**COURSE STATEMENT**

*This course statement was approved by Governing Faculty on Nov. 8, 2006*

### 1. Course Description

This course examines concepts and techniques of community participation for diverse democracy. Through study of course content, students will learn to analyze the changing context and core concepts of participation, major models, methods of practice, and practical techniques for involving people in organizations and communities. Students will learn to assess formal efforts by agencies to involve people in their proceedings, indigenous initiatives by groups to influence institutions and decisions, and the potential of both approaches for community empowerment and civic engagement in democratic societies which value diversity as an asset.

The course examines community participation as a process of involving people in policy formation, organizational development, and program planning. The empowering benefits of participation for personal development, organizational capacity-building and creating community change are emphasized.

The course assumes that if democracy is about the participation of the people, and the people are becoming more socially and culturally diverse, then the future of democracy is inseparable from diversity, and social workers are ideally positioned to play roles in
the process. Special emphasis is placed on increasing involvement of underrepresented groups in economically disinvested and racially segregated areas worldwide.

2. Course Objectives

1. Understand the changing context of community participation in a diverse democracy.

2. Analyze major models and methods of community participation practice, e.g., mono-cultural, pluralist, multicultural.

3. Apply advanced skills to promote participation e.g., assessing community conditions, making participatory plans, representing diverse interests, understanding politics of participation, increasing intergroup dialogue, building collaborative alliances, and finding common ground.

4. Describe organized efforts at participation, and the forces that facilitate and limit these efforts.

5. Use group skills needed for increasing intercultural interaction and cross-cultural collaboration at the community level.

6. Identify problems and issues of underrepresented groups in economically disinvested, racially segregated, and/or culturally diverse communities.

7. Address issues of ethics and values arising in the field.

3. Course Design

In-class activities will include discussions, self-assessment activities, case presentations, and practice simulations. Guest speakers may be utilized to provide examples of current and past practice and to discuss topics of particular expertise. Students may also participate in field visits to community-based organizations. Course assignments will include readings, papers, group projects, case studies, and action projects that involve these methods.

4. Relationship of Course to Curricular Themes

• Multiculturalism and Diversity: Students will develop the capacity to identify ways in which dimensions of diversity (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) influence
evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.

• Social Justice and Social Change: Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. Participatory, collaborative, change-oriented evaluation processes and appropriate dissemination activities can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of power in evaluation and the development of knowledge, skills, and capacities that participants of evaluation can mobilize to shift imbalances of power and resources.

• Promotion and Prevention: Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce the onset risk of problems and promote healthy development.

• Social Science: Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.

5. Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice (PODS):

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice, working toward social justice processes, applying intersectionality and intercultural frameworks and strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

6. Relationship of the course to Social Work Ethics and Values

Ethical issues arising in community participation will be assessed in conjunction with course objectives. In particular, emphasis will be placed on the social worker’s responsibility to clients and to promote the general welfare of society, e.g. primacy of clients’ interests; rights and prerogatives of clients; prevention and elimination of discrimination; equal access to resources, services, and opportunities; respect for the diversity of cultures; and informed participation by the public.

7. Learning Philosophy and Environment
Teaching and learning in this course will be guided by the principles of adult education and empowerment. These frameworks approach all participants in an educational endeavor as active, self-directed learners. A core concept of each tradition is valuing your experiences and the potential for sharing these perspectives to deepen individual and group learning. So, students are encouraged to share their insights with the class throughout the semester. At the same time, all class participants should try to maintain a reflexive stance, carefully considering their thoughts and those of others.

Each individual brings different strengths, knowledge, and various levels of understanding of macro practice to this class. Therefore, everyone benefits if one thinks of the class as a collaborative effort, and the classroom as a space in which our learning can be enhanced by the contributions of others. In sum, we are all potential teachers and learners. Therefore, the hope is that collaborative learning occurs between students, as well as between students and instructor. One of the class assignments is designed to provide an additional opportunity to reflect on a collaborative effort.

Creating a Positive Learning Environment

Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. Thus, all attempts will be made to foster an environment in which all participants are willing to express their opinions and perspectives. At times, this engagement can involve some risk, but this course hopes that students will feel comfortable to share her/his views and queries in order to promote her/his learning and that of their colleagues. The instructor encourages all students to push themselves to their learning edge and to take the opportunity for personal growth.

To encourage this environment, students are all reminded of our professional responsibility to treat one another with respect. The classroom is to be a space for learning. Thus the instructor will attempt to not reinforce systems of bias and domination. The course instructor will strive to develop a respectful course environment. Students contribute to this ethos by extending to their colleagues the same respect and sensitivity one desires.

Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial, civil, and professional manner, which involves listening to, recognizing, and respecting others’ views, even if one does not agree with the perspectives being advanced. At times, students may find it necessary to challenge

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Empowerment in the classroom occurs by each classroom actor:

- Respecting one another
- Validating one another’s experiences and insights
- Drawing on her/his own strengths and those of others
- Responsibly sharing her/his power
- Working collaboratively
- Taking responsibility for her/his own learning
- Thinking independently and critically

the ideas someone presents, but one must do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted by M. Woodford from MSW Handbook, Faculty of Social Work, University of Toronto).

**Individual Learning Objectives**
Each person comes to this course with different ideas, experiences, and competencies related to macro practice. Additionally, each student likely has her/his own interests regarding macro practice. Given this background, students are encouraged to create at least one individualized learning objective for our course. If the student is currently in a field placement, one may wish to consider developing an objective related to that field-based learning goal.

For instance, if a student is interested in identifying the needs of a particular population, the student may want to develop a specific learning objective related to conducting community needs assessments. The possibilities are endless—just be sure one selects an objective that can be achieved.

**8. Special Supports**

*Accommodations for students with disabilities*
If a student needs or desires an accommodation for a disability, please let the instructor know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate student participation and progress throughout the semester. The earlier a student makes the instructor aware of needs and styles, the more effectively together, the instructor and student, will be able to use available resources, such as services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If a student does decide to disclose a disability, the instructor will (to the extent permitted by law) treat that information as private and confidential.

*Religious Observances*
Please notify the instructor if religious observances conflict with class attendance or due dates for assignments so appropriate arrangements can be made.

*Electronic Devices*
In consideration of one’s classmates and the student’s own learning, please turn off all cell phones during class. The instructor prefers that students receive no messages during class time, if a student must be on call for an emergency, please let one’s home or office, know that students are only available for emergencies that no one else can handle. If so, please set the phone to vibrate only.

**9. Course Materials**
Our course will use a series of required readings, film, and internet podcasts; we will not be using a textbook.

10. Assignments/Class Expectations

Assignment 1 - Class Reflections (2 reflection papers) (10% total, 5% for each, Due Sept 28th, Oct 19th)

Please write a short reflection about the core questions for the class drawing on your own ideas and the readings for the week. Each reflection will answer the following questions; “What,” “So What” and “Now What.” In other words, what does the reading mean? Secondly, what are the implications? Finally, “Now What” means, what does one do with this information? What changes need to be made to respond to the information gained? The goal of these reflections is to explore concepts and ideas as they relate to the readings, questions, and practices. Students will be pushed to think about these ideas in relation to her/his own work and practice both now and in the future.

Reflections will be graded on effort and thought using the following criteria:

• 5: Exceptional, critically reflective and highly engaged with the readings and topics. Paper shows student can adapt concepts to real world situations cross-disciplines

• 4: Solid work, answers questions in reflective ways and engages with readings and topics. Applies concepts in Social Work disciplines (Analysis and Synthesis)

• 3: Reflection is good but lacks depth in thought or in engagement with readings and topics. Student shows knowledge of the concept. (Awareness and Comprehension)

• 2 or less: Reflection shows a gap in critical thinking or effort.

Assignment 2 - Technology Session (10% – Due Nov 2nd)

How can technology be a tool for strengthening community participation? In small groups, students will prepare a short (15 min) workshop on using a web 2.0 tool for community participation (e.g. facebook, twitter, my space, google groups, or others to be determined). The students will present a workshop in class. The workshop should include an understanding of the tool and how to use those tools as well as an application for community participation. In addition to the workshop, students will prepare a short guide that outlines information about using the web 2.0 tool and shares resources and examples for using the tool to strengthen community participation.

Assignment 3 - Professional Project: Community Engagement Plan or Participation Tool Kit (35% - Due Nov 16; presentations done by Nov. 30th)
This assignment can be completed individually or as a group. Students have two options for the Professional project:

Option A: Resource Tool Kit

Prepare a resource tool kit for strengthening community participation. The tool kit should include a wide range of items (minimum of 20) (e.g. website sites, training activities, curriculum, exercises, readings) that could be used by community groups. The tool kit may not include any resources used or presented in class. In addition to the resources, students will write a short 3-5 page introduction to provide a comprehensive overview of the tool kit and its relationship to community participation. Students should also include an annotated bibliography to explain each element of her/his tool kit. Creativity is welcomed. Students will focus the tool kit for a target population the student selects and post her/his work on the class website.

Option B: Community Engagement Plan

Students will prepare a plan for strengthening participation in a community. The student will select the community and/or target clientele. The plan can be based on a community that s/he is currently working with, that s/he has worked with in the past or that s/he would like to work with in the future. Some students may wish to get involved with a local community participation effort during this semester and use that effort as the basis for her/his community engagement plan. The plan should follow the performance and grading rubric that is found on the course Ctools.

