



SCHOOL OF  
**SOCIAL WORK**  
UNIVERSITY OF MICHIGAN

**SW 622 Section 001: Orientation Seminar for Community Scholars: Social Work in Diverse Communities**

**Credit Hours: 1**

**Prerequisites: Incoming CBI/NCSP Student Fall 2014 Term**

**Fall 2014: Wednesdays 1-4pm: September 3, 10, 14, 24, October 1 [Changed to November 19<sup>th</sup> per schedule of Instructor as of 9/17/14]**

**Room B760 SSW**

**Instructor:**

**Larry M. Gant**

**Office: 3760 SSWB Phone: 734-763-5990**

**E-mail: [lmgant@umich.edu](mailto:lmgant@umich.edu)**

**Course Description:**

This course will provide an orientation to community organization as a field of practice and educational program in the School of Social Work, with special emphasis on the Community Scholars Program (CSP). It will examine core concepts, practice methods, curricular competencies and course content, including CSP as a special program for building capacity and creating change at the community level in Detroit neighborhoods and other areas nationwide.

**Seminar Objectives:**

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

- Understand basic concepts of community organization as a field of practice and curricular program.
- Discuss community participation and social well-being as core elements.
- Describe educational structure and institutional resources relevant to the Community Scholars Program.
- Critically analyze a community case study, e.g., Detroit.

- Identify issues of race, gender, class, and other diversity dimensions relevant to various constructions of community.

**Seminar Design:**

This seminar makes use of lectures, discussion, small group exercises, student presentations, and media, especially videotapes about the issues covered in this seminar. Students will be required to demonstrate specialized knowledge related to urban community practice issues of their choice.

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

**Multiculturalism and Diversity** will be addressed through emphasis on community participation and social well-being and community participation of populations and groups that have been historically subject to discrimination, injustice, and oppression.

**Social Justice and Social Change** will be assessed in terms of core concepts and alternative concepts of community organization. Methods of practice will be analyzed in accordance with justice and change as core concepts.

**Promotion, Prevention, Treatment, and Rehabilitation** will be discussed in terms of practice initiatives and their interrelationships.

**Behavioral and Social Science Research.** This seminar will introduce elements of the knowledge base from a critical perspective.

**Social Work Ethics and Values.** Discussion of ethical issues will draw upon the *NASW Code of Ethics* and other professional sources in relation to privilege, power, oppression, diversity, discrimination, justice and participation.

**Relationship to PODS Content: Privilege, Oppression, Diversity, and Social Justice**

Oppression, Diversity and Social Justice (PODS) will be considered as curricular themes through class activities and assignments.

PODS refers to six competencies: 1) Vision of and skills for social justice, 2) Reducing oppression and Privilege as barriers, 3) Intersectional and Intercultural skills, 4) Monitor PODS development and application, 5) Critical consciousness, self knowledge for continued learning, 6) Moving Beyond Intersectionality and economic class, age, ethnicity, race, gender, sexual orientation, religion and disability status.

**Seminar Grades and Assignments**

The course will be graded as satisfactory/unsatisfactory. These assignments will serve as core components of your Fall 2015 capstone project. More detail will follow during the first class session.

**Assignment 1:**

Students will have the opportunity to continue the development of a manifesto for a new model of social work and social change.

**Assignment 2: (10/1/14)**

In small carload groups, take a “Detroit Treasure Hunt” tour of metropolitan Detroit, prepare a 1-2 page paper on questions to be provided, and message to the entire group. Students will also take pictures for the group assembly of an installation of the “Down Treasure Hunt” Tour (more discussion later!)

"Detroit Treasure Hunt": for incoming 2014-2015 CBI cohort to be completed during the Fall semester in lieu of "Down Detroit Streets" assignment; introduced by KARE at the 9/24 SW 622 class meeting.

**Overview of Orientation Course**

Date Social Justice Themes	Learning Activities	Readings and thinking
September 3, 2014 Context:	1:00 What is Community Work? What is Community Organization? Why needed? 2:00 Context of CBI 3:00 Brief discussion of praxis and intersectionality	
September 10, 2014 History:	1:00 Morgaine & Capous-Desyllas: “A brief history of community practice” (Chapter 8). 2:00 – 3:00pm: Overview of CO models in comparison and context.	Overview of Smock’s Models of CO and Functions of CO

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	3:00 – 4:00 PM: Basic introduction to welfare régimes	
September 17, 2014 Meaning:	<p>1:00PM: History of “Detroit/Boulevard House”: 90 minute presentation/panel for the incoming 2014-2015 CBI cohort; facilitated by KARE<sup>1</sup> during the second half of a SW622 class meeting</p> <p>2:00 – 3:30 pm – Rescheduling of SW 622</p> <p>3:30 – 4:00 pm: Further discussion: Boulevard House</p>	
September 24, 2014 Power:	<p>1:00-2:00 Detroit Treasure Hunt": for incoming 2014-2015 CBI cohort to be completed during the Fall semester in lieu of "Down Detroit Streets" assignment</p> <p>2:00 -3:00pm M &amp; C-D: “Theoretical perspectives on social work” (Chapter 3) ; any Q&amp;A on Chapter 3.</p> <p>3:00 – 4:00pm Gosta Esping-Andersen “Three worlds of welfare capitalism” Welfare State Reader, pp. 136-151.</p>	<p>Manifesto for Community Change – introduction</p> <p>International Travel and SW 716 Winter 2015</p> <p>A listing of critical skills in community work (with a nod to community organizing): The Experience of the Technical Assistance Center</p>

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<sup>1</sup> CBI 2014 Students: Kimson Bryant, Adrianna Perales, Rachel Coe, Emily Whitley.

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<p>November 19, 2014</p> <p>Possibilities</p>	<p>1:00 – 1:50 pm Smock, Part 1 (1-2)</p> <p>2:00 – 3:00 pm Smock, Part 2 – Students take specific chapters (3-5).</p> <p>3:00 – 4:00 pm Smock: Chapter 6-9</p> <p>3:00 M &amp; C-D: “Global Anti-Oppressive Practice” (Chapter 11)</p>	
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