SW 647 001
Policies and Services to Enhance Community Participation and Well Being
[Hashtag: #CSPDetroit2013]

Winter 2013: Mondays 4-7 pm
Boulevard House (423 W. Grand Blvd)
Professor Larry M. Gant
3780 School of Social Work Building
Office: 734-763-5990
Email: lmgant@umich.edu
Office Hours: Wednesdays 9-12 and by appointment

Note: Classes begin 1/14/13 and end 4/22/13
Spring Recess begins at noon (3/1/13) and classes resume 3/4/13
Classes end: 4/22/13

Course Description

This course will analyze those policies and services that promote or inhibit the development of civil society, enhance or deny human rights, and contribute to the attainment of social justice or sustain the existence of social injustice. Emphasis will be placed on those policies and services which serve to enhance civic participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility. The course will also integrate an intensive focus on how policies and services, particularly at the local level, maintain or diminish the existence of oppression and privilege in U.S. society. Programs provided by various units of government, nonprofit and social service organizations, and corporations will be reviewed, and various partnerships and collaborations among funders, service providers, and community groups will be examined. The course will also explore ways in which the involvement of community members can lead to the construction of socially just policies and services that can overcome the effects of privilege and oppression.

Course Content
Students will learn that community well-being is enhanced when social problems are managed, human needs are met, and social opportunities and human rights are optimized. Both problems and needs are the outcome of interactions between individuals, collectivities, and the larger society. The implications of these interactions will be examined in the context of a diverse society, with special attention given to the relationship between policy development and implementation, the attainment of social justice goals, and the eradication of oppression and privilege. Attributes of such policies and programs include, but are not limited to, enhanced opportunities for social participation, economic security, heightened respect for diversity, increased voluntary action, and greater corporate responsibility.

Selected laws, programs, and structures that enhance citizen participation within diverse populations will be described and compared. Emphasis will be placed on those that enable the sustained and meaningful participation of diverse and oppressed populations and on the social worker’s responsibility for facilitating such participation. Examples will include the use of mediating structures, such as citizen boards, advisory groups, commissions, and consumer involvement in promoting and guiding positive social change. In many of these, participation is intended to enhance citizen capacity to initiate and oversee action. However, participatory structures are also intended to assure the responsiveness of programs of a promotional, service, or preventive nature. These programs are designed to promote social justice by reducing poverty and economic insecurity; address personal crises and community emergencies (such as those brought about by violence against persons and property, nature and environmental disasters, war and terrorism, or economic dislocation); resettle and integrate refugees and other immigrant populations; overcome the consequences of privilege; and respond to the needs of oppressed groups seeking social justice (e.g., women, racial, religious, ethnic and sexual minorities, the disabled, and other oppressed groups). In addition, the participatory opportunities provided via self-help, grassroots associations and informal networks, and congregation-based service providers will be explored.

Course Objectives

Upon completion of the course, students will be able to:
1. Within the context of a diverse society, analyze relevant policies and services that promote social justice, encourage civic participation, community well-being, human rights, and economic security, and enable individuals and groups to overcome the consequences of privilege and oppression.
2. Demonstrate familiarity with selected aspects of the structures, legal standing, and roles of the nonprofit sector in providing human services, advocating for human rights, and promoting community participation and well-being.
3. Locate and apply commonly used indicators of social, economic, and other measures of community well-being to diverse populations that are experiencing the effects of social injustice and oppression.
4. Analyze how privilege, oppression, and injustice affect the levels and types of participation possible and desirable for members or representatives of diverse communities in mediating structures that are intended to promote well-being.
5. Identify the political, social, economic, and cultural factors that lead to or detract from such participation among oppressed populations.
6. Understand the roles social workers can play at the community level in promoting the wellbeing and sustained participation of its members.

Course Design

In-class activities, readings, and course assignments will be coordinated so as to enhance course objectives. For example, films, videos, speakers, and field trips will provide the contextual background for student assignments. Lectures by the instructor will be complemented by speakers representing consumers, providers, professionals, and volunteers involved in advocacy, community education, and service delivery.

