



Course Title:	Introduction to Community Organization, Management and Policy/Evaluation Practice	
Course Number:	560 (Section 004 - ONLINE)	
Credit Hours:	3	
Prerequisites:	None	
	Foundation macro methods; Required for all students	
Time and Location:	Tuesday 6:00 pm – 9:00pm Online	
Semester:	Fall 2020	
Instructor:	Ronke Olawale	
Contact info:	Office: B654 SSWB	gronolaw@umich.edu
Office Hours:	Wed. 1 pm – 2 pm (Virtual: Email to make alternative appointments)	

COURSE DESCRIPTION

Welcome to SW560. 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. 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 OBJECTIVES

On completion of this course, students 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.
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems.
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values.

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.
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.
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns.
7. Identify salient connections between macro practice and interpersonal practices.

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

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

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

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;

- 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

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- 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

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

- 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

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

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

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

- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

COMPETENCY 10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals
- implement prevention interventions that enhance client capacities;

- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

COMPETENCY 10(d)—Evaluation

Social workers

- critically analyze, monitor, and evaluate interventions.

COURSE DESIGN

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and videos—as well as a few built in online/off-site modules .

Curricular Themes

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 SW 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

Accommodation for learning

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disability (SSD) office at 734-763-3000 in room G-664 Haven Hall.

Attendance Policy

An important part of doing work with and in communities and organizations is showing up and participating to the best of our abilities. Furthermore, the [School of Social Work policy](#) is that students attend all of their classes. Given the nature of course assignments, in-class skill building activities, and group projects, if a student fails to attend most class sessions, the student may not be able to successfully complete assignments. I understand the difficult times that we find ourselves as a result of COVID-19. In general, please inform me as soon as possible if you expect to miss class or if you have extenuating circumstances that may affect your attendance and participation. *If you are sick, please let me know and do **NOT** come to class.*

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

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

Student Mental Health and Wellbeing

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselor physically located in the School of Social Work, (Alejandro Rojas) at (734) 763-7894 or by email aroja@umich.edu. 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 www.uhs.umich.edu/aodresources.

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

Masks and Social Distancing

Students are required to wear face masks at all times and maintain social distancing (6 feet between individuals in traditional classrooms, or, in instructional laboratories and similar settings, only a few minutes in closer proximity when absolutely necessary to achieve learning objectives). Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home. Instructors have the right to ask those who are not complying with these requirements to leave class in the interest of everyone's health and safety. In the event that a student refuses to comply with these requirements, the instructor has the right to cancel class. Additionally, following other simple practices will promote good health in and out of the classroom, such as frequent and thorough hand washing, wiping down desks and seats with disinfectant wipes whenever possible, not sharing personal items such as pens and cell phones, and avoiding crowded hallways and other enclosed spaces.

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.

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

Email Policy

Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put "Fall20-SW560." I will do my best to get back to you as soon as possible. Please send a follow-up if I haven't replied within 48 hours during weekdays.

Cell Phones and Laptops

Students are required to use electronic devices to participate in the online components of the course. Students should download and become familiar with relevant software and applications used for instructional purposes, especially Canvas and Zoom.

For in-person meetings, students should generally not use their phones during class and phones should be silenced. Students may not text messages during class. If you need to take an emergency phone call, please step outside to do so. Laptops can be used for notetaking and class-related activities. Using your laptop for any other non-course-related activities (e.g., social media, email, etc.) is unacceptable and will impact your participation grade.

Recordings

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Writing Assistance

Quality writing can take several drafts. Two especially useful resources at UM to improve writing are the SSW Writing Assistance office (Betsy Williams betsywil@umich.edu, SSWB 1696, <https://sites.google.com/a/umich.edu/ssw-writing-help/>) and the Sweetland Writing Center (1139 Angell Hall, 764-0429, www.lsa.umich.edu/swc). I highly encourage using these resources.

