COURSE BACKGROUND

This course will survey the policies and services that promote a civil society and enhance human rights in the framework of American democracy. Emphasis will be placed on those policies and services which serve to enhance social participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility. Students will learn to describe and analyze how complex and emerging social problems arise within society, and how social problems impact individuals, groups, organizations, and communities. Programs within various units of government, nonprofit and social service organizations, and corporations will be reviewed. Various partnerships and collaborations among funders and service providers will be examined.
**COURSE CONTENT**

SW 647 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. Students will learn to utilize social work values, methods, and skills to challenge individual, group, organizational, and community differences in power, privilege, and oppression; and to promote social justice. These interactions will be examined, with special attention given to those leading to policies and programs that enhance opportunities for social participation, economic security, respect for diversity, voluntary action, and community and 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., feminist, faith-based, ethnic, gay/lesbian/bisexual/transgender, and other discriminated against groups). Students will also gain and apply knowledge about social group memberships and identities, their histories and meanings, how they intersect with each other in people’s lives and the larger society, and how they are affected by particular social contexts. 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**

On completion of this course, students using a generalist social work practice framework will be able to:

1. Develop the skills in critical consciousness and reflective professional practice.
2. Access and use traditional and non-traditional sectors that engage, strengthen, and build well-being and social justice at all levels of social systems.
3. Demonstrate knowledge of social policies that social workers use to effectively interface with individuals, families, communities, and other social systems.
4. Recognize key aspects of the structures, legal standing, and roles of the nonprofit sector in providing human services, advocating for human rights, and promoting well-being.
5. Identify and apply commonly used indicators of social, economic, and other measures of community well-being.
6. Compare the levels and types of participation for members or representatives of groups experiencing discrimination in mediating structures that are intended to promote well-being.
7. Gain skills for engagement with relevant systems and communities needed to work together for desired goals in both traditional and nontraditional settings for social work.
8. Develop skills for interaction, collaboration, and communication between different types of social care systems, including government, voluntary and nonprofit organizations, and private-pay systems.
9. Identify the factors that lead to or detract from such participation (from the perspectives of socially excluded groups and the social work practitioners who bear some responsibility for promoting participation.)

COURSE DESIGN

In-class activities, readings, and course assignments will be coordinated so as to enhance course objectives. For example, simulations of real-work processes, films, and videos presented in the classroom will provide the contextual background for student observation and interview assignments in the community. Lectures by the instructor will be complemented by student presentations and by panels of guests representing consumers, providers, professionals, and volunteers involved in advocacy and community education as well as in service delivery.

Theme Relation to Social Justice:

Social Justice 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.

Theme Relation to 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.

Theme Relation to Social Work Ethics and Values:

This course will address ethical and value issues related to policies and services for social participation and community well-being. The NASW Code of Ethics and other professional and organizational codes (e.g. IFSW) will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote the general welfare of society by preventing and eliminating discrimination, 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 confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of
services, and termination.

Intensive Focus 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, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Course Information Above - Faculty Approved Nov. 8, 2006.

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 August 18, 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 of the syllabus 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 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.

Contacting Instructor
A note about email: Please place “SW647: ” 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.

Safety & Emergency Preparedness
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom. Each SSW classroom is equipped with door locks. Pressing the button, located on the door handle, to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADA compliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
734-936-0961
For more information view the annual Campus Safety Statement at [http://www.dpss.umich.edu/](http://www.dpss.umich.edu/)
Register for UM Emergency Alerts at: [http://www.dpss.umich.edu/emergency-management/alert/](http://www.dpss.umich.edu/emergency-management/alert/)
Report a hate crime or bias-related incident at: [https://expectrespect.umich.edu/topic/report-incident](https://expectrespect.umich.edu/topic/report-incident)

Information and resources for accommodations is also available with the office of Services for Students with Disability (SSD).
**COURSE DETAILS**

**Assignments**

There are two types of assignments for the course – 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.)

All assignments are due at the beginning of course session 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 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. A listing of assignments is as follows.

