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This syllabus is a collaborative effort of Rabindar Subbian and Adisa Chaney. We in turn stand on the shoulders of giants. Our sincere thanks to Janet Ray, Trina Shanks and Shane Brady from whose past SW 560 syllabi we have drawn from and from those who they drew their inspirations from.

**COURSE BACKGROUND**

**Course Description**

This course is a social work foundation offering in methods for macro practice, specifically community organization, management, and policy advocacy. It is partly survey in nature, touching on a range of methods, strategies and skills. It provides an appreciation of the historical and contemporary importance of these social work methods. The relevance of these methods to diverse populations and identities is addressed. Aspects of culturally sensitive and socially just practice are emphasized.
Course Content

Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW502, which is designed to be taken concurrently.

Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

Course Competencies and Practice Behaviors

This course addresses the following competencies and practice behaviors:

**COMPETENCY 1**—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- 1.1 advocate for client access to the services of social work;
- 1.3 attend to professional roles and boundaries

**COMPETENCY 2**—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- 2.1 recognize and manage personal values in a way that allows professional values to guide practice;
- 2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
- 2.4 apply strategies of ethical reasoning to arrive at principled decisions

**COMPETENCY 3**—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- 3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- 3.2 analyze models of assessment, prevention, intervention, and evaluation;
- 3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**COMPETENCY 4**—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences

COMPETENCY 5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
   5.2 advocate for human rights and social and economic justice; and
   5.3 engage in practices that advance social and economic justice.

COMPETENCY 6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
   6.2 use research evidence to inform practice.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
   7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
   7.2 critique and apply knowledge to understand person and environment.

COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
   8.1 analyze, formulate, and advocate for policies that advance social well-being
   8.2 collaborate with colleagues and clients for effective policy action.

COMPETENCY 9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
   9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
   9.2 promote sustainable changes in service delivery and practice to improve the quality of social services.

COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice
with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**COMPETENCY 10(b)—Assessment**

Social workers

1. Collect, organize, and interpret client data
2. Assess client strengths and limitations
3. Develop mutually agreed-on intervention goals and objectives; and
4. Select appropriate intervention strategies.

**COMPETENCY 10(c)—Intervention**

Social workers

1. Initiate actions to achieve organizational goals
2. Implement prevention interventions that enhance client capacities;
3. Help clients resolve problems;
4. Negotiate, mediate, and advocate for clients; and
5. Facilitate transitions and endings.

**COMPETENCY 10(d)—Evaluation**

Social workers

1. Critically analyze, monitor, and evaluate interventions.

**Course Objectives**

On completion of this course, students using a generalist social work practice framework will be able to:

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work. (Practice Behaviors 4.1, 9.1)
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems. (Practice Behaviors 1.1, 3.1, 5.2, 5.3, 6.2, 8.1)
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values. (Practice Behaviors 3.1, 3.3, 4.3, 5.2, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 10.d.1)
4. Apply NASW’s Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations. (Practice Behaviors 1.3, 2.1, 2.2, 2.4, 4.2, 5.3)
5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions. (Practice Behaviors 3.1, 3.2, 7.1, 7.2; 10.b.1, 10.b.2, 10.b.3, 10.b.4, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5)
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns. (Practice Behaviors 5.3, 7.2)
7. Identify salient connections between macro practice and interpersonal practice. (Practice Behaviors 3.2, 7.1, 7.2)

**Course Design**

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, team work, student presentations, speakers, and videos.

**Theme Relation to**

Are addressed through methods such as the use of readings, examples, cases,
Multiculturalism & Diversity: and role plays, and the development of intervention tools that explore multicultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

Theme Relation to Social Justice: Are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: Are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

Theme Relation to Behavioral and Social Science Research: Research is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.

Relationship to Social Work Ethics and Values: The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers’ responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

Faculty Approved

October 17, 2012

Accommodations

If you have a condition or disability that may affect or interfere with your participation in this course, please contact the instructor as soon as possible to discuss accommodations for your specific needs. It is the School of Social Work’s policy that instructors keep this information strictly confidential.

Information and resources for accommodations is also available with the office of Services for Students with Disability (SSD).