Students will present their professional project to their colleagues as though they were a group of concerned citizens or elected officials. Students will have 30 minutes, to be confirmed based on the number of groups in class. The presentation time includes a question and answer period. Please bring 2 copies of the plan/tool kit handout to class to circulate with class members. This assignment is not for the purpose of generating knowledge for public dissemination outside the classroom. This is an educational assignment and as such will not require human subjects review by the Institutional Review Board.

Assignment 4 - Final Paper (35%) (Due December 7th)

Each student will create a “Top Ten” list of important ideas, key concepts, strategies, critical issues and lessons learned about community participation, what it would include and why. This paper should select ten key topics that students have learned over the semester. List items can draw from the readings, class discussions, guest lectures, reflection papers, or from her/his own experience. Students should incorporate resources from the class in your discussion of each item. There is flexibility in how one discusses each item on her/his list, but the student should explore why the item is important and provide an example or application to practice. Papers that reflect critical
thinking and integrative understanding of concepts and techniques will receive the highest credit. (10-12 pages)

**Assignment 5  - Class Participation (10%) – ongoing through Dec 7**

Participation will include in-class activities, out of class activities, and short group presentations/facilitation.

**Individual Check-In**

You will be asked to meet with the instructor once for a brief check-in meeting during the mid-part of the semester. The purpose of the meeting will be to discuss the class and the class assignments.

**Overall Participation**

This is a class on participation and students are expected to participate in class activities, including small group and whole group discussions and experiential activities. Students will be asked, several times throughout the semester and in advance, to prepare to start off the discussion on a particular reading, in groups of two or three. The instructor understands that each person has their own comfort with forms of participation, but only through engaging together can we come to learn more deeply about the process of participation. A core component of engagement is being fully present in class.

**11. Assignment Expectation**

All assignments are geared to practice professional and course competence skills. Assignments are to be typed in 12 point font and double spaced, except the engagement plan. Assignments should be submitted both electronically in the Ctools dropbox as well as a hard copy at the beginning of class. Two sided copies are acceptable and encouraged.

The offices below are helpful for students desiring for to improve their professional writing.

- Sweetland Writing Center swcinfo@umich.edu
- Refer to the SSW Office of Student Services

**Extensions**

Requests for extensions will be considered for a valid reason (e.g. funerals, illness). These are to be made at least 48 hours in advance of the assignment due date. A rationale for the request is to be provided.

**Late Assignments**
Work that is late (i.e., an extension was not negotiated in advance) will have 5% (from 100%) deducted each day the assignment is past the due date, including weekends.

Incomplete Grades
Students should not request incomplete grades unless they face very serious circumstances, since an incomplete can imperil their academic standing at the School of Social Work. A grade of incomplete will not be granted unless one can demonstrate that the situation would be unfair to hold you accountable to the normal expectations of the course. If a grade of incomplete is to be requested, the student must do so prior to the final week of class.

General Evaluation Guidelines
Written assignments will be evaluated on both content and style. Students should demonstrate her/his ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing. In particular, students are strongly urged to proofread her/his papers, and not just rely on spell-checking. Adherence to the grading rubric is strongly recommended.

References and Referencing Style
When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA), therefore you are expected to follow this referencing style (see the Publication Manual of the American Psychological Association (5th ed.)). The library also offers an online resource for your use. (http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf)
Beyond the use of APA’s referencing style, no other aspect of the APA style guide will be used. The instructor highly recommends that the student use formatting that is helpful to the reader (e.g., headings and sub-headings) to organize your work.

Intellectual Honesty and Plagiarism
It is the student’s responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. For your convenience, standards relevant to this course are presented below. These are taken from http://www.ssw.umich.edu/studentGuide/2007/

<table>
<thead>
<tr>
<th>4.0311: Cheating</th>
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<tr>
<td>Cheating is an act of fraud or deception by which the offender gains or attempts to gain undeserved benefit. Examples of cheating include, but are not limited to the following:</td>
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<td>1. Lying about the performance of academic work; obtaining a copy of an examination before it is available officially, or learning an examination question before it is available officially;</td>
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<tr>
<td>2. Lying about circumstances presented as an excuse from examinations or other</td>
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</table>
Plagiarism is representing someone else’s ideas, words, statements or works as one’s own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

a. Using or otherwise taking credit for someone else’s work or ideas.
b. Using the language of another without full and proper quotation or source citation.
c. Implicitly presenting the appropriated words or ideas of another as one’s own.
d. Using Internet source material, in whole or in part, without careful and specific reference to the source.
e. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
f. Self-plagiarism, that is, reusing one’s own work without acknowledgement that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented at the following website: http://www.lib.umich.edu/handouts/plagiar.pdf

4.0316: Unacceptable Collaboration

Collaboration is unacceptable when a student works with others on a project, then submits a work to be graded with the explicit or implicit representation that the work is the student’s own independent work. Using answers, solutions or ideas that are the result of collaboration without citing the fact of collaboration is also improper.

