SW 722 Section 001: Integrative Seminar for Community Based Initiative Scholars: Social Work in Diverse Communities

CREDIT HOURS: 1

PREREQUISITES: Community Based Initiative and National Community Scholars; SW 647 & SW 697 (Community Scholars Section Taught in Detroit, Michigan)

Fall 2013: Wednesdays 1-4pm: September 11, 25, October 9, 23, November 6
Room B770 SSW

Seminar Description:

This integrative seminar will integrate micro and macro levels of practice; research in community development, community leadership, neighborhood asset building programs, community based clinical practice, municipal governance, sustainable communities and the relationship of community initiatives and promotion of citizen participation, community well-being. The seminar integrates content and perspectives from several disciplines, specifically social work, political science, education, urban planning, natural resources, arts and medicine as these disciplines address problems – and solutions - in the areas of community social and economic development and sustainable communities. The seminar will highlight issues of social justice, oppression, privilege, diversity, and socially just evidence based community practice and empowerment among neighborhood residents, community stakeholders and local institutions, and municipal governing bodies.

Seminar Content:

This advanced level, integrative seminar is intended to be taken by students in their third or final term of masters level study. The purpose of this seminar is to integrate content related to community organization in urban, suburban, and rural settings domestically, internationally and globally. The outcomes of community organizing, specifically community well-being and citizen participation, are analyzed along several dimensions. The first dimension reflects the continuum of at least at least five models of community organizing (power based, community building, civic, gender-centered, and transformative). The second dimension is research that describes the executive, legislative and judicial work leading to the construction of local and national community policy. The third dimension is the relationship between community organizing and non-profit service sectors, including housing,
community planning, education, employment, and health/mental health care service sectors. The fourth dimension involves the integration of community practice from other professional and academic perspectives, especially public health, medicine, community psychology, economics, business, urban planning, political science, humanities and natural resources.

The seminar covers select topics in community organizing that are of notable currency and controversy and that allow for the integration across these four dimensions. Particular emphasis is placed on topics that reflect issues of oppression and social justice, disadvantage, and disproportionately. Examples of topics include: 1) environmental racism, 2) racial construction and maintenance of “inner cities” “urban community”, “rural communities” 3) tax incentives for promotion of business and housing related community development, 4) expansion of school choice and dismantling of public school systems, 5) use of intellectual property laws to support “creative economies”, 6) identification, benefits and opportunity costs of identifying artists, gays, lesbians and immigrants as ‘urban pioneers, rural pioneers, change agents, and source of entrepreneurial activities’ in community and social change development, 7) education and training needs for community residents in the design of ‘smart growth, urbanism and green building’ 8) alignment of political and economic power in urban and rural communities, 9) feminist and gender based approaches to community and social change practice, and 10) recreating progressive community policies for the United States.

**Seminar Objectives:**

Upon completion of the seminar, students will be able to:

1. Understand the relationship and intersections of race, gender, and social class in creation and maintenance of ‘inner city’ ‘rural areas’ constructions of community.

2. Use this understanding in a critical analysis of a spectrum of interventions used to promote progressive community well-being and citizen participation.

3. Conceptualize and describe issues and interventions in community organizing that promote community well-being and citizen participation from individual, social and structural perspectives especially as it relates to diverse dimensions (including 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.

4. Demonstrate knowledge about research findings, as they relate to a range of neighborhood development and citizen participation policies, programs, services and issues.
5. Demonstrate knowledge about the relationship of community organizing, community well being, and citizen participation to other social problems.

6. Demonstrate knowledge about substantive material from other professional disciplines, such as urban planning, public policy, law, natural resources, education, and public health as they are related to community practice, citizen participation, and community well-being.

7. Generate a “capstone” project that integrates skills, competencies, theory, and knowledge acquired by students during their masters level experience in the Community Scholars Program.

**Seminar Design:**

This seminar will make use of lectures, discussion, small group exercises, student presentations, and media. Guest speakers from relevant disciplines and experts in issues addressed in the seminar will be employed. Students will be required to demonstrate specialized knowledge related to urban community practice issues of their choice, which they will explore by means of critical reviews, literature reviews, visits to relevant programs, and direct contact with impacted individuals.

**Relationship of the Seminar to Four Curricular Themes:**

- **Multiculturalism and Diversity** will be addressed in this seminar 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 and citizen participation. 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 contemporary U.S. and global environments. Methods for increasing community participation and empowerment will be reviewed, and special attention will be given to developing methods that are democratic, participatory, and focused on equity and equality.

- **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 seminar 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 seminar 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 seminar. 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 seminar will itself be subject to examination.

• **Social Work Ethics and Values.** This seminar 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**

This seminar is 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 seminar readings, assignments, activities, and exercises. Methods for developing and implementing PODS content are a major emphasis of this integrative seminar.
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).