On August 18, 2014 their location and contact information was as follows:

Location—G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045
Phone—(734) 763-3000, (734) 615-4461 (TDD), (734) 619-3947 (VP)
Email—ssdoffice@umich.edu
Working Hours—Monday through Friday, 8:00 a.m. to 5:00 p.m.
Please note that contact, location and working hours may change without notification. Most up to date contact, location and working hours information for the office is available via the search function of the University of Michigan website http://www.umich.edu and the University of Michigan Phone Directory service.

Creating a Positive Learning Environment

This section has been quoted from Janet Ray's syllabus for SW 560 offered in the Fall 2013 semester. The instructor(s) acknowledge her generous help in explaining how to create a positive learning experience. Ms. Ray has in turn acknowledged the collaborative efforts of SW 560 instructors Luke Shaefer, Lorraine Gutierrez, Shane Brady, Tony Rothschild, Trina Shanks, Diane Vinokur and Michael Woodford in the creation of her syllabus.

"Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. Thus, it is important to foster an environment in which all participants are willing to express their opinions and perspectives. At times, this engagement can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues. To encourage this environment, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for learning, it cannot reinforce systems of bias and domination. As course instructor, I will strive to develop a respectful course environment. You too can contribute to this ethos by extending to your colleagues the same respect and sensitivity you desire. Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial, civil, and professional manner, which involves listening to, recognizing, and respecting others’ views, even if we do not agree with the perspectives being advanced. At times it may be necessary to challenge the ideas someone presents, but it is important to do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted by M. Woodford from MSW Handbook, Faculty of Social Work, University of Toronto)."

Electronic Devices

In consideration of your fellow students in this class please set all mobile phones that you bring to class on vibrate. If you need to take a call, please step outside and then answer the phone to ensure that the class is not disrupted.

Religious Observances

Please let the instructor(s) know of your religious observances that may conflict with class attendance or assignment due dates or group work so that appropriate arrangements can be made. It would make the instructor(s) (and possibly of your fellow team members') lives easier if you bring this up during the first week of the semester.
CLASS DETAILS (A.K.A. STUFF YOU ARE DYING TO KNOW)

CLASS SESSIONS AND READINGS

<table>
<thead>
<tr>
<th>Session 1</th>
<th>INTRODUCTION</th>
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| Sep 8, 2014 Monday | 1. Short New York Times Blog Posts:  
  "The Rise of the Permanent Temp Economy By ERIN HATTON Jan 26, 2013"
  "In China, a Vast Chasm Between the Rich and the Rest By SIM CHI YIN Feb 9, 2013"
  "Equal Opportunity, Our National Myth By JOSEPH E. STIGLITZ Feb 16, 2013"
  "Less Innovation, More Inequality By EDMUND S. PHELPS Feb 24, 2013"
  "In the South and West, a Tax on Being Poor By KATHERINE S. NEWMAN Mar 9, 2013"

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<th>Session 2</th>
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<th>Session 3</th>
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  "Singapore’s Lessons for an Unequal America By JOSEPH E. STIGLITZ Mar 18, 2013"  
  "The Kids Left Behind by the Boom By MARIE ARANA March 20, 2013 "  
  "Is the Estate Tax Doomed? By K. F. SCHEVE JR. & DAVID STASAVAGE Mar 24, 2013"  
  "King Cotton’s Long Shadow By WALTER JOHNSON Mar 30, 2013"  
  "A Tax System Stacked Against the 99 Percent By JOSEPH E. STIGLITZ Apr 14, 2013"  

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<th>Session 4</th>
<th>COMMUNITY</th>
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  "Suburban Disequilibrium By BECKY M. NICOLAIDES and ANDREW WIESE, Apr 6, 2013" |

Session 5  
Oct 6, 2014  
Monday

COMMUNITY

Session 6  
Oct 20, 2014  
Monday

COMMUNITY
1. Short New York Times Blog Posts:
   • "Schooling Ourselves in an Unequal America By REBECCA STRAUSS, Jun 16, 2013"
   • "Young and Isolated By JENNIFER M. SILVA, Jun 22, 2013"
   • "The New Prostitutes By ROBERT KOLKER, Jun 29, 2013"
   • "Who’s Your Daddy? By MILES CORAK, Jul 20, 2013"
   • "Crumbling American Dreams By ROBERT D. PUTNAM, Aug 3, 2013"

