"> ▶ Creating a campaign ▼ Project planning ▼ Time management ▶ Identifying goals and objectives ▼ Solution-based planning 	
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2	<ul style="list-style-type: none"> ■ Design Thinking <ul style="list-style-type: none"> ▶ Language of design ▶ Application to social change ▶ Virtual crash course ▶ Discovery skills: questioning 	
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PRACTICE EXPERIENCE		
	<ul style="list-style-type: none"> ■ #Hashtag Lunch Bag Event TBD [optional] 	
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3	<ul style="list-style-type: none"> ■ Tools of Inquiry <ul style="list-style-type: none"> ▼ Solution-based thinking ▼ Focus groups and innovation labs ▼ Topic-based discussion—specific to the semester's topic(s) ▼ Discovery skill: questioning 	
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4	<ul style="list-style-type: none"> ■ Innovation Dynamics <ul style="list-style-type: none"> ▼ Understanding innovation dynamics ▼ Wicked problems ▼ Application of innovation dynamics ▼ Disruptive Innovations ▼ Role of innovation in social work ▼ Discovery skill: questioning Des 	
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5	<ul style="list-style-type: none"> ■ The Dream Team <ul style="list-style-type: none"> ▼ Team dynamics ▼ Role definition and work plan construction ▼ Conflict and growth ▼ Discovery skills: observing and networking 	ASSIGNMENT 1: PROJECT PROPOSAL DUE
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PRACTICE EXPERIENCE		
	<ul style="list-style-type: none"> ■ <i>Field Trip: Date and place to be announced</i> 	

Sessions	Topics	Assignments
6	<ul style="list-style-type: none"> ■ Collaborations and Coalitions <ul style="list-style-type: none"> ▼ “New” organizing ▼ Lobbying and advocacy ▼ Building at local, regional, and international levels ▼ Collective impact ▼ Open sourcing ▼ Discovery skill: networking 	
7	<ul style="list-style-type: none"> ■ Project Management <ul style="list-style-type: none"> ▼ Details of project management ▼ Progress update ▼ Work plan check 	
INTERLUDE <i>Group Consultations</i>		
8	<ul style="list-style-type: none"> ■ Technology for Social Change <ul style="list-style-type: none"> ▼ Social networks ▼ Innovation at the “cutting edge” ▼ Tactics and strategies ■ Filling the technology “gap” 	
9	<ul style="list-style-type: none"> ■ Media for Social Change <ul style="list-style-type: none"> ▼ Preparation for proposal innovation ▼ Slogans ▼ Images ▼ Tactics ▼ Infographics 	ASSIGNMENT 2: PROGRESS REPORT DUE
PRACTICE EXPERIENCE ■ <i>Community Feedback</i>		
10	<ul style="list-style-type: none"> ■ Art for Social Change <ul style="list-style-type: none"> ▼ Art as a catalyst for change ▼ Documentary film ▼ Creativity and “drama” ▼ Capturing hearts and minds 	ASSIGNMENT 3: PITCH ROUGH DRAFT DUE
11	<ul style="list-style-type: none"> ■ Prototyping <ul style="list-style-type: none"> ▼ Purpose ▼ Apps and technology for prototyping ■ Blueprinting <ul style="list-style-type: none"> ▼ Art as a catalyst for change ▼ Documentary film 	

Sessions	Topics	Assignments
12	<ul style="list-style-type: none"> ■ Sustainability and Scalability <ul style="list-style-type: none"> ▼ Funding needs ▼ Seed capital ▼ Social enterprise ■ Alternative funding “ ■ Rehearsal <ul style="list-style-type: none"> ▼ Fast-pitch presentation ▼ Critical feedback ■ Group consultations (in class) 	
13	<ul style="list-style-type: none"> ■ Group Consultations <ul style="list-style-type: none"> ▼ Project check ▼ Coaching sessions ▼ Feedback 	ASSIGNMENT 4: PITCH DECK AND INNOVATION WRITE UP DUE
14	<ul style="list-style-type: none"> ■ Fast-Pitch Semi-Finals 	ASSIGNMENT 4: PITCH!
15	<ul style="list-style-type: none"> ■ Moving Forward <ul style="list-style-type: none"> ▶ Course Wrap-Up ▶ Evaluation and Reflection ▶ Social Impact ▶ Measuring Change ▶ Next Steps 	ASSIGNMENT 5: PROJECT ASSESSMENT DUE
STUDY DAYS / NO CLASSES		
FINAL EXAMINATIONS		

Course Schedule—Detailed Description

Unit 1: Defining Social Change

Jan 11, 2018

SELECTION OF PROJECT AREA

Topics

- *Defining Social Change*
 - ▼ Adaptive capacity
 - ▼ Challenges to social work in the 21st century
 - ▼ The world in 2016
 - ▼ Discovery skills
 - ▼ Discovery skill: associational thinking

Required Resources

Read: Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator's DNA: Mastering the five skills of disruptive innovators*. Boston, MA: Harvard Business School Press.

