

## *The Hebrew University of Jerusalem*

### *Syllabus*

## *Activism as a practice for social change in social work - 3956*

*Last update 15-09-2024*

*HU Credits: 4*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Social Work*

*Academic year: 0*

*Semester: Yearly*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Prof. Edith Blit Cohen*

*Coordinator Email: [edith@blitcohen.com](mailto:edith@blitcohen.com)*

*Coordinator Office Hours: By appointment*

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Teaching Staff:

Prof. Edith Blit-Cohen

Course/Module description:

The last few years have been characterized by an increase in social protests and social activism in Israel and around the world. Since the protest of the summer of 2011, the discourse of rights and social justice burst into the social consciousness in Israel, and since then phenomena of protest and activism have increased among many and diverse populations. Activism is defined as the use of vigorous campaigns and activities to bring about political or social change, or to improve the status of marginalized groups. Activism includes a series of actions such as signing petitions, writing a letter, coming to a meeting, acting as part of an organization or participating in a protest. That is, activism includes not only participation in massive political protests, but also personal actions that may have an impact on the general level. Activism turns out to be an essential aspect in the stability of a democratic society because it is the means through which the citizens of the country show involvement, make their voices heard and act on issues that are important to them in order to improve their quality of life. The current course seeks to focus on activism as a practice for social change in social work, while deepening the significance of this practice among social workers in the various and varied fields of the profession.

Course/Module aims:

During the course we will deepen the theoretical learning about activist practice in social work, we will discuss the complexity of the subject and get to know different ways to realize this practice. During the course, the students will experience activist practice through the planning and implementation of this type of intervention.

Learning outcomes - On successful completion of this module, students should be able to:

The students will get to know a variety of approaches and ways related to activist practice in social work.

2. The students will develop a critical approach to the subject, so that they know how to identify aspects that help and hinder this practice.

3. The students will get to know how to choose and implement an activist practice if necessary.

Attendance requirements(%):

100

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*Teaching arrangement and method of instruction: This course will combine the teaching of scientific knowledge in the classroom with practical experience in the field.*

*Classroom teaching: The classroom teaching method will be based on face-to-face lectures, active student teaching that will include discussion of case studies and student presentations, watching videos, and exposure to guest lectures.*

*Practical experience in the field: The practical experience in the field will be done in pairs. The students must choose a social issue that they would like to promote/change/improve. They must study the issue in depth. The learning phase will include, as much as possible, a meeting with the population, professionals and deepening theoretical material related to the specific topic. Next, the students must plan a solution for the problem they identified. After the planning phase, the students will demand to implement their work plan and to actually experience activist practice. The entire process will be documented and analyzed.*

#### Course/Module Content:

*Social activism - conceptualization and approaches*

*Motives of activists*

*Choosing strategies and tactics*

*Preventing activist burnout*

#### Required Reading:

*אלוני, נ. (2023). זה הזמן לפדגוגיה אקטיביסטית. גילוי דעת, 21, עמ' 11-18.*

*Blit-Cohen, E., & Makaros, A. (2022). Personal Narrative as Shaping the Activist Identity of Religious Women in Israel. Journal of International Women's Studies, 23(1), 140-155. <https://vc.bridgew.edu/jiws/vol23/iss1/13>*

*Homan, M. S. (2008). Promoting community change: Making it happen in the real world. Brooks/Cole. Chapter 6: Power. Pp. 130-154. Chapter 12: Taking action: Strategies and tactics. Pp. 331-363.*

#### Additional Reading Material:

*קינן, ע'. (2021). אקטיביזם ומחאה בעידן הדיגיטלי: הזדמנויות, אתגרים, כלים ודרכי פעולה. שתיל-הקרן החדשה לישראל.*

*הופשטיין, א' (עורך) (2018). קול ההמון- הקאמבק הגדול של המחאה הפוליטית והחברתית. אסכולה- כתב עת למחשבה ולאקדמיה, גיליון 1. האוניברסיטה הפתוחה.*

*Polletta, F. (2006). It was like a fever: Storytelling in protest and politics. University of Chicago Press.*

#### Grading Scheme:

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*Essay / Project / Final Assignment / Home Exam / Referat 60 %*  
*Active Participation / Team Assignment 5 %*  
*Submission assignments during the semester: Exercises / Essays / Audits / Reports*  
*/ Forum / Simulation / others 20 %*  
*Presentation / Poster Presentation / Lecture 15 %*

*Additional information:*