Relationship of the Course to Curricular Themes

• **Multiculturalism and Diversity** will be addressed in this course through the emphasis on enhancing the well-being and community participation of populations and groups that have been historically subject to discrimination, injustice, and oppression. The issues to be examined will include the motivations for, content, and impact of laws and regulations affecting human rights and nondiscrimination on the basis of race, gender, disability, age, religion, and sexual orientation.

• **Social Justice and Social Change** underlie the creation of mediating structures, programs, and policies expressly designed to enhance community well-being. Students will examine these issues as well as social work’s historical engagement in planned change and the meaning of its underlying commitment to social justice in the contemporary environment.

• **Promotion, Prevention, Treatment, and Rehabilitation** will be examined in terms of whether programs and policies are effective or ineffective in their promotion, prevention, treatment, and rehabilitation efforts. Sometimes, programs designed to express these themes complement each other – for example, when participation enhances promotion and prevention, and both are part of a comprehensive strategy of change. The course will also focus on how policies and services can promote the goal of social justice and, by addressing the structural causes of privilege and oppression, prevent the emergence or reemergence of their consequences. For these reasons, the extent to which programs and policies are infused with these themes and how they interact with each other will receive critical analysis.

• **Behavioral and Social Science Research.** This course will be based on the twin assumptions that the programs and policies to be studied can be understood through social scientific methods and that scientific concepts can also be used in the design of effective programs and policies. However, even this assumption needs analysis. Scientific perspectives can lead to very different interpretations of social issues and, consequently,
different policy and programmatic responses. For example, much of sociology can be divided into (1) structural/functionalist perspectives which advocate the eliminating of cultural and behavioral skill differences between groups and the legal, economic, and other barriers to full participation; and (2) conflict perspectives, which assume that societies tend towards conflict because power and resources are inequitably distributed and that, in the long run, conflict is positive because it increases the likelihood of expanding access to social goods. These perspectives infuse many of the readings and analyses presented in this course. Applying one or the other can lead to different interpretations of events and social processes and to very different social agendas and programs for social change. For this reason, even the social science knowledge base of this course will itself be subject to examination.

**Social Work Ethics and Values.** This course will address ethical and value issues related to policies and services directed at social participation and community well-being. The NASW *Code of Ethics* and other sources of the profession’s ideology and values will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote social justice in a diverse society by preventing and eliminating discrimination, oppression, and privilege, 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, ethical issues related to working with various client systems will be reviewed, such as the meaning of self-determination in a multicultural society, the impact of information technology on client confidentiality and privacy rights, and the concept of the client’s interest, proper and improper relationships with clients, interruption of services, and termination.

**Relationship to PODS Content**

Social Work 647 is one of the concentration courses designed to provide intensive focus on Privilege, Oppression, Diversity and Social Justice (PODS). Materials on these four themes are woven into the curricular themes described above and are integral aspects of course readings, assignments, activities, and exercises. Methods for developing and implementing PODS content are a major emphasis of Social Work 647. Specifically, PODS reflects six competencies:

1. Vision of and Skills for Social Justice
2. (Methods for) Reduce barriers (Oppression and Privilege)
3. Intersectional and Intercultural skills and humility
4. Monitor PODS development and application
5. Critical consciousness, self knowledge for continued learning
6. Intersectionality and eight groups (economic class, age, ethnicity, race, gender, sexual orientation, religion and disability status).

