

COURSE TITLE:	Concepts and Techniques of Community Participation
COURSE NUMBER:	654 (Fall Term, 2014, Section 001, Class# 21073)
TIME & PLACE	Fri 9:00 a.m. – 12:00 p.m., Room B760 SSWB
CREDIT HOURS:	3
INSTRUCTOR:	Adisa Chaney, MSW
CONTACT DETAILS:	E-mail: Adisa Chaney: adisa@umich.edu Phone: 734.352.0385
OFFICE HOURS:	By appointment



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

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This syllabus is a collaborative effort of Katherine Richards-Schuster, Barry Checkoway, Janet Ray, Rosemary Sarri, Amand Good, Shane Brady, Rabindar Subbian and Adisa Chaney.

COURSE BACKGROUND

1. Course Description

This course examines concepts and techniques of community participation for diverse democracy. Through study of course content, students will learn to analyze the changing context and core concepts of participation, major models, methods of practice, and practical techniques for involving people in organizations and communities. Students will learn to assess formal efforts by agencies to involve people in their proceedings, indigenous initiatives by groups to influence institutions and decisions, and the potential of both approaches for community empowerment and civic engagement in democratic societies which value diversity as an asset.

The course examines community participation as a process of involving people in policy formation, organizational development, and program planning. The empowering benefits of participation for personal development, organizational capacity-building and creating community change are emphasized.

The course assumes that if democracy is about the participation of the people, and the people are becoming more socially and culturally diverse, then the future of democracy is inseparable from diversity, and social workers are ideally positioned to play roles in the process. Special emphasis is placed on increasing involvement of underrepresented groups in economically disinvested and racially segregated areas worldwide.

2. Course Objectives

1. Understand the changing context of community participation in a diverse democracy.
2. Analyze major models and methods of community participation practice, e.g., mono-cultural, pluralist, multicultural.
3. Apply advanced skills to promote participation e.g., assessing community conditions, making participatory plans, representing diverse interests, understanding politics of participation, increasing intergroup dialogue, building collaborative alliances, and finding common ground.
4. Describe organized efforts at participation, and the forces that facilitate and limit these efforts.
5. Use group skills needed for increasing intercultural interaction and cross-cultural collaboration at the community level.
6. Identify problems and issues of underrepresented groups in economically disinvested, racially segregated, and/or culturally diverse communities.
7. Address issues of ethics and values arising in the field.

3. Course Design

In-class activities will include discussions, self-assessment activities, case presentations, and practice simulations. Guest speakers may be utilized to provide examples of current and past practice and to discuss topics of particular expertise. Students may also participate in field visits to community-based organizations. Course assignments will include readings, papers, group work, case studies, and action projects that involve these methods.

4. Relationship of Course to Curricular Themes

- **Multiculturalism and Diversity:** Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.
- **Social Justice and Social Change:** Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. Participatory, collaborative, change-oriented evaluation processes and appropriate dissemination activities can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of power in evaluation and the development of knowledge, skills, and capacities that participants of evaluation can mobilize to shift imbalances of power and resources.
- **Promotion and Prevention:** Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce the onset risk of problems and promote healthy development.
- **Social Science:** Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.

5. Intensive Focus Statement on Privilege, Oppression, Diversity and Social Justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice, working toward social justice processes, applying intersectionality and intercultural frameworks and strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

6. Relationship of the course to Social Work Ethics and Values

Ethical issues arising in community participation will be assessed in conjunction with course objectives. In particular, emphasis will be placed on the social worker's responsibility to clients and to promote the general welfare of society, e.g. primacy of clients' interests; rights and prerogatives of clients; prevention and elimination of discrimination; equal access to resources, services, and opportunities; respect for the diversity of cultures; and informed participation by the public.

7. Learning Philosophy and Environment

Teaching and learning in this course will be guided by the principles of adult education and empowerment. These frameworks approach all participants in an educational endeavor as active, self-directed learners. A core concept of each tradition is valuing your experiences and the potential for sharing these perspectives to deepen individual and group learning. So, students are encouraged to share their insights with the class throughout the semester. At the same time, all class participants should try to maintain a reflexive stance, carefully considering their thoughts and those of others.

Each individual brings different strengths, knowledge, and various levels of understanding of macro practice to this class. Therefore, everyone benefits if one thinks of the class as a collaborative effort, and the classroom as a space in which our learning can be enhanced by the contributions of others. In sum, we are all potential teachers and learners. Therefore, the hope is that collaborative learning occurs between students, as well as between students and instructor. One of the class assignments is designed to provide an additional opportunity to reflect on a collaborative effort.