**Grade and Deliverable**

This is a one-credit capstone course. Grading is P/F (no letter grade). Deliverables consists of (a) Completion of a “capstone” project that integrates skills, competencies, theory, and knowledge acquired by students during their masters level experience in the Community Scholars Program, and (b) creation of basic electronic portfolio site with location of capstone project located therein. We will examine basic electronic portfolios with mPortfolio. The use of mPortfolio is suggested but not mandated for the course.

**Assignments: All due 11/13 5pm (Ctools website)**

1. Students will complete a 2-3 reflection/reaction paper based upon your 2012 personal roadmap of your anticipated professional and personal journey as a National Community Scholar!

2. Identify and complete Capstone Project.

3. Complete all readings; each student co-facilitates one reading assignment or leads a mini-symposium

4. Shall we write a book? If we wrote a book on Community Work in Turbulent Urbanisms, what would it look like? What would the chapters be?

**Closing Activity – November 2013?**

5. For the first time in recent memory, we will have a Closing/Graduation Reception/Activity. Let’s find a venue, generate a menu, and have a program consistent with your experiences. This could be a dinner/reception, a work project in a Detroit community, design of a community garden, helping a
Community Based Initiative Integrative Seminar (Capstone): Fall 2013

neighborhood deconstruct abandoned housing, complete an art project, a final protest campaign, or anything consistent with your experiences and CBI.

Our Reflective Texts and articles:

Please obtain, read and be prepared to lead/discuss the following. If each of us agree to lead/discuss one chapter, 30 min/chapter in each class section, we'll get the work done.


Gallagher:

September 25: Introduction, Detroit Today (Ch1), New Ways to Govern our Cities (Ch2), Schools/Crime (Ch 3),

October 9: Economics (Ch 4), Urban Land (Ch 5), Learning From Europe (Ch 6), The Way Forward (Afterword)

Boggs: (please try to attend her revolution conference at Rackham – Friday, 12-8pm, October 25th)

October 23: These are the times to grow our souls (Ch. 1), Revolution as a New Beginning (Ch. 2), Let’s Talk About Malcolm and Martin (Ch. 3).

November 6: Detroit – Space and Place to Begin Anew (Ch. 4), A Paradigm Shift in Our Concept of Education (Ch. 5), We are the Leaders We’ve Been Looking For (Ch. 6).

Additional Readings for the Course:


## Overview of Capstone Course

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<tr>
<th>Date</th>
<th>Learning Activities</th>
<th>Reflection Activities</th>
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<tbody>
<tr>
<td>September 11, 2013</td>
<td>1:00 Welcome and touching base: your reflections on S/S 2013: AHA moments and Structured Debrief</td>
<td>Reflections on S/S 2013:</td>
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<td>2:00 The work for the minicourse: Capstone, Legacy Projects, Action Agendas</td>
<td>• In Fall 2012 and Winter 2013 we indicated that there would be - for most of you – an “AHA” moment during the summer when something about the program or community practice “clicked” for you. Did this happen? What was the “AHA moment” for you? (Or, did you not have an “AHA” moment? Why not? Is one around the corner?)</td>
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<td>3:00 The deliverables of the minicourse: Capstone Project, presentations, book; Planning the rest of the sessions</td>
<td>• What three experiences were the highlights of your field experience?</td>
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<td>For 9/25: Access and review your 2012 statements and road maps from the 2012 orientation website: SW 799 006 F12.</td>
<td>• What one experience was the challenge of your field experience?</td>
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<tr>
<td>September 25, 2013</td>
<td>1:00 – 2:30 – Discourse and Discussions</td>
<td>• What was a highlight of courses in the spring/summer 2013?</td>
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<td>2:30-4:00 Review and</td>
<td>• What did you learn about community social work practice?</td>
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<pre><code>                   |                                                                                                                                                  | • What did you learn about yourself as a professional social worker?                                                                                                                                             |
                   |                                                                                                                                                  | • How will you use what you learned in the spring summer 2013?                                                                                                                                                  |
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<th>Activity</th>
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| October 9, 2013 | 1:30 – 2:30 Discourse and Discussion  
3:00 Shall we write a book? Group reflection and discussion on the work. | Continue work above (as needed) |
| October 23, 2013 | **Note:** Please try to attend as much as possible of the Boggs | ""
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<td>November 6, 2013</td>
<td><strong>American Revolution Presentation, Friday, 12-8pm, Rackham Auditorium</strong></td>
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<tr>
<td></td>
<td>1:30 – 2:30 Discourse and Discussion</td>
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<td>3:00  Thinking about the work and action: progression, radicalism, etc.</td>
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