

COURSE TITLE:	Introduction to Community Organization, Management, and Policy/Evaluation Practice
COURSE NUMBER:	560 (Fall Term, 2014, Section 008, Class# 21071)
TIME & PLACE	Wed 9:00 a.m. - 12:00 p.m., Room 2816 - SSWB
CREDIT HOURS:	3
PREREQUISITES:	None (Foundation macro methods; required for all students)
INSTRUCTOR:	Rabindar Subbian, MSW, MBA
CONTACT DETAILS:	E-mail: Rabindar Subbian: rabindar@umich.edu Phone: 314.322.6184
OFFICE HOURS:	By appointment



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

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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.

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## 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

- 10.b.1 collect, organize, and interpret client data
- 10.b.2 assess client strengths and limitations
- 10.b.3 develop mutually agreed-on intervention goals and objectives; and
- 10.b.4 select appropriate intervention strategies.

**COMPETENCY 10(c)—Intervention**

Social workers

- 10.c.1 initiate actions to achieve organizational goals
- 10.c.2 implement prevention interventions that enhance client capacities;
- 10.c.3 help clients resolve problems;
- 10.c.4 negotiate, mediate, and advocate for clients; and
- 10.c.5 facilitate transitions and endings.

**COMPETENCY 10(d)—Evaluation**

Social workers

- 10.d.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,

<b>Multiculturalism &amp; Diversity:</b>	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.
<b>Theme Relation to Social Justice:</b>	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.
<b>Theme Relation to Promotion, Prevention, Treatment &amp; Rehabilitation:</b>	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).
<b>Theme Relation to Behavioral and Social Science Research:</b>	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.
<b>Relationship to Social Work Ethics and Values:</b>	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.
<b>Faculty Approved</b>	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