Empowerment in the classroom occurs by each classroom actor:

- ❖ Respecting one another
- ❖ Validating one another's experiences and insights
- ❖ Drawing on her/his own strengths and those of others
- ❖ Responsibly sharing her/his power
- ❖ Working collaboratively
- ❖ Taking responsibility for her/his own learning
- ❖ Thinking independently and critically

Huff, M.T., & Johnson, M.M. (1998). Empowering students in a graduate-level social

Faculty Approved

November 8, 2006

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>Session 1 Sep 5, 2014 Friday</p>	<p>INTRODUCTION Working in Groups & Teams</p> <ol style="list-style-type: none"> Short New York Times Blog Posts: <ul style="list-style-type: none"> "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" 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. Killer Presentation Skills. http://www.youtube.com/watch?v=whTwjG4ZIJg. 10 Tips for Effectively Working in Groups http://www.macewan.ca/web/services/ims/client/upload/10%20tips%20for%20Working%20Effectively%20in%20Groups%20-%20Web.pdf Learning to Learn http://www.polyu.edu.hk/learn-to-learn/student/html/GroupProject/Overview.htm <p>Community Toolbox Recommendation:</p> <ul style="list-style-type: none"> http://ctb.ku.edu/en/tablecontents/section_1810.aspx
<p>Session 2 Sep 12, 2014 Friday</p>	<p>COMMUNITY: Core Concepts What is Community Participation? Core Concepts I</p> <ol style="list-style-type: none"> Short New York Times Blog Post: "Division Street, U.S.A. By ROBERT J. SAMPSON, Oct 26, 2013" Freire, P. (1970). Chapter 1. In P. Freire (1970). Pedagogy of the Oppressed (pp. 43-69). NewYork: Continuum International. Daley, J.M., & Marsiglia, F.F. (2000). Community participation: Old wine in new bottles? Journal of Community Practice, 8:1, p.p. 61-86. Checkoway, B. (1997). Core concepts for community change. Journal of Community Practice, 4,1,11-29. Payne, C. (1995). I’ve got the light of freedom: The organizing tradition and the Mississippi freedom struggle. Berkeley: University of California Press, Ch. 4 “Moving on Mississippi” <p>Community Toolbox Recommendation:</p> <ul style="list-style-type: none"> http://ctb.ku.edu/en/tablecontents/chapter_1002.aspx http://ctb.ku.edu/en/tablecontents/chapter_1016.aspx
<p>Session 3 Sep 19, 2014 Friday</p> <p>GROUP CONTRACT DUE</p>	<p>COMMUNITY: Core Concepts Core Concepts II, Learning from History, Hidden Populations, Ethical Issues</p> <ol style="list-style-type: none"> Short New York Times Blog Posts: <ul style="list-style-type: none"> "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" Checkoway, B. (2009). Community change for a diverse democracy. Community Development Journal, 44, 1, 5-21 Consulting, L. (2012). Race, power, and social action in neighborhood organizing: Reproducing and resisting the social construction of the other. Journal of Community Practice, 20(3), 241-259.