**Relation to the Global Context of Social Work**
Statement on Social Work in a Global Context

“The mission of the profession of social work has been to promote social justice and to improve the well-being of disadvantaged populations. Globalization has become one of the dominant forces impacting the socioeconomic structures and processes that shape what forms of justice and well-being can or cannot be realized domestically and abroad for all people. In a world increasingly globalized, movements of people across borders often create privilege, oppression, and illegality conditions because of nation-state laws and citizenship regulations are frequently unfitted to new realities. In order to effectively work with increasingly diverse and globalized populations and communities, the social work profession is faced with the challenge of creating a specific vision and defining an agenda for social work practice in a global context. In response to new realities and as a leader in social work education and knowledge development, the School of Social Work at the University of Michigan strives to expand our mission to incorporate international social work education, research, and practice…. By “an international agenda” we mean “Social Work in a Global Context,” which connotes less distinction between domestic and international affairs and does not imply a western-centered top-down approach.”

Housekeeping

Accommodations for students with disabilities
If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Religious Observances
Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

Electronic Devices (Cellphones, Smart Phones, iPads, Computers and other devices).
In consideration of your classmates and your own learning please mute or set to vibrate all devices during class. I prefer that you receive no messages during class time, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. I prefer no texting during class; during the breaks, indulge yourself.

I encourage in class computer use that supports the mission of the course (e.g. taking notes, finding relevant information, etc.). I do not support or endorse generic

1 From Report to the Executive Committee by the International Task Force, University of Michigan, School of Social Work.
web browsing, email, texting, IM’ing, etc. during class (break time is fine for these activities). There will be some times when I ask for “screens down or screens blank” during some parts of the class and I’ll expect ready compliance with that request.

**Students with Special Needs/Universal Design Issues, or who are just nervous or anxious about the course**
If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall to coordinate reasonable accommodations for students with documented disabilities.

Beyond this, if you have any anxieties, concerns, or panic attacks with the course content or instruction style, see me right away. Some things can be fixed, and others cannot, but we certainly can discuss matters before they lead to serious problems.

Sometimes, crises lead students to unwise decisions. In classes, panic or other issues causes some students to take short cuts or plagiarize work. That’s an incredibly bad idea; see the next paragraph below.

**Plagiarism:** Don’t do it. Don’t do it. Don’t. This is a zero tolerance class: Detected and documented plagiarism for any class related assignment leads to automatic failure of the course. I want your own learning, writing, and thinking in the class. It is amazingly easy to plagiarize in today’s Internet connected world. It is also extremely easy for any instructor to detect and document plagiarism in seconds if not minutes. Also, don’t recycle your own papers (self-plagiarize) or other students’ work. Re-using your own ideas or words is fine, but do NOT submit large chunks of work done for other papers and other classes (a paragraph – paraphrased – is fine, or a brief summary of your work for another class is fine – but see me if you have questions).

**Travel to and from Detroit and Related Sites during Winter Term!**
The class in Detroit involves regular travel. Winter in the Midwest can be mild or less so. Weather will be monitored constantly by the instructor, and students are also invited to monitor the weather as well. We will defer to common sense; if there are snow emergencies or snow travel warnings from your point of origin (if driving from home, for instance), do not make the trip; call or text me and let me know of the situation. Use the telephone tree, check Twitter, etc. We will arrange to cover material and/or convene class using technology (concalls probably).
Grades and Assignments

☐ Grading Elements: For all written assignments, please keep a hard copy for yourself, and remember to back up your computer files so you don’t lose your papers, resources, and drafts! I grade written assignments using rubrics. Following the rubrics generally leads to much stronger scores on assignments than not following them. Rubrics for all written assignments will be available on the CTools site no later than the second class meeting.

☐ Please anticipate your responsibilities and start your assignments well in advance of the due date. Be sure to have a back up copy and in hard copy of everything you submit. Similarly, be sure to back up your files regularly so that you do not lose your materials before submission. All course work must be completed by the end of the term; in-completes will only be given for exceptional reasons, and the reasons will require documentation.

☐ My policy on drafts of assignments. Students are strongly encouraged to submit up to two drafts of the assignment before the due date. I will provide ungraded written feedback using the rubrics for each assignment. The last revision must be submitted to me no later than three days before the due date (see Table 1 below). For Students who opt to use the ‘grace period’ to submit the assignment, I will be able only to provide very brief (usually verbal or brief email) feedback.

