USC Suzanne Dworak-Peck
School of Social Work

Social Work 684
Summer 2020

Community Practice for Social Change
2019-2020: Achieve Equal Opportunity and Justice
3 Units

Be the change you want to see in the world.
—Gandhi

Instructor: Dr. Rocio Terry, DSW, MBA, MSW

E-Mail: rociomar@usc.edu   **Day:**   Wednesdays, 4:00pm-5:35pm PST

I. COURSE PREREQUISITES

Generalist courses

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 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
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice 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.	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. 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. 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.	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. Understand the tendency for human behaviors in communities, organizations, and businesses and for organizational structures and cultures to create oppressive, exclusive or stressful environments.	Critical thinking Knowledge	Unit 1 Defining Social Change Unit 2 Design Thinking Unit 3 Tools of Inquiry Unit 4 Innovation Dynamics Unit 14 Semi-Final Fast Pitch Unit 15 Moving Forward Assignment 1: Project Proposal Assignment 2: Progress Report

Competency	Objectives	Behaviors	Dimensions	Content
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities 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.	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.	Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations. Utilize professional collaboration and teamwork within organization environments to help clients resolve problems	Knowledge Skills	Unit 5 The Dream Team Unit 6 Collaboration and Coalitions Unit 7 Project Management Unit 8 Technology for Social Change Unit 9 Media for Social Change Unit 10 Art for Social Change Unit 11 Prototyping Unit 12 Sustainability and Scalability Assignment 3: Fast Pitch Rough Draft Assignment 4: Fast Pitch Presentation and Wrap Up

VII.   COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% of Final Grade
Active Participation	Ongoing	5%
Assignment 1: Design Exercises	Units 2-6	25%
Assignment 2: Innovation Proposal	Unit 7	10%
Assignment 3: Slide Deck	Unit 10	10%
Assignment 4: Fast Pitch Presentation	Unit 11	30%
Assignment 5: Innovation Write Up	Unit 12	20%

Each of the major assignments is described below.

Active Participation (Individual and Group)- 5%
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: Design Exercises (Individual and Group Assignment)- 25% total
In weeks 3, 4, 5 and 6 students will participate in Design Exercises that will assist in developing their innovation ideas. Details of these activities will be provided in class where exercises will start. The exercises include:
>   Week 3: Innovation Dynamics Application (In-Class Group Assignment) 5%
>   Week 4: Ethnographic Interviewing (Individual Homework Assignment) 5%
>   Week 5: Napkin Pitch (In-Class Individual Assignment) 5%
>   Week 6: Design Criteria (In-Class Group Assignment) 10%

Assignment 2: Innovation Proposal (Group Assignment)- 10%
Students will submit a project proposal that outlines their solution to the selected issue/social problem. Innovations should be based on interdisciplinary concepts including social work, design, engineering, education, health, etc. 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 social issues (general or specific aspects) using a multidisciplinary approach from the perspective of social work. Project proposals should include concepts, plans, and budgets. Further details of the project proposal and work plan will be provided during the course.

Assignment 3: Slide Deck (Group Assignment) – 10%
Students will prepare a slide deck describing their innovation. This will be a "Read Pitch Deck" that will be provided to the judges of the Semi-Annual and Final Fast Pitch events. The slide deck will be composed of a minimum of 10 slides including:
1. Overview (what is the innovation? This is a "visual elevator pitch")
2. Opportunity (why this is needed now)
3. Problem (what are you trying to solve?)
4. Solution (what will you do about it?_
5. Traction (what evidence shows this will be successful?)
6. Market (who are your customers/clients? what is the market for this?)
7. Competition (who else is doing work in this area? how are you different from them?)
8. Value Proposition or Business model (how will you make or save money with this innovation?)
9. Team (description of your group and any others that will make this innovation happen)
10. Use of Funds (what you need and why).

Assignment 4: Fast Pitch (Semi-Finals) Presentation in Class on Week 14 (Group Assignment). 30%
Groups will present their solution to the community in a Fast-Pitch event. No more than 2 members of the team will be given 3 minutes to pitch their innovation to a panel of judges including an outside innovator and the course instructor. Teams may also have 2 slide images. From this semi-final, one group will be selected to move forward to the Final Fast Pitch held in the Spring 2020 semester.

Groups that progress to the Final Round will have the option of competing in the USC Social Work Schoolwide Fast-Pitch Competition in Spring 2020 (this is not mandatory for the course).

Assignment 5: Innovation Write Up (Group Assignment) 20%
A final write-up of the innovation will be turned in Week 15. The write up will include:
- Description of Problem to be solved
- Description of Innovation (Proposed Solution)
  - Who does this innovation address (inclusion of ethnographic interviews may be used)
  - Methodology (how will innovation be realized?)
  - Budget and finances to make innovation possible
  - Prototypes (if applicable)
- Comparative Analysis: What makes this project innovative?
- Challenges
- Sustainability plan

Mechanics of paper: Papers should be 8-10 pages, double spaced, 12 point font, written in third person and in APA style. There is no minimum number of references.