	<p>doi:doi.org/10.1080/10705422.2012.700277</p> <p>4. Kahn, S. (2010). Creative community organizing: A guide for rabble-rousers, activists, and quiet lovers of justice. San Francisco: Berrett Koehler (Chapt. 3).</p> <p>Community Toolbox Recommendation:</p> <ul style="list-style-type: none"> • http://ctb.ku.edu/en/tablecontents/chapter_1027.aspx
<p>Session 4 Sep 26, 2014 Friday</p>	<p>COMMUNITY: Strategy Models, Approaches, and Frameworks for Community Practice</p> <ol style="list-style-type: none"> Short New York Times Blog Posts: <ul style="list-style-type: none"> • "Suburban Disequilibrium By BECKY M. NICOLAIDES and ANDREW WIESE, Apr 6, 2013" • "No Rich Child Left Behind By SEAN F. REARDON, Apr 27, 2013" • "How Social Networks Drive Black Unemployment By NANCY DITOMASO, May 5, 2013" • "Student Debt and the Crushing of the American Dream By J. E. STIGLITZ, May 12, 2013" • "The 1 Percent Are Only Half the Problem By TIMOTHY NOAH, May 18, 2013" Bobo, K., Kendall, J., & Max, S. (2001). Developing a strategy (Chap.4). In K. Bobo, J. Kendall, & S. Max, Organizing for social change: Midwest Academy manual for activists. Washington D.C.: Seven Locks Press. Medoff, P. & Sklar, H. (1994). Street of hope: The fall and rise of an urban neighborhood. Boston: South End Press, Ch. 2: "Creating the Dudley Street Neighborhood Initiative" Brady, S.R. & O'Connor, M.K. (Under Review). The development and utilization of formal practice theory in community organizing. Journal of Community Practice.
<p>Session 5 Oct 3, 2014 Friday</p> <p>PROJECT PROPOSALS DUE</p>	<p>COMMUNITY: Information Assessing Participation and Gathering Information</p> <ol style="list-style-type: none"> Lepischak, B. (2004). Building community for Toronto's lesbian, gay, bisexual, and transgender youth. Journal of Gay & Lesbian Social Services, 16(3/4), 81-99. doi:10.1300/J041v16n03_06 Logic Models Reading Community Based Research Methods Article <p>Community Toolbox Recommendation:</p> <ul style="list-style-type: none"> • Focus on Assessment and Planning and Logic Models
<p>Session 6 Oct 10, 2014 Friday</p>	<p>COMMUNITY: Engagement Steps in the Process, Entering and Accessing the Community</p> <ol style="list-style-type: none"> Short New York Times Blog Posts: <ul style="list-style-type: none"> • "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" Henderson, P. & Thomas, D. (2003) Skills in neighborhood. London: Allen & Unwin, p 27-34, Ch 2. "Entering the neighborhood" Finn, J. & Jacobson, M. (2008) Just Practice A Social Justice Approach to Social Work Peosta, Iowa Eddie Bowers Publishing. Ch 6 Just Get Started Engagement pp 211 – 263. Burkhardt, S. (2001). Know yourself: A key to better organizing. IN J. Tropman, et al. (eds). Tactics and techniques of community intervention. Itasca: F.E. Peacock Publishers.
<p>Session 7 Oct 17, 2014 Friday</p> <p>LOGIC</p>	<p>COMMUNITY: Organization Bringing People Together: The Importance of Community Building</p> <ol style="list-style-type: none"> Short New York Times Blog Posts: <ul style="list-style-type: none"> • "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"

MODELS DUE	<ul style="list-style-type: none"> • "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" • "Why Janet Yellen, Not Larry Summers, Should Lead the Fed By J. E. STIGLITZ, Sep 6, 2013" <ol style="list-style-type: none"> 2. Fraser & Kick (2005): Understanding Community Building in Urban America, Journal of Poverty, 9:1, 23-43 3. Community Toolbox http://ctb.ku.edu/en/default.aspx - Planning 4. Chambers, R. (2002). Participatory workshops. London: Earthscan, Chapter 13-14. 5. Kaner, S. with Lind, L., Toldi, C. Fisk, S. & Berger, D. (2007) Facilitator's guide to participatory decision-making. San Francisco: Wiley, Ch.4 "Facilitative Listening Skills", Ch. 6. "Facilitating Open Discussions"
Session 8 Oct 24, 2014 Friday	COMMUNITY: Participation Understanding the Community: Assessing Community Conditions & Participatory Research Techniques <ol style="list-style-type: none"> 1. Short New York Times Blog Posts: <ul style="list-style-type: none"> • "Lifelines for Poor Children By JAMES J. HECKMAN, Sep 14, 2013" • "American Bile By ROBERT B. REICH, Sep 21, 2013" • "Rich People Just Care Less By DANIEL GOLEMAN, Oct 5, 2013" • "Inequality Is a Choice By JOSEPH E. STIGLITZ, Oct 13, 2013" • "The Insanity of Our Food Policy By JOSEPH E. STIGLITZ, Nov 16, 2013" 2. Assessing Community Participation Chapters 3. HUD Asset Mapping Guide – Skim through 4. Global Action Project. (2011) Media in Action. New York: Global Action Project, Modules: <ol style="list-style-type: none"> a. Introduction to curriculum: http://global-action.org/Downloads/Documents/Curric_lores/Introduction.pdf b. Community Mapping Activity - http://global-action.org/Downloads/Documents/Community%20Mapping.pdf Community Toolbox Recommendation: <ul style="list-style-type: none"> • Conducting community assessments: http://ctb.ku.edu/en/dothework/tools_tk_2.aspx
Session 9 Oct 31, 2014 Friday	COMMUNITY: Participation Media & Technology Roles in Community Participation <ol style="list-style-type: none"> 1. Short New York Times Blog Posts: <ul style="list-style-type: none"> • "Poverty in America Is Mainstream By MARK R. RANK, Nov 2, 2013" • "How Can We Jump-Start the Struggle for Gender Equality? By P. N. COHEN, Nov 23, 2013" • "The Minimum We Can Do By ARINDRAJIT DUBE, Nov 30, 2013" • "What Obama Left Out of His Inequality Speech: Regulation T. O. MCGARITY, Dec 8, 2013" • "We Are Not All in This Together By SHAMUS KHAN, Dec 14, 2013" 2. Kulash, D. (2010). OK Go on net neutrality: A lesson from the music industry 3. . Washington Post, (Sunday, August 29, 2010). Retrieved from http://www.washingtonpost.com/wp-dyn/content/article/2010/08/27/AR2010082702131.html 4. Allison, T. (2008). Online and off, millennials redefine civil rights activism (July 15, 2008) from The Huffington Post. Retrieved September 3, 2008. http://www.huffingtonpost.com/tanene-allison/online-and-off-millennial_b_112873.html 5. Sen, R. (2003). Stir it up: Lessons in community organizing and advocacy. San Francisco: Jossey-Bass. Community Toolbox Recommendation: <ul style="list-style-type: none"> • http://ctb.ku.edu/en/tablecontents/chapter_1034.aspx
Session 10 Nov 7, 2014 Friday	COMMUNITY: Participation Using the Arts: Music, Theater, and Art as a Strategy for Community Participation <ol style="list-style-type: none"> 1. Short New York Times Blog Posts: <ul style="list-style-type: none"> • "In No One We Trust By JOSEPH E. STIGLITZ, Dec 21, 2013" • "What Happens When the Poor Receive a Stipend? By MOISES VELASQUEZ-MANOFF, Jan