☐ My policy on assignments submitted by due date and by “grace period” (Table 1). I typically provide a ‘grace’ period of seven days after the formal due date for the assignments. While students may submit final assignments (no drafts) during this grace period, the maximum letter grade equivalent earned will be reduced by one –half grade. The grace period begins immediately after the established due date and time.

☐ Example: Student A submits assignment 2 by the due date and receives 24/24 (Letter Grade – A). However, if Student A submits assignment 2 during the grace period and receives 24/24, the highest letter grade earned/posted will be A-). This scoring reduction is in effect from 5:00:01 PM after the due date through the end of the grace period. Assignments turned in after the grace period date and time will be reduced by one letter grade for each day (by calendar date) late, regardless of quality of the submission. Exceptions to this policy will only be made for extreme circumstances that may require documentation. Typically, these exceptions reflect very unusual or extraordinary situations including natural disasters, accidents, flareups of chronic diseases, inclement weather, etc.
Table 1

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<thead>
<tr>
<th>Assignment</th>
<th>Last Date for Instructor comment and feedback on manuscript drafts:</th>
<th>Assignment Due Date</th>
<th>Grace Period Due Date (Maximum Grade/Score reduced by ½ grade or score equivalent)</th>
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<tbody>
<tr>
<td>Assignment 1: Policy Analysis Brief</td>
<td>2/25/13 @ 5:00 PM EST</td>
<td>2/28/13 @ 5:00PM EST</td>
<td>3/7/13 @ 5:00PM EST</td>
</tr>
<tr>
<td>Assignment 2: Socially Just Policy and Policy Analysis Plan</td>
<td>4/10/13 @ 5:00 PM EST</td>
<td>4/13/13 @ 5:00PM EST</td>
<td>4/20/13 @5:00PM EST</td>
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☐ My policy on revisions and resubmissions. Near the end of the term, students may choose to revise and resubmit any one assignment (if they would like to improve their course grade). Students will be provided one ungraded review of the revised assignment no later than three days before the last day of class. Revisions must be clearly highlighted in the resubmitted manuscript (e.g. highlight revisions in red or another clearly distinctive color or marking). If revisions are not highlighted or otherwise clearly marked, the revision will not be accepted and will be returned ungraded to the student. The revised assignment is due no later than 5:00pm EST April 25, 2013. The maximum grade possible on any revised assignment, regardless of quality and responsiveness to instructor comments, will be B+. Late revised assignments (submitted after 5:00 pm that day) will be neither reviewed nor accepted.

My policy on group submissions. No group submissions! There is often too much needless drama and intrigue, despite wonderful strategies on working in groups. Collective work is wonderful in practice, but far less so for courses in which individuals - not teams - receive grades for work and performance. Feel free to work together in affinity groups. However, for each assignment, students will submit their own (individual) work.

Submission format: You may submit hard copies of documents; electronic copies are preferred. Students should submit assignments in the CTools assignment tab (via attachments or inline). The resubmission should be submitted via email or Drop Box. Please do not delete your files until the term is over and you receive a final grade!

You may use a traditional written paper format for submission or any assignment, or you may use a media based presentation (brochure format, web-based, new media, mixed media). The same grading rubric will be used for either format; all formats should be responsive to Universal Design Issues. (Most traditional form documents prepared electronically are already Universal Design ready).
I require all written assignments to be double-spaced, using 12-point font, with no less than 1-inch margins on all sides of the paper. A portion of your grade for written assignments is based on your clarity and thoroughness.

Proofread the assignments and correct spelling and grammatical errors! All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of errors or one that is difficult to read is unacceptable in a professional masters degree program, and will be marked down (see grading rubrics). Correcting typos and grammar is extremely easy (and often automatic) with the use of word processing software (simpler word processing software, e.g. Wordpad or Works - generally do not have this capability – be warned).

