

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area Social Work
Fiscal Unit/Academic Org Social Work - D1900
College/Academic Group Social Work
Level/Career Undergraduate
Course Number/Catalog 3202
Course Title Introduction to Activism: Facilitating Contemporary Social Movements
Transcript Abbreviation Intro Social Activ
Course Description Provides guidance on how to connect with active social & political campaigns and hold difficult conversations in these spaces. Practice areas include focuses on nonpartisan voter engagement, legislative advocacy, inoculation against misinformation, and community organizing, while incorporating skills for using participatory methods for facilitation and transformative approaches to addressing harm.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 44.0701
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- 1. Identify social and political issues that align with their values and organizations engaged in these arenas
- 2. Perform an advocacy intervention on an issue of their choosing in alignment with NASW values and ethics
- 3. Understand strategies for engaging in and facilitating activist spaces
- 4. Identify the different theories of change within social movements and explain what approach to social change most resonates with personal values
- 5. Articulate a beginning understanding of organizing techniques used to create social and political change
- 6. Reflect on how personal social location and lived experience influence engagement with social change work
- 7. Articulate strategies for addressing mistakes and promote accountability for harms within educational and organizing spaces

Content Topic List

- Introductions, Course Agreements and Content Overview

- Practices Overview, Setting the Space, Check-Ins
- What can I do? Intro to Activism

- Interpersonal Skills Basics (Listening, Reflection, Questions)
- Don't Share That! Misinformation and Media Literacy

- Strategies for Difficult Topics
- Put Your Mask on First: Ethics of Self Care

- Difficult Conversations Online
- Transformative Justice and Approaches to Harm

- Addressing Harms, Pod Mapping
- We all have a place: Movement Ecology

- One to One Meetings
- Get a Win: Campaign Strategy

- Art of Hosting Introduction, Circle
- Why Vote? Voting Rights History and Landscape

- World Cafe
- Why Vote? Voter Engagement Rules and Tools

- Open Space
- #DoSomething: Legislative Advocacy Pt. 1, Levels of Government Primer

- Harvest Insights
- #DoSomething: Legislative Advocacy Pt. 2, Legislative Interventions

- Coalitions and Agenda Setting
- Transformative Justice and Approaches to Harm: Trauma Responsive Practice

- Grounding
- Self-care Revisited

- Presentations
- Presentations

Sought Concurrence

Closing and Check out
Yes

Attachments

- SWK 3202 - Concurrence.docx: Glenn College
(Concurrence. Owner: Wenning,Alex)
- SWK 3202 - Additional Info.docx
(Cover Letter. Owner: Wenning,Alex)
- SWK 3202 - Concurrence from Political Science and Sociology.docx: Political Science & Sociology
(Concurrence. Owner: Wenning,Alex)
- SWK 3202 - Intro to Activism_3.29.23 - Syllabus Revised.docx: Syllabus - Updated
(Syllabus. Owner: Wenning,Alex)
- SWK 3202 - Citizenship GE Submission Form - Revised.docx: GE Form - Updated
(Other Supporting Documentation. Owner: Wenning,Alex)

Comments

- I am not sure I understand. It's asking to be a 4 credit course but in that case which one of the High Impact Practices is this course requesting? If the intent is actually not to have a High Impact Practice, please ask that Jennie Babcock give me a call. Thanks. *(by Vankeerbergen,Bernadette Chantal on 04/17/2023 02:01 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Wenning,Alex	03/31/2023 09:27 AM	Submitted for Approval
Approved	Babcock,Jennie R	03/31/2023 11:27 AM	Unit Approval
Approved	Johnson-Motoyama,Michelle A	03/31/2023 11:50 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/31/2023 02:43 PM	ASCCAO Approval
Submitted	Wenning,Alex	04/03/2023 09:41 AM	Submitted for Approval
Approved	Babcock,Jennie R	04/03/2023 09:51 AM	Unit Approval
Approved	Johnson-Motoyama,Michelle A	04/03/2023 12:46 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/17/2023 02:01 PM	ASCCAO Approval
Submitted	Wenning,Alex	04/24/2023 02:13 PM	Submitted for Approval
Approved	Babcock,Jennie R	04/24/2023 02:17 PM	Unit Approval
Approved	Johnson-Motoyama,Michelle A	04/24/2023 02:21 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/24/2023 02:21 PM	ASCCAO Approval

From: Babcock, Jennie <babcock.79@osu.edu>
Sent: Wednesday, March 29, 2023 5:52 PM
To: Wenning, Alex <wenning.63@osu.edu>
Cc: Johnson-Motoyama, Michelle <johnson-motoyama.1@osu.edu>
Subject: curriculum.osu.edu items!