Academic Integrity

Academic integrity is taken extremely seriously in the School of Social Work, as well as the

academic community and the University of Michigan at large. Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. It is your responsibility to familiarize yourself with the information and other resources regarding expected academic conduct presented at:

<http://www.lib.umich.edu/academic-integrity/resources-students>.

Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources>. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

Note on the Course Syllabus

I reserve the right to amend the syllabus as needed. These changes are not likely to change any due dates, but if changes are necessary due to the timing of lectures or unforeseen circumstances, the online syllabus will be updated and an announcement will be made in class and over email to keep students informed. The on-line syllabus will be kept current throughout the term.

Course Materials

This course utilizes *Canvas* as a resource for course readings, as well as for the submission of assignments. Assignment descriptions, lecture notes/slides and readings for each class can be found on the Canvas site. Please review the site carefully. Login to the Canvas portal at: <https://canvas.umich.edu> to find the course materials.

There is no required text to purchase for this course. Readings for each topic are listed on Canvas. Students are expected to have completed all assigned readings and videos prior to class sessions, as these will serve as the basis for class discussion, activities, and assignments.

NOTE: I reserve the right to make changes to this syllabus. If that happens, alerts will be sent to all students over email at least a week in advance. Such changes and an announcement will be posted to canvas.

RECOMMENDED TEXT

Coley, SM & Scheinberg, CA (2014) 5th edition. *Proposal Writing: Effective Grantsmanship*. Thousand Oaks, CA: Sage Publications (but any edition is okay)

Assignments & Grading

There are four (4) major graded assignments for this course as well as an expectation of regular attendance and class participation that contributes to a learning environment. These items are summarized below with their relative weight. Details follow the course outline.

Assignment Summary Table

Assignment	Due date	Percent of overall grade
Advocacy Assignment (Completed and graded individually)	Oct.13 @ 11:59pm (Submitted on Canvas)	25%
Community Project Part 1: Problem Identification and Community Assessment (Completed and graded as a group)	Short paragraph due: Oct. 20 @11:59pm (Submitted on Canvas) Full Report due: Nov. 2 12:00 pm (Submitted on Canvas)	25%
Community Project Part 2: Intervention Proposal to Funder/Grantmaker and Presentation (Completed and graded as a group)	Written portion: Dec 1. 12:00 pm (Submitted on Canvas) Presentations: Dec. 8. (Recording to be uploaded to Canvas)	25% (15% for written portion; 10% for presentation)
Participation and Attendance Includes 2 reflections; Initial Reflection (Due Sept. 8) and Final/Integration Reflection (Due Dec. 11) the Attendance & Participation, on-line forums, and class activities. (Completed and graded individually)	Due Dec. 11 11:59pm (Submitted on Canvas)	25% (5% for the Initial Reflection; 15% for the Final/Integration Reflection; and 10% for Participation, on-line forums, and class activities)

Grading Policy:

1. The University of Michigan School of Social Work MSW program will use a modified grading system for academic year 2020/2021 that awards letter grades of A to C and a notation of "NRC" (No Record COVID) for grades of D+ to E.
2. Students in the UM SSW MSW program may withdraw or disenroll from a course through the last day of classes in the term without a "W" appearing on the official transcript.

PLEASE NOTE:

- All assignments are to be completed by the date due. Exceptions will be granted with the permission of the instructor *in advance of* the due date for the assignment. Assignments submitted late without such permission will be downgraded.
- Students are to use APA “citation format” for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers, for direct quotes. Please review the Student Guide section on “Ethical Conduct in the University Environment.” This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an on-line resource that can assist you in preparing proper citations for assignments using APA format. Go to:
([http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf](http://www.lib.mich.edu/ug/research/citation%20guide/AP5thed/pdf))
- +No other aspects of the APA style guide will be used. Instead, students are expected to prepare all assignments as “professional reports,” i.e., single-spaced, plenty of white space, generous use of headings & sub-headings, underlining, *italics*, **bold**, etc.