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–

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks
Keeley, L., Pikkel, R., Quinn, B. & Walters, H. (2013). *Ten types of innovation: The discipline of building breakthroughs.* New Jersey: Wiley.

Liedtka, J. & Ogilvie, T. (2011). *Designing for growth: a design thinking toolkit for managers*.
Full text available online via USC Libraries at:
https://ebookcentral.proquest.com/lib/socal/detail.action?docID=908807

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: a step-by-step project guide*.
Full text available online via USC Libraries at:
https://ebookcentral.proquest.com/lib/socal/detail.action?docID=1531174

Grand Challenges for Social Work resources:
http://grandchallengesforsocialwork.org/

http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges/achieve-equal-opportunity-and-justice/

http://grandchallengesforsocialwork.org/wp-content/uploads/2016/01/W16-The-Grand-Challenge-of-Promoting-Equality-by-Addressing-Social-Stigma1-1-2.pdf

Course readings will be available on ARES.

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.
American Academy of Social Work and Social Welfare
http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges/harness-technology-for-social-good/

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

Week 1	Defining Social Change	1.1 – 1.4
	o Adaptive capacity	
	o Challenges to social work in the 21st century	
	o Discovery skills	
	Discovery skill: associational thinking	
Week 2	Design Thinking	2.1 – 2.3
	o Language of design	
	o Application to social change	
	o Virtual crash course	
	Discovery skills: questioning	
Week 3	▪ Tools of Inquiry	3.1 – 4.2
	• Solution-based thinking	
	• Focus groups and innovation labs	
	• Topic-based discussion—specific to the semester's topic(s)	
	• Discovery skill: questioning	
	▪ Innovation Dynamics	
	• Understanding innovation dynamics	
	• Wicked problems	
	• Application of innovation dynamics	
	• Disruptive Innovations	
	• Role of innovation in social work	
	• Discovery skill: questioning	
Week 4	Collaborations and Coalitions	6.1 – 6.4
	• "New" organizing	
	• Lobbying and advocacy	
	• Building at local, regional, and international levels	
	• Collective impact	
	• Open sourcing	
	Discovery skill: networking	
Week 5	Project Management	7.1 – 7.4
	• Details of project management	
	• Progress update	
	Work plan check	
Week 6	Technology for Social Change	8.1 – 8.4
	• Social networks	
	• Innovation at the "cutting edge"	
	• Tactics and strategies	

Week 7	▪ Media for Social Change • Preparation for proposal innovation • Slogans • Images • Tactics • Infographics	9.1 – 9.4
Week 8	▪ Art for Social Change • Art as a catalyst for change • Documentary film • Creativity and "drama" • Capturing hearts and minds	10.1 – 10.4
Week 9	▪ Prototyping • Purpose • Apps and technology for prototyping ▪ Blueprinting	11.1 – 11.3
Week 10	▪ Sustainability and Scalability • Funding needs • Seed capital • Social enterprise ▪ Alternative funding " ▪ Rehearsal • Fast-pitch presentation • Critical feedback ▪ Group consultations (in class)	12.1 – 12.4
Week 11	Fast-Pitch Semi-Finals	14.3
Week 12	▪ Moving Forward o Course Wrap-Up o Evaluation and Reflection o Social Impact o Measuring Change Next Steps	15.1 – 15.4

Course Schedule—Detailed Description

Unit 1: Defining Social Change

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.

Henwood, B. F., Shinn, M., Tsemberis, S., & Padgett, D. K. (2013). Examining provider perspectives within Housing First and traditional programs. *American Journal of Psychiatric Rehabilitation*, *16*(4), 262–274.

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). *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.

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_sirolli_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 approximately 30 minutes long.

Unit 2: Design Thinking

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)

Volger, K. E. (2005). Asking good questions. *Educational Leadership, 65*, 1–9.

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

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

Students will be asked to observe and/or participate in a social innovation lab curated by the instructor. They will document their observations and experiences. More on this session will be explained in class.

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

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: Collaborations and Coalitions

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 an 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.

Watch: (Film) *Selma*

Unit 5: Project Management

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 6: Technology for Social Change

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.

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

Wright, B. (2002). Internet organizing. In M. Prokosch & L. Raymond (Eds.), *The global activist's handbook* (pp. 244–246). New York, NY: Thunder's Mouth Press/Nation Books.

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 15-minute check-ins.

Unit 7: Media for Social Change

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.

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

Unit 8: Art for Social Change

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 9: Prototyping

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

Required Resources
Read:

Prigoff, A. (2000). *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 10: Sustainability and Scalability

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

Required Resources

Read:

Prigoff, A. (2000). *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 11: Fast-Pitch Semi-Finals!

Unit 12: Moving Forward

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.   Statement on Academic Conduct and Support Systems

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" 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, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call   studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call   suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24/7

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776 dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710   campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC) ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

XI.   ADDITIONAL RESOURCES
Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

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 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble
The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVII. 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 Dr. Annalisa Enrile. 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.

XVIII. 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.