This syllabus is subject to change based on flow of course work & events during the semester

Course Description
This course will focus on policy analysis and policy advocacy, with an emphasis on the impact at the community level on community well-being. The course will analyze those policies and services that promote or inhibit the development of civil society, enhance or deny human rights, and contribute to the attainment of social justice or sustain the existence of social injustice. Emphasis will be placed on those policies and services which serve to enhance civic participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility. The course will also integrate an intensive focus on how policies and services, particularly at the local level, maintain or diminish the existence of oppression and privilege in U.S. society. Programs provided by various units of government, nonprofit and social service organizations, and corporations will be reviewed, and various partnerships and collaborations among funders, service providers, and community groups will be examined. The course will also explore ways in which the involvement of community members can lead to the construction of socially just policies and services that can overcome the effects of privilege and oppression.

Course Content
Students will learn that community well-being is enhanced when social problems are managed, human needs are met, and social opportunities and human rights are optimized. Both problems and needs are the outcome of interactions between individuals, collectivities, and the larger society. The implications of these interactions will be examined in the context of a diverse society, with special attention given to the relationship between policy development and implementation, the attainment of social justice goals, and the eradication of oppression and privilege. Attributes of such policies and programs include, but are not limited to, enhanced opportunities for social participation, economic security, heightened respect for diversity, increased voluntary action, and greater corporate responsibility.

Selected public laws, programs, and structures that enhance citizen participation, rights, and responsibilities will be described and compared within diverse populations (e.g. the diversity dimensions including ability, age, class, color, culture, ethnicity, family structure, gender -including gender identity and gender expression - marital status, national origin, race, religion or spirituality, sex, and sexual orientation). Emphasis will be placed on those that address participation of diverse and socially excluded populations and on the social worker’s responsibility for facilitating such social and political participation and engagement. Examples will include the use of mediating structures, such as citizen boards, advisory groups, commissions, and the involvement of citizens and other in promoting and guiding positive social
change. In many of these structures, participation is intended to enhance citizen capacity to initiate and oversee action. However, participatory structures are also intended to assure the responsiveness of programs of a promotional, service, or preventive nature. These programs are designed to: 1) diminish poverty and economic insecurity; 2) address personal crises and community emergencies (such as those brought about by violence against persons and property, natural and environmental disasters, or economic dislocation); 3) resettle and integrate refugees and other immigrant and migrant populations; and 4) respond to the needs of social identity groups seeking social justice (e.g., faith-based, ethnic, gay/lesbian/bisexual/ transgender, and other discriminated against groups). In addition, the participatory opportunities provided via self-help, grass roots associations and informal networks, and congregationally based service providers will be considered.

Course Objectives
Upon completion of the course, students will be able to:
1. Within the context of a diverse society, analyze relevant policies and services that promote social justice, encourage civic participation, community well-being, human rights, and economic security, and enable individuals and groups to overcome the consequences of privilege and oppression.
2. Demonstrate familiarity with selected aspects of the structures, legal standing, and roles of the nonprofit sector in providing human services, advocating for human rights, and promoting community participation and well-being.
3. Locate and apply commonly used indicators of social, economic, and other measures of community well-being to diverse populations that are experiencing the effects of social injustice and oppression.
4. Analyze how privilege, oppression, and injustice affect the levels and types of participation possible and desirable for members or representatives of diverse communities in mediating structures that are intended to promote well-being.
5. Identify the political, social, economic, and cultural factors that lead to or detract from such participation among oppressed populations.
6. Understand the roles social workers can play at the community level in promoting the well-being and sustained participation of its members.

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

Relationship of the Course to Curricular Themes
- *Multiculturalism and Diversity* will be addressed in this course through emphasis on populations and groups that have suffered discrimination. The issues to be examined will include (the origins of relevant) laws and regulations, their content, and their impact affecting human rights and nondiscrimination on the basis of the diversity dimensions.

- *Social Justice and Social Change* underlies the creation of mediating structures, programs, and policies expressly designed to enhance community well-being. Students will examine these issues, as well as Social Work’s historic commitment to social justice and engagement in planned change.