Hi Alex and Michelle!

Attached are items for curriculum.osu.edu:

- *3202 Intro to Social Activism* is a new course, and we are asking for approval as a 4 credit Citizenship Theme GE, and would also like to check the elective box, as our social work students who don't take it as a theme can take towards their 13 social work elective credit requirement. I've included the syllabus and the GE submission form, as well as a PDF of the concurrence email from the Glenn School. We would like this course available on all campuses as a 14 week offering, in person only at this point, as of AU23. I know it's after the AU23 deadline, but they are in need of Citizenship theme courses and it's the students who will be scheduling autumn courses during their summer registration who will be in need of these courses, so I am hopeful we will be able to get this on the books for autumn.

Thank you!

Jennie



Jennie Babcock, MSW, LISW-S

Undergraduate Studies Director

College of Social Work

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614-292-5471 Office

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Pronouns: she/her/hers



Social Work 3202

Introduction to Activism: Facilitating Contemporary Social Movements

Instructor:
Email:
Office/Hours:

Term:
Class Meeting Times:
Location:

Level of Instruction/Credit Hours: Undergraduate / 3 credit hour

Prerequisites: None

GE Category: Citizenship for a Just and Diverse World

COURSE DESCRIPTION:

We are in a moment that calls for deeper civic engagement in ways that relate across difference and conflict. This course will provide a guide for students on how to connect with active social and political campaigns and hold difficult conversations in these spaces. Practice areas will include focuses on nonpartisan voter engagement, legislative advocacy, inoculation against misinformation, and community organizing, while incorporating skills for using participatory methods for facilitation and transformative approaches to addressing harm. Students will complete an advocacy action such as testimony, voter registration or direct action and prepare a reflection paper on the experience.

METHOD OF INSTRUCTION:

This is an in-person course. Readings, lectures, videos, and class discussions will be utilized. The instructors will provide weekly interaction and feedback via facilitated discussions and feedback on five written assignments. Active engagement in the course materials, processes in class, and experiential assignments is required. As openness to discomfort and personal risk is required for social change, and therefore students should expect to step into uncomfortable spaces and topics in order to be successful in this course. A commitment to openness and respectful engagement with peers is essential.

LAND ACKNOWLEDGMENT

The College of Social Work would like to acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

A land acknowledgement recognizes and respects the relationship that exists between Indigenous peoples and their ancestral and contemporary territories. Additionally, a land acknowledgement provides opportunity to explore the current impact of colonization and systemic oppression on Indigenous peoples. Land acknowledgements do not exist in past tense or a historical context as colonialism is a current ongoing process.

This course satisfies the requirements for the *Citizenship for a Just and Diverse World* GE Theme.

Citizenship for a Just and Diverse World Theme		
Goals	Expected Learning Outcomes	In this course, students:
GOAL 1: Successful students will explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it.	1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, global, and/or historical communities	1.1 Analyze theoretical frameworks and accompanying practice behaviors for social and political change, through both social movements and formal government processes. Critically evaluate media consumption practices and media veracity and misinformation.
	1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	1.2 Identify and apply interpersonal skills that are key for participatory facilitation, such as active listening, reflection, and clarifying questions; address approaches to harm, accountability, and justice through review and discussion of writing from activists in the transformative justice movement; and engage in specific community accountability activities.
GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies.	2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.	2.1 Examine concrete practices for navigating current harms and difficult conversations within social change work.
	2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	2.2 Reflect a mistake or social transgression and supports, learning and outcomes possible from using a transformative justice framework.

