Course Title: Organizational, Community, and Societal Structures and Processes
Course Number: 502 (Monday 1 – 4 pm)
Credit Hours: 3
Prerequisites: None, Required for all students
Semester: Fall 2009
Faculty: Sue Ann Savas, MSW (Adjunct)
Contact Info: 734-649-6776; ssavas@umich.edu; SSW Office #3760
Office Hours: Noon-1pm on Monday, 1-2pm Thursday, OR by appointment

Course Description
This course examines theory and research knowledge about political, economic, and societal structures and processes related to communities, groups, and organizations within a contemporary society. Consideration is given to ways in which these social systems have significant social, political, economic, and psychological impacts on functioning of individuals, families and social groups. The course provides a framework for understanding the influences of medium to large social systems on individuals, families and groups with whom social workers practice. This course will also introduce students to the curricular themes and PODS concepts (i.e. privilege, oppression, diversity, and social justice) that are infused in the advanced practice areas. There is an economic justice for populations served by social workers. This knowledge is considered within the context of social work values and ethics that support the general welfare of all citizens, especially the disadvantaged and oppressed.

Course Content
The course uses the central social work values of social justice, multiculturalism, empowerment to generate a framework for the critical examination of theoretical perspectives of organizational, community, and societal structures and processes. The key theoretical foundations that will be discussed include theories of poverty, inequality, racism, social change and social justice, theories of political economy and communities, and organizational theory. In examining these theoretical foundations, students will explore the inter-sectionality of the diverse dimensions (e.g. ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation), and how this inter-sectionality plays out in discrimination, oppression, and privilege.

Course Objectives
Upon completion of the course, students will be able to:
1). Identify, describe, and critique selected theoretical perspectives on organizational, community and societal structures and processes.
2). Describe and analyze how community and societal structures and processes impact the client groups served by social agencies.
3). Describe how privilege, oppression, diversity, and social justice (PODS) are manifested in the structures and processes of society, communities, and complex organizations.
4). Analyze how the intersections of the diverse dimensions impact their own life experiences, their relationships with colleagues and supervisors, and their relationships with agency clientele and community groups.
5). Identify major processes and contemporary manifestations of oppression, discrimination, prejudice, power and privilege as they impact on populations-at-risk and vulnerable and oppressed groups by:
   (a) Describing barriers to organizational and community competence,
   (b) Identifying sources of intra-group and inter-group conflict stemming from cultural group membership,
   (c) Identifying the role of risk and protective social factors in relation to social problems and social/economic justice.

6). Apply professional values and ethics by:
   (a) Distinguishing differences among culturally sensitive, culturally competent, multi-cultural and ethno-conscious frameworks in social work,
   (b) Critically evaluating organizations, community, and societal structures and processes that seek to promote social and economic justice.

Course Design
Required readings will be selected by the instructor. Suggested references will be included for each session, along with a list of books related to this course. Selection of required readings, course-pack items, and texts will be made in coordination with instructors of the other HBSE foundation course instructors. Class room activities may include lectures, discussion, simulations, videos/films, group projects, case analyses, etc.

Relationship of the Course to Four Curricular Themes
Multiculturalism and Diversity will be addressed through presentation of theory and research about oppressed and at-risk populations, and the impact that community, organizational and societal functioning has on the well-being of these groups.

Social Justice and Social Change will be covered in the empirical and theoretical literature that document socially just organizational, community, and societal structures and processes. Social change theories and strategies will be presented that demonstrate how we move toward a more socially just society.

Promotion, Prevention, Treatment, and Rehabilitation will be addressed through discussion of programs and systemic interventions to prevent stress and oppression of individuals, families, and groups and enhance their quality of life and well-being. The role of risk, resiliency, and preventive social factors will be discussed in relations to social problems.

Behavioral and Social Sciences Research will be reflected in the organizational, community, and societal theories that are presented in order to analyze the impact that the social environment has on individuals, families and groups.

Relation to Social Work Ethics and Values
This course will address ethical and value issues related to working with organizations, communities, and societal structures and processes. The NASW Code of Ethics will be used to inform practice in this area. Examples of ethical and value related issues will include: the social worker’s responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, issues related to organizations will be covered, such as preventing discrimination in the workplace, improving agency policies and procedures, and increasing the effectiveness and efficiency of organizations.

Accommodations
If you need or desire an accommodation for a disability, please let the instructor know. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. Available resources include, but are
not limited to the services for Students with Disabilities and the Adaptive Technology Computing Site. The instructor will (to the extent permitted by law) treat your disability disclosure as private and confidential.

**Texts**

**Required Texts**
The following books are required for the course. They are available for purchase at Ulrich’s Bookstore (across the street from the School of Social Work) or through Internet distributors. Other readings (articles and other book chapters) are available electronically through the social work library web site (Mirlyn course reserves) or distributed in class (listed as HANDOUT).

- Relevant book (fiction or non-fiction) to be identified by student groups (for Contemporary Manifestations assignment)

**Recommended Texts**


**Assignments**
There are four graded assignments for this course (summarized below with their relative weight). The student products will be written and presented in a style appropriate for a professional social work setting.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Theories of Change</td>
<td>Oct. 12</td>
<td>25%</td>
</tr>
<tr>
<td>Quiz I</td>
<td>Nov. 16</td>
<td>20%</td>
</tr>
<tr>
<td>Quiz II</td>
<td>Dec. 14</td>
<td>20%</td>
</tr>
<tr>
<td>Contemporary Manifestations</td>
<td>As scheduled</td>
<td>25%</td>
</tr>
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*Class Participation = 10%*
1. Theories of Change
Students will select a published newspaper article describing a social or economic justice effort. Using a one-page logic model format, students will extract and document the macro intervention theory of change. In class, students will complete a 3-4 question worksheet on the program’s theory of change (paradigm, contrasting ideologies, and critique).