	<p>18, 2014"</p> <ul style="list-style-type: none"> • "How Inequality Hollows Out the Soul By RICHARD WILKINSON and KATE PICKETT, Feb 2, 2014" • "One Nation Under Guard By SAMUEL BOWLES and ARJUN JAYADEV, Feb 15, 2014" • "College the Great Unleveler by SUZANNE METTLER, Mar 1, 2014" <ol style="list-style-type: none"> 2. Abah, O. (2007). Vignettes of Communities in Action: An exploration of participatory methodologies in promoting community development in Nigeria. <i>Community Development Journal</i>, 42, 4, 435-448. 3. Kahn, Si. (2010). <i>Creative community organizing: A guide for rabble-rousers, activists & quiet lovers of justice</i>. San Francisco: Berrett-Koehler Publishers, Ch. 6: Lift every voice. 4. Purcell, R. (2007). Images for change: Community development, community arts and photography. <i>Community Development Journal</i>, 44, 1, 111-122. 6. Krajewski-Jaime, Wiencek, P., Brady, S. R., Trapp, E., & Rice Jr., P. (2010). Teaching employable skills to special education youth: An empowerment perspective. <i>The International Journal of Interdisciplinary Social Sciences</i>, 5 (1), 167-176.
<p>Session 11 Nov 14, 2014 Friday</p>	<p>COMMUNITY: Participation Social Participation in Social Action and Social Movements</p> <ol style="list-style-type: none"> 1. Short New York Times Blog Posts: <ul style="list-style-type: none"> • "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" 2. NATO Review - Arab spring = Facebook revolution #1? (w/subtitles) Retrieved on June 28, 2011 at http://www.youtube.com/watch?v=ZVD6ci0SpPs 3. Kahn, S. (2010). <i>Creative community organizing: A guide for rabble-rousers, activists, and quiet lovers of justice</i>. San Francisco: Berrett Koehler (Chap. 1). 4. Obama Stonewall Anniversary Speech 5. Video: DC Tea Party March & Interviews - http://www.youtube.com/watch?v=lUPMjC9mq5Y <p>Community Toolbox Recommendation:</p> <ul style="list-style-type: none"> • http://ctb.ku.edu/en/tablecontents/chapter_1030.aspx • http://ctb.ku.edu/en/tablecontents/chapter_1033.aspx • http://ctb.ku.edu/en/tablecontents/chapter_1035.aspx
<p>Session 12 Nov 21, 2014 Friday</p>	<p>COMMUNITY: Advocacy</p> <ol style="list-style-type: none"> 1. Short New York Times Blog Posts: <ol style="list-style-type: none"> 1. "Going Mobile By ANDREA LEVERE, May 3, 2014" 2. "The Benefits of Mixing Rich and Poor By DAVID L. KIRP, May 10, 2014" 3. "The Republican War on Workers' Rights By COREY ROBIN, May 18, 2014" 4. "This Fugitive Life By ALICE GOFFMAN, May 31, 2014" 5. "Stop Holding Us Back By ROBERT BALFANZ, Jun 7, 2014" 2. Mast. R. (ed.). (1994) <i>Detroit lives</i>. Philadelphia: Temple University Press, Part 1 "Organizing for the survival at the grassroots" 25-66 (will select a few) 3. Case Study: <i>Developing Youth Leaders for the Global Stage</i> Retrieved June 28, 2011 at http://www.youtube.com/watch?v=3c_HCDIS4Uo 4. Case Study: <i>NVision Warm Springs - Youth raise their voices!</i> Retrieved on June 28, 2011 at http://www.youtube.com/watch?v=YKFUwSaNX8U 5. Warren, M. (2001). <i>Dry bones rattling: Community building to revitalize American democracy</i>. Princeton: Princeton University Press, Ch. 8 "Leadership development: Participation and authority in consensual democracies"