<p><b>Session 1</b> Sep 3, 2014 Wednesday</p>	<p><b>INTRODUCTION</b></p> <ol style="list-style-type: none"> <li>Short New York Times Blog Posts: <ul style="list-style-type: none"> <li>"The Rise of the Permanent Temp Economy By ERIN HATTON Jan 26, 2013"</li> <li>"In China, a Vast Chasm Between the Rich and the Rest By SIM CHI YIN Feb 9, 2013"</li> <li>"Equal Opportunity, Our National Myth By JOSEPH E. STIGLITZ Feb 16, 2013"</li> <li>"Less Innovation, More Inequality By EDMUND S. PHELPS Feb 24, 2013"</li> <li>"In the South and West, a Tax on Being Poor By KATHERINE S. NEWMAN Mar 9, 2013"</li> </ul> </li> <li>Ghais, S. (2005). Process basics: The beginner's guide to facilitation. In Extreme facilitation: Guiding groups through controversy and complexity. (pp. 127-154). San Francisco, CA: Jossey-Bass.</li> <li>Killer Presentation Skills. <a href="http://www.youtube.com/watch?v=whTwjG4ZIJg">http://www.youtube.com/watch?v=whTwjG4ZIJg</a>.</li> </ol>
<p><b>Session 2</b> Sep 10, 2014 Wednesday</p>	<p><b>COMMUNITY</b></p> <ol style="list-style-type: none"> <li>Short New York Times Blog Post: "Division Street, U.S.A. By ROBERT J. SAMPSON, Oct 26, 2013"</li> <li>Stiglitz, J. E. (2013). Chapter One. America's 1 Percent Problem.</li> <li>Freire, P. (1970). Chapter 1. In P. Freire (1970). Pedagogy of the Oppressed (pp. 43-69). NewYork: Continuum International.</li> <li>Austin, M., Coombs, M., &amp; Barr, B. (2005). Community-centered clinical practice: Is the integration of macro and micro social work practice possible? Journal of Community Practice, 13 (4), 9-31.</li> <li>Henderson. (2003) Skills in Entering Neighborhoods, Chapter 2. Pages 36 -52.</li> <li>McKnight, J. &amp; Kretzmann, J. P. (2005). Mapping community capacity. In M. Minkler (Ed.), Community organizing and community building for health (158-173). New Brunswick, NJ: Rutgers University Press.</li> <li>Eng, E. &amp; Blanchard L. (2005). Action-oriented community diagnosis procedure. In M. Minkler (Ed.), Community organizing and community building for health (433-435, Appendix 1). New Brunswick, NJ: Rutgers University Press. In Minkler, M. &amp; Coombe, C. M. (2005).</li> </ol>
<p><b>Session 3</b> Sep 17, 2014 Wednesday</p>	<p><b>COMMUNITY</b></p> <ol style="list-style-type: none"> <li>Short New York Times Blog Posts: <ul style="list-style-type: none"> <li>"Singapore's Lessons for an Unequal America By JOSEPH E. STIGLITZ Mar 18, 2013"</li> <li>"The Kids Left Behind by the Boom By MARIE ARANA March 20, 2013 "</li> <li>"Is the Estate Tax Doomed? By K. F. SCHEVE JR. &amp; DAVID STASAVAGE Mar 24, 2013"</li> <li>"King Cotton's Long Shadow By WALTER JOHNSON Mar 30, 2013"</li> <li>"A Tax System Stacked Against the 99 Percent By JOSEPH E. STIGLITZ Apr 14, 2013"</li> </ul> </li> <li>Stiglitz, J. E. (2013). Chapter Two. Rent Seeking and the Making of an Unequal Society.</li> <li>Szakos, K. L., &amp; Szakos, J. (2007). What is community organizing (2007). In K.L. Szakos, &amp; J. Szakos, We make change: Community organizers talk about what they do and why (pp.1-27). Nashville, TN: Vanderbilt University Press.</li> <li>Brady, S.R. (In press). The Beginning Development of Formal Practice Theory in Community Organizing. Journal of Community Practice.</li> <li>Rothman, J. (2008). Multi modes of intervention at the macro level. Journal of Community Practice, 15(4), 11-40.</li> <li>Pyle (2014), Progressive Community Organizing: Reflective Practice in a Globalizing World, Chapter 5 "Critical Organizing Frameworks" (pp. 1-20).</li> </ol>