COURSE OUTLINE AND READINGS**SESSION 1 - SEPT. 1** (NOTE: THIS IS AN IN PERSON CLASS)**TOPIC: Introductions and Forming Community**

- Review for class discussion
 1. Video - <https://www.youtube.com/watch?v=SgjIgMdsEuk>
“As long as you say there is no hope, then there will be no hope, but if you go down and take a stance, then there will be hope.”
 2. By Mona El-Naggar, *Equal Rights Takes to the Barricades*
(<https://www.nytimes.com/2011/02/02/world/middleeast/02iht-letter02.html>)
- **Or** pdf on Canvas (Session 1 – The April 6 Youth Movement).
 - Class Discussion: Recent social and political events from a Macro frame
 - COVID-19 and Social Work
 - November Elections

SESSION 2 – SEPT. 8**TOPIC: Introduction: The History and Components of Macro Practice****INITIAL REFLECTION ESSAY DUE @ 11.59 PM**

- The values, history and components of macro practice
- The challenges of macro practice in a multicultural society

Readings (Choose any 3 and please read before class):

- Netting, Kettner, McMurty, & Thomas (2012), *Social Work Macro Practice*, Chapter 1 “An Introduction to Macro Practice in Social Work,” (pp. 1-31).
- Uehara, E. et. al. (2013). Grand Challenges for Social Work, *Journal of the Society for Social Work and Research* 4(3), 165-170.
- Bent-Goodley, T.B. (2016). Social work’s grand challenges: Mobilizing the profession. *Social Work*, 61(3), 197-198.
- Carroll, J. and Minkler, M. (2000). 'Freire's Message for Social Workers', *Journal of Community Practice*, 8: 1, 21-36

SESSION 3 - SEPT. 15

TOPIC: MICRO SKILLS FOR MACRO PRACTICE

- The connections between micro and macro
- Motivational Interviewing

- Bonella, B. (2018). Macro Practice in a Micro World: The Story of Youth Futures
Macro Practice in a Micro World: The Story of Youth Futures. *Reflections: Narratives of Professional Helping*, [S.l.], v. 24, n. 1, p. 12-20, apr. 2018. ISSN 1080-0220.
- Crutchfield, J. (2018). What’s Your Number? An Example of Micro and Macro Practice in the Era of Police Accountability. *Reflections: Narratives of Professional Helping*, [S.l.], v. 24, n. 1, p. 34-44, apr. 2018. ISSN 1080-0220.
- Howard, H. (2018). Streams to Ocean: Briding the Micro/Macro Divide. v. 24, n. 1, p. 65-71, apr. 2018. ISSN 1080-0220.
- Walsh, J. (2018). Confessions of a Reluctant Macro Practitioner. *Reflections: Narratives of Professional Helping*, [S.l.], v. 24, n. 1, p. 155-162, apr. 2018. ISSN 1080-0220.

SESSION 4: SEPT. 22

TOPIC: ADVOCACY AS A FORM OF SOCIAL ACTION

- Models of advocacy
- Policy advocacy

Video: Stand Up, Speak Out

- [Visualizing Social Policy for Social Change: https://www.youtube.com/watch?v=J4WI_70xWPQ](https://www.youtube.com/watch?v=J4WI_70xWPQ)
- [Planning for Change](https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en)
- https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en

- [Sustaining Social Change](#)

<https://latinocf.org/measuring-love-journey-to-justice/>
[Measuring Love in the Journey for Justice](#)

Readings

- Gladwell, M. (2010). *Small change: why the revolution will not be tweeted*. The New Yorker October 4, 42-49,
http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell
- Hardcastle (2012), *Community Practice Theories and Skills*, Chapter 12 “Using the Advocacy Spectrum,” (pp.340-370).
- Lens, V. (2004). Principled negotiation: A new tool for case advocacy, *Social Work* 49(3), 506-513.
- Fujikawa K., Perez-Darby S., & Kaba M. (2018). Building Accountable Communities.
 - Four short videos: http://bcrw.barnard.edu/event/building-accountable-communities/?fbclid=IwAR3C7m5WIXM_nOdNeAw4AQDYeVsXBoegAerBafL-dKDqlZepqipqByp_Vhs