Session 7  
Oct 27, 2014  
Monday

GRANTS
1. Short New York Times Blog Posts:
   • "The Wrong Lesson From Detroit’s Bankruptcy By JOSEPH E. STIGLITZ, Aug 11, 2013"
   • "Crushed by the Cost of Child Care By ALISSA QUART, Aug 17, 2013"
   • "How Technology Wrecks the Middle Class By D. H. AUTOR AND D. DORN, Aug 24, 2013"
   • "How Dr. King Shaped My Work in Economics By JOSEPH E. STIGLITZ, Aug 27, 2013"
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<th>Session 8</th>
<th>Nov 3, 2014 Monday</th>
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<td><strong>GRANTS</strong></td>
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<tr>
<td>1. Short New York Times Blog Posts:</td>
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<tr>
<td>- &quot;Lifelines for Poor Children By JAMES J. HECKMAN, Sep 14, 2013&quot;</td>
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<td>- &quot;American Bile By ROBERT B. REICH, Sep 21, 2013&quot;</td>
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<td>- &quot;Rich People Just Care Less By DANIEL GOLEMAN, Oct 5, 2013&quot;</td>
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<td>- &quot;Inequality Is a Choice By JOSEPH E. STIGLITZ, Oct 13, 2013&quot;</td>
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<td>- &quot;The Insanity of Our Food Policy By JOSEPH E. STIGLITZ, Nov 16, 2013&quot;</td>
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<td><strong>POLICY &amp; ADVOCACY</strong></td>
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<tr>
<td>1. Short New York Times Blog Posts:</td>
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<td>- &quot;Poverty in America Is Mainstream By MARK R. RANK, Nov 2, 2013&quot;</td>
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<td>- &quot;How Can We Jump-Start the Struggle for Gender Equality? By P. N. COHEN, Nov 23, 2013&quot;</td>
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<td>- &quot;The Minimum We Can Do By ARINDRAJIT DUBE, Nov 30, 2013&quot;</td>
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<td>- &quot;What Obama Left Out of His Inequality Speech: Regulation T. O. MCGARITY, Dec 8, 2013&quot;</td>
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<td>- &quot;We Are Not All in This Together By SHAMUS KHAN, Dec 14, 2013&quot;</td>
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<th>Session 10</th>
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<td><strong>POLICY &amp; ADVOCACY</strong></td>
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<tr>
<td>1. Short New York Times Blog Posts:</td>
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<td>- &quot;In No One We Trust By JOSEPH E. STIGLITZ, Dec 21, 2013&quot;</td>
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<td>- &quot;What Happens When the Poor Receive a Stipend? By MOISES VELASQUEZ-MANOFF, Jan 18, 2014&quot;</td>
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<td>- &quot;How Inequality Hollows Out the Soul By RICHARD WILKINSON and KATE PICKETT, Feb 2, 2014&quot;</td>
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<td>- &quot;One Nation Under Guard By SAMUEL BOWLES and ARJUN JAYADEV, Feb 15, 2014&quot;</td>
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<td>- &quot;College the Great Unleveler by SUZANNE METTLER, Mar 1, 2014&quot;</td>
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### Session 11
**Nov 24, 2014**
**Monday**

**POLICY & ADVOCACY**

1. Short New York Times Blog Posts:
   - "On the Wrong Side of Globalization By JOSEPH E. STIGLITZ, Mar 15, 2014"
   - "All Economics Is Local By MICHAEL REICH and KEN JACOBS, Mar 22, 2014"
   - "Can We Close the Pay Gap? By DEBORAH HARGREAVES, Mar 29, 2014"
   - "Parental Involvement Is Overrated By K. ROBINSON and A. L. HARRIS, Apr 12, 2014"
   - "To Reduce Inequality, Start With Families By JUDITH WARNER, Apr 20, 2014"


### Session 12
**Dec 1, 2014**
**Monday**

**POLICY & ADVOCACY**

1. Short New York Times Blog Posts:
   - "Going Mobile By ANDREA LEVERE, May 3, 2014"
   - "The Benefits of Mixing Rich and Poor By DAVID L. KIRP, May 10, 2014"
   - "The Republican War on Workers’ Rights By COREY ROBIN, May 18, 2014"
   - "This Fugitive Life By ALICE GOFFMAN, May 31, 2014"
   - "Stop Holding Us Back By ROBERT BALFANZ, Jun 7, 2014"


### Session 13
**Dec 8, 2014**
**Monday**

**POLICY & ADVOCACY**


3. Short New York Times Blog Posts:
   - "No Money, No Time By MARIA KONNIKOVA, Jun 13, 2014"
   - "Inequality Is Not Inevitable By JOSEPH E. STIGLITZ June 27, 2014"


ASSIGNMENTS

Assignments for the course are of two types – individual assignments that you will complete by yourself and team assignments that you will complete in collaboration with your assigned team. All work must be your personal work that you contribute (either to your individual assignment or to your team’s) and work of others needs to be properly attributed. (Please pay close attention to the "Academic Honesty and Integrity" section of this syllabus in terms of attribution expectations.) A listing of assignments is as follows.