Enrile, A. (2017). Ending Human Trafficking and Modern Day Slavery: Freedom's Journey. Thousand Oaks, CA: SAGE Publications. Chapters 14 and 15

Pomeroy, R. (2014, April). 10 problems with how we think [Web log post]. Available at <http://bigthink.com/experts-corner/10-problems-with-how-we-think>

Prigoff, A. (2000). Basic Economic Concepts for Social Workers. *Economics for social workers* (pp. 15–28). Belmont, CA: Thomson Learning.

Rubin, H., & Rubin, I. (2008). Activists, organizers, and social change professionals. In *Community Organizing and Development* (pp. 171–191). Boston, MA: Allyn & Bacon.

Whitaker, K. (2014). Social justice and the politics of children's rights. In M. J. Austin (Ed.), *Social justice and social work: Rediscovering a core value of the profession* (pp. 139–148). Thousand Oaks, CA: Sage.

White, M. (2016). I am an activist. *The end of protest: A new playbook for revolution*. Toronto, Canada: Alfred A. Knopf Canada.

Wiegmann, W. (2014). Social justice and political thought: Examining the rights of parents. In M. J. Austin (Ed.), *Social justice and social work: Rediscovering a core value of the profession* (pp. 149–156). Thousand Oaks, CA: Sage.

Watch: http://www.ted.com/talks/ernesto_sirilli_want_to_help_someone_shut_up_and_listen

Explore: Resource and Partners of Unaccompanied Minors Project

Interlude: Group Consultations

- Group Consultations: Project Development
 - Creating a campaign
 - ▼ Project planning
 - ▼ Time management
 - Identifying goals and objectives
 - Solution-based planning

Description: Students will be asked to schedule individual group meetings with instructor(s). The purpose of the meeting will be for students to obtain coaching and mentorship in preparation of their course projects. Students should prepare for meetings to be 30–45 minutes long.

Unit 2: Design Thinking

Jan 18, 2018

Topics

- Design Thinking
- Language of design
- Application to social change
- Virtual crash course: <http://dschool.stanford.edu/dgift/>
- Discovery skill: questioning

Required Resources

Read: Baumann, H., Christensen, C. M., Ruggles, R., & Sadtler, T. M. (2006). Disruptive innovation for social change. *Harvard Business Review*, 84(12), 94–101.

Policy Horizons Canada. (2010). *Social policy research brief: Social innovation*. (Instructor Handout)

White, M. (2016). A constructive failure. *The end of protest: A new playbook for revolution*. Toronto, Canada: Alfred A. Knopf Canada.

Explore: <http://www.ideo.com/by-ideo/design-thinking-for-social-innovation-in-stanford-social-innovation-review>

<http://www.frogdesign.com/work/frog-collective-action-toolkit.html>

Recommended Resources

Brown, T. (2009). *Change by design: How design thinking transforms organizations and inspires innovation*. New York, NY: HarperCollins.

Unit 3: Tools of Inquiry

Jan 25, 2018

Topics

- Tools of Inquiry
 - ▼ Solution-based thinking
 - ▼ Focus groups and innovation labs
 - ▼ Topic-based discussion—specific to the semester’s topic(s)
 - ▼ Discovery skill: questioning

Required Resources

Read: <http://www.rockefellerfoundation.org/blog/how-social-innovation-labs-contribute>

http://www.ssireview.org/blog/entry/four_social_change_results_that_innovation_labs_deliver

Enrile, A. (2017). *Ending Human Trafficking and Modern Day Slavery: Freedom’s Journey*. Thousand Oaks, CA: SAGE Publications. Chapters 1-3.

Tellis, G. (2013). Why incumbents fail. In *Unrelenting innovation: How to build a culture for market dominance* (Chapter 1). San Francisco, CA: Jossey-Bass.

Watch: <http://vimeo.com/106556220>
<http://vimeo.com/65032224>

Explore: <http://tfm.usc.edu/summer-2013/designs-on-social-change/social-innovation-design-lab-photo-gallery>
<http://www.uxforgood.com>
<http://www.civicinnovationlab.la>
<http://www.annenberglab.com/about>

Unit 4: Innovation Dynamics

Feb 1, 2018

Topics

- Innovation Dynamics
 - ▼ Understanding innovation dynamics
 - ▼ Wicked problems
 - ▼ Application of innovation dynamics
 - ▼ Discovery skills: questioning

Leitner, J., Benedict-Nelson, A., & Maltham, H. (2017). *Innovation dynamics: Quick-start guide and online course*. New York, NY: GreenHouse Center for Social Innovation. Order on Amazon.