SESSION 5 - SEPT. 29

TOPIC: MODELS OF COMMUNITY ORGANIZATION PRACTICE AND THEIR IMPLICATIONS; UNDERSTANDING COMMUNITIES: THEIR PROBLEMS & THEIR POPULATIONS

- Defining the community
- Community building
- Different conceptualizations of community and their implications
- Typologies of community organizing
- Empowerment theory and community organizing practice
- Community Engagement

Video: [Introduction to Community Organizing](#)

Readings:

- Gutierrez, L., Lewis, E., Dessel, A., & Spencer, M. (2013). Principle skills, and practices strategies for promoting multicultural communication and collaboration. In M.O. Weill, M. Reisch, & M. Ohmer (Eds.), *The handbook of community practice* (2nd ed.) (pp. 445-460). Thousand Oaks, CA: Sage.
- Hardcastle (2012), *Community Practice Theories and Skills*, Chapter 4 “The Concept of Community in Social Work Practice”(pp.94-129).
- Pyle (2014), *Progressive Community Organizing: Reflective Practice in a Globalizing World*, Chapter 5 “Critical Organizing Frameworks” (pp. 1-20).
- Adichie, Chimamanda. (2009). The danger of a single story.

Watch TED Talk:

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

SESSION 6 – OCT. 6

TOPIC: ORGANIZING AND MOBILIZING COMMUNITIES

- Roles of the organizer
- Group skills in community work
- Selecting appropriate strategies and tactics
- Social capital and community mobilization
- Social movements
- Models of community organization practice
- Foundational organizing skills

- Video: Holding Ground or Gaining Ground

<https://umich.kanopy.com/video/gaining-ground-building-community-dudley-street>

Readings:

- Beckwith, D. & Lopez, C. (2010). Community Organizing: People Power from the Grassroots. Center for Community Change. (MOOC article)
- Staples, L.H. (2000). Insider/outsider upsides and downsides. *Social Work with Groups* 23(2), 19-35.

Note: Watch these videos ahead of class

- Documentary— *United in anger: A history of ACT UP.* (2012).
 - Available on YouTube: <https://youtu.be/MrAzU79PBVM>
- Core Organizing and Skills – <https://www.youtube.com/watch?v=3eh7hII0koU>
- Heller, N. (2017). *Is there any point to protesting?* *The New Yorker*, 21.
- <https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>
 - Mona El-Naggar - *Equal Rights Takes to the Barricades*
- <https://www.nytimes.com/2011/02/02/world/middleeast/02iht-letter02.html>
 - <https://www.youtube.com/watch?v=SgjIgMdsEuk>
 - <https://www.newyorker.com/magazine/2017/08/21/is-there-any-point-to-protesting>
- Albert Einstein Institution. *198 methods of nonviolent action.*
 - <https://www.aeinstein.org/nonviolentaction/198-methods-of-nonviolent-action/>

SESSION 7 – OCT. 13

ADVOCACY ASSIGNMENT DUE

TOPIC: COMMUNITY ASSESSMENT—STRENGTHS AND NEEDS

- Constructing a community profile: Frameworks for community analysis
- Conducting a community needs assessment
- Asset mapping: Identifying community strengths

- Frameworks for community analysis
 - What is community organizing?
 - Organizing campaigns/collective action
 - Decline in social capital/networks of comm organizers
 - Selecting strategies & tactics
 - Force field analysis
- [Introduction to Assessment: https://www.youtube.com/watch?v=r4_pmi4gIDQ](https://www.youtube.com/watch?v=r4_pmi4gIDQ)
 - [Assessment and Force Field Analysis: https://www.youtube.com/watch?v=PobBUgXsgws](https://www.youtube.com/watch?v=PobBUgXsgws)
 - Darlene Nichols video (via MOOC)
 - McKnight, J. (2013). A Basic Guide to ABCD Community Organizing. Asset Based Community Development Institute. Northwestern University, Evanston, IL.
 - Nystrom, N., & Jones, T. (2003). Community building with aging and old lesbians. American Journal of Community Psychology 31(3/4), 293-300.