<table>
<thead>
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<th>Individual Assignments</th>
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<tr>
<td>Lecture attendance, participation and Q&amp;A (12 lectures)</td>
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<tr>
<td>Lecture Synopsis Presentations (varies, up to 10 synopses)</td>
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<tr>
<td>Online Forum Postings (2 postings)</td>
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<tr>
<td>Reflection Paper &amp; Individual Evaluation of Team (1 each)</td>
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<tr>
<th>Team Assignments</th>
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<tr>
<td>Community Assessment Assignment (1 assessment)</td>
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<tr>
<td>Grant Assignment (1 grant paper)</td>
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<tr>
<td>Policy Paper / Proposal (1 policy paper or proposal)</td>
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All assignments are due at the beginning of lecture time on the date they are due unless otherwise stated and should be submitted via the CTools dropbox for the course. If you think you will be late submitting an assignment please inform the instructor(s) before the due date. The instructor may at her/his discretion accept late assignments and may impose a penalty of up to 50% of points earned for the assignment on a case by case basis. This includes team assignments and the whole team will be penalized for late submissions.

**Lecture attendance, participation and Q&A (Max.: 12 points)**

You can earn 1 point during each lecture towards "Lecture attendance, participation and Q&A during Lectures 2 through 13. In order to earn the point you have to do all of the following:

1. Attend the entirety of the lecture (i.e., not be late and not leave early without the instructor’s prior permission).
2. Successfully answer to the instructor's satisfaction any course content or lecture related questions asked of you during the lecture.

If no questions are asked of you during a lecture, lucky you! You earned one point at that lecture for attending and actively participating during entire lecture.

**Lecture Synopsis Presentations (Max.: 10 points for each synopsis, at least 3 synopses. Max. Total: 30 points)**

'Lecture Synopsis Presentations' are a form of class participation. Informed class discussions of articles and other course material assigned for each lecture are essential parts of learning in this course. 'Lecture Synopsis Presentations' are designed to facilitate such learning. You will both be a teacher and a student. To effectively execute the dual roles, reading and understanding the assigned articles and other course material before each lecture is essential. If you fail to read the assigned articles you damage the learning of your fellow students as well as your own.

During each lecture, the instructor(s) will invite one member of each assigned team to synopsize one or more of the readings assigned for that lecture to the entire class (or a part of the class). The instructor will not reveal in advance of the lecture either which member of the team will be invited or which reading(s) will be assigned to which team. This encourages each student to do all the readings. However, as a team you might want to collaborate in preparing to present a synopsis.

If you attend every lecture during the course of the semester, the instructor will guarantee that you will be provided a minimum of three chances to present synopses. At each of these opportunities you could potentially earn a maximum of 10 points. If you are absent for one or more lectures you may miss out on opportunities to synopsize and thus not earn the maximum of 30 points available for this set of assignments.
The instructor will assign up to 10 points for each synopsis opportunity based on the quality of the entire synopsis by the student. If the instructor judges the quality of the synopsis to be unacceptable or if the invited student is unable or unwilling to provide a synopsis, the instructor will invite one of the other members of the team. While it is possible to get more than 3 chances to present the maximum total points you can accumulate towards your grade for the course through this set of assignments is 30 points.

The point total of the invited student who presented an unacceptable synopsis or who is unable or unwilling to provide a synopsis will be deducted by 5 points. However, never fear you will not lose more than the 30 points assigned to these set of assignments. You will not lose points that you earn through your efforts in other assignments.

**Online Forum Postings (3 postings: 4 + 4 = 8 points Max.)**

Through the semester each student will be expected to respond to questions and / or discussions that the instructor(s) post via an online forum. You can earn a maximum of 4 points in each of these posting assignments through your responses to the questions or to your peers’ comments.