<p><b>Session 4</b> Sep 24, 2014 Wednesday</p>	<p><b>COMMUNITY</b></p> <ol style="list-style-type: none"> <li>Short New York Times Blog Posts: <ul style="list-style-type: none"> <li>"Suburban Disequilibrium By BECKY M. NICOLAIDES and ANDREW WIESE, Apr 6, 2013"</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• "No Rich Child Left Behind By SEAN F. REARDON, Apr 27, 2013"</li> <li>• "How Social Networks Drive Black Unemployment By NANCY DITOMASO, May 5, 2013"</li> <li>• "Student Debt and the Crushing of the American Dream By J. E. STIGLITZ, May 12, 2013"</li> <li>• "The 1 Percent Are Only Half the Problem By TIMOTHY NOAH, May 18, 2013"</li> </ul> <ol style="list-style-type: none"> <li>2. Stiglitz, J. E. (2013). Chapter Three. Markets and Inequality.</li> <li>3. Staral, J. M. (2000). Building on mutual goals: The intersection of community practice and church based organizing. <i>Journal of Community Practice</i>, 7(3), 85-97.</li> <li>4. Gutierrez, L., &amp; Lewis, E. A. (1994). Community organizing with women of color: A feminist perspective. <i>Journal of Community Practice</i>, 1(2), 23-36.</li> <li>5. Harris, C. (2009). Black Women's Clubs. <i>Black Women, Gender and Families</i>, 3(1).</li> <li>6. Bobo, K., Kendall, J., &amp; Max, S. (2001). Developing a strategy (Chap.4). In K. Bobo, J. Kendall, &amp; S. Max, <i>Organizing for social change: Midwest Academy manual for activists</i>. Washington D.C.: Seven Locks Press.</li> </ol>
<p><b>Session 5</b> Oct 1, 2014 Wednesday</p>	<p><b>COMMUNITY</b></p> <ol style="list-style-type: none"> <li>1. Stiglitz, J. E. (2013). Chapter Four. Why It Matters.</li> <li>2. Arizmendi, L. G., &amp; Ortiz, L. (2004). Neighborhood and community organizing in colonias: A case study in the development and use of promotoras. <i>Journal of Community Practice</i>, 12(1/2), 23-35.</li> <li>3. Staples, L. H. (2000). Insider/outsider upsides and downsides. <i>Social Work with Groups</i> 23(2) 19-35.</li> <li>4. Fauri, D. P &amp; Wernet, S. (2008) . Cases in Macro Social Work Practice. 3rd edition, Boston, Pearson Education, Inc. pp 61 thru 82: 2 Case Studies: Guatemalan Stove Project and the Reverend and Me: Faith Communities</li> <li>5. Sen, R. (2003). Introduction: Community organizing – yesterday and today. In R. Sen. <i>Stir it up: Lessons in community organizing and advocacy</i> (pp. xliii-lxv). San Francisco: Jossey-Bass.</li> <li>6. Lepischak, B. (2004). Building community for Toronto's lesbian, gay, bisexual, and transgender youth. <i>Journal of Gay &amp; Lesbian Social Services</i>, 16(3/4), 81-99. doi:10.1300/J041v16n03_06</li> </ol>
<p><b>Session 6</b> Oct 8, 2014 Wednesday</p>	<p><b>COMMUNITY</b></p> <ol style="list-style-type: none"> <li>1. Short New York Times Blog Posts: <ul style="list-style-type: none"> <li>• "Schooling Ourselves in an Unequal America By REBECCA STRAUSS, Jun 16, 2013"</li> <li>• "Young and Isolated By JENNIFER M. SILVA, Jun 22, 2013"</li> <li>• "The New Prostitutes By ROBERT KOLKER, Jun 29, 2013"</li> <li>• "Who's Your Daddy? By MILES CORAK, Jul 20, 2013"</li> <li>• "Crumbling American Dreams By ROBERT D. PUTNAM, Aug 3, 2013"</li> </ul> </li> <li>2. Stiglitz, J. E. (2013). Chapter Five. A Democracy in Peril.</li> <li>3. Pyle (2014), <i>Progressive Community Organizing: Reflective Practice in a Globalizing World</i>, Chapter 9 "Tactics for Change" (pp. 1-20).</li> <li>4. Ohmer, M.L. &amp; DeMasi, K. (2009). <i>Consensus Organizing: A Community Development Workbook</i>. Ch. 6 "Understanding Communities: Their History and Current Conditions." Thousand Oaks, CA: Sage Publications.</li> <li>5. Delgado, M. (1998). Murals in Latino communities: Social indicators of community strengths. <i>Social Work</i> 43(4), 346-356.</li> <li>6. Nystrom, N., &amp; Jones, T. (2003). Community building with aging and old lesbians. <i>American Journal of Community Psychology</i> 31(3/4), 293-300.</li> </ol>