SESSION 8 – OCT. 20

(COMMUNITY PROJECT - SHORT PARAGRAPH DUE: OCT. 20 TOPIC: UNDERSTANDING COMMUNITY-BASED ORGANIZATIONS

- The structures, missions, and goals of community-based and non-profit organizations
- Power, decision-making, and authority
- Assessing organizations
- Management theories and issues

– Images as a tool for assessment (arts in comm practice)

[Images as an Assessment Tool](#)

<https://www.youtube.com/watch?v=taYpr2jiUVU>

- Austin, M & Vu, C. (2012). Assessment of organizations. In C.A. Gilsson, C.N. & K. M. Sowers (Eds). Social work practice with groups, communities, and organizations: Evidence-based assessments and interventions (pp. 131-157). Hoboken, NJ: Wiley.
- Bradach, J. (2003). Going to scale: The challenge of replicating social programs. Stanford Social Innovation Review, 19-25.
- Sutton, R. (2003). Sparking nonprofit innovation: Weird management ideas that work, *Stanford Social Innovation Review*, 42-49.

SESSION 9 – OCT. 27

TOPIC: PROGRAM DEVELOPMENT, IMPLEMENTATION, MONITORING, AND EVALUATION, VISIONING AND STRATEGIC PLANNING IN COMMUNITY-BASED ORGANIZATIONS

- Linking programs to organizational mission and goals: Models & stages
- Logic Models and Theories of Change

- Translating goals into objectives: Promoting community participation
- Program planning and evaluation (Evaluating program evaluation)
- Participatory and community-engaged evaluation
 - Martin, L. (2009). Program planning and management. In R. J. Patti (Ed.). *The handbook of human services management*, 2nd ed. (pp. 515-531). Thousand Oaks, CA: Sage.2
 - Finn, Janet (2016), *Just Practice*, Chapter 8 “Evaluating, Reflecting On, and Celebrating our Efforts” (pp. 337-376).
 - Kellogg Foundation (2004). *Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide*. Battle Creek, MI: Kellogg Foundation.

SESSION 10 – NOV. 3

TOPIC: COMMUNITY PRESENTATION

FULL REPORT OF COMMUNITY PROJECT ASSIGNMENT DUE ON CANVAS

SESSION 11 – NOV. 10

TOPIC: HUMAN RESOURCES MANAGEMENT: MANAGING STAFF IN ORGANIZATIONS INTER-ORGANIZATIONAL PRACTICE

- Personnel Policies/Supervisory Roles and Functions
- Staff Development
- Issues of power
- Inter-organizational practice in multicultural communities

Videos and Resources:

- Management Organizations - [Introduction to Social Work Management](#)
- [Board of Directors](#)
- Management and leadership - [Management and Leadership](#)

Readings:

Hopkins, K.M. (2009). Supervision, development, and training for staff and volunteers. In R.J. Patti (Ed.). *The handbook of human services management (2nd ed.)*. Thousand Oaks, CA: Sage.

SESSION 12 – NOV. 17

TOPIC: RESOURCE DEVELOPMENT & MANAGEMENT IN COMMUNITY- BASED ORGANIZATIONS

- Proposal writing
- Strategies for resource development
- The philanthropic sector and its challenges
- Importance of diversity
- Discrimination, marginalization and oppression: A comprehensive overview at an organizational level
- [Introduction to Social Work Management](#)
- Management and leadership - [Management and Leadership](#)
- [Board of Directors](#)
- Video: [Discrimination, Marginalization, and Oppression](#)
- [Shifting Organizational Culture to Be More Socially and Racially Just](#)