**Reflection Paper (0 points) & Individual Evaluation of Team (Max.: 5 points)**

The initial 'Reflection Paper' will carry no points assigned. It is a way to help you reflect on working in a team and get to the people you will work with through the term. Specific details about the paper and the assignment will be provided during lecture.

The 'Individual Evaluation of Team' is a required individual assignment. It is an opportunity at the end of the semester for you to provide input into your individual contributions in team assignments and provide feedback on your experiences working in your assigned team. It is expected that your responses will be confidential and that you as a student will not have access to the submissions of other students in the class. You can earn a maximum of 5 points towards your grade for the course in this assignment based on the feedback received from other members of your team.

**Community Assessment Assignment (Max.: 15 points)**

The 'Community Assessment Assignment' is a team assignment. At the beginning of the semester you will be assigned a team with four or five fellow students. As a team you will chose a community to focus on and will profile and assess the community. You are expected to use the knowledge learned in the class as well as that you bring to the class from past experiences for this assignment. You will assemble quantitative and qualitative data to present as a part of your assessment. Assessments are expected to be at least 10 pages (without including cover page), though significantly larger assessments are more typical. Details of the assignment will be provided during lectures.

**Grant Assignment (Max.: 15 points)**

The 'Grant Assignment' is a team assignment. You will leverage the knowledge about the community you assembled in the 'Community Assessment Assignment' by submitting a grant on behalf of the same community (or its members). Details of the assignment will be provided during lectures.

**Policy Paper / Proposal (Max.: 15 points)**

The 'Policy Paper / Proposal' is a team assignment. After assessing a community’s needs and submitting a grant relevant to these needs, you will prepare to influence the systems affecting the community by advocating for policies and / or designing policies that would benefit the community. Details of the assignment will be provided during lectures.
GRADING

The instructor(s) want each student to attain their greatest learning potential for this course. We are not gate keepers to the grade and are view ourselves as facilitators to your achieving the maximum grade you deserve based on the learning you achieve. In theory, it is possible for each student to get an "A+" grade in this course as the grading is based on points earned over the course of the semester. Such an event will have your instructor(s) dancing with joy in front of the Dean's office proclaiming the wonderful achievements of the students. The grading is not curved and we encourage each student to aim for an "A+".

Successfully completing assignments and online forum postings, as well as actively participating in class and in your assigned teams are ways to earn points. Please refer to the "Assignments" section of this syllabus for details. Points will be applied toward deciding your grade for the course. A listing of points that can be earned is as follows.

<table>
<thead>
<tr>
<th>ASSIGNMENT TYPE</th>
<th>ASSIGNMENT NAME(S)</th>
<th>MAXIMUM POINTS</th>
<th>MAXIMUM POINTS AS A % OF TOTAL COURSE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment</td>
<td>Lecture attendance, participation and Q&amp;A</td>
<td>12 points</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Lecture Synopsis Presentations (over at least 3 synopses opportunities – 10 points max. each)</td>
<td>30 points</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>3 Online Forum Postings (4 + 4 = 8 points)</td>
<td>8 points</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper/Individual Evaluation of Team</td>
<td>5 points</td>
<td>5%</td>
</tr>
<tr>
<td>Team Assignment</td>
<td>Community Assessment Assignment</td>
<td>15 points</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Grant Assignment</td>
<td>15 points</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Policy Paper / Proposal</td>
<td>15 points</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 POINTS</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Translation of points earned to grade assigned for course**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
</tbody>
</table>

Grades of "A+" are typically earned by students who have turned in exceptional work in assignments and online forum postings and have actively participated in class and in their assigned teams.

**Academic Honesty and Integrity**

The "Student Code of Academic and Professional Conduct" of the School of Social Work, The University of Michigan, Ann Arbor, applies to all your work in this course. Cheating, plagiarism and academic dishonesty is prohibited and engaging in them can have serious consequences. Plagiarism is "representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation."¹ Section 1.12.02 of the 2013-14 MSW Student Guide states:

Examples of plagiarism include, but are not limited to:
1. Using or otherwise taking credit for someone else's work or ideas.
2. Using the language of another without full and proper quotation or source citation.
3. Implicitly presenting the appropriated words or ideas of another as one's own.

4. Using Internet source material, in whole or in part, without careful and specific reference to the source.
5. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
6. Self-plagiarism, that is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University.