	<p>Community Toolbox Recommendation:</p> <ul style="list-style-type: none"> • http://ctb.ku.edu/en/tablecontents/chapter_1013.aspx • http://ctb.ku.edu/en/tablecontents/chapter_1014.aspx
<p>Session 13 Dec 5, 2014 Friday</p>	<p>WRAP-UP</p> <p>1. Short New York Times Blog Posts:</p> <ul style="list-style-type: none"> • "No Money, No Time By MARIA KONNIKOVA, Jun 13, 2014" • "Inequality Is Not Inevitable By JOSEPH E. STIGLITZ June 27, 2014" <p>Project Presentations. Submit Project Report, Meeting Notes & 'Individual Assessment of Team'</p>

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.)

Assignments for this class involve a strong emphasis on group work and working in teams. Community based participatory work and team/group work are essential to successfully completing assignments. The assignments require you to be open to new ways of learning, strive for cultural humility (not merely cultural competence) and real, concrete action instead of hypothetical strategies.

The four team assignments in this course build on each other and are tightly interwoven. It would be helpful to you if you approach them as four parts of a semester long group project. All the four assignments will also be done in small groups, so team work is crucial to your successfully completing the course.

A listing of assignments is as follows.

Individual Assignments	Peer Assessment & Meeting Notes (1 assessment, multiple notes) This is essential to be turned in. <u>You cannot pass this course without completing this assignment.</u>
	Lecture Synopsis Presentations (varies, up to 10 synopses)
	Attendance & Discussion (12: Sessions 2-12)
	Journal (1)
Team Assignments	Group Contract (1)
	Proposal: Community Participation Project (1)
	Logic Model: Community Participation Project (1)
	Results & Presentation: Community Participation Project (1)

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.

Journal (8 points)

Through the semester each student will be expected to keep a journal. This will be a journal documenting your feelings and thoughts related to organizing and how the group process unfolds. Journaling should be about you, not about the instructor. Your honesty and transparency are key. You may also use a blog in place of a journal; just send the instructor a link at the end of the semester to access your Live Journal or blog. No one else besides instructor will see your journals and you can change access to your journal as you see fit once grades have been submitted.

Reflection Paper (0 points), Group Contract (5 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.

At the beginning of the term you and all members of your team will be expected to review, discuss, agree and submit a 'Group Contract' (template will be provided). Successfully completing this can earn each individual of the team a maximum of 5 points.

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 Participation Project (Max.: 40 points)

The 'Community Assessment Project' is a team assignment. It has three parts – Project Proposal (5 points), Logic Model (15 points), Report & Presentation (20 points).

At the beginning of the semester you will be assigned a team with four or five fellow students. As a team you will choose a community participation project. 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.

The team's work will be awarded points. This typically will translate to each individual team member receiving the same number of points as the team. However, the instructor may modify the points awarded to any individual member (i.e., raise or reduce the number of points awarded to an individual member of the team) based on instructor's evaluation of the team work and adherence to the 'Group Contract' and feedback received via the 'Reflection Paper', 'Individual Evaluation of Team'.

Project Proposal (5 points): This proposal should provide an overview and description of your project. Each proposal should address the following points with enough detail so that I understand how your project relates to the course objectives. However, the proposal should also be concise enough to fit within a 3 - 4 page outline as detailed below.