Readings

- Coley, SM & Scheinberg, CA (2014). *Proposal Writing: Effective Grantsmanship-5th edition*. Thousand Oaks, CA: Sage Publications
- Hager, M., Rooney, P. & Pollak, T. (2006). How fundraising is carried out in US nonprofit organizations, *International Journal of Nonprofit and Voluntary Sector Marketing*, 7(4), 311-324.
- Palotta, D. (2013). Ted Talk: The way we think about charity is dead wrong.
- https://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong?language=en
- Justice Funders. (2019). Resonance Framework.
 - <http://justicefunders.org/resonance/a-new-vision-for-philanthropy/>
 - **Read Section 2 only:** “A new vision for philanthropy,” “Guiding values and principles,” & “A spectrum of extractive to regenerative philanthropy”

NOV. 22 ----- THANKSGIVING BREAK

SESSION 13 – DEC. 1

CONCEPT/PRE-PROPOSAL (WRITTEN PORTION) ASSIGNMENT DUE

TOPIC: SOCIAL POLICY AND COMMUNITY PRACTICE: THE FUTURE OF MACRO PRACTICE

- The meaning of ethics and ethical analysis in macro practice
- Ethical issues in macro practice
- Legal foundations of community-based nonprofit organizations
- Course Summary and Issues for the Future
- Video: Green New Deal. (2019).
 - <https://www.sunrisemovement.org/gnd>
 - Watch embedded video: “A Message from the Future”
- Movement for Black Lives Platform. (2016). <https://policy.m4bl.org/platform/>

- [Lewis, John. \(2020, July 30\). Together, You Can Redeem the Soul of the Nation.](#)
 - [New York Times: https://nyti.ms/2P6qaku](https://nyti.ms/2P6qaku)
- Prof. Trina Shanks – The Role of, Values, Ethics and Principles:
https://www.youtube.com/watch?v=d26_6aXxf7c

Readings:

- Alinsky, S. (1972). Of means and ends, in *Rules for radicals* (pp. 24 – 47). New York: Vintage Books.
- G 3 pages-covers some underreported components of social work - [Guide to Radical Social Work](#)
- McCue, B. (2012). The Lobbying Strategy Handbook, Chapter 10 “The 10 Steps Strike Again! Breaking the Tire Cycle” (pp. 223-250).
- Mondros, J. (2013). Political, social, and legislative action. In M. O. Weil, M. Reisch, & M. Ohmer (Eds.), *the handbook of community practice* (2nd ed.). (pp.345-359) Thousand Oaks, CA: Sage.
- Burghardt (2011), *Macro Practice in Social Work for the 21st Century*,
- Chapter 11 “Summing Up, Moving Forward” (pp. 303-321).

SESSION 14 - DEC. 8 (LAST DAY OF CLASS)

PRESENTATIONS - DEC. 8. (RECORDING TO BE UPLOADED TO CANVAS)

FINAL/ INTEGRATION REFLECTION DUE DEC. 11 11:59PM

(Completed and graded individually and Submitted on Canvas)

DESCRIPTIONS OF ASSIGNMENTS FOR SW 560

1. Participation and Attendance

Regular attendance and class participation is required and constitutes part of course grades. You should plan to arrive on time, be actively present in the classroom, read and be prepared to discuss assigned material, come to class with questions and comments, participate in class activities, and be active, contributing “community” members of your teams. Note that the class participation grade includes the *Initial Reflection* (Due Sept. 8) and *Final/Integration Reflection* (Due Dec. 11), and on-line forums/discussions (when introduced). Do let me know if you have any questions about fulfilling these expectations.

2. Community Project Part 1: Problem Identification and Community Assessment (Team Project)

This course will have a major, culminating assignment, designed to help you pull together what you have learned through the semester. It is split into two parts.

Working collaboratively in teams, Part 1 of the Community Project is designed to help you gain the skills to identify and understand (i.e., assess) a problem and its community context. As community work is usually done in groups, teams are used in this course to practice the skills and knowledge required to do community work.