COUNCIL ON SOCIAL WORK EDUCATION COURSE COMPETENCIES:

This course targets the following Council on Social Work Core Competencies:

Competency 2: Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- advocate for human rights at the individual, family, group, organizational, and community system levels;
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- demonstrate cultural humility by applying critical reflection, self-awareness, and selfregulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 5: Engage in Policy Practice

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

SPECIFIC COURSE OBJECTIVES

Students will be able to:

1. Identify social and political issues that align with their values and organizations engaged in these arenas (CSWE Competency 3);
2. Perform an advocacy intervention on an issue of their choosing in alignment with NASW values and ethics (CSWE Competency 5);
3. Understand strategies for engaging in and facilitating activist spaces (CSWE Competency 2 & 6);
4. Identify the different theories of change within social movements and explain what approach to social change most resonates with personal values (CSWE Competency 2 & 3);
5. Articulate a beginning understanding of organizing techniques used to create social and political change (CSWE Competency 3 & 5);
6. Reflect on how personal social location and lived experience influence engagement with social change work (CSWE Competency 2 & 6).
7. Articulate strategies for addressing mistakes and promote accountability for harms within educational and organizing spaces (CSWE Competency 2 & 6).

REQUIRED TEXTS AND READINGS

Dixon, Ejeris and Piepzna-Samarasinha, Leah Lakshmi (2020). Beyond Survival: Strategies and Stories from the Transformative Justice Movement

Haga, Kazu (2020). Healing Resistance: A Radically Different Response to Harm, Parallax Press

Additional readings can be found in CarmenCanvas.

UNIVERSITY AND COURSE POLICIES:

The University and the College of Social Work maintain policies regarding the conduct of courses and your academic experience. Please ensure that you review and become familiar with these policies.

DISABILITY STATEMENT

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH AND WELLNESS

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, or lack of motivation. These mental health-related concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. Student Life's Counseling and Consultation Service (CCS) developed a partnership to provide direct access to mental health services within the College of Social Work with an embedded therapist. If you or someone you know are suffering from any of the aforementioned conditions, you can reach out directly to the Office of Student Life's Counseling and Consultation Service (CCS):

- 1) Email: ccs@osu.edu
- 2) Phone: 614-292-5766
- 3) Visit ccs.osu.edu
- 4) CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

All students may access 24-hour emergency help through the following options:

- You can reach an on-call counselor at 614-292-5766.
- 988 Suicide & Crisis Lifeline: Call 988
- The Crisis Text Line at TALK to 741741

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

RELIGIOUS ACCOMMODATIONS

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student

requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

CREATING AN ENVIRONMENT FREE FROM HARRASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

ACADEMIC MISCONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

INCOMPLETE POLICY

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A time for

completion of the incomplete work will be established in consultation between the instructor and student; this may not be the maximum time permitted by University policies governing grades of “Incomplete” but will depend on situational circumstances. University policies governing the circumstances under which “I” grades are given and deadlines for completion will be adhered to.

ADDITIONAL POLICIES

- Grievances and Solving Problems
- Content warning language
- Guidance for Students and Instructors When Military Orders Coincide with Academic Responsibilities

INSTRUCTOR / COURSE POLICIES:

Late assignments / Work

Situations arise when students may need to request extensions or alternative arrangements on deadlines. Prompt and ongoing communication of these needs is an essential skill for navigating future studies, careers and relationships. Instructor is willing to make arrangements with appropriate communication from students. No late assignments will be accepted without prior approval from the instructor. Requesting an extension does not constitute prior approval. Communicate with the instructor as early as possible if you anticipate needing alternative arrangements.

Communication / Email Policy

Communication etiquette is a powerful tool in professional settings. Please practice email etiquette by using a subject line, complete sentences, and clear writing. Instructor will respond to emails within 48 hours unless otherwise noted. Please check Carmen/Canvas and email regularly as students are responsible for content shared via these forms of communication.

Weather or Other Short-Term Closings

Should in-person classes be canceled, I will notify you regarding which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas.

Office Hours

Students are encouraged to make appointments with the instructor to discuss assignments, concerns, or further learning opportunities. Instructor is available for office hours via virtual meeting or in-person at any student request.

Grading scale (Percent)

A = 93 +	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-92	B = 83-86	C = 73-76	D = 61-66
	B- = 80-82	C- = 70-72	E = 60 or less

COURSE REQUIREMENTS AND ASSIGNMENTS

Requirement	Weight	Due
Engagement (Attendance + Participation)	30%	Twice Weekly
Advocacy Immersion Activity	40%	Weeks 6, 12, 13
<ul style="list-style-type: none"> • Action Identification • Reflection Paper • Presentation 	5% 20% 15%	Week 6 Week 12 Week 13 + 14
Personal Media Consumption Reflection	10%	Week 3
Social Movement Ecology Reflection	10%	Week 8
Harm and Accountability Reflection	10%	Week 10

- 1) **Engagement (Attendance + Participation) (30%):** This course is meant to be an opportunity to practice being together. Skills around dialogue and engagement take practice and thoughtful reflection. This course also recognizes that people show up and contribute in different ways. Students are expected to read all materials, attend class, and contribute in a manner that reflects their learning style and appropriate risk-taking in class to stretch their capacity.