- *Promotion, Prevention, Treatment, and Rehabilitation* will be examined in terms of the degree to which programs and policies are effective in their promotion, prevention, treatment, and rehabilitation efforts. Students will learn to identify risk and protective factors in different environments and groups, and apply knowledge about promising practices that can affect such factors. Sometimes, programs designed to express these themes complement each other, as when participation enhances
promotion and prevention, and both are part of a comprehensive strategy of change. Participation can also be used to enhance treatment and rehabilitation. However, programmatic emphasis on one or more of these approaches may draw resources from another, as when a focus on treatment competes with prevention efforts. For these reasons, the extent to which these themes infuse programs and policies and how they interact with each other will receive critical analysis.

- **Behavioral and Social Science Research.** This course will be based on the twin assumptions that the programs and policies to be studied can be understood through social scientific methods and that scientific concepts can also be used in the design of effective programs and policies. Students will learn to apply advanced analytical techniques to assess the strengths, needs, and capacities of individuals, groups, organizations and communities. However, even this assumption needs analysis. Scientific perspectives can lead to very different understandings and policies. For example, much of sociology can be divided into two perspectives: 1) structuralist/functionalist perspectives advocate for eliminating the cultural and behavioral skill differences between groups and the legal, economic, and other barriers to full participation, whereas 2) conflict perspectives assume that societies tend towards conflict because power and resources are inequitably distributed, and that conflict is, in the long run, positive because it increases the likelihood of expanding access to social goods. These perspectives infuse many of the readings and analyses presented in this course. Applying one or the other can lead to different interpretations of events and social processes and to very different social agendas and programs for social change. For this reason, even the social science knowledge base of this course will itself be subject to examination.

**Relationship to Social Work Ethics and Values**
This course will address ethical and value issues related to policies and services directed at social participation and community well-being. The NASW Code of Ethics and other sources of the profession’s ideology and values will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote social justice in a diverse society by preventing and eliminating discrimination, oppression, and privilege, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as the meaning of self-determination in a multicultural society, the impact of information technology on client confidentiality and privacy rights, and the concept of the client’s interest, proper and improper relationships with clients, interruption of services, and termination.

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

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

Religious Observances
Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

Electronic Devices
In consideration of your classmates and your own learning, please turn off all telephones and pagers during class. If you must be on call for an emergency, please set your pager or phone to vibrate only. If you must respond to or make a call, please respect your fellow classmates and leave the room. Texting or using smart phones is not acceptable in class at any time. However, please do bring laptops or other electronic devices to class for use when we are using class time for small group assignment preparation and presentation.

Required text:

Recommended text:

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

Drafts of the two major assignments are encouraged for ungraded feedback. A mandatory draft of the individual policy brief assignment is required by no later than March 9, 2015. You may also ask for input on your draft ahead of time, or get help on an assignment by making an appointment. Writing, grammar and spelling will be factored into your grades, depending on the nature and extent of errors. All papers should use the APA writing style (either 5th or 6th edition), and all papers must be typed.

Assignment 1: Policy Analysis Brief – Community Well-Being
This assignment requires each student group to analyze a large institution, municipal, county, state, tribal, federal or international policy. The brief should include the nine components of a policy brief which are executive summary, statement of the issue, background, statement of organization interest, pre-existing policies, policy options, policy option comparison (including a criterion comparison matrix), recommendation and bibliography. For more information, see sample papers on the CTOOLS site. Please include in the comparison matrix social and economic well-being indicators on the community and individual level, cost and benefit. Other criteria that are appropriate should be added to the criterion comparison matrix. Use the assignment grading rubric for a checklist of required components. The guideline for the paper is 10 pages. You must incorporate one or more areas of our special focus; privilege, oppression, diversity and social justice in your paper.
Assignment 2: Creating a Socially Just Policy and conducting a ‘socially just’ policy analysis re: creation, enhancement, or stability of Community Participation.
Student groups will generate a policy paper consistent with the notion of social justice as discussed in SW 647. Students also will present findings to the class regarding a policy that will support, facilitate, or enable, community participation through action at the local, state or federal level. Remember to incorporate the focus on privilege, oppression, diversity and social justice. For further guidance, see sample papers from prior classes posted on CTOOLS and the grading rubric.

Students must use any two quantitative analytic strategies demonstrated in class, e.g. various criteria alternatives matrices, force field analyses (if numeric weights included), benefit cost analyses, risk analysis, etc.