The project will proceed in several steps:

1. **Team Development**: During the second class period, teams will be formed. Through guided activities, you will spend several class sessions developing relationships and “building community” with each other. Most class periods after the first session will have time devoted to team development and work. The instructor will check-in with teams during these times. It is expected that team members will be accountable to each other, achieve results, and make decisions together; please keep minutes to track your process, important decisions made, and who is in charge of tasks. You will be required to evaluate your team experience at the mid-point and end of the semester (see “Integration Reflection” assignment).
2. **Problem Identification**: Your team will identify and analyze one specific issue or problem. You may have the easiest time looking at issues related to your field placement, or a community/organization for which you have previously worked or volunteered. The problem you identify must be embedded within a geographic community context (i.e., the problem can be observed and assessed within a specific geographic context), and it may focus on a specific population. Please consider feasibility when selecting (e.g., geographic proximity, access to community and stakeholders, available information, etc.). Examples of community issue areas that have been assessed in past 560 classes include homelessness and food security in Washtenaw County, interpersonal violence in Wayne County, children’s literacy in Ypsilanti, and mental health services for incarcerated people in Washtenaw County.

The instructor will ask each group to submit a short paragraph on Canvas describing the problem and community selected, and proposed steps towards completing the assessment.

3. Develop Assessment Report: Your team will research the identified problem and its community context. This should include information on the problem and target population(s), history of the identified problem and population(s), and community context related to the problem (both assets as well as needs). Some guiding questions that your report should at a minimum answer include (hint: you can use these questions as subsections of your report):
 - a. Problem:
 - i. What is the problem? How prevalent is it? Why is it important to address? What is its history?
 - b. Population:
 - i. What is the population(s) affected by the problem? What are their characteristics (e.g., demographics, utilization of services related to the problem, etc.)? How are they affected by the problem? Has the way they are affected changed historically, and if so, how and why? Are some members of the population affected differently/more/less than others, and in what ways? What strengths and values does the population(s) affected by the problem themselves possess?
 - c. Context:
 - i. What is the community context in which the problem occurs? What are its geographic boundaries? What are the structures of power in this community that are related to the problem?
 - d. Community Assets:
 - i. What formal and informal services (public, non-profit, for-profit, voluntary, etc.) and other assets are available that currently address the problem directly, or serve the population(s) affected (i.e., strengths), and how do they do so? Are there any linkages/connections between services? How accessible are the services? What funding sources are currently used or available for addressing the problem?
 - e. Needs/Gaps:
 - i. What community-based needs, shortcomings, or gaps exist that either exacerbate the problem or make the problem difficult to address?

Information should be gathered using a combination of literature, quantitative data, stakeholder interview(s), and direct observation, such as through a windshield survey (if feasible by geography and public health). Please see the Netting et al. Chapter 6 (2012; the appendix is helpful) and Ohmer & DeMasi (2009) readings, located in the syllabus, for further insight into the types of information and methods for gathering. The Report should clearly articulate what evidence is being used to answer these questions (i.e., cite your references when appropriate throughout the report, including for interviews).

One piece of quantitative data that you should use to understand the community in which your problem is embedded is the **American Community Survey**, produced by the U.S. Census Bureau. This can be used to identify relevant quantitative indicators of your selected community and associated problem. You can use quick tables, data profiles, multiyear profiles, and narrative profiles provided in the American Community Survey to describe the geographic area. Your group may also develop your own custom tables. The report should include general characteristics, social characteristics, and economic characteristics. In addition, to help the reader understand your community, you may wish to include comparisons to other communities. For example, if you are examining home ownership in Ann Arbor, you may also want to compare this indicator in various sections of the city or compare to other cities, the state of Michigan or the country as a whole. The SSW library has developed a very useful guide to using the American Community Survey: <https://guides.lib.umich.edu/communityprofile>

The information you gather should be synthesized into a professional report. There is no page minimum, but the report should include enough information so that a reader fully understands the problem and its context, in consideration of, at a minimum, the questions outlined above. As such, it is likely that a successful report will be between 15-25 pages to cover all necessary information and analysis. It should also provide enough information to be a logical foundation for Part 2 of the community project.