- 2) **Advocacy Immersion Activity (40%):** Students will identify a social or political issue of their choosing and perform an advocacy action in that arena. Actions can take a variety of forms based on current campaigns and opportunities but should involve an institutional actor rather than interpersonal target. The key component to this project is personal discomfort. Students should select an intervention that pushes them outside their comfort zone enough to provide an opportunity for meaningful reflection. This assignment will consist of three parts: two page paper identifying personal connection to the issue and potential action, five page reflection paper, and three minute class presentation. This assignment is recommended to complete in pairs or groups, but may be completed individually.

- 3) **Personal Media Consumption Reflection (10%):** Students will identify a media artifact and write a two page reflection that reviews the quality of the source and explains how it relates to the students personal media consumption practices.

- 4) **Social Movement Ecology Reflection (10%):** We all have different skills that draw us to show up more effectively in different ways. Students will write a three-page reflection paper on different theories of change within contemporary social movements, where they best fit, and where they intend to focus in their ongoing engagement.

- 5) **Harm and Accountability Reflection (10%):** Students will share a reflection on a time they made a mistake or harmed someone and how they were supported or not during that time, what they learned, and how the results could have been different using a transformative justice framework. Reflections may use a variety of media, including written, video, artistic, or performative.

COURSE SCHEDULE AND OUTLINE

Week	Activities	Assignments
Foundational Skills + Frameworks		
Week 1: <i>Date TBD</i>	Day 1 Content: Introductions, Course Agreements and Content Overview Day 2 Practice: Practices Overview, Setting the Space, Check-Ins	
Week 2: <i>Date TBD</i>	Day 1 Content: What can I do? Intro to Activism Day 2 Practice: Interpersonal Skills Basics (Listening, Reflection, Questions)	Read: Haga Ch. 1-2, Intergroup Relations Insight Handouts
Week 3: <i>Date TBD</i>	Day 1 Content: Don't Share That! Misinformation and Media Literacy Day 2 Practice: Strategies for Difficult Topics	Due: Personal Media Reflection Read: Haga Ch. 3-4, Accomplices not Allies
Week 4: <i>Date TBD</i>	Day 1 Content: Put Your Mask on First: Ethics of Self Care Day 2 Practice: Difficult Conversations Online	Read: Haga Ch. 5-6, Debunking Handbook
Week 5: <i>Date TBD</i>	Day 1 Content: Transformative Justice and Approaches to Harm Day 2 Practice: Addressing Harms, Pod Mapping	Read: Beyond Survival Part 2, The NAME Steps: Addressing Microaggressions in the Classroom
Movements + Hosting		
Week 6: <i>Date TBD</i>	Day 1 Content: We all have a place: Movement Ecology Day 2 Practice: One to One Meetings	Due: Action Identification Read: Haga Ch 7-8, Social Movement Ecology
Week 7: <i>Date TBD</i>	Day 1 Content: Get a Win: Campaign Strategy Day 2 Practice: Art of Hosting Introduction, Circle	Read: Haga Ch. 9-10, Momentum Campaigns Guide
Week 8: <i>Date TBD</i>	Day 1 Content: Why Vote? Voting Rights History and Landscape Day 2 Practice: World Cafe	Due: Social Movement Ecology Reflection Read: Read: Haga Ch. 11-12, Cafe to Go: Quick Reference Guide
Week 9: <i>Date TBD</i>	Day 1 Content: Why Vote? Voter Engagement Rules and Tools	Read: Haga Ch. 13-14, Voting is not Harm Reduction