Word count is the word count! In my courses, word counts refer to the narrative content in the document. Word count does not include cover page, references, or appendix (note: appendix may have up to 1000 words. This does not count against the word count for the document!). For my assignments, the appendix must only have information that supplements or supports the narrative. The appendix is not a continuation of the narrative! If you have any questions about whether your appendix is supplemental or continuation, please ask me for clarification. I will only grade the first 1500 words of Assignment 1, and the first 3000 words of Assignment 3. I will review only the first 1000 words of the appendix for either Assignment 1 or 2. I will not review additional words or pages either in the narrative or appendix.

The Two Assignments

[Note: With the possible exception of students with economics, philosophy, social policy or math backgrounds, students tend to find the assignments a bit challenging and difficult, even when examples are provided. I have found more students tend to do better with individual or small group face to face meetings for receiving feedback than email feedback. Either way, I encourage you to be proactive in seeking help – much preferable to receiving assistance after the fact!]

Assignment 1: Due Feb 28, 2013 (5:00pm): Policy Brief with specific focus on Community Well-Being. This paper will be worth 30% of your grade. The paper is to be between 1000 and 1500 words in length. This assignment requires each student to analyze a policy impacting a Detroit area municipality, or state policy directly impacting one or more Detroit municipalities, relative to one component of the community’s subsystems covered in the course syllabus. Please reflect on how effective the policy is in achieving its goal of enhancing community well-being within the specific area of concern.

We will discuss a variety of policy analysis frameworks in class. A sample framework (Pecora) is included for your information at the end of this syllabus. You may use this, or any other identified framework. Regardless of the framework you select, the rubric will
be used to grade the assignment.

Assignment 2: Due April 13, 2013 (5:00pm): Creating a Socially Just Policy and conducting a ‘socially just’ policy analysis that focuses on the creation, enhancement, or stability of Community Participation. This project is worth 40% of your grade. Papers will be 2500-3000 words long. Refer to the rubric and paper samples for details.

This assignment requires each student to generate a policy impacting a Detroit area municipality, or state policy directly impacting one or more Detroit municipalities that is consistent with a model of social justice as discussed in SW 647 and (possibly SW 697). The product may be a completely new policy or policy modification. Students may create a socially just policy alternative or endorse a socially just policy that currently exists, is implemented (elsewhere) or simply proposed. Students will present findings to class regarding a policy (and process) that will support, facilitate, enable, or prevent community participation in a component of the community’s subsystems covered in the course syllabus (e.g., housing, economics, health, education, arts/aesthetics/sports). Remember to incorporate the focus on privilege, oppression, diversity and social justice. Students may use any policy approach or model discussed in the class. Students must use one quantitative analytic strategy demonstrated in class, e.g. criteria alternatives matrices, benefit cost analyses, risk analysis, social discounting, etc.

Grading:

For expectations on quality of work and content of the assignments, please see the instructions and rubrics for each assignment.

In general, A grades are reserved for exceptional and outstanding individual performance. Grades in the B range reflect satisfactory and expected course performance. C grades reflect some weaknesses in demonstrating mastery of course content. A D indicates deficient performance and is not acceptable at the graduate level.

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A /A+</td>
<td>Mastery of subject content, theoretical perspective, explanatory level analysis, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Samples of &quot;A&quot; level work are found in journals such as African-American Research Perspectives or The New Social Worker Online. Samples of A+ work are found in refereed professional journals (e.g., Social Work, Research in Social Work Practice).</td>
</tr>
<tr>
<td>A-</td>
<td>Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Descriptive level analyses are not considered A+, A or A- work, no matter how well done.</td>
</tr>
<tr>
<td>B+</td>
<td>Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the</td>
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</table>
A portion of your grade for written assignments is based on your clarity and thoroughness. All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of errors or is difficult to read and will be marked down. All assignments should be double-spaced, using 12-point font, no less than 1-inch margins.

Be sure to have a back up copy and in hard copy of everything you submit. Similarly, be sure to back up your files regularly so that you do not lose your materials before submission.