Please also include a short paragraph at the end describing what each member of the group contributed to the project.

3. Community Project Part 2: Intervention Proposal to Funder/Grantmaker and Presentation (Team Project)

Working collaboratively in your same teams, Part 2 of the Community Project is designed to help you gain the skills to develop a planned macro-level intervention proposal based on what your team discovered during Part 1. In this assignment you will build upon your report in Part 1 and develop a grant proposal for an organization (real or imagined) doing work in the community you profiled. The proposal should address the problem identified in Part 1.

This assignment involves the development of a pre-proposal paper for a small grant to support some intervention program to be submitted to a foundation or funder. The proposal may be for a new policy, a change in programing, new practices, or a combination. The assignment's central goal is to learn skills associated with proposal development. Thus, you will conceptualize and draft a mini-proposal addressing all of the essential elements of a formal proposal. You can choose a real foundation or funder that provides grants associated with your identified problem or submit it to the "SW 560 Foundation." The proposal should be addressed to this funder. The paper must not exceed 5 pages (see the list below for what is excluded from the 5 pages).

You should write this grant as though you were a professional in a community-based agency. You should give your organization a name and provide a brief description of the agency. You may also consider using an agency that is connected to your community report, but this is not required.

This assignment should proceed in several steps:

1. **Choose Agency and prepare background information:** Decide on your agency and prepare a short background statement (i.e. issues addressed, population served, mission of agency, scope of agency, accomplishments of agency, etc.). This does not need to be extensive but will help you with the development of your proposal. If you are using an actual agency, you may want to examine the agency's website for a mission statement and agency description.
2. **Brainstorm project idea:** Based on the agency and your community profile, brainstorm a project that you could develop and for which you could write a mini-proposal. You might start by focusing on a particular population served at your agency, but you could also brainstorm a project that fills a current gap in services. In brainstorming, you should consider the scope of the project. You may want to consider a project that would be 1-2 years in length and have a budget of \$100,000 or less.
3. **Prepare Mini-proposal:** The paper may not exceed 5 pages (double-spaced). The concept/mini-proposal paper needs to contain the elements a—h below. Use points b—h as headings in your proposal. Follow the order as specified below:
 - a. **COVER LETTER:** Include a cover letter with the proposal. This letter should highlight the main points of the concept paper and indicate to the potential funding source why this project is important for them to fund. You may want to explain why the proposal may be of interest to the funder. The cover letter does not count towards the 5-page limit.
 - b. **AGENCY DESCRIPTION:** A brief description of the agency, including mission, target population(s), and primary services. You can also include any key collaborators or partners related to the proposed project as well as current agency personnel and strengths in relation to the project.
 - c. **BACKGROUND/NEEDS STATEMENT:** A brief description of the problem you propose to address and why it is important (include some relevant information from Part 1 of the community project to provide this context).
 - d. **GOALS AND LOGIC MODEL:** State the project's goals and major desired outcomes. Link goals and objectives to your description of the project. A logic model chart that clearly illustrates your program's logic should be included on a separate page in the back (this chart does not count towards the 5-page limit).
 - e. **PROJECT NARRATIVE:** This is your implementation plan. Discuss principal components/activities of the project and its anticipated measurable outcomes (include enough information for the potential funder to understand how their money will be used to address the identified need and intended goals). This section can be organized around key objectives (e.g. to achieve objective 1, we will establish... For objective 2, we will...). Include a final, persuasive, summary paragraph to sell the project.

f. **BUDGET:** Estimate project cost (how much money will you need to carry out the project based upon its objectives). Identify key areas/lines for the budget and how much they will cost (e.g., staff, materials, etc.); a table may be most helpful here.

g. **BUDGET NARRATIVE