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 public laws, programs, and structures that enhance citizen participation, rights, and responsibilities will be described and compared within diverse populations (e.g. the diversity 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). Emphasis will be placed on those that address participation of diverse and socially excluded populations and on the social worker’s responsibility for facilitating such social and political participation and engagement. Examples will include the use of mediating structures, such as citizen boards, advisory groups, commissions, and the involvement of citizens and other in promoting and guiding positive social
change. In many of these structures, 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: 1) diminish poverty and economic insecurity; 2) address personal crises and community emergencies (such as those brought about by violence against persons and property, natural and environmental disasters, or economic dislocation); 3) resettle and integrate refugees and other immigrant and migrant populations; and 4) respond to the needs of social identity groups seeking social justice (e.g., faith-based, ethnic, gay/lesbian/bisexual/ transgender, and other discriminated against groups). In addition, the participatory opportunities provided via self-help, grass roots associations and informal networks, and congregationally based service providers will be considered.

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 well-being and sustained participation of its members.

Course Design
In-class activities, readings, and course assignments will be coordinated to enhance course objectives. For example, readings, videos, and speakers will provide the contextual background for student assignments. Lectures by the instructor may be complemented by speakers representing consumers, providers, professionals, and volunteers involved in advocacy, community education, and service delivery. Student activities will involve presentations and active learning through both group and individual work.

Relationship of the Course to Curricular Themes
- **Multiculturalism and Diversity** will be addressed in this course through emphasis on populations and groups that have suffered discrimination. The issues to be examined will include (the origins of relevant) laws and regulations, their content, and their impact affecting human rights and nondiscrimination on the basis of the diversity dimensions.
- **Social Justice and Social Change** underlies 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 historic commitment to social justice and engagement in planned change.
- **Promotion, Prevention, Treatment, and Rehabilitation** will be examined in terms of the degree to which programs and policies are effective in their promotion, prevention, treatment, and rehabilitation efforts. Students will learn to identify risk and protective factors in different environments and groups, and apply knowledge about promising practices that can affect such factors. Sometimes, programs designed to express these themes complement each other, as when participation enhances
promotion and prevention, and both are part of a comprehensive strategy of change. Participation can also be used to enhance treatment and rehabilitation. However, programmatic emphasis on one or more of these approaches may draw resources from another, as when a focus on treatment competes with prevention efforts. For these reasons, the extent to which these themes infuse programs and policies 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. Students will learn to apply advanced analytical techniques to assess the strengths, needs, and capacities of individuals, groups, organizations and communities. However, even this assumption needs analysis. Scientific perspectives can lead to very different understandings and policies. For example, much of sociology can be divided into two perspectives: 1) structuralist/functionalist perspectives advocate for eliminating the cultural and behavioral skill differences between groups and the legal, economic, and other barriers to full participation, whereas 2) conflict perspectives assume that societies tend towards conflict because power and resources are inequitably distributed, and that conflict is, in the long run, 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.

Relationship to 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.

Housekeeping
Respect
Please show respect for others in your comments and by listening attentively to others when they speak in class. There is expected to be diversity among opinions and experiences in this class, and we learn best when we learn from each other in a collaborative, safe, and respectful environment. Disrespect of others will not be tolerated in this classroom. You will never be penalized for opinions. It is expected that opinions will be backed up by evidence or reasoning when argued to a group, and that we will respectfully engage in dialogue to explore our assumptions about ourselves, each other, our communities, and the world.

Research
Wikipedia is not considered a valid research source for this course. Sources should be from peer-reviewed sources, although you may include books, popular media, or websites, as long as you also include peer-reviewed or official sources in your papers and presentations.
Accommodation for students with disabilities
If you need an accommodation to complete the work in this course, it is your responsibility to let me know as soon as possible. The assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester using technologies and resources available to us, as needed. Disclosure of such information will be treated as private and confidential, to the extent permitted by law.

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
In consideration of your classmates and your own learning, please turn off all telephones and pagers during class. If you must be on call for an emergency, please set your pager or phone to vibrate only. If you must respond to or make a call, please respect your fellow classmates and leave the room. Texting or using smart phones is not acceptable in class at any time.

Required texts:

Assignments:
For all written assignments, whether submitted in hard copy or electronically, it is strongly suggested that you keep a hard copy for yourself, and remember to back up your computer files so that you don’t lose your papers, resources, and drafts! The burden is on the student to submit assignments on time or by deadlines, and to ensure that they are received.

