

# SW 4J03:

# Social Change and Movements

September 6th – December 8th, Tuesdays, 7:00 p.m. – 10:00 p.m.

* INSTRUCTOR: Shaila Kumbhare
* E-mail: [kumbhasa@mcmaster.ca](mailto:kumbhasa@mcmaster.ca)
* Office hours: by appointment
* Teaching assistants: Aaron Li ([liaj@mcmaster.ca](mailto:liaj@mcmaster.ca)),

Joshua Sebastian (sebasj1@mcmaster.ca)

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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 across levels of practice (individual, social/systemic, structural, discursive, ideological) to create meaningful change in the lives of people, for groups, organizations and institutions, government, and society at large. This is an overview course which will provide students: (1) with an introduction to critical theories related to advocacy and social activism; (2) exposure to various forms of practice in the community; (3) and opportunities to engage in experiential learning in advocacy and social activism. Specifically, this course will look at *what* advocacy has sought to address, *how* it has been theorized and done, and *why* change is being advocated for. We will explore these issues by looking at the what, how and why of *redistribution, recognition, resistance, reconciliation, reparation, rights, and representation (what I call the 7 Rs).*

## Course Objectives:

1. To assist students in understanding the connection between social work with individuals and advocacy and social activism at individual, social/systemic, structural, discursive, ideological levels;
2. To assist students in understanding the connection between social work with individuals and advocacy and social activism at individual, social/systemic, structural, discursive, ideological levels
3. 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
4. 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 assumptions of this course concur 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

Information will be presented through weekly lectures, assigned readings (including some scholarly articles, videos, and news reports), and in-class discussion.

## Required Texts:

Almeida, P. (2019). *Social Movements: The Structure of Collective Mobilization*. Univ of California Press.

# Course Requirements/Assignments

## Requirement/Assignment Details

1. Participation/Engagement with class material: 10% -graded: November 28, 2019

#### Participation can also take the form of emails to me or the TAs after a class – e.g., where you thought the lecture, readings or discussions were interesting.

Participation also considers how well you engage with course materials and discussions in your assignments.

This class will not take attendance.

1. Critical reflection on social action and social justice via your identity, positionality, confluence, subjectivity, social location (15%) Due: October 4, 2019
2. Social action plan and presentation (20% Due October 25th + 15% presentations November 8th -29th to be scheduled by week 4)
3. Final Term Paper (40%) Due: November 28, 2019

# Assignment Submission and Grading

## Form and Style

* Written assignments must be formatted according to American Psychological Association (APA) 7th edition guidelines, including the title page which should include your name and student #
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments as well as course materials. When submitting, please keep a spare copy of your assignments.
* Assignments should be submitted in Word format (no PDFs accepted)

## 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, usernames 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 with the course instructor.

Submitting Assignments & Grading

* Assignments should be submitted to the Avenue to Learn ‘Assignments’ page
* If you need support navigating Avenue to Learn please reach out to your TA

### Added Statement for Foundation Course Outlines:

This course is a foundation course. Students must obtain a minimum grade of C+ in all foundation courses and a “Pass” in each placement (as well as maintain a minimum overall GPA of 6.0) in order to remain in the Social Work program.

Please see the Resources section of our [website for details on the policy regarding minimum grade requirements in foundation courses and what happens if these are not met.](https://socialwork.mcmaster.ca/resources/undergraduate-resources/minimum-grade-requirements-in-the-bsw-programs.docx/view)

### 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 five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

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

### Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

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

### Attendance

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.

### 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 results 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 suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

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.
* Copying or using unauthorized aids in tests and examinations

## Authenticity/Plagiarism Detection

## Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g., A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

## Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity) .

### Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning, and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

### Accessibility Statement

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 for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording.
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

## Confidentiality

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities, and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties (CASW Code of Ethics, 2005).

In courses such as the 3D06 and 4D06 integrative seminars it is recognized that students participate and learn by discussing their placement and lived experiences. As such, it is important to identify issues of confidentiality that arise in addition to those related to client confidentiality. Each student will be required to review the Confidentiality Agreement for 3D06 and 4D06 Integrative Seminars and sign off to indicate their understanding and agreement. <https://socialwork.mcmaster.ca/documents/confidentiality-agreement-3d-4d-2020.docx/view>

### 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, they may not reply.

### Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator ([millet@mcmaster.ca](mailto:millet@mcmaster.ca) ) or Jennie Vengris, Undergraduate Chair ([vengris@mcmaster.ca](mailto:vengris@mcmaster.ca)). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (*[*millet@mcmaster.ca*](mailto:millet@mcmaster.ca) *) or* *Jennie Vengris, Undergraduate Chair (*[*vengris@mcmaster.ca*](mailto:vengris@mcmaster.ca)*).*

Course Weekly Topics and Readings

## Week 1: September 6th

### Topics:

* Introduction to course objectives
* The 7 Rs

### Readings:

### Almeida, P., (2019). Social movements: The structure of collective action. In P. Almeida (Eds.), *Social Movements: The Structure of Collective Mobilization*. (pp. 1-18) California Press.

Week 2: September 13th

### Topics:

* Classification of social movements
* Social movement leaders

### Readings:

### Almeida, P., (2019). How to study social movements: Classification and methods. In P. Almeida (Eds.), *Social Movements: The Structure of Collective Mobilization*. (pp. 19-43) California Press.

* Morris, A. D., & Staggenborg, S. (2004). Leadership in social movements. *The Blackwell companion to social movements*, 171-191.