	Day 2 Practice: Open Space	
Application + Reflections		
Week 10: <i>Date TBD</i>	Day 1 Content: #DoSomething: Legislative Advocacy Pt. 1, Levels of Government Primer Day 2 Practice: Harvest Insights	Due: Harm and Accountability Reflection Read: Haga Ch. 15-16
Week 11: <i>Date TBD</i>	Day 1 Content: #DoSomething: Legislative Advocacy Pt. 2, Legislative Interventions Day 2 Practice: Coalitions and Agenda Setting	Read Haga Ch. 17-18, Momentum Multiracial Organizing ; Ganz, p. 25-50
Week 12: <i>Date TBD</i>	Day 1 Content: Transformative Justice and Approaches to Harm: Trauma Responsive Practice Day 2 Practice: Grounding	Due: Advocacy Reflection Read: Beyond Survival Part 4
Week 13: <i>Date TBD</i>	Day 1 Content: Self-care Revisited Day 2: Presentations	Due: Advocacy Presentation, SEI Read: Haga 19-21, Appendices
Week 14: <i>Date TBD</i>	Day 1: Presentations Day 2: Closing and Check out	Due: Advocacy Presentation, SEI

APPENDIX OF ADDITIONAL READINGS

Ganz, M. (2014) Organizing: People, Power, Change, <https://commonslibrary.org/organizing-people-power-change/>

Indigenous Action (2020). Voting is not Harm Reduction, www.indigenouaction.org/zines/

Indigenous Action (2014). Accomplices not Allies, www.indigenouaction.org/zines/

Lewandowsky, S., Cook, J., Ecker, U. K. H., Albarracín, D., Amazeen, M. A., Kendeou, P., Lombardi, D., Newman, E. J., Pennycook, G., Porter, E. Rand, D. G., Rapp, D. N., Reifler, J., Roozenbeek, J., Schmid, P., Seifert, C. M., Sinatra, G. M., Swire-Thompson, B., van der Linden, S., Vraga, E. K., Wood, T. J., Zaragoza, M. S. (2020). The Debunking Handbook 2020. Available at <https://sks.to/db2020>. DOI:10.17910/b7.1182

McInroy, L. B., Byers, D. S., Kattari, S. K., & CSWE Council on Sexual Orientation and Gender Expression. (2019). The NAME Steps: How to name and address anti- LGBTQIA2S+ microaggressions in social work classrooms. Alexandria, VA: Council on Social Work Education.

The Program on Intergroup Relations, University of Michigan (n.d.) IGR Insight handouts <https://igr.umich.edu/igr-insight-handouts>

The World Café Community Foundation (2015). Café to Go, A Quick Reference Guide for Hosting a World Café, www.theworldcafe.com

Social Work 3202: What can I do? An Introduction to Activism

GE Theme course submission documents: Citizenship for a Just and Diverse World

Goals and ELOs shared by *all* Themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>This course will introduce transformative justice frameworks that are meant to provide a counterpoint to traditional conceptions of harm, punishment, and carceral approaches to social issues that are commonly accepted.</p> <p>The facilitation thread that is woven through this course, which seeks to actively demonstrate various approaches for conducting meetings and holding space will help students view their own participation in better context and provide points of reflection on how they show up in social spaces, with the intention to promote greater self-awareness when engaging in social and political activism.</p> <p>In week three of the course students will be asked to critically evaluate their personal media consumption practices. They will first complete a personal media practices reflection where they are asked to review the content they consume online that informs their understanding of issues important to them. Following this assignment, we will introduce a module on misinformation and media literacy that outlines best practices for assessing the veracity of media artifacts online and provide relevant scholarly works and guides on media literacy and fact checking.</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>Students will be exposed to leading practitioners in the contemporary social and political activism space. The course is meant to focus on applied strategies and skills for engaging in active social and political movements. Both texts that anchor the course build an understanding of how present day political and community actors are engaging questions of power, harm, and social cohesion.</p> <p>The supplemental readings also incorporate diverse perspectives from indigenous and activists of color who have been building systems outside of dominant structures in order to address harm and build power in their communities.</p> <p>The social movement ecology reflection assignment in week 8 is a place where students will synthesize the different approaches to social change work and locate themselves based on their own identity, skills and background in a place where they can contribute to issues that are important to them.</p>