If assignments are turned in by the deadline, they may be revised to improve the grade within one week of being returned to you. You may also ask for input on your draft ahead of time, or get help on an assignment by making an appointment. Writing, grammar and spelling WILL count as a part of your grades. All papers should use the APA writing style (either 5th or 6th edition), and all papers must be typed. Although APA generally calls for double-spacing, I would prefer that you single-space your papers, in order to save paper.

Assignment 1: Policy Analysis Brief – Community Well-Being
This assignment requires each student group to analyze a large institution, municipal, county, state, tribal, federal or international policy. The brief should include the nine components of a policy brief which are executive summary, statement of the issue, background, statement of organization interest, pre-existing policies, policy options, policy option comparison (including a criterion comparison matrix), recommendation and bibliography. For more information, see the course Ctool site, A Guideline for Writing a Policy Brief. Please include in the comparison matrix social and economic well being indicators on the community and individual level, cost and benefit. Other criteria that are appropriate should be added to the criterion comparison matrix. Use the assignment grading rubric for a checklist of required components. The final product will be a 10 page written paper. You must incorporate one or more areas of our special focus; privilege, oppression, diversity and social justice in your paper.

Assignment 2: Policy Advocacy Analysis – systematic change by visiting a policy /decision maker
This assignment will develop your skill set to advocate for social change on the system level by scheduling a visit with a politician or decision maker. You will have the opportunity to include community stakeholders that are impacted by the policy/issue. You are required to submit a post visit paper that covers the four stages of the advocacy visit. Divide your 10 page maximum paper into the following section headers and address the questions below. Using research and your policy brief (assignment #1) is encouraged during your visit.

**Preparing for Your Visit**
- What is your issue that inhibits social well being?
- Who from the community is impacted by this issue? How are you going to invite their participation in the policy maker visit?
- What are the policies that have been created or revised to address this issue?
- What is the change in policy or policies that need to be created that you and the community stakeholder are promoting?
- What commonly used indicators of social and economic well being, or other measures can you use to gauge the effectiveness of policy change. Describe this in economic terms especially since budgets and deficits are a head liner issue of today.
- How are you going to involve the community stakeholder in the policy maker visit? Have you practiced your roles before the visit?
- What written material did you create to give to your policy maker? (Assignment 1 policy brief is a wonderful aid)

**Scheduling Your Visit**
- Who did you contact to ask and confirm your visit?
- What time of day and location was selected? Why these?
- How did you select this particular decision/policy maker?
- How can you incorporate traditional and non-traditional settings and members into your visit?

**Hold a Visit**
- Was the visit a formal or an informal format?
- How long did you visit last?
- What documents (policy brief, petition, draft law ) was given to the policy maker ?
- Where did you see PODS operating during the visit?
- Describe each person role, their PODS social location and their respective influence on the policy maker.
- What commitments were made during the visit?

**Visit Follow-Up**
- What follow up is required & with whom in order to create the change your desire?
- Who and by what time will the follow up be completed?
- Did you send a thank you card to key people? (the policy maker &stakeholder)
- What were the key lessons learned from this visit?
- Students are encouraged to consider the National Association of Social Workers, Michigan Chapter Lobby Day on March 28, 2013. Students wishing to participate in this opportunity will have an extension granted to this assignments deadline.

**Assignment 3:** Creating a Socially Just Policy and conducting a ‘socially just’ policy analysis re: creation, enhancement, or stability of Community Participation.
Students will generate a policy consistent with the notion of social justice as discussed in SW 647 and SW 697. 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, faith based). 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 any two quantitative analytic strategies demonstrated in class, e.g. criteria alternatives matrices, benefit cost analyses, risk analysis, etc.

Papers will be 10 to 12 pages long and will include:
• Review of selected relevant literature
• Identification of existing policy
• Operationalization of “social justice” in proposed policy using positivist and post-positivist definition.
• The findings from at least one face to face/telephone key stakeholder interview
The ‘community assessment’ data, regarding participation (written or face to face survey or focus group.)
• A Force Field Analysis (this is NOT a quantitative strategy unless weights are computed and applied)
• A proposed revised policy or service goal to increase the quality or quantity of community participation.
• A formal recommendation of policy (with justification and prospective analysis)
• A strategy to evaluate the success of the policy revision
• Discussion of the nature, type, quality and effectiveness of community participation engendered

The group will also be expected to evaluate individual effort by using two forms (Evaluating Team Summary Sheet and Evaluating Team Individual Form) that are provided on C-tools. This will encourage individual accountability and provide professional feedback for each group member.