<p><b>Session 7</b> Oct 15, 2014 Wednesday</p>	<p><b>GRANTS</b></p> <ol style="list-style-type: none"> <li>1. Short New York Times Blog Posts: <ul style="list-style-type: none"> <li>• "The Wrong Lesson From Detroit's Bankruptcy By JOSEPH E. STIGLITZ, Aug 11, 2013"</li> <li>• "Crushed by the Cost of Child Care By ALISSA QUART, Aug 17, 2013"</li> <li>• "How Technology Wrecks the Middle Class By D. H. AUTOR AND D. DORN, Aug 24, 2013"</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>• "How Dr. King Shaped My Work in Economics By JOSEPH E. STIGLITZ, Aug 27, 2013"</li> <li>• "Why Janet Yellen, Not Larry Summers, Should Lead the Fed By J. E. STIGLITZ, Sep 6, 2013"</li> </ul> <ol style="list-style-type: none"> <li>2. Stiglitz, J. E. (2013). Chapter Six. 1984 Is Upon Us.</li> <li>3. Coley, S. M. &amp; Scheinberg, C. A. (2014). Proposal Writing: Effective Grantsmanship-5th edition. Thousand Oaks, CA: Sage Publications. (Ch. 1-5)</li> </ol>
<p><b>Session 8</b> Oct 22, 2014 Wednesday</p>	<p><b>GRANTS</b></p> <ol style="list-style-type: none"> <li>1. Short New York Times Blog Posts: <ul style="list-style-type: none"> <li>• "Lifelines for Poor Children By JAMES J. HECKMAN, Sep 14, 2013"</li> <li>• "American Bile By ROBERT B. REICH, Sep 21, 2013"</li> <li>• "Rich People Just Care Less By DANIEL GOLEMAN, Oct 5, 2013"</li> <li>• "Inequality Is a Choice By JOSEPH E. STIGLITZ, Oct 13, 2013"</li> <li>• "The Insanity of Our Food Policy By JOSEPH E. STIGLITZ, Nov 16, 2013"</li> </ul> </li> <li>2. Stiglitz, J. E. (2013). Chapter Seven. Justice for All? How Inequality is Eroding the Rule of Law.</li> <li>3. Coley, S. M. &amp; Scheinberg, C. A. (2014). Proposal Writing: Effective Grantsmanship-5th edition. Thousand Oaks, CA: Sage Publications. (Ch. 6-9)</li> </ol>
<p><b>Session 9</b> Oct 29, 2014 Wednesday</p>	<p><b>POLICY &amp; ADVOCACY</b></p> <ol style="list-style-type: none"> <li>1. Short New York Times Blog Posts: <ul style="list-style-type: none"> <li>• "Poverty in America Is Mainstream By MARK R. RANK, Nov 2, 2013"</li> <li>• "How Can We Jump-Start the Struggle for Gender Equality? By P. N. COHEN, Nov 23, 2013"</li> <li>• "The Minimum We Can Do By ARINDRAJIT DUBE, Nov 30, 2013"</li> <li>• "What Obama Left Out of His Inequality Speech: Regulation T. O. MCGARITY, Dec 8, 2013"</li> <li>• "We Are Not All in This Together By SHAMUS KHAN, Dec 14, 2013"</li> </ul> </li> <li>2. Stiglitz, J. E. (2013). Chapter Eight. The Battle of the Budget.</li> <li>3. Bradach, J. (2003). Going to scale: The challenge of replicating social programs. Stanford Social Innovation Review, 19-25.</li> <li>4. Sutton, R. (2003). Sparking nonprofit innovation: Weird management ideas that work, Stanford Social Innovation Review, 42-49.</li> <li>5. Gamson, W. (2000). Framing social policy. Nonprofit Quarterly 7(2), 40-42</li> </ol>
<p><b>Session 10</b> Nov 5, 2014 Wednesday</p>	<p><b>POLICY &amp; ADVOCACY</b></p> <ol style="list-style-type: none"> <li>1. Short New York Times Blog Posts: <ul style="list-style-type: none"> <li>• "In No One We Trust By JOSEPH E. STIGLITZ, Dec 21, 2013"</li> <li>• "What Happens When the Poor Receive a Stipend? By MOISES VELASQUEZ-MANOFF, Jan 18, 2014"</li> <li>• "How Inequality Hollows Out the Soul By RICHARD WILKINSON and KATE PICKETT, Feb 2, 2014"</li> <li>• "One Nation Under Guard By SAMUEL BOWLES and ARJUN JAYADEV, Feb 15, 2014"</li> <li>• "College the Great Unleveler by SUZANNE METTLER, Mar 1, 2014"</li> </ul> </li> <li>2. Stiglitz, J. E. (2013). Chapter Nine. A Macroeconomic Policy and a Central Bank By and For the 1 Percent.</li> <li>3. Alinsky, S. (1972). Of means and ends, in Rules for radicals (pp. 24-47). New York: Vintage Books.</li> <li>4. Hardina, D. (2004). Guidelines for ethical practice in community organization, Social Work 49 (4), 595-604.</li> <li>5. Hofer, R. (2006). Social justice and advocacy practice. In Advocacy practice for social justice. Chicago, IL: Lyceum Books.</li> </ol>