2. Quiz I and Quiz II
Students will respond to multiple choice questions related to material covered in class. The quiz format was selected to prepare students for the national licensing exam format. Quiz II will cover material presented by student groups (Contemporary Manifestations).

3. Contemporary Manifestations
Students will work in small groups. They will begin by selecting a population-at-risk, vulnerable or oppressed group and a relevant book (fiction or non-fiction) about the group to be studied. Examples: Runaways: How the Sixties Counterculture Shaped Today’s Practices and Policies (Staller, K.), Glass Castle: A Memoir (Walls, J.), Trans-sister Radio (Bohjalian, C.).

Student groups will provide classmates with 20-minute presentation to the class including a one-page summary handout. Presentations will be scheduled toward the end of the semester. A part of the presentation and/or the handout, students will identify major processes and contemporary manifestations of oppression, discrimination, prejudice, power and privilege as they impact on populations-at-risk, vulnerable and oppressed groups by describing (a) a brief contextual history, (b) theories used to better understand barriers to organizational and community competence, (c) sources of intra-group and inter-group conflict stemming from group membership, and (d) the role of risk and protective social factors in relation to social problems and social/economic justice.

Attendance and Participation
Attendance and active participation are very important components of this class and will reflect 10% of your overall grade. Active participation includes asking and answering questions, participating in group exercises, and classroom discussion. Completing the reading prior to class is expected.

Grading
Grades are earned by successfully completing the work on the assignments. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
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PLEASE NOTE:

• Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request in writing an incomplete with the instructor prior to the final week of class.

• All assignments are to be completed by the date due. Exceptions will be granted with the permission of the instructor in advance of the due date for the assignment. Assignments submitted late without such permission will be downgraded.

• Students are to use APA “citation format” for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers, for direct quotes. Please review the Student Guide section on “Ethical Conduct in the University Environment.” This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an on-line resource that can assist you in preparing proper citations for assignments using APA format. Go to: (http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf)
# 502 Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Session 1, September 14</strong></td>
<td>Introductions, course expectations, student expectations, theories of change</td>
<td>• Gay Youth’s Killing Sparks Debate Over Hate Crimes Legislation, (Duggan, P.) <em>Washington Post</em> (09/12/01). (HANDOUT)</td>
</tr>
</tbody>
</table>
| **Session 2, September 21** | Paradigms and the social work vision, values clarification, systems theories, ecological theories | • Mullaly Chapter 1: Capitalism, Crises, and Paradigms  
• Mullay Chapter 2: The Social Work Vision, A Progressive View  
| **Session 3, September 28** | Using ideologies, political economy theory to understand societal structures | • Mullaly Chapter 3: The Neo-conservative Paradigm  
• Mullaly Chapter 4: The Liberal and Neo-Liberal Paradigms  
| **Session 4, October 5** | Social democratic paradigm, feminism, anti-racism theories, historical structuralism | • Mullaly Chapter 5: Social Democratic Paradigm  
• Mullaly Chapter 7: Feminist, Anti-Racist, and Postmodern Critiques  
| **Session 5, October 12** | Theories of poverty, welfare reform, power, privilege, advocacy theories, change perspective | • Mullaly Chapter 8: The Third Way  
• Mullaly Chapter 9: A Reconstructed Theory of Structural Social Work  
• Johnson Chapter 3: Capitalism, Class, and the Matrix of Domination  
• Economic Self-Sufficiency in Michigan, Michigan League for Human Services (HANDOUT) |
<p>| <strong>No Class October 19 (Fall Break)</strong> |                                                                 |                                                                         |</p>
<table>
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| **Session 6, October 26** | Oppression, social and economic justice, the politics of identity, responses to oppression | • Mullaly Chapter 10: Oppression: The Focus of Structural Social Work  
• Johnson, Chapter 2: Privilege, Oppression and Difference  
| **Session 7, November 2** | Using theory to explore social change and social worker roles, empowerment theory | • Mullaly Chapter 11: Working Within (and against) the System: Radical Humanism  
• Mullaly Chapter 12: Working Outside (and against) the System: Radical Structuralism  
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<tr>
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</thead>
</table>
| **Session 10,  November 23** | Multi-culturalism, intersectionality, cultural sensitivity, cultural competence, ethno-conscious frameworks  | • Johnson Chapter 4: Making Privilege Happen  
|                 | Contemporary Manifestations: Student Presentations                      |                                                                                                   |
| **Session 11,  November 30** | Contemporary Manifestations: Student Presentations                      | • Johnson Chapter 5: The Trouble with the Trouble  
• Johnson Chapter 6: What it All Has to Do with Us                                                                 |
| **Session 12,  December 7**  | Contemporary Manifestations: Student Presentations                      | • Johnson Chapter 7: How Systems of Privilege Work  
• Johnson Chapter 8: Getting Off the Hook: Denial and Resistance  
• Johnson Chapter 9: What Can We Do?                                                                 |
| **Session 13,  December 14** | *Quiz II*                                                               |                                                                                                   |