Class Participation
Students are expected to attend every class session, come on time, have read the required readings, and participate in class discussions and exercises. In addition, each week, a student group will facilitate the reading discussion through adult learning activities and small group discussions.
Participation and class attendance are professional responsibilities. They are critical elements of this class. Students should be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance, and participation are expected. If you are unable to attend a session, prior notice is expected as demonstration of professionalism.
In addition, each student is expected to “take the lead” on an assigned reading and competency skill during a class session (beginning session 4). Part of macro practice includes the skills of group facilitation. In small teams that are randomly assigned, you will be expected to help open and assist with facilitating a discussion of the readings assigned for a particular week. This may include a very brief summary of the readings (e.g., one or two sentences), developing opening questions, and/or creating a brief activity to help us discuss the readings/ competency skills. You have 30 minutes. The goal of this exercise is to facilitate learning that encourages critical and engaging dialogue among your colleagues.
You are not expected to teach the session, but rather to be responsible for helping to lead and facilitate the opening of the discussion.

Your participation grade will be based on:
1. Attendance
2. Active participation in class and small group discussions, even if that means getting out of the comfort zone.
3. “Taking the Lead” on class discussion on your assigned day
4. Ability to discuss ideas with colleagues in a respectful manner
5. Ability to engage in reflective learning
6. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics.
7. Demonstration that required readings have been completed by sharing examples or asking relevant questions in class.

NOTE: If students have prior experience with the assignments listed above, they can propose an alternative learning assignment to substitute for one or more of the assignments described in this syllabus. Assignment substitutions request must be done in advance by week three.
Grading
Submission Calendar

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objective</th>
<th>Value for Grade</th>
<th>Due Date</th>
<th>Due Date Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Policy Analysis Brief</td>
<td>Knowledge of Social Policy</td>
<td>35%</td>
<td>Feb 26 @ 2pm</td>
<td>March 19 @ 2pm</td>
</tr>
<tr>
<td>2  Policy Decision Maker</td>
<td>Interaction with Policy Stakeholders and Decision Makers</td>
<td>20%</td>
<td>March 12 @ 2pm</td>
<td>None</td>
</tr>
<tr>
<td>3  Creation of Socially</td>
<td>Indicators of Well Being, Barriers of Participation</td>
<td>35%</td>
<td>April 9 @ 2pm</td>
<td>April 16 @ 2pm</td>
</tr>
<tr>
<td>4  Class Participation</td>
<td>Professional Practice</td>
<td>10%</td>
<td>April 9</td>
<td>none</td>
</tr>
</tbody>
</table>

Students are allowed to resubmit assignments only if an A grade was not achieved.

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:

A+  98-100  B+  87-90  C+  77-80  D <69 (no credit)
A   94-97   B   84-86   C   74-76
A-  91–93   B-  81-83   C-  70-73

Instructor’s Expectations for All Assignments

Submission Instructions
All written assignments are due at the beginning of class in hard copy. Two-sided printing if the text is clearly readable on both sides is acceptable. Students should also submit an electronic file copy of the assignment via the C-Tools drop box site.

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 the student can demonstrate that the circumstance is beyond the control of the student and expectations of the course. If a grade of incomplete is to be requested, you must do so prior to the final week of classes.

References and Referencing Style
When using others’ work, citing the original source is mandatory. 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 (see http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf). The assigned readings for this course are listed in APA format.

**Intellectual Honesty and Plagiarism**

Students should 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 taken from http://www.ssw.umich.edu/studentGuide/2007. The rule of thumb is when in doubt, don’t.

**Class Schedule and Readings**

Note: Readings for this course have been selected very carefully to reflect policies at the community and social systems level. Students should come to class having read the assigned readings and prepared to discuss and integrate them with classroom and field content. Some in-class exercises have been developed to synthesize and apply readings to practice situations.

**Reading Tips**

The following questions can help you get the most out of the assigned readings.

- What are the author's arguments? What is your assessment of these in terms of social participation policy?
- What arguments, if any, do you like, agree with or find helpful in terms of understanding issues related to policy? Why?
- What arguments, if any, do you dislike, disagree with or find unhelpful in terms of understanding issues related to community well being? Why?
- Based on your personal experiences and other readings (academic and non-academic), what other perspectives are there to the subject?
- What are the connections with and/or implications for diversity and socially justice practice?