<p><b>Session 11</b> Nov 12, 2014 Wednesday</p>	<p><b>POLICY &amp; ADVOCACY</b></p> <ol style="list-style-type: none"> <li>Short New York Times Blog Posts: <ul style="list-style-type: none"> <li>"On the Wrong Side of Globalization By JOSEPH E. STIGLITZ, Mar 15, 2014"</li> <li>"All Economics Is Local By MICHAEL REICH and KEN JACOBS, Mar 22, 2014"</li> <li>"Can We Close the Pay Gap? By DEBORAH HARGREAVES, Mar 29, 2014"</li> <li>"Parental Involvement Is Overrated By K. ROBINSON and A. L. HARRIS, Apr 12, 2014"</li> <li>"To Reduce Inequality, Start With Families By JUDITH WARNER, Apr 20, 2014"</li> </ul> </li> <li>Stiglitz, J. E. (2013). Chapter Ten. The Way Forward: Another World is Possible.</li> <li>Schneider, R.L., &amp; Netting, F.L. (1999). Influencing social policy in a time of devolution: Upholding social works great tradition. <i>Social Work</i>, 44 (4), 349- 357.</li> <li>Robinson, I. A. (2008). Influencing local housing policy. <i>Journal of Community Practice</i>, 15(4), 117-130.</li> <li>McCue, B. (2012). The Lobbying Strategy Handbook, Chapter 10 "The 10 Steps Strike Again! Breaking the Tire Cycle" (pp. 223-250).</li> <li>Chambers, D. (2005). An overview of a style of policy analysis: A value-critical approach, in <i>Social policy and social programs</i>, 4th ed. (pp. 49-61), Boston: Allyn and Bacon.</li> </ol>
<p><b>Session 12</b> Nov 19, 2014 Wednesday</p>	<p><b>POLICY &amp; ADVOCACY</b></p> <ol style="list-style-type: none"> <li>Short New York Times Blog Posts: <ul style="list-style-type: none"> <li>"Going Mobile By ANDREA LEVERE, May 3, 2014"</li> <li>"The Benefits of Mixing Rich and Poor By DAVID L. KIRP, May 10, 2014"</li> <li>"The Republican War on Workers' Rights By COREY ROBIN, May 18, 2014"</li> <li>"This Fugitive Life By ALICE GOFFMAN, May 31, 2014"</li> <li>"Stop Holding Us Back By ROBERT BALFANZ, Jun 7, 2014"</li> </ul> </li> <li>Reich, R. B. (2013). Part II –Backlash, (pp. 79- 123).</li> <li>McNutt, John (2012). The Lobbying Strategy Handbook, Chapter 11 "Fighting for Justice in Cyberspace" (pp. 251-268).</li> <li>Wandersman, A., Goodman, R. M. &amp; Butterfoss, F. D. (2005). Understanding coalitions and how they operate as organizations. In M. Minkler (Ed.), <i>Community organizing and community building for health</i> (292-313). New Brunswick, NJ: Rutgers University Press.</li> <li>Brown, C. R. (2005). Coalition Checklist. In M. Minkler (Ed.), <i>Community organizing and community building for health</i> (438-443, Appendix 3). New Brunswick, NJ: Rutgers University Press.</li> <li>Sherraden, M., Slosar, B., &amp; Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy, <i>Social Work</i>, 47(3), 209-221.</li> </ol>
<p><b>Session 13</b> Dec 3, 2014 Wednesday</p>	<p><b>POLICY &amp; ADVOCACY</b></p> <ol style="list-style-type: none"> <li>Bamberger, M. &amp; Oswald, R. (2014). <i>The Real Cost of Fracking</i>. Boston, MA: Beacon Press.</li> <li>Reich, R. B. (2013). Part III –The Bargain Restored, (pp. 127- 148).</li> <li>Short New York Times Blog Posts: <ul style="list-style-type: none"> <li>"No Money, No Time By MARIA KONNIKOVA, Jun 13, 2014"</li> <li>"Inequality Is Not Inevitable By JOSEPH E. STIGLITZ June 27, 2014"</li> </ul> </li> <li>Hasenfeld, Y. (2001). Program development, in J. Rothman, et al, eds., <i>Strategies of community intervention</i>, 6th ed. (pp. 456-477), Itasca, IL: F.E. Peacock.</li> <li>Hick, S. F. (2003). Community practice in the internet age. In W. Shera (Ed.), <i>Emerging perspectives on anti-oppressive practice</i> (pp. 317-330). Toronto, ON: Canadian Scholars' Press.</li> <li>Mullaly, B. (2007). Appendix: Structural analysis of agency/field placement. In <i>The new structural social work</i> (3rd ed.) (pp. 364-366). Don Mills, ON: Oxford.</li> </ol>