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

Class Participation.
Students are expected to attend every class session, come on time, have read the required readings, and participate in class discussions and exercises. In addition, there will be a variety of small group assignments with presentations.
Participation and class attendance are professional responsibilities. They are critical elements of this class. Students should be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance, and participation are expected. If you are unable to attend a session, prior notice is expected as demonstration of professionalism.

Grading
Submission Calendar

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objective</th>
<th>Value for Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Policy Analysis Brief (Individual Assignment)</td>
<td>Knowledge of Social Policy</td>
<td>40%</td>
</tr>
<tr>
<td>2</td>
<td>Creation of Socially Just Policy (Group)</td>
<td>Indicators of Well Being, Barriers of Participation</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>Class Participation</td>
<td>Professional Practice</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grades are earned by successfully completing the work on the assignments and by attending and participating in class. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

A+ 98-100 B+ 87-90 C+ 77-80 D <69 (no credit)
A 94-97 B 84-86 C 74-76
A- 91-93 B- 81-83 C- 70-73000
Instructor’s Expectations for All Assignments

Submission Instructions
All written assignments are due by the due date either in hard-copy or electronic version; not both.

Extensions
Requests for extensions will be considered for a valid reason. 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.

Incomplete Grades
Students should not request incomplete grades unless they face very serious circumstances, since an incomplete can imperil their academic standing at the School of Social Work. A grade of incomplete will not be granted unless the student can demonstrate that the circumstance is beyond the control of the student and expectations of the course. If a grade of incomplete is to be requested, you must do so prior to the final week of classes.

References and Referencing Style
When using others’ work, citing the original source is mandatory. Social work publications generally follow the referencing format specified by the American Psychological Association (APA), therefore you are expected to follow this referencing style (see the Publication Manual of the American Psychological Association (5th ed.). The library also offers an online resource for your use: http://www.lib.mich.edu/ug/research/citation

Intellectual Honesty and Plagiarism
Students should be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook taken from http://www.ssw.umich.edu/studentGuide/2007. The rule of thumb is when in doubt, don’t.

Class Schedule and Readings
Note: Readings for this course have been selected very carefully to reflect policies at the community and social systems level. Students should come to class having read the assigned readings and prepared to discuss and integrate them with classroom and field content.

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

January 12: Showing of film: *Inequality for All* (90 minutes); Review of Cromnibus Assignment; Group Formation

January 19: No Class (MLK Day)

January 26: Cromnibus Small Group Presentations; Syllabus & Assignments Review; Discussion of Social Justice, Problem Analysis, Policy Analysis, Community Well-being and Various Policy Analysis Frameworks; Group time to meet and discuss policy analysis paper topic.

February 2: Continuation of Discussion of Social Justice, Problem Analysis, Policy Analysis, Community Well-being and Various Policy Analysis Frameworks

Background Readings for January 12-February 2, 2015:


February 9: Individual policy brief topics and group policy analysis topics due to Dr. Cabin for approval; Small group problem & policy analysis distributed to groups and work time provided in class for Presentation February 16th.

Background readings on community participation:

February 16: Small group problem and policy analysis presentations; Groups sign up to present either 4/5/15 or 4/12/15.

February 23: Presentation and discussion of tools to facilitate policy analysis and advocacy, including: Various decision matrices; Force Field Analysis; SWOT; Logic Models.

Background Readings:


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

March 2: No class (Spring Break)
Background readings on policy advocacy:
2. Lewis and Widerquist, Ch 1: The economic perspective (and Glossary); Ch 2: Marginal Analysis
March 9: Policy Advocacy Introduction and Review of Testimony Construction & Presentation

More background readings:

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

March 16: Mandatory Individual Policy Brief Draft Due; Dr. Breeze Assignment Presented, Groups Assigned to Stakeholder Roles, and Work time in class to Prepare for March 23rd Board Meeting on Dr. Breeze

March 23: Dr. Breeze Board Meeting and Discussion

March 30: Advocacy Film and Discussion (TBD)

April 5: Group Presentations

April 12: Group Presentations (Last In-person Class)

April 19: Individual Policy Brief and Group Socially Just Policy Analysis
   Final Papers Due by Email Only
Additional Reading Resources:

Faith-Based Organizations and Community Well-Being and Social Justice Models


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


Developing Affordable and Safe Housing & Community Well-Being
