Special Studies: SW 647 section 002
Policies and Services to Enhance Community Participation and Well Being

Winter 2014: Mondays, January 13 – April 20, 2014
Boulevard House, 412 W. Grand Blvd, Detroit, Michigan

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Office Hours: 9-12 Tuesday/Wednesday and by appointment

Justice is the end of government.
It is the end of civil society.
It ever has been and ever will be pursued
Until it be obtained
Or until liberty be lost in the pursuit.


“Bugger this. I want a better world.”


You want it to lead to a better world, and you shape your actions and take full responsibility for them, but then you have detachment. And that combination of deep passion and deep detachment allows me to take on the next challenge, because I don’t cripple myself, I don’t tie myself in knots. I function like a free being. I think getting that freedom is a social duty because I think we owe it to each not to burden each other with prescription and demands. I think what we owe each other is a celebration of life and to replace fear and hopelessness with fearlessness and joy.

- Vandana Shiva

Postmodernism does deconstruct, but doesn’t really reconstruct.

- Kathleen O’Grady, 1997
The required texts for the course1: [Please obtain them from Common Language Bookstore 317 Braun Court Ann Arbor, MI 48104; we support independent bookstores]


Table 1: Readings for Winter 2014

<table>
<thead>
<tr>
<th>Dates</th>
<th>Pedagogy of the Oppressed</th>
<th>Human Rights and Social Justice</th>
<th>The New Jim Crow</th>
<th>Other Readings (See Ctools Resources URLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 10</td>
<td></td>
<td>Ch. 1: International Social Development; 9. A call to Action</td>
<td></td>
<td>Neoliberalism, Ch. 3, 4; Cobaaee River Collective Statement (very important!!!)</td>
</tr>
<tr>
<td>February 17</td>
<td>Chapter 1: Justification for a pedagogy of the oppressed</td>
<td>2: Human Rights; 3. Forced labor</td>
<td></td>
<td>Neoliberalism, Ch. 5,6</td>
</tr>
<tr>
<td>March 3 (Winter Break: No Class)</td>
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</tbody>
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1 Texts used to structure and situate the course: I’ve used over 30 books to structure the course. I will place a complete library – at least one copy of each – two if I can afford it – of all the texts at the Boulevard House – the beginnings of our community work library. I encourage you to read and read widely, and I encourage you to obtain copies of these works. I personally like hard copies, but I know people also like electronic copies as well. The complete list of texts is placed at the end of the course outline. If you are taking the advanced CBI capstone or SW 652, you will find some of the other texts mentioned here. I know costs are high, and personal budgets are strapped.
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Section</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 17</td>
<td></td>
<td>2. The lockdown Jessica Yee (2011) Feminism for Real: Introduction</td>
</tr>
<tr>
<td>March 31</td>
<td>Chapter 4: Praxis</td>
<td>3. The color of justice 4. The cruel hand Walters: Feminism: A very short introduction – Chapter 10: Feminists across the world, and Afterword</td>
</tr>
<tr>
<td>April 14</td>
<td></td>
<td>Decker, Chs. 4-5; Armitage (2003) Social Welfare in Canada: Ch 8. The uncertain future of social welfare (to be scanned)</td>
</tr>
<tr>
<td>April 21</td>
<td></td>
<td>TBA; Presentations</td>
</tr>
</tbody>
</table>
Table 3: Activities for Winter 2014

<table>
<thead>
<tr>
<th>Dates</th>
<th>Possible Activities</th>
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</thead>
<tbody>
<tr>
<td>January 13</td>
<td>Orientation to Carr Center</td>
</tr>
<tr>
<td>January 20</td>
<td>Debriefing meeting (replaces Feb 3)</td>
</tr>
<tr>
<td>January 27</td>
<td>Carr Center Orientation</td>
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<tr>
<td>February 3</td>
<td></td>
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<tr>
<td>February 10</td>
<td>Confirmation of Carr Tasks (30 min)</td>
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<td></td>
<td>Discussion of European Travel</td>
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<tr>
<td></td>
<td>Interfaces with Architecture students: Update</td>
</tr>
<tr>
<td>February 17</td>
<td>Hal Stack Training (90 min)</td>
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<tr>
<td></td>
<td>Planning for March Activity</td>
</tr>
<tr>
<td>February 24</td>
<td>Hull House Maps and Papers (1895)</td>
</tr>
<tr>
<td>March 3</td>
<td>Possible Alternative Winter Break – Boulevard House</td>
</tr>
<tr>
<td>(Winter Break: No Class)</td>
<td></td>
</tr>
<tr>
<td>March 10</td>
<td>Carr House presentations</td>
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<tr>
<td>March 17</td>
<td></td>
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<tr>
<td>March 24</td>
<td></td>
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<tr>
<td>March 31</td>
<td></td>
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<tr>
<td>April 7</td>
<td>Review of Carr House Recommendations</td>
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<tr>
<td>April 14</td>
<td></td>
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<tr>
<td>April 21</td>
<td>Community Presentation</td>
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</tbody>
</table>