Please see the Learning Management System (LMS) - Canvas site for this course for details of each assignment.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>MAXIMUM POINTS</th>
<th>MAXIMUM POINTS AS A % OF TOTAL COURSE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper/Individual Evaluation of Team</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td>Class Critical Thinking and Q&amp;A</td>
<td>25 points</td>
<td>25%</td>
</tr>
<tr>
<td>Instructor's holistic evaluation of student's performance</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td>Forum Postings (individual component)</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td>Forum Postings (team component)</td>
<td></td>
<td></td>
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<tr>
<td>Policy Analysis and Policy Brief</td>
<td>15 points</td>
<td>15%</td>
</tr>
<tr>
<td>Socially Just Policy</td>
<td>30 points</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Grades of &quot;A+&quot; are typically earned by students who turn in <strong>exceptional</strong> work in assignments and <strong>exceptionally contribute</strong> 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.</td>
</tr>
<tr>
<td>A</td>
<td>Grades of &quot;A&quot; or &quot;A-&quot; 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 commensurate critical thinking skills to assignments 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.</td>
</tr>
<tr>
<td>B+</td>
<td>A grade of B+ is given for work which is judged to be <strong>very good</strong>. This grade denotes that a student has demonstrated a more-than competent understanding of the material and applied adequate critical thinking skills to assignments.</td>
</tr>
</tbody>
</table>
A grade of B is given for work which meets the basic requirements. It denotes that the student has done adequate work and meets basic course expectations.

A grade of B- denotes that a student’s performance was less than adequate, reflecting only moderate grasp of content and/or expectations.

The grade of C reflects a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

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:

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**

**Recommended Texts:**


**Optional Texts & Other Source Materials:**


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CLASS SESSIONS, ‘CLASS CRITICAL THINKING AND Q&A’ ASSIGNMENT

Discussions, quizzes, assignments and activities during class sessions are an essential method of learning in this course. Class discussions work well when students come prepared to class by having read the assigned readings for the class session (the most up to date information on assigned readings is on Canvas).

Merely showing up for class sessions gains you no points toward your grade for the course. Your level of preparedness for class sessions affects both your learning and that of your peers. Students who come prepared for class sessions enrich the quality and quantity of the lessons that they learn from the course content and contribute to their peers’ learning as well. Students who are not prepared for class negatively impact their peers’ learning through the effect they have on the class environment, in addition to detracting from their own learning.

To align incentives (i.e., grades) with actions (i.e., in-class learning), the “Class Critical Thinking and Q&A” grade (max. 25 points) is based on the following activities that may have an in-class component: class discussions, Perusall reading assignments, forum postings and assignments. Coming to class well prepared, participating in class discussions, contributing insights and views that demonstrate critical thinking will gain you points toward your “Class Critical Thinking and Q&A” grade.

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 13</td>
<td>Introduction to course.</td>
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<tr>
<td></td>
<td>Jan 20</td>
<td>MLK Day. No class, but team home work required for this week.</td>
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<tr>
<td>2</td>
<td>Jan 27</td>
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<td>3</td>
<td>Feb 3</td>
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<tr>
<td>4</td>
<td>Feb 10</td>
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<td>5</td>
<td>Feb 17</td>
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<tr>
<td>6</td>
<td>Feb 24</td>
<td>TEAM WORK WEEK (No Lecture)</td>
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<tr>
<td></td>
<td></td>
<td>SPRING RECESS (Feb 29 – Mar 8, 2020)</td>
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<tr>
<td>7</td>
<td>Mar 9</td>
<td>TBD: POSSIBLE TEAM WORK WEEK (No Lecture)</td>
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<tr>
<td>8</td>
<td>Mar 16</td>
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<td>9</td>
<td>Mar 23</td>
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<tr>
<td>10</td>
<td>Mar 30</td>
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<tr>
<td>11</td>
<td>Apr 6</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Apr 13</td>
<td>“Policy Analysis and Policy Brief” &amp; “Socially Just Policy” assignments due before end of class session.</td>
</tr>
<tr>
<td>13</td>
<td>Apr 20</td>
<td>Summation Lecture. (Attendance Mandatory,) Individual Eval. of Team assignment due.</td>
</tr>
</tbody>
</table>

So, attendance in class sessions is not mandatory in this course with the exception of the last mandatory class session. Missing too many classes in a period may provide you less opportunity to gain points toward your course grade. Thus, there is incentive to come to class sessions prepared and no incentive to merely show up and attend class. Self-care and agency over your learning is also important. If you happen to be sick, it would serve you and your peers’ better if you stayed at home and recovered instead of coming to class ill. If you need to not attend class for some other reason (e.g., pursuing a different form of learning), you have the flexibility to decide for yourself where you would gain the maximum return on your time investment and choose what to give up for it. This grading structure provides you with the flexibility to miss a class without seeking any permissions or providing any explanations.

If you miss a class, it is your responsibility to find out what you missed from your team members. Please do not approach the instructor to “make up” the class or to “fill you in” on what you missed. The instructor will not be assigning additional work to enable you to “make up” a missed class. The instructor will not accept any additional papers, notes, synopses etc. of readings as an alternative to attending class.
Please refer to course site on Canvas for a detailed listing of topics, readings and agenda for each session. Session topics are subject to change during the semester. The most up to date information is on Canvas.

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

This course taught by a LEO Lecturer.