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>The advocacy immersion activity (weeks 6, 12, and 13) is the centerpiece of this course. This activity involves students identifying a potential social or political action on an issue of their choosing, completing an advocacy intervention, writing a reflection paper, and presenting to their peers. This assignment is scaffolded throughout the semester to assure that students will engage in meaningful experiences that push them out of their comfort zone and engage in activities outside that classroom that prompt a manageable level of discomfort in order to encourage self-awareness and personal reflection.</p> <p>Students will be encouraged to complete an advocacy intervention in pairs or groups in order to help facilitate their attendance at events that will be unfamiliar to them, but reflections will take up internal experiences with these external settings. Students will incorporate course materials that engage theories of change in social movements and interpersonal dynamics around harm and accountability that are woven through in the course texts.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>During week 10, students will prepare a reflection on a time they made a mistake or committed a social transgression and how they were supported or not during that time, what they learned, and how the results could have been different using a transformative justice framework. Reflections may use a variety of media, including written, video, artistic, or performative.</p> <p>This assignment is meant to destigmatize making mistakes in social activist work and surface the ways that we can better support each other through the learning process. Reflections will be asked to draw on readings on transformative justice frameworks that encourage students to consider what supports they needed, received, and did not receive after making a mistake.</p> <p>The content around methods of facilitation is also meant to invoke in students a greater sense of self and how they are perceived and engage with others, providing a foundation for future leadership in these areas.</p>

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

<p>ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural,</p>	<p>Woven throughout this course are theoretical foundations and accompanying practice behaviors for social and political change, through both social movements and formal government processes. Course materials actively encourage students to situate themselves in the contexts that most resonate</p>
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<p>national, global, and/or historical communities.</p>	<p>with their personal beliefs and align with existing work on issues that are important to them.</p> <p>Weeks six and seven introduce a social movement ecology framework for student to identify different theories of change and introduce campaign structure as a process through which movements identify goals, targets and strategies.</p> <p>Weeks eight and nine focus on voting and political participation, both historical trends but also contemporary landscapes, challenges, and opportunities for engagement from a variety of nonpartisan organizational settings.</p> <p>Weeks 10 and 11 look at the legislative process and the benefits and challenges of working through established power structures.</p> <p>All these modules will occur alongside class sessions that will be conducted as a way to demonstrate different approaches for facilitated engagement, including World Café, Circle, and Open Space. These are practices for hosting groups and conversations in an intentional way. They followed structured processes that are designed to allow for non-hierarchical engagement. These conversation tools allow a facilitator to get deeper engagement from a group than through standard question and answer, survey, or small group activities. By manipulating the room setup, conversation format, and topic generation, they can bring about new connections in the conversation. This class will teach these techniques by using them to structure class sessions.</p>
<p>ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Weeks two and three of the course provide specific guidance on interpersonal skills that are key for participatory facilitation. These foundational skills around active listening, reflection, and clarifying questions are key to be able to use the other facilitation techniques introduced later in the course.</p> <p>Weeks five and 12 of the course are specifically geared to addressing approaches to harm, accountability, and justice. These modules engage writing from activists and thinkers in the transformative justice movement. They also present specific activities such as pod mapping, interpersonal skills for active listening and addressing harm, and other community accountability tools. These will inform the harm and accountability assignment described above.</p> <p>Reflection is also an ongoing process throughout this course. The participatory methods used to demonstrate and teach different facilitation techniques will be employed continuously to create spaces for student reflection and deeper dialogue about course materials.</p>
<p>ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>The advocacy immersion assignment is designed to put students' own identities, social location, and personal skills in dialogue with active social and political work. Through the reflection paper and subsequent class presentations, students are encouraged to explore personal discomfort and</p>

	<p>learning in these spaces and how these relate to the concepts introduced around movement ecology, theories of change, and organizing practices.</p> <p>In order to successfully complete this exercise, the course readings, lectures and discussions will engage diverse perspectives on strategies across social and political movements. Readings will incorporate critical introspection that is meant to give students new perspectives on their existing thinking around how they consume media, how they engage or do not engage in formal political systems, and how personal background influence their understanding of social movement work.</p> <p>The harm and accountability assignment and modules on transformative justice approaches are also focused on lived experience. These focus on concrete practices for navigating current harms and difficult conversations within social change work.</p>
<p>ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>The focus on this course is putting critical perspectives in touch with practice behaviors for conducting social and political activism. Engaging directly in social movement work is a powerful and often transformative experience. By spending the time to understand larger scope and concepts of social movements, while pairing that with direct examples, evaluated through written reflection, students have the potential to see their place and role in their communities in a brand new way.</p> <p>Modules on voter engagement situation the power of political participation in histories that exclude certain voices, while also attempting to assimilate others in order to lend credibility to certain modes of engagement. Incorporating both general organizing techniques alongside Black and Indigenous perspectives on these issues provide varied lenses through which to engage these types of interventions.</p> <p>The content on legislative advocacy takes a similar approach of being focused on conductive interventions to make progress on issues that are salient to students, which also situated larger critique of legislative processes and government structures.</p> <p>Giving practice examples around coalition building and campaign strategy allow students to engage these contradictions from places that are grounded in practice. By touching systems directly, student will develop a sense of the types of engagement that resonate with their own style, and see pathways to more active modes of citizenship.</p>