Required Text:


Highly Recommended Texts (I will have these on reserve within 2-3 weeks of the beginning of the course. These can be found very inexpensively online (e.g. Amazon – the source of the price ranges below).

Smith, Catherine (2010). Writing public policy, 2nd Edition. New York: Oxford University Press. (around $20 new; $15 used). (Very practical small book that provides training on how a range of public policy writing skills. She has online resources which really complement the text. We will probably get all we need to through the online resources.)

Munger, Michael (2000). Analyzing policy: choices, conflicts and practices. New York: W.W. Norton. (around $29 new; $20 used). (a very clearly written text that provides basic but sound approaches to policy thinking [CAM model] and demonstrates the fundamentals of cost benefit and discount analysis. I will pull on this a lot in the course. You will not need the text, but some peoples’ learning styles might find it helpful).
Lightburn, Anita & Sessions, Phebe (2006). *Handbook of community-based clinical practice*. New York: Oxford University Press (around $30 new; $17 used). (a very clearly written edited volume that defines and describes CBCP as a location of mental health services beyond the walls of formal clinics and programs and in neighborhoods individually or co-located with other service provisioning programs. We’ll have some discussion about this during the semester).

**Other texts I’ll use in the class (see syllabus endnotes)** I’ll refer sometimes to the following books. There’s no need to obtain them – I find they have some neat charts, ideas for analysis, and ideas for policy work. You can get inexpensive used copies online if you want – they are NOT required in any way for the class.

**Comment on the Readings**
Readings for this course have been selected very carefully. Students should come to class having read the material and prepared to discuss and work with what has been covered. Some weeks have no readings due – use these weeks to read ahead and to complete assignments. Some classroom exercises have been developed to synthesize and apply the readings to practice.

**Conduct of the Class:**
With the exception of the first class day (12:30-3:30), we are scheduled to meet from 3:45-6:45 Mondays. Realistically, most days our class will begin at 4pm and conclude by 7pm.

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**Prospective Policy Projects for Winter 2013**

<table>
<thead>
<tr>
<th>1. Building a better creative class</th>
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<tr>
<td>2. Intentional Community Design (subproject on youth involvement in policy work) (Cody Rouge and ProsperUS)</td>
</tr>
<tr>
<td>3. Art and Design for Creative Community Building</td>
</tr>
<tr>
<td>4. A Policy Agenda for Vistas Nuevas Head Start</td>
</tr>
</tbody>
</table>

**Prospective Policy Practice Visits and Listening Sessions**

| 1. Maria Salinas and Congress of Communities – Southwest Detroit |
| 2. Rashida Tlaib |
| 3. Clark Park Coalition |
| 4. SDEV (Southwest Detroit Environmental Vision) |
Session 1: January 14 – Social Policy: our framework of policy (analysis) and community participation. The purpose of policies; Visualizing Policy Context, Introduction to CAM and Projects

January 21  Martin Luther King Day (No Class Session)

Session 2: January 28  Paradigm Frame for Detroit and Other urban areas; Thinking about Youth Work and Community Clinical Practice; Introductions to CAM & Policy Community Visit: Rashida Tlaib, State Representative.


[Discuss CAM; Introduce Policy Wheel; Overview of Social Justice Models; Discuss Youth Work and Clinical Practice within context of turbulent urbanism.]

Sample of a CAM approach:
http://www.sharedhope.org/WhatWeDo/BringJustice/PolicyRecommendations/ProtectedInnocenceInitiative.aspx#ca


Session 3: February 4: NO SW 647 CLASS, but
NCS students meet with Cody Rouge Students for Youth Community Building – 1:30-3:00pm – Cody High School.

READ (for assignments)

Bardach: All Chapters and “Things Governments Do” (appendix).

ALSO: Progressive Policy analysis and Change: Roles for Social Workers I. Read and review for discussion:


Session 4: February 11: Social Justice, CAM Review, and Citizen Participation; Community Based Clinical Practice.