12. Assignment Schedule

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<tr>
<th>#</th>
<th>Assignment Name</th>
<th>Grade Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>2 Self Reflections</td>
<td>5%</td>
<td>Sept 28</td>
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<tr>
<td></td>
<td></td>
<td>5%</td>
<td>Oct 19</td>
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<tr>
<td>2</td>
<td>Technology Session</td>
<td>10%</td>
<td>Nov 2</td>
</tr>
<tr>
<td>3</td>
<td>Professional Project – Participation Tool Kit</td>
<td>35%</td>
<td>Nov 16</td>
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Grades are earned by successfully completing the work on the assignments and by attending and participating in class. 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:

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>94-97</td>
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<tr>
<td>A-</td>
<td>91-93</td>
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<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>81-83</td>
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<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
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14. Class Topics

1) Sept. 7th: Opening and Introductions

2) Sept. 14th: Getting Started: what is community participation? Core concepts I, Guest speaker: Ben Falik, Summer in the City Detroit


4) September 28th: Models of practice. Guest Speaker: Joe McGuire, Occupy Detroit

5) October 5th: Assessing participation and developing conceptual frameworks; what counts? Outcomes

6) October 12th: Steps in the process, entering the community

7) October 19th: Understanding the community: assessing community conditions and participatory research techniques. Guest Speaker: Dr. Rosemary Sarri, Institute for Social Research, University of Michigan

8) October 26th: Bringing people together and building relationships

9) November 2nd: Media and technology as a form of community participation (youth as assets)
10) November 9th: Using the arts: music, theater and arts as a strategy for community participation

11) November 16th: Facilitation skills for building community participation. Guest panel of speakers: Deena Policicchio and Valorie Evans, program directors, and a Peer Educator, from Alternatives For Girls;

(no class November 23rd due to Thanksgiving)

12) November 30th: Working with community change agents and building leadership for community participation; project plan/tool kit presentations. Guest speaker (to be confirmed)

13) December 7th: Class wrap-up: Top Ten lists, strategies for practice, special topics

15. Readings

Readings and website links will either be distributed in class or can be found in the “resource” section of the course ctools site. In the resource section, the readings and website links are organized by week.

1. Opening & Introduction (Sept 7)

There is no assignment in advance of this class.

2. Getting Started What is Community Participation? Core Concepts I, (Sept 14)


- Checkoway, B. (2009). Community change for a diverse democracy. Community Development Journal, 44, 1, 5-21


4. Models of Practice (Sept 28)

Assignment Due: 1st - Self Reflection Paper


- Naked Capitalism, 10/19/11: David Graeber: On Playing the Rules—the Strange success of #OccupyWallStreet


7. Understanding the Community: Assessing Community Conditions & Participatory Research Techniques (Oct 19)

Assignment Due: 2nd Self Reflection Paper

- Barbara Israel Methods in Community-based Participation Action Research (2005) (selected portions)


8. Bringing People Together & Building Relationships (Oct 26)
• Skillman Good Neighborhood website—selected portions

9. Media & Technology as a Form of Community Participation (Youth as Assets) (Nov 2)

Assignment Due: Technology Tool – Class Presentation


10. Using the Arts: Music, Theater, and Art as a Strategy for Community Participation (Nov 9)


11. Facilitation Skills for Building Community Participation (Nov 16)

Assignment Due: Professional Project Presentation and Project


• NATO Review - Arab spring = Facebook revolution #1? (w/subtitles) Retrieved on June 28, 2011 at http://www.youtube.com/watch?v=ZVD6ci0SpPs

No Class Thanksgiving Break (Nov 23rd)

12. Working with Community Change Agents and Building Leadership for Community Participation; project plan/took kit presentations (Nov. 30)


• Case Study: Developing Youth Leaders for the Global Stage Retrieved June 28,2011 at http://www.youtube.com/watch?v=3c_HCDIS4Uo

• Case Study: NVision Warm Springs - Youth raise their voices! Retrieved on June 28, 2011 at http://www.youtube.com/watch?v=YKFUwSaNX8U


13. Class Wrap-Up: Special Topics, Top Ten Lists and Strategies for Practice, Special Topics (Dec 7)

Assignment Due: Top Ten Paper and Sharing

LEO Lecturers’ Employee Organization, Local 6244, AFL-CIO