#### Gautney, H. (2011). What is Occupy Wall Street? The history of leaderless movements. <https://www.washingtonpost.com/national/on-leadership/what-is-occupy-wall-street-the-history-of-leaderless-movements/2011/10/10/gIQAwkFjaL_story.html>

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## Week 3: September 20th

### Topics:

* Theories of social movements

### Readings:

### Almeida, P., (2019). Theories of social movement mobilization. In P. Almeida (Eds.), *Social Movements: The Structure of Collective Mobilization*. (pp. 44-62) California Press.

* Webb, S. A. (2010). (Re) assembling the left: The politics of redistribution and recognition in social work. *British Journal of Social Work*, *40*(8), 2364-2379.
* <https://www.youtube.com/watch?v=y7YPTD7QwR4&ab_channel=khanacademymedicine>

## Week 4: September 27th

### Topics:

* Social movement emergence
* Women’s rights

### Readings:

### Almeida, P., (2019). Social movement emergence. In P. Almeida (Eds.), *Social Movements: The Structure of Collective Mobilization*. (pp. 63-79) California Press.

* Clément, D. (2008). “I Believe in Human Rights, Not Women's Rights”: Women and the Human Rights State, 1969 1984. *Radical History Review*, *2008*(101), 107-129.

## Week 5: October 4th

### Topics:

* The framing process
* 2SLGBTQIA+ rights
* Choosing partners for group project

### Readings:

### Almeida, P., (2019). The framing process. In P. Almeida (Eds.), *Social Movements: The Structure of Collective Mobilization*. (pp. 80-98) California Press.

* <https://www.youtube.com/watch?v=GjRv7dJTync&ab_channel=LGBTCenterNYC>

#### Rayside, D. (2019). Canada’s LGBT Movement and Interest Groups. Oxford Research Encyclopedia of Politics. Don Mills, Ontario: Oxford University Press. Doi: [10.1093/acrefore/9780190228637.013.1296](https://doi.org/10.1093/acrefore/9780190228637.013.1296).

* + Optional: Stryker, S. (2004). Transgender activism. *GLBTQ: An Encyclopedia of Gay Lesbian Bisexual Transgender and Queer Culture. Available at: http://www. glbtq. com/social-sciences/transgender\_activism*, *3*.

## Week 6: October 11th- READING WEEK – No Class

## Week 7: October 18th

### Topics:

* Recruitment and participation
* Worker’s rights and unionization

### Readings:

* <https://www.youtube.com/watch?v=mKP50WbPGEc&ab_channel=TRTWorld>
* <https://www.youtube.com/watch?v=_ktmxT-rh2U&ab_channel=BreakfastClubPower105.1FM>
* Savage, L. (2009). Workers' rights as human rights: Organized labor and rights discourse in Canada. *Labor Studies Journal*, *34*(1), 8-20.

## Week 8: October 25th

### Topics:

* Recruitment and participation
* Mad movement

Readings:

* Starkman, M. (2013). The movement. In B. LeFrancois, G. Reaume, and R. Menzies (Eds.) *Mad Matters: A Critical Reader.*

### Almeida, P., (2019). Individual recruitment and participation. In P. Almeida (Eds.), *Social Movements: The Structure of Collective Mobilization*. (pp. 101-120) California Press.

## Week 9: November 1st

### Topics:

* Movement outcomes
* Black rights in the West/civil rights movement
* In-class time to work on group project

### Readings:

### Almeida, P., (2019). Movement outcomes. In P. Almeida (Eds.), *Social Movements: The Structure of Collective Mobilization*. (pp. 121-145) California Press.

* Acoli, S. (1985). A brief history of the Black Panther Party: Its place in the Black Liberation Movement. *Oberlin [less than] http://www. cs. oberlin.edu/students/pjaques/etext/acoli-hist-bpp.html*
* Coates, T. N. (2014). The case for reparations. *The Atlantic*, *313*(5), 54-71.<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

## Week 10: November 8th

### Topics:

* Online movements

### Readings:

* Harlow, S. (2012). Social media and social movements: Facebook and an online Guatemalan justice movement that moved offline. *New media & society*, *14*(2), 225-243.
* Garza, A. Herstory of BLM
* How Online Social Movements Translate to Offline Results (2016). PBS News Hour. <https://www.youtube.com/watch?v=_DTOc1uMOIU&ab_channel=PBSNewsHour>
* <https://www.heforshe.org/sites/default/files/2018-10/HeForShe%20Emerging%20Solutions%20Report%202018%20-%20Full%20Report.pdf>
* <https://blacklivesmatter.com/wp-content/uploads/2021/02/blm-2020-impact-report.pdf>

## Week 11: November 15th

### Topics:

* Indigenous rights and reconciliation
* Student presentations

### Readings:

* Corntassel, J. (2012). Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination. *Decolonization: indigeneity, education & society*, *1*(1).

## Week 12: November 22

### Topics:

* Student presentations
* Social movements in the global south

### Readings:

### Almeida, P., (2019). Pushing limits: Social movements in the Global South. In P. Almeida (Eds.), *Social Movements: The Structure of Collective Mobilization*. (pp. 147-171) California Press.

* Kusum, B. S. (2013). Fighting for the Jan Lokpal: The people’s movement against corruption in India. <https://uncaccoalition.org/fighting-for-the-jan-lokpal-the-peoples-movements-against-corruption-in-india/>

## Week 13: November 29

### Topics:

* Student presentations
* The path forward

### Readings:

* Bonnycastle, C. R. (2011). Social justice along a continuum: A relational illustrative model. *Social Service Review*, *85*(2), 267-295.
* Beamish, T. D., & Luebbers, A. J. (2009). Alliance building across social movements: Bridging difference in a peace and justice coalition. *Social Problems*, *56*(4), 647-676.

## Additional Resources

#### McMaster Writing Centre: <https://studentsuccess.mcmaster.ca/writing-and-academic-skills/appointments/>

APA writing guide: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>