**McMaster University School of Social Work**



**SW 4J03: Social Change: Social Movements and Advocacy**

January 4 to April 6, 2017, Thursdays from 7:00 – 10:00 p.m.

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# Course Overview

## Course Description:

Advocacy and social activism are integral to the practice of social work. Although we often think of social work as creating change in the lives of individuals, much of the work done by social workers occurs through advocacy and activism at the mezzo and macro levels of practice. This creates change for organizations, governments and society, but also for individuals. This is an overview course which will provide students: (1) with an initial grounding in theory related to advocacy and social activism; (2) exposure to various forms of practice in the community; (3) and opportunities to engage in experimental learning in advocacy and social activism in our community.

## Course Objectives:

* To assist students in understanding the connection between social work with individuals and advocacy and social activism at the mezzo and macro levels;
* To give students a beginning working knowledge of advocacy and social movement theory;
* To expose students to a variety of practitioners of advocacy and social activism in the community. This will give students a foundation in a variety of approaches and techniques; and
* To provide experiential opportunities to students so that they can begin to develop their skills in, and knowledge of, advocacy and social activism.

The basic assumption in this course concurs with the broader curriculum context set by the **School of Social Work’s Statement of Philosophy:**

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This course will be structured differently from what you have come expect. The course will combine a variety of methods to teach course content—from traditional lecture format to guest lecturers to documentary films about social movement, activism and advocacy. Students will also work in group work where students collaborate to write, produce and direct a short public service announcement about a social movement, a social movement issue or a social movement event.

## Required Texts:

Staggenborg, S. & Ramos, H. (2016). Social Movements (3rd Edition). Don Mills, Ontario: Oxford University Press.

**Suggested Texts** (Note: Available on reserve at Mills Library):

Dalrymple, J. & Boylan, J. (2013). Effective Advocacy in Social Work. Thousand Oaks, California: Sage Publications.

Shragge, E. (2013). Activism and Social Change: Lessons for Community Organizing. Toronto, Ontario: University of Toronto Press.

Smith, M. (Ed.; 2009). Group Politics and Social Movements in Canada. Toronto, Ontario: University of Toronto Press.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Reading/Participation (Attendance will be taken at the end of each class)

Due: Weekly

10%

1. Final Term Paper Outline

Due: February 16th, 2017

15%

1. Public Service Announcements
2. Storyboard Presentation Due: February 9, 2017
3. Final Public Service Announcements Due: March 23, 2017
4. Public Service Announcements Screening Due: April 6, 2017

15%

1. Final Term Paper

Due: April 6, 2017

40%

## Requirement/Assignment Details

Weekly Readings and Class/Group Participation (10%) - Due Weekly

Students are expected to attend all class sessions, complete all assigned readings, and actively prepare for and participate in classroom discussions. The course is structured in such a way as to divide class lecture time with active, critical and engaged class discussion. Discussion can only happen if everyone one comes prepared to participate. Attendance will be taken at the end of the class.

Final Term Paper Outline (15%) - Due on February 16, 2017

All students are expected to submit a written outline (no more than two to three pages; bibliography not included in page count) specifying the final term paper topic. Each group public service announcement serves as the individual topic for your individual final term paper outline. These final term paper outlines will specify a research question and is linked to your group’s topic (refer to final term paper questions below for additional instructions). The outline provides a summary of key arguments (major headings with bullet points of major arguments; under each section, will link bullet points to the bibliography). Feedback provided for this final term paper proposal will be incorporated and serve as a basis for the Final Term Paper (also see below).

Public Service Announcements (35%) – Due on March 23, 2017

New media approaches, such as public service announcement films, have made it possible for individuals working alone or together in groups to bring awareness and teach others about important social issues. In part, using principles of digital storytelling, this course has been built around a group project in which members will produce a public service announcement about a social movement, an issue being brought forward by a social movement, or will provide information about a social movement event. Your group can choose any social movement or social movement issue to explore in detail. Groups will work on this project over the course of the entire semester. We will devote class time discussing public service announcements, how to develop these projects, invite feedback from our colleagues, and you will also use the expertise you gain in researching a particular movement to help inform our more general class discussions, final term paper outline, and final term paper. The public service announcement is your opportunity to participate in and contribute to a social movement in an innovative and imaginative way through your own creative license.