From: [Babcock, Jennie](mailto:Babcock,Jennie)
To: [Babcock, Jennie](mailto:Babcock,Jennie)
Subject: FW: Concurrence for WSK 3202
Date: Wednesday, March 29, 2023 5:50:07 PM
Attachments: [image001.png](#)

From: Adams, Christopher <adams.615@osu.edu>
Sent: Monday, March 27, 2023 1:39 PM
To: Johnson-Motoyama, Michelle <johnson-motoyama.1@osu.edu>
Cc: Greenbaum, Rob <greenbaum.3@osu.edu>
Subject: Concurrence for WSK 3202

Hi Michelle,

I hope you had a nice weekend. Our faculty has reviewed the syllabus for Social Work 3202, and we are happy to concur. Additionally, we would like to include this class in both our forthcoming Social Justice Advocacy and Policy minor as well as our existing Nonprofit Management minor.

Best,
Chris



Chris Adams, MPA
Director of Student Services and Programs
John Glenn College of Public Affairs
110C Page Hall
614-247-2512
adams.615@osu.edu glenn.osu.edu
(he/him/his)

Working remotely on Mondays and Tuesdays

From: Johnson-Motoyama, Michelle <johnson-motoyama.1@osu.edu>
Sent: Sunday, April 2, 2023 4:50 PM
To: Williams, Kristi <williams.2339@osu.edu>; Caldeira, Gregory <caldeira.1@polisci.osu.edu>
Cc: Babcock, Jennie <babcock.79@osu.edu>; Wenning, Alex <wenning.63@osu.edu>
Subject: RE: SWK 3202 Introduction to Activism

Thank you, Kristi & Greg,

We greatly appreciate your approval and the prompt responses.

Enjoy the rest of the weekend,

Michelle



Michelle Johnson-Motoyama, Ph.D., M.S.W.

Professor & Associate Dean

Guest Editor, Children and Youth Services Review, *Envisioning New Approaches to Child Welfare and Social Care for Marginalized Children and Families*

College of Social Work

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johnson-motoyama.1@osu.edu <https://csw.osu.edu>

Pronouns: She/her/hers

From: Williams, Kristi <williams.2339@osu.edu>
Sent: Sunday, April 2, 2023 12:00 PM
To: Caldeira, Gregory <caldeira.1@polisci.osu.edu>; Johnson-Motoyama, Michelle <johnson-motoyama.1@osu.edu>
Subject: Re: SWK 3202 Introduction to Activism

Sociology also approves.

Best,
Kristi



Kristi Williams, PhD

Professor and Chair

Department of Sociology

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From: Caldeira, Gregory <caldeira.1@polisci.osu.edu>
Date: Saturday, April 1, 2023 at 11:10 AM
To: Johnson-Motoyama, Michelle <johnson-motoyama.1@osu.edu>, Williams, Kristi <williams.2339@osu.edu>
Subject: RE: SWK 3202 Introduction to Activism

Dear Michelle,

Approved.

Best wishes, Greg

From: Johnson-Motoyama, Michelle <johnson-motoyama.1@osu.edu>
Sent: Friday, March 31, 2023 4:08 PM
To: Williams, Kristi <williams.2339@osu.edu>; Caldeira, Gregory <caldeira.1@polisci.osu.edu>
Subject: SWK 3202 Introduction to Activism

Hi Dr. Williams & Dr. Caldeira,

I hope this message finds both of you doing well. I'm writing to seek concurrence with your departments on a new course we'd like to offer to our undergraduates, SWK 3202 *Introduction to Activism*. Please find the syllabus attached. The Glenn College has provided concurrence and is planning to include the course in their Social Justice Advocacy and Policy minor as well as their Nonprofit Management minor. We're happy to answer any questions you may have about the course.

All the best,

Michelle



Michelle Johnson-Motoyama, Ph.D., M.S.W.

Professor & Associate Dean

Guest Editor, Children and Youth Services Review, *Envisioning New Approaches to Child Welfare and Social Care for Marginalized Children and Families*

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