Please familiarize yourself with "Student Code of Academic and Professional Conduct" section of the MSW handbook of the school. Instructors are required to report all violations of the code by students to the school administration.

### Class Calendar

<table>
<thead>
<tr>
<th>Lecture Focus</th>
<th>Lecture</th>
<th>Things to Remember for the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><strong>Session 1</strong>&lt;br&gt;Sep 8, 2014</td>
<td>Start working in teams during this week!&lt;br&gt;Do class reading for next lecture!!</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td><strong>Session 2</strong>&lt;br&gt;Sep 15, 2014</td>
<td>Initial Reflection Paper Due!&lt;br&gt;Complete selection of the community you are going to assess in your teams.&lt;br&gt;Do class reading for next lecture!!</td>
</tr>
<tr>
<td></td>
<td><strong>Session 3</strong>&lt;br&gt;Sep 22, 2014</td>
<td>Start working in your teams.&lt;br&gt;Gather information about selected community.&lt;br&gt;Visit community / contact community members.&lt;br&gt;Complete your posting for Forum Posting 1.&lt;br&gt;Do class reading for next lecture!!</td>
</tr>
<tr>
<td></td>
<td><strong>Session 4</strong>&lt;br&gt;Sep 29, 2014</td>
<td>Research, research and more research on selected community. (The more work you do now, easier it will help you in your &quot;Policy Paper/Proposal&quot; in November.)&lt;br&gt;Do class reading for next lecture!!</td>
</tr>
<tr>
<td></td>
<td><strong>Session 5</strong>&lt;br&gt;Oct 6, 2014</td>
<td>Put it all together – complete your draft of your Community Assessment Assignment.&lt;br&gt;Do class reading for next lecture!!</td>
</tr>
<tr>
<td></td>
<td><strong>Session 6</strong>&lt;br&gt;Oct 20, 2014</td>
<td>Finalize your Community Assessment.&lt;br&gt;Do class reading for next lecture!!</td>
</tr>
<tr>
<td><strong>Grants</strong></td>
<td><strong>Session 7</strong>&lt;br&gt;Oct 27, 2014</td>
<td>Community Assessment Assignment Due!&lt;br&gt;Start working on your Grant Assignment.&lt;br&gt;Complete your posting for Forum Posting 2.&lt;br&gt;Do class reading for next lecture!!</td>
</tr>
<tr>
<td><strong>Policy &amp; Advocacy</strong></td>
<td><strong>Session 8</strong>&lt;br&gt;Nov 3, 2014</td>
<td>Forum Posting 1 Due!&lt;br&gt;Do class reading for next lecture!!</td>
</tr>
<tr>
<td></td>
<td><strong>Session 9</strong>&lt;br&gt;Nov 10, 2014</td>
<td>Finalize Grant Assignment.&lt;br&gt;Decide on team's Policy of choice.&lt;br&gt;Do class reading for next lecture!!</td>
</tr>
<tr>
<td></td>
<td><strong>Session 10</strong></td>
<td>Grant Assignment Due!!</td>
</tr>
</tbody>
</table>
In your assignments your team will have selected a community to focus on and will have completed an assessment. These lectures help you build on this knowledge to examine and formulate policies to help communities and to advocate for them. In these lectures we will examine policies that impact Community Organizing and social work practice. You will build on your knowledge repertoire and apply it in determining policy effects on the community your team has chosen and demonstrate methods to advocate for them.

| Nov 17, 2014 | Finalize the Policy or Proposal you are going to advocate for this week. Inform your instructor of your choice and get feedback. Complete your posting for Forum Posting 3. Do class reading for next lecture!! |
| Session 11 | Forum Posting 2 Due! Research and write sections of your team’s Policy Paper / Proposal. Do class reading for next lecture!! |
| Session 12 | Finalize your team’s Policy Paper / Proposal Assignment and take a well-deserved break next week for Thanksgiving. Do class reading for next lecture!! |
| Session 13 | Policy Paper / Proposal Assignment Due! Presentation of Paper / Proposal in class. |
| Dec 10, 2014 9:00 a.m. | Individual Evaluation of Team Paper Due! |

All assignments are due at the beginning of lecture time on the date they are due unless otherwise stated and should be submitted via the CTools dropbox for the course.

**COURSE MATERIALS & TEXTS**

**Required Texts:**


**Recommended Texts**


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