At the beginning of the term, we’ll identify groups and topics (first two weeks). On February 9, 2017 each group will take 10 to 15 minutes to present their public service announcement plans and gather feedback and reactions from other students in the class. Groups are expected to thoughtfully consider and perhaps incorporate this feedback into their work. Each week, we’ll reserve lecture time for class discussion, for group work, and for supporting one another with emerging public service announcements. As well, apart from the groups, each student is also expected to individually research and write both a final term paper outline and a final term paper based on the work of the group. These two individual writing assignments will build on the work of the group.

Working in groups, students will research, write, produce and direct, and digitally assemble a public service announcement about a social movement, a protest event, or an issue focused on by a social movement. Each group’s public service announcement should consider the idea of accessibility (e.g., close captioning, etc.). The production of the public service announcement will draw on the principles of digital storytelling (i.e., point of view, dramatic question, emotional content, the gift of your voice, soundtrack, economy and pacing). A considerable amount of time will be spend during lecture time to learn about, unpack these elements, and begin using them in your own public service announcements. Films will have a running time of three to five minutes in length, including title page and film credits (please include first and last names and role of members of group in producing the public service announcement). You will not be collecting original interviews with activists. Rather, you will rely on secondary sources (e.g., books, journal articles that are available in the library; creative commons for images/music) if you think they provide sufficient information. Any use of images or video footage use must respect copyright. All public service announcements will be handed in at the beginning of the class using a jump drive for copying or in CD format. All groups will have the opportunity to have their public service announcements screened in class on April 6, 2017. Groups will be offered a chance to present and talk about their work. Please, do not load public service announcements to any social media unless each member of your group is in agreement.

Final Term Paper (40%) - Due on April 6, 2017

All students are expected to write an individual final term paper (not less than 10 pages and no more than 12 pages). Final term papers will apply the concepts and theories learned in class to analyze a specific social organization (e.g., Assembly of First Nations), protest event (e.g., Idle No More), or a social movement (e.g., Aboriginal Rights Movement). Final term papers are based on the group’s work of producing a public service announcement (i.e., same topic). If your paper analyzes one of the social movements discussed in class, you are expected to go beyond the course lectures and readings and draw on primarily on the scholarly literature. You will not be collecting original data or doing interviews with activists. Rather, you will rely on secondary sources (e.g., books, journal articles that are available in the library) if you think they provide sufficient information.

All final term papers should address at least one (or more) of the following questions: (1) what are the roles of the organization in the emergence of the movement? (2) How did social movement organizations recruit members and mobilize support? (3) How did they frame their claims?; (4) How did the existing repertoire of collective action shape their actions? (5) How were decisions made? (6) How was the movement structured? (7) What was the role of the political opportunity structure and/or the media in fostering or preventing mobilization? (8) How did movement opponents and the state react to the growth of the movement? (9) What explains the decline of the movement? (10) What was the impact of the movement? (11) What outcomes did it bring about? All final term papers are due on or before April 11, 2016.

# Assignment Submission and Grading

## Form and Style

Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).

Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.

Students are expected to make use of relevant professional and social science literature and other bodies of scholarly knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

Submission Dates & Grading

Please hand in papers via Dropbox on Avenue to Learn by the due date (before midnight). All work is due on the date stated in the course syllabus unless other arrangements have been made in advance with the instructor (e.g., medical, accommodation or other reason with appropriate documentation, no exceptions). A late penalty of 2 percentage points per day will apply after the due date (weekends included).

## Statement Related to Attendance

For foundation courses: 2A06, 2B03, 2BB3, 3E, 3F, 4J, 4O, 4X, 3D and 4D: Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss. Learning in this course cannot be communicated in written form alone because it requires exposure to ideas, media and exercises presented in a classroom context. Class attendance, therefore, is compulsory. Students attending less than 80% of classes will receive an automatic F grade. Attendance will be taken at the end of each class.

## Avenue To Learn

In this course we will be using Avenue to learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

Direct return of materials to students in class;

Return of materials to students during office hours;

Students attach a stamped, self-addressed envelope with assignments for return by mail; or Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Course Modification Policy

The instructor and university reserve the right to modify elements of the course during the term. The university may changes the dates and deadlines for any or all courses in extreme circumstances. If either type of medication becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## Student Responsibilities and University Policies

Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.

In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity that is taking place.

Please check with the instructor before using any audio or video recording devices in the classroom.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or 6 suspension or expulsion from the university. It is the student’s responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at http://www.mcmaster.ca/academicintegrity. The following illustrates only three forms of academic dishonesty:

Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained; Improper collaboration in group work; or Copying or using unauthorized aids in tests and examinations.

Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

## Statement Related to Accessibility

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

\*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Course Weekly Topics and Readings

# Course Weekly Topics and Readings

## Week 1: January 5

Topics:

* Overview of Course and Introduction

Required Readings:

* Staggenborg & Ramos (2016), Chapter 1

## Week 2: January 12

Topics:

* Theories of Social Movements and Models of Community Engagement

Required Readings:

* Staggenborg & Ramos (2016), Chapter 2

Suggested Readings

* Smith (2014), Introduction (On reserve)
* Shragge (2013), pages 1-28

## Week 3: January 19

Topics:

* Mobilization, Growth and Decline in Social Movements and Collective Organizing

Required Readings:

* Staggenborg & Ramos (2016), Chapter 3

## Week 4: January 26

Topics:

* The influence of the Civil Right Movement

Required Readings:

* Staggenborg & Ramos (2016), Chapter 4

Suggested Readings:

* Calliste, A (1995). The influence of the civil rights and black power movement in Canada. *Race, Gender & Class*. Vol. 2 (No. 3): 123-139

## Week 5: February 2

Topics:

* Historical and Contemporary Indigenous Protests

Required Readings:

* Staggenborg & Ramos (2016), Chapter 5

Suggested Readings:

* Smith (2014), Chapter 10 (On reserve)
* Guest Speaker: Valerie Galley (Indigenous Languages Envoy)

## Week 6: February 9

Topics:

* Storyboard Presentation

Readings:

* No readings

## Week 7: February 16

Topics:

* The Women’s Movement

Required Readings:

* Staggenborg & Ramos (2016), Chapter 6

Suggested Readings:

* Smith (2014), Chapter Seven (On reserve)
* Staggenborg, S. & Taylor, V. (2005). Whatever Happened to the Women’s Movement? Mobilization. Vol. 10 (No. 1): 37-52.
* Film: McNamara, M (Director) and Holm, J (Producer). (2011). The F Word: Who wants to be a Feminist? Toronto, Ontario: DocZone.
* Note: Final Term Paper Outlines Due

## February 23 – Reading Week

## Week 8: March 2

Topics:

* The LGBT Movement

Required Readings:

* Staggenborg & Ramos (2016), Chapter 7

Suggested Readings:

* Smith (2014), Chapter 8 (On reserve)
* Guest Lecture: Becky Idems (PhD Candidate in the School of Social Work at McMaster)

## Week 9: March 9

Topics:

* The Environmental Movement

Required Readings:

* Staggenborg & Ramos (2016), Chapter 8

Suggested Readings:

* Smith (2014), Chapter 12 (On reserve)
* Film: Rothwell, J. (2015). How to change the World: The Revolution will not be Organized. London, England: MET Film Production.

## Week 10: March 16

Topics:

* Global Movement for Social Justice

Required Readings:

* Staggenborg & Ramos (2016), Chapter 9

Suggested Readings:

* Ayres, JM. (2004). Framing Collective Action Against Neoliberalism: The Case of the Anti-Globalization Movement. Journal of World-Systems Research. Vol. X (No. 1): 10-34. (Available at <http://jwsr.pitt.edu/ojs/index.php/jwsr/article/viewFile/311/323>).
* Film: Velcrow, R. (2012). Occupy Love. British Columbia: A Community Funded Film.

## Week 11: March 23

Topics:

* The Disability Rights Movement in Canada

Required Readings:

* Smith (2014), Chapter 14 (On reserve)

Suggested Readings:

* Driedger, D. (2006). When the Body Protests: New Versions of Activism. Canadian Woman Studies. Vol. 24 (No. 3/4): 188-190.
* Guest Speak: TBA
* Note: Public Service Announcements due

## Week 12: March 30

Topics:

* Community Engagement Towards Inspiring Social Change: A Focus on What’s Possible

Required Readings:

* Staggenborg & Ramos (2016), Chapter 10

## Week 13: April 6

Topics:

* Film Screening and Celebration
* Final Term Papers are due

Readings:

* No readings

## Other Suggested Resources:

Story Center: Listen Deeply, Tell Stories (storycenter.org/about)

Transformative Storytelling for Social Change (transformativestory.org)

Creative Commons Audio (creativecommons.org/audio)

Creative Commons Images (creativecommons.org/images)

Digital Storytelling: Tips and Resources (<https://net.educause.edu/ir/library/pdf/ELI08167B.pdf>)