Unit 5: The Dream Team

Feb 8, 2018

ASSIGNMENT 1: PROJECT PROPOSAL DUE

Topics

- The Dream Team
 - ▼ Team dynamics
 - ▼ Role definition and work plan construction
 - ▼ Conflict and growth
 - ▼ Discovery skill: observing and networking

Required Resources

Read: Deiglmeier, K., Miller, D. T., & Phills, J. A. (2008). Rediscovering social innovation. *Stanford Social Innovation Review*, 6(4), 34–43.

Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator's DNA: Mastering the five skills of disruptive innovators*. Boston, MA: Harvard Business School Press. Chapter 4

Hunter, M. (2013). Imagination may be more important than knowledge: The eight types of imagination we use. *Review of Contemporary Philosophy*, 12, 113–120.

Kahane, A. (2010). *The Two Sides of Love. Power and love: Theory and practice of social change*. San Francisco, CA: Berrett-Koehler Publisher.

http://www.ssireview.org/articles/entry/social_innovation_from_the_inside_out

http://www.ssireview.org/blog/entry/the_math_of_social_change

Explore: <http://tfm.usc.edu/summer-2013/designs-on-social-change/social-innovation-design-lab-photo-gallery>

Watch: <http://www.youtube.com/watch?v=d45Y5eFHdJE>

Recommended Resources

Knapp, J., Zeratsky, J., & Kowitz, B. (2016). *Sprint: How to solve big problems and test new ideas in just five days*. New York, NY: Simon & Schuster.

Unit 6: Collaborations and Coalitions

Feb 15, 2018

Topics

- ▼ “New” organizing
- ▼ Lobbying and advocacy
- ▼ Building at local, regional, and international levels
- ▼ Collective impact
- ▼ Open sourcing
- ▼ Discovery skill: networking

Required Resources

Read: Epstein, B. (1991). Protest in the 1960s and 1980s: The blocked cultural revolution. In *Political protest and cultural revolution: Nonviolent direct action in the 1970s and 1980s* (pp. 21–57). Berkeley: University of California Press.

Prokosch, M., & Raymond, L. (2002). Building coalitions. In *The global activist's handbook* (pp. 47–77). New York, NY: Thunder's Mouth Press/Nation Books.

Rubin, H., & Rubin, I. (2008). Social action: Magnifying power through coalitions. In *Community organizing and development* (pp. 367–382). Boston, MA: Allyn & Bacon.

Tufekci, Z. (2017). Platforms and Algorithms. *Twitter and tear gas: The power and fragility of networked protest* London, England: Yale University Press.

Watch: (Film) *Selma*

ASSIGNMENT 2: SOCIAL INNOVATION LAB OBSERVATIONS

Topics

- Group consultations: project management
 - ▼ Progress update
 - ▼ Status report from group members
 - ▼ Timeline review
- Work plan check

For this week, students will work with instructors on an individual and/or group basis. There will be no formal class held this week.

Note: Though this is not required, there are a number of project management tools that are available. Some may require further training and/or workshops. For students who are interested in these skills, they may want to look into workshops offered by the Center for Non-profit Management: <http://cnmsocal.org>

Required Resources

Read: Ika, L. A. (2012). Project management for development in Africa: Why projects are failing and what can be done about it. *Project Management Journal*, 43(4), 27–41.

Yang, L. R., Huang, C. F., & Wu, K. S. (2011). The association among project manager's leadership style, teamwork and project success. *International Journal of Project Management*, 29(3), 258–267.

Explore: http://www.mindtools.com/pages/main/newMN_PPM.htm
<http://www.guerrillaprojectmanagement.com/project-management-at-united-nations-projects-management-for-sustainable-social-change>

Unit 8: Technology for Social Change

Mar 1, 2018

Topics

- Technology as a tool for social change
 - ▼ Social networks
 - ▼ Innovation at the “cutting edge”
 - ▼ Tactics and strategies
- Filling the technology “gap”

Required Resources

Read: Crawshaw, S., & Jackson, J. (2010). Cheating the sensor. In *Small acts of resistance: How courage, tenacity, and ingenuity can change the world* (pp. 41–50). New York, NY: Sterling.