Thinking About Social Justice:


Thinking about Citizen Participation.


Marc Schlossberg and Elliot Shuford, (2005), Delineating “Public” and “Participation” in PPGIS. URISA Journal, 16(2) 15-26.

Session 5: February 18: Municipal governance – Consent Agreements and emergency fiscal managers: Detroit and Nationwide; new City county divisions in Detroit (intersections between midtown development, demographic changes, and power in downtown Detroit); Youth Policy Work

Thinking about Community Well-Being.


Community Benefits: Leveraging Partnerships for Successful Development (www.communitybenefits.org)

Case studies of CBAs:
http://www.policylink.org/site/c.lklXbMNJrE/b.5137641/k.7ADF/Case_Studies.htm

Session 6: February 25: Cost Analysis & Community Self Creation: Building An Intentional Community; Intersections of Health/Well Being Services and Youth Engagement

Attendance at Cody-Rouge Intentional Community Planning Meeting – 5:30-7:30pm (you may depart 6:45pm)


March 4: – No Class: Winter Break

Session 7: March 11: Cost Analysis II: Detroit Casinos, Policy Issues, and Impact on Community Well-Being;


Session 8: March 18: Art Based Community Practice: Youthwork

**Session 9: March 25: Art Based Community Practice: Mental health and wellness**

Articles TBA

**Session 10: April 1: Art Based Community Policy Practice: Art Creates Community (Carr Center).**

Articles TBA

**Session 11: April 8: Food Deserts in Detroit? – Food Security Policy in Detroit; Citizenship and Civic Engagement – Can volunteerism eliminate poverty?**


**Session 12: April 15: Market Failure and Government Intervention; Philanthropy and Wealthy Entrepreneurs Transformation Efforts; (Take II)**


Salamon, L. (2004). Training professional citizens: Getting beyond the right answer to the wrong question. Keynote Address Prepared for Delivery at the Annual Conference of the National Association of Schools of Public Affairs and Administration, Indianapolis, Indiana, October 22, 2004. [The full text of this address is available on the Johns Hopkins Center for Civil Society Studies website(www.ccss.jhu.edu).]
Additional texts I’ll be referring to throughout the course. If you are thinking about a career in policy analysis, consider picking up some of them and start creating a policy resource capacity for yourself:


Steger, Manfred & Roy, Ravi (2010). Neoliberalism: A very short introduction. New York: Oxford University Press. (around $7 new; $3 used) (An excellent brief account of one of two dominant paradigms influencing political and social thought in the US and many – but not all- advanced democracies. Hint: Neoliberalism is anything but!!)


O'Connor, Mary Katherine and Netting, F. Ellen (2011). Analyzing social policy: Multiple perspectives for critically understanding and evaluating policy. Hoboken, NJ: Wiley and Sons. (a very nice presentation – one of the best I’ve seen, actually- of policy analysis models. The authors don’t actually show how to do policy analysis – in fairness, a limitation of lots of social work texts on policy practice. I expect to have students read several chapters, but not enough to warrant purchasing the book. Cost is around $40 new, $30 used).

Lowi, et al, (2010). American Government: Power and Purpose, 11th Edition (Brief Edition). New York: Norton and Norton. (lots of people have no idea how American Government actually works [or is supposed to, anyway]. The book is thick but reads extremely fast; provides a great overview of American government tools, policies and practices. In particular, the chapter on domestic public policy is excellent and provides a context to the public policies most germane to social work practice. [Foreign policy chapter is also superb, but only so much can be covered in 45 hours of class contact!!] I will be using this chapter as a frame for the course. Costs range from around $34 new to $2.00 used).
(this is a wonderful book which provides a beginning economic-centric policy analysis that focuses on rational model of policy analysis but really outlines the theory of social/welfare policy in an accessible way. I will refer to this text quite a bit in the course. Costs range from around $50 new to as low as 2 cents for the third edition – which is excellent!!).