**Required Text:**


**Optional Text:**


**Class 1 (Jan 15)**

Class Cancelled due to SSWR Conference.

**Class 2 (Jan 22)**

Introductions. Review of syllabus.

Required Readings:


**Class 3 (Jan 29) Concepts, Issues and Indicators of Community Well-Being**


**Class 4 (Feb. 5) Concepts of Community Participation**

Required readings:


**Class 5 (Feb 12) Policy Advocacy**

Required readings:


2. Lewis and Widerquist, Ch 1: The economic perspective (and Glossary); Ch 2: Marginal Analysis


**Class 6 (Feb 19) Developing an Analysis – Cost Benefit and Criterion Matrix Analysis**

Required readings:


3. Lewis and Widerquist, Ch 6: Cost Benefit and Cost Effectiveness Analysis

Class 7 (Feb 26) Youth Policy and Well Being

Required readings:

2. Lewis and Widerquist, Ch 5 and Ch 7: Market Failure and Government Intervention.


4. Playing the news 43919-D 20 min 2009
   In 2004, television, radio and print media covered the U.S.-led attack on Fallujah. So did one video game. But can video games do journalism? This documentary examines the role played by New York based reality games company Kuma Reality Games in connecting young people to current events. After designing a video game called Kuma/War based on the November 2004 siege of Fallujah, Kuma Reality began to think of itself as a news organization. But war reporting has certainly never looked like this before.


March 5 - Spring Recess - no class

Class 8. (March 12)

Required readings

Class 9. (3/19) Improving the Well-Being of the Work Environment

Required readings:
1. Los trabajadores VIDEO-D 47291-D - 48 minutes
   "'We build the buildings, we do the hardest jobs, and still they don't want us.' These are the words of Juan Ignacio Gutierrez, a Nicaraguan profiled in the film Los Trabajadores/The Workers, winner of the International Documentary Association David Wolper Student Award. Los Trabajadores tells the story of immigrant day laborers, placing their struggles and contributions in the context of the economic development of Austin, Texas. Through the stories of Juan from Nicaragua and Ramon from Mexico, and through the controversy surrounding the relocation of a day labor site from downtown to a residential neighborhood, the film examines the
misconceptions and contradictions inherent in America’s dependence on and discrimination
against immigrant labor. As Juan says, ‘they say Austin is growing, but thanks to whom?’

Or

Sin fronteras VIDEO-D 44683-D – 81 minutes
"Cruzando Fronteras/Border Crossings. US-Mexico activists struggle for dignity and human
rights along the border. This documentary examines abuses by U.S. immigration agents and
infringements on the sovereignty of Native American nations as a result of the militarization of
the region. Resistencia! Derribando barreras/Tearing down fences. A personal account of the anti-
globalization movement, Resistencia covers ground from the anti WTO actions in Cancun to the
anti-FTAA demonstrations in Miami during fall of 2003, with a focus on popular movements in
Mexico and the United States. Immokalee: una historia de esclavitud y libertad/a story of slavery
and freedom. The Coalition of Immokalee Workers struggles to build solidarity and fight back
against the brutal exploitation of thousands of farmworkers in the fields and groves of southern
Florida”.


298.

Chicago.” New Labor Forum. 14:3, 8-15

Class 10. (March 26) Faith-Based Organizations and Community Well-Being and Social Justice
Models
Required readings:
development and human services, pp. 55-85 .

2. Anna Greenberg (Fall 2000) “The Church and the revitalization of politics and community.” Political

110. Goodbooks Publishing, New Delhi, India

Publishing, New Delhi, India

5. Loewenberg, Frank (2001) From Charity to Social Justice, the emergence of communal institutions
for the support of the poor in ancient Judaism, chapter 4 pp 91 - 126 “The Emergence of
Philanthropic Institutions for the Support of the Poor” Transaction Publishers, New Brunswick, USA

University of Hawaii Press USA.

Class 11. (April 2) Developing Affordable and Safe Housing & Community Well-Being
Required readings:


Class 12. (April 8) Class Presentations of Just Social Policy creation

Class 13. (April 15) Class Presentations (if necessary) Review Competency Skills. Course Wrap Up

Class 14. (April 23) Exam Week – No class