Crawshaw, S., & Jackson, J. (2010). Digital dissent. In *Small acts of resistance: How courage, tenacity, and ingenuity can change the world* (pp. 195–208). New York, NY: Sterling.

http://www.ssireview.org/articles/entry/creating_social_change_10_innovative_technologies

Watch: <http://www.youtube.com/watch?v=DM23HGZwBsU>

Explore: <http://www.wearethorn.org/about-our-fight-against-sexual-exploitation-of-children/>

Interlude: Group Consultations

- Group Consultations: Project Development
 - ▼ Progress updates
 - ▼ Pivoting and responsiveness

Description: Students will be asked to schedule individual groups meetings with instructor(s). The purpose of the meeting will be for students to obtain coaching and mentorship in preparation of their course projects. Students should prepare for meetings to be 20-minute check-ins.

Unit 9: Media for Social Change

Mar 8, 2018

PROGRESS REPORT DUE

Topics

- Art as a catalyst for change
- Preparation for proposal innovation
- Documentary film

Required Resources

Read: Anderson, K., & Austin, J. C. (2012). Effects of a documentary film on public stigma related to mental illness among genetic counselors. *Journal of Genetic Counseling*, 21(4), 573–581.

Gregory, S. (2010). Cameras everywhere: Ubiquitous video documentation of human rights, new forms of video advocacy, and considerations of safety, security, dignity and consent. *Journal of Human Rights Practice*, 2(2), 191–207.

Sandercock, L., & Attili, G. (2010). Digital ethnography as planning praxis: An experiment with film as social research, community engagement and policy dialogue. *Planning Theory and Practice*, 11(1), 23–45.

Tufekci, Z. (2017). Platforms and Algorithms. *Twitter and tear gas: The power and fragility of networked protest* London, England: Yale University Press.

Tufekci, Z. (2017). Technology and People. *Twitter and tear gas: The power and fragility of networked protest*. London, England: Yale University Press.

Watch: <https://www.youtube.com/playlist?list=PLFxMwgWqtmITuR-8z9yNYf11KEw9Bgkfz>

Explore: <https://philanthropy.com/article/A-Revolution-in-Documentaries/157757>

Practice Experience: Prototyping Focus Groups TBA

Details will be provided in class.

Unit 10: Art for Social Change

Mar 15, 2018

Topics

- Art for Social Change
 - ▼ Art as a catalyst for change
 - ▼ Documentary film
 - ▼ Creativity and “drama”
 - ▼ Capturing hearts and minds

Required Resources

Read: Homan, M. (2008). Getting the word out. In *Promoting community change* (pp. 252–286). Belmont, CA: Thompson Brooks/Cole.

Lakoff, G. (2004). What unites progressives. In *Don't think of an elephant!* (pp. 89–95). White River Junction, VT: Chelsea Green.

Explore: <http://www.good.is/infographics>

Practice: <http://infogr.am/>

Recommended Resources

Obar, J. A., Zube, P., & Lampe, C. (2012). Advocacy 2.0: An analysis of how advocacy groups in the United States perceive and use social media as tools for facilitating civic engagement and collective action. *Journal of Information Policy*, 2, 1–25.

Roy, A. (2004). Instant mix imperial democracy. In *An ordinary person's guide to empire* (pp. 41–68). Cambridge, MA: South End Press.

Rubin, H., & Rubin, I. (2008). Tools for strengthening social mobilization campaigns: Lawyers and litigation, publicity, and the mass media, negotiations. In *Community Organizing and Development* (pp. 348–366). Boston, MA: Allyn & Bacon.

Unit 11: Prototyping

Mar 22, 2018

Topics

- Sustainability
 - ▼ Funding needs
 - ▼ Seed capital
 - ▼ Social enterprise
- Alternative funding

Required Resources

Read: Prigoff, A. (2000). Legal and Political action for Economic Justice and a Liveable World. *Economics for social workers* (pp. 225–266). Belmont, CA: Thomson Learning.

Explore: http://www.drugs.indiana.edu/spf/Training_090227/fundraising%20for%20social%20change.pdf

Unit 12: Sustainability and Scalability

Mar 29, 2018

Topics

- Sustainability
 - ▼ Funding needs
 - ▼ Seed capital
 - ▼ Social enterprise
- Alternative funding

Required Resources

Explore: http://www.drugs.indiana.edu/spf/Training_090227/fundraising%20for%20social%20change.pdf

Unit 13: Group Consultations

Apr 5, 2018

Topics

- Presentation skills
- Preparation for fast-pitch presentation

For this week, students will work with instructors on an individual and/or group basis. There will be no formal class held this week.

Unit 14: Fast-Pitch Semi-Finals!!!!!!

Apr 12, 2018

Unit 15: Moving Forward

Apr 19, 2018

Topics

- Evaluation and reflection
- Social impact
- Measuring change
- Next steps

ASSIGNMENT 4: PROJECT ASSESSMENT DUE

Details of this session will be provided in class.

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student
EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school),
Chronology, Participate, Resources for Students

XII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly
[<http://www.socialworkers.org/pubs/Code/code.asp>]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