## 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.

<b>Individual Assignments</b>	Lecture attendance, participation and Q&A (12 lectures)
	Lecture Synopsis Presentations (varies, up to 10 synopses)
	Online Forum Postings (2 postings)
	Reflection Paper & Individual Evaluation of Team (1 each)
<b>Team Assignments</b>	Community Assessment Assignment (1 assessment)
	Grant Assignment (1 grant paper)
	Policy Paper / Proposal (1 policy paper or proposal)

**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 synopsise 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 synopsise 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 (2 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.

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

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

A+	98-100	B+	87-89	C+	77-79	D+	67-69	F	<60
A	94-97	B	84-86	C	74-76	D	64-66		
A-	90-93	B-	80-83	C-	70-73	D-	60-63		

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."<sup>1</sup> 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.

<sup>1</sup> Section 1.12.02: Plagiarism. (2013). 2013-14 MSW Student Guide, School of Social Work, The University of Michigan, Ann Arbor. Retrieved Aug. 18, 2014, from <http://ssw.umich.edu/msw-student-guide/section/1.12.02/plagiarism>

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

LECTURE FOCUS	LECTURE	THINGS TO REMEMBER FOR THE WEEK
<b>INTRODUCTION</b> Instructor(s) will introduce course structure and make team assignments.	<b>Session 1</b> Sep 3, 2014	<b>Start working in teams during this week!</b> Do class reading for next lecture!!
<b>COMMUNITY</b> These lectures focus on community organizing with an emphasis on assessing communities. Questions considered include: <ul style="list-style-type: none"> <li>• What is community organizing (CO)?</li> <li>• How does CO differ from interpersonal practice?</li> <li>• What is cultural competence in CO?</li> <li>• What are ethical questions and challenges in CO?</li> <li>• How should social workers engage and work with communities?</li> <li>• What is community building?</li> <li>• What is community assessment?</li> <li>• What is strengths based assessment?</li> <li>• What are CO strategies?</li> <li>... and much, much more.</li> </ul>	<b>Session 2</b> Sep 10, 2014	Complete selection of the community you are going to assess in your teams. Do class reading for next lecture!!
	<b>Session 3</b> Sep 17, 2014	<b>Initial Reflection Paper Due!</b> Start working in your teams. Gather information about selected community. Visit community / contact community members. Complete your posting for Forum Posting 1. Do class reading for next lecture!!
	<b>Session 4</b> Sep 24, 2014	Research, research and more research on selected community. (The more work you do now, easier it will help you in your "Policy Paper/Proposal" in November.) Do class reading for next lecture!!
	<b>Session 5</b> Oct 1, 2014	Put it all together – complete your draft of your Community Assessment Assignment. Do class reading for next lecture!!
	<b>Session 6</b> Oct 8, 2014	Finalize your Community Assessment. Do class reading for next lecture!!
	<b>GRANTS</b> Social work practice is heavily influenced by its sources of funding. These lectures focus on one set of funding mechanism – grants. We will examine making, writing and securing grants.	<b>Session 7</b> Oct 15, 2014
<b>Session 8</b> Oct 22, 2014		<b>Forum Posting 1 Due!</b> Do class reading for next lecture!!
<b>POLICY &amp; ADVOCACY</b> At this stage in the course we will have examined the fundamentals of Community Organizing practice.	<b>Session 9</b> Oct 29, 2014	Finalize Grant Assignment. Decide on team's Policy of choice. Do class reading for next lecture!!
	<b>Session 10</b>	<b>Grant Assignment Due!</b>

<p>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.</p> <p>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.</p>	Nov 5, 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!!
	<b>Session 11</b> Nov 12, 2014	<b>Forum Posting 2 Due!</b> Research and write sections of your team's Policy Paper / Proposal. Do class reading for next lecture!!
	<b>Session 12</b> Nov 19, 2014	Finalize your team's Policy Paper / Proposal Assignment and take a well-deserved break next week for Thanksgiving. Do class reading for next lecture!!
	<b>Session 13</b> Dec 3, 2014	<b>Policy Paper / Proposal Assignment Due!</b> Presentation of Paper / Proposal in class.
	Dec 10, 2014 9:00 a.m.	<b>Individual Evaluation of Team Paper Due!</b>

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:

1. Coley, S. M. & Scheinberg, C. A. (2013). **Proposal Writing: Effective Grantsmanship** (Fourth Edition). Thousand Oaks, CA: Sage (ISBN-10: 1412988993 / ISBN-13: 978-1412988995)
2. Kellogg Foundation (2004). **Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide**. Battle Creek, MI: Kellogg Foundation. (Available as PDF electronic copy from W. K. Kellogg Foundation website: <http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>) – 71 pages.
3. Stiglitz, J. E. (2013). **The Price of Inequality: How Today's Divided Society Endangers Our Future** (First Edition). W. W. Norton & Company: New York, NY (ISBN-10: 0393345068 / ISBN-13: 978-0393345063)
4. Reich, R. B. (2013). **Aftershock** (Inequality for All – Movie Tie-in Reprint Edition). Vintage: New York, NY (ISBN-10: 0345807227 / ISBN-13: 978-0345807229)

### Recommended Texts

1. Hardcastle, D. (2011). **Community Practice: Theories and Skills for Social Workers** (Third Edition) Oxford University Press. (ISBN-10: 0195398874/ ISBN-13: 978-0195398878)



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