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**
4. **Course Design and Instructor Teaching Approach**
The course will use a project-based integrative learning approach. The entire class will complete one consultation as a large group. Students will complete one of two additional consultations as well (e.g. Carr Center, Allen Park EM).

I will use pedagogical methods such as mini-lectures, in-class interviews with guests, discussions, editing sessions, instructor consultations and role plays. Students are expected to access C-tools course folders for additional course-relevant articles, resources and to submit assignments.

**Principles of Instruction:** Adapted from Rosenshine, B., Research-based Strategies that All Teachers Should Know, American Educator (Spring 2012).
- I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and “take-aways.”
- I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions.
- I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate.
- I will provide scaffolds for difficult tasks and notify students of possible errors.
- I will guide student practice through additional explanations, live review of drafts, and small group consultations.
- I will monitor students for understanding by asking specific questions and checking student responses.
- I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course.
- I will note student successes and give students ample opportunity to practice independently.
- I will provide feedback as students begin to practice independently.

**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).

Note: In this section of SW 647, we move from the intermediate work of Privilege, Oppression, Diversity and Social Justice to the more challenging aspect of intersectionality.

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

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2 From Report to the Executive Committee by the International Task Force, University of Michigan, School of Social Work.
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 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. 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.

**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 or webinars, probably).
Grades and Assignments

1. Carr Center Participation: 20% of course grade
2. Allen Park Emergency Manager facilitation: 10% course grade
3. Assignment 1: Policy Brief 25% course grade
4. Assignment 2: Creating a Socially Just Policy 45% course grade

Grading Elements: Grades for Elements 1 and 2 are based on attendance and participation as determined by the instructor. It is the expectation that all students will participate clearly and appropriately. Students should expect to receive A’s for participation in both elements, so please concentrate on the work at hand.

For all written assignments (3 and 4 above), 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 fourth class session.

Please anticipate your responsibilities and start the written assignments well in advance of the due date. Be sure to have a back up copy and in hard copy of everything you submit. 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; incompletes 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 one draft of the assignment before the due date. I will provide ungraded written feedback using the rubrics for each assignment. The 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 2

<table>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Policy Analysis Brief</td>
<td>3/21/14 @ 5:00 PM EST</td>
<td>3/25/14 @ 5:00 PM EST</td>
<td>4/1/14 @ 5:00 PM EST</td>
</tr>
<tr>
<td>Assignment 2: Socially Just Policy and Policy Analysis Plan</td>
<td>4/18/14 @ 5:00 PM EST</td>
<td>4/22/14 @ 5:00 PM EST</td>
<td>4/29/14 @ 5:00 PM EST</td>
</tr>
</tbody>
</table>

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 5:00 pm EST May 2, 2014. 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. Community work is collective work. I am open to group submissions. I will expect a thoughtful approach on attribution and grading of each group member’s work on the project. I am providing the following example which appeared to work well enough for SW 652 Fall 2013:

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 March 25, 2014 (5:00pm): Policy Brief with specific focus on Community Well-Being. This paper will be worth 25% 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 at least one component of the community’s subsystems identified in the course. 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. Regardless of the framework you select, the rubric will be used to grade the assignment.

Assignment 2: Due April 22, 2014 (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 45% 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. 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<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>
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<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 completion of the assignment. Descriptive level analyses are typically in the B+/B grade range.</td>
</tr>
<tr>
<td>B</td>
<td>Mastery of subject content at level of expected competency – meets course expectations. Descriptive level analyses are typically in the B+/B grade range.</td>
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<tr>
<td>B-</td>
<td>Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.</td>
</tr>
<tr>
<td>C or C-</td>
<td>Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.</td>
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</tbody>
</table>
D, E, F | Student has failed to demonstrate minimal understanding of subject content.

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.

**Orienting texts for SW 647**