1. Brief Project Overview
2. Community Background and Target Population – Describe what you already know about the community that you are focusing on and the target population. Think about history, current levels of participation, demographics, etc.
3. Community Entry – Describe how you are accessing and entering the community. Speak to ethical considerations, whether you are an insider or outsider, who your gatekeepers will be, and what roles they will play in your project. Also, make sure to indicate how you will ensure that cultural humility and ethical principles of community practice will be upheld.
4. Community Engagement – Describe briefly what considerations you will need to think about in terms of interacting with the community. Are their current or historical socio/economic/political tensions or issues that you must take into account?
5. Describe how you will go about assessing the current level of community participation, what data you will rely on, where you can access data from?
6. Community Participation Goal – Briefly in two or three sentences, describe your goals for this project.

7. Evaluation Mechanisms – How will you determine whether or not your project is successful or identify what you may need to change or consider in the future making it more successful?

Logic Model (15 points): This part of the assignment will ask you to gather data from available sources, meaning your own insights and practice wisdom, quantitative community or organizational data, and through interviews with important stakeholders, community members, and/or staff members. You will create a logic model that will focus on providing ways for achieving participatory goals. Logic models must be evidence based to be effective, so think of a logic model in the context of this course to be a means for articulating your assessment data into attainable goals related to community participation. **Your logic model will be assessed for clarity, evidence that proper assessment was conducted, feasibility, and evaluative quality (Can it be evaluated?).** The goal is not to be perfect, but to make an honest attempt under the guidance and feedback of colleagues and the classroom facilitator.

Report & Presentation (20 points): You will assemble quantitative and qualitative data to present as a part of your presentation and a report of your participation project. Reports are expected to be at least 10 pages (without including cover page), though significantly larger reports are more typical. An expected part of the report & presentation grading will be the meeting minutes and notes that you will submit with your report. The meeting minutes and notes should be submitted at the end of the term along with the report.

Assignment Expectations

All assignments are geared towards professional practice and course competence skills. Assignments are to be completed as indicated in the outline and turned in on or before the date due. If the directions, requirements, or due date does not work for you, please submit your proposed alternatives to the instructor ahead of time. Remember group contracts and consensus is what is most important. You will present your project to the class through a 20 minute presentation. You will use your community engagement chart data, journals, assessment data, observations, and evaluation data to inform your presentation. You should engage the class in your presentation through a dialogical format as opposed to lecture. You should talk about what worked, what did not work, and what you learned from the experience. You will be graded not only on how successful your project is, but also on what you learned from the process and your ability to think critically about your successes and challenges. A "failed" project could earn a good grade and a "successful" project could lose points based on demonstration of your ability to process, think critically.

Extensions, Incomplete Grades & Evaluation Guidelines

Requests for extensions will be considered for a valid reason (e.g. funerals, illness). These are to be made at least 48 hours in advance of the assignment due date. A rationale for the request is to be provided by e-mail so there is a communication trail.

Students should not request incomplete grades unless they face very serious circumstances, since an incomplete can imperil their academic standing at the School of Social Work. A grade of incomplete will not be granted unless one can demonstrate that the situation would be unfair to hold you accountable to the normal expectations of the course. If a grade of incomplete is to be requested, the student must do so prior to the final week of class.

Written assignments will be evaluated through a combination of approaches, including self-assessment, peer assessment, and instructor assessment. All written assignments should follow the suggested guidelines for that specific assignment. Since this course is heavily focused on practice skills, the quality of journaling and reflection is highly important in order for your and my assessment of learning and meeting course objectives. It is the standpoint of adult education that you are the best judge of your own learning

and experience. In social work practice, your team members and supervisor will also be impacted by your work, which justifies the use of all three criteria in completing final grades.

References and Referencing Style

When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA), therefore you are expected to follow this referencing style. See the Publication Manual of the American Psychological Association (6th ed.). The University of Michigan library system also offers an online resource for your use. (http://www.lib.mich.edu/ug/research/citation_guide/AP6thed/pdf). Beyond the use of APA’s referencing style, no other aspect of the APA style guide will be used. The instructor highly recommends that the student use formatting that is helpful to the reader (e.g., headings and sub-headings) to organize your work.

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%
	Jounal	8 points	8%
	Reflection Paper/Individual Evaluation of Team	5 points	5%
Team Assignment	Group Contract	5 points	5%
	Community Assessment Proposal	5 points	15%
	Community Assessment Logic Model	15 points	15%
	Community Assessment Report & Presentation	20 points	15%
TOTAL		100 POINTS	100%

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."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.

COURSE MATERIALS & TEXTS

Required Texts:

1. 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.



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

¹ 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>