SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

COURSE TITLE:	Introduction to Community Organization, Management, and Policy/Evaluation Practice
COURSE NUMBER:	560 (Fall Term, 2017, Section 007, Class# 19793)
TIME & PLACE	Mon 6:00 - 9:00 p.m., School of Social Work Building, Room 3816
CREDIT HOURS:	3
PREREQUISITES:	None (Foundation macro methods; required for all students)
INSTRUCTOR:	Rabindar Subbian, MSW, MBA
CONTACT DETAILS:	314.322.6184	rabindar@umich.edu – Start email subject line with SW 560:
OFFICE HOURS:	By appointment

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

This course taught by a LEO Lecturer.

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This syllabus builds on the collaborative efforts of Trina Shanks, Shane Brady and Adisa Chaney from whose past SW 560 syllabi I have drawn from and from those who they drew their inspirations from.

COURSE BACKGROUND

COURSE DESCRIPTION

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

COURSE CONTENT

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

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

COURSE COMPETENCIES AND PRACTICE BEHAVIORS

This course addresses the following competencies and practice behaviors:

COMPETENCY 1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

1.1 advocate for client access to the services of social work;

1.3 attend to professional roles and boundaries

COMPETENCY 2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

2.1 recognize and manage personal values in a way that allows professional values to guide practice;

2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;

2.4 apply strategies of ethical reasoning to arrive at principled decisions

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

3.2 analyze models of assessment, prevention, intervention, and evaluation;

3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

COMPETENCY 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

    4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

    4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

    4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences

COMPETENCY 5—Advance human rights and social and economic justice.

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

    5.2 advocate for human rights and social and economic justice; and

    5.3 engage in practices that advance social and economic justice.

COMPETENCY 6—Engage in research-informed practice and practice-informed research.

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

    6.2 use research evidence to inform practice.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

    7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

    7.2 critique and apply knowledge to understand person and environment.

COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

    8.1 analyze, formulate, and advocate for policies that advance social well-being

    8.2 collaborate with colleagues and clients for effective policy action.

COMPETENCY 9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

    9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

    9.2 promote sustainable changes in service delivery and practice to improve the quality of social services.

COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice

with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

COMPETENCY 10(b)—Assessment

Social workers

> 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 Multiculturalism & Diversity:	Are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.
Theme Relation to Social Justice:	Are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.
Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:	Are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).
Theme Relation to Behavioral and Social Science Research:	Research is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.
Relationship to Social Work Ethics and Values:	The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers' responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.
Faculty Approved	October 17, 2012

STUDENT MENTAL HEALTH AND WELLBEING

The University of Michigan, Ann Arbor is committed to advancing the mental health and wellbeing of its students. Services are available, if you or someone you know is feeling overwhelmed, depressed, and/or in need of support. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and at the CAPS website: https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see http://www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

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 September 14, 2016 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 acknowledges her generous help in explaining how to create a positive learning experience. Ms. Ray has in turn acknowledged the collaborative efforts of past SW 560 instructors Luke Shaefer, Lorraine Gutierrez, Shane Brady, Tony Rothschild, Trina Shanks, Diane Vinokur and Michael Woodford in the creation of her syllabus.

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"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)."
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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.

Contacting Instructor

A note about email: Please place "SW560: " in the subject line. Please note, I do not check my University of Michigan email every day of the week, and therefore, I may not respond to your email the same day that you send them. However, I will try my best to respond to your email within 48 hours of receipt. For urgent matters, please call my mobile phone (314.322.6184) and leave a message.

COURSE DETAILS

ASSIGNMENTS & GRADING

Individual assignments are assignments that you will complete by yourself and team assignments are those 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 the 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.)

Note: 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 Canvas site 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, if any, and the whole team will be penalized for late submissions.

Class Critical Thinking and Q&A (Max.: 25 points)

In this course there are no points toward the final course grade for attending class or for speaking up during class discussions. You can earn points during each class session towards the 'Class Critical Thinking and Q&A' "assignment" by demonstrating your ability to think critically and contributing to your peers' education during class lectures, both as judged by the instructor. The amount of points you earn in any given class session you choose to attend will be decided by the instructor. Typically, students are able to earn one or two points in a given class session. In order to earn points in a given class session you will need to:

1. Attend the entirety of the class session (i.e., not be late and not leave early without instructor's prior permission).
2. Successfully participate in discussions during the class session to demonstrate your critical thinking and contribute to the education of your peers.
3. Answer to the instructor's satisfaction any course content or lecture related questions asked of you during the class session.

Online Forum Postings (Max.: 2 postings = 5 + 5 = 10 points)

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 up to 5 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.: 25 points)

The 'Community Assessment Assignment' is a team assignment. At the beginning of the semester you will be assigned a team with two to four 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 class sessions.

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 class sessions.

Advocacy Paper / Proposal (Max.: 10 points)

The 'Advocacy 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 class sessions.

As an instructor I want each student to attain their greatest learning potential for this course. I am not a gate keeper to your grade and view myself as a facilitator to your achieving the maximum grade you deserve based on the learning you achieve. Points will be applied toward deciding your grade for the course. The assignments and their respective maximum 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	Class Critical Thinking and Q&A	25 points	25%
	2 Online Forum Postings (5 + 5 = 10 points)	10 points	10%
	Instructor's evaluation of student's holistic performance during the semester	10 points	10%
	Reflection Paper/Individual Evaluation of Team	5 points	5%
Team Assignment	Community Assessment Assignment	25 points	25%
	Grant Assignment	15 points	15%
	Advocacy Paper / Proposal Assignment	10 points	10%
	TOTAL	100 POINTS	100%

Translation of points earned to grade assigned for course

A+	99-100	B+	87-89	C+	77-79	D+	67-69	F	<60
A	97-98	B	84-86	C	74-76	D	64-66		
A-	90-96	B-	80-83	C-	70-73	D-	60-63		

Grade	Description
A+	Grades of "A+" are typically earned by students who turn in <u>exceptional</u> work in assignments and <u>exceptionally contribute</u> in class and in their assigned teams. The grade of A+ will rarely be used and, in general, students should not expect to receive this grade, for it signifies work that goes beyond the

	content of the course and the expertise students are expected to master. An A+ is very rare to obtain.
A or A-	Grades of "A" or "A-" are reserved for student work which not only demonstrates excellent mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in his or her approach. The difference between these two grades is determined by the degree to which these skills have been demonstrated by the student.
B+	A grade of B+ is given to work which is judged to be <u>very good</u>. This grade denotes that a student has demonstrated a more-than competent understanding of the material.
B	A grade of B is given to student work which meets the basic requirements. It denotes that the student has done adequate work and meets basic course expectations.
B-	A grade of B- denotes that a student's performance was less than adequate, reflecting only moderate grasp of content and/or expectations.
C+ or C	The grade of C reflects a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.
C- to F	Grades between C- and F are applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance.

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:

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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.
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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. *Ignorantia juris non excusat*. Ignorance of the code will not excuse you from being held accountable for your transgressions of the code.

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[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

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)

2. Netting, F. E., Kettner, P. M., McMurty, S. L., Thomas, M. L. (2016). **Social Work Macro Practice** (Sixth Edition) Pearson Education. (ISBN-10: 0133948528 / ISBN-13: 978-0133948523)

3. Bamberger, M. & Oswald, R. (2014). **The Real Cost of Fracking**. Boston, MA: Beacon Press.

SESSIONS

Please refer to course site on Canvas LMS (Learning Management System) for a detailed listing of topics and agenda for each session. Each class session has assigned readings from scholarly journals and media articles. A listing of the required readings for each class session is available on Canvas at: https://canvas.umich.edu and can be accessed using your UM uniqname/password login. Session topics are subject to change during the semester. The most up to date information will be maintained on Canvas.

		Session Topic(s)			Session Topic(s)
1	**Sep 11**	Course Introduction	8	**Nov 6**	Grants, budgets and organizations.
2	**Sep 18**	Introduction to Community Organizing.	9	**Nov 13**	Grants, budgets and organizations.
3	**Sep 25**	Community organizing frameworks and formal theory.	10	**Nov 20**	Team Work & Thanksgiving Week
4	**Oct 2**	Community organizing frameworks and formal theory.	11	**Nov 27**	Where does community organizing end and policy & advocacy start?
5	**Oct 9**	Entering communities, "positionality" and assessment.	12	**Dec 4**	Framing policy; coalitions and forms of advocacy.
6	**Oct 23**	Community organizing case studies and analysis.	13	**Dec 11**	Social programs, organizations and innovation.
7	**Oct 30**	Case studies continued.			
	FALL BREAK: Oct 16-17			**CLASSES END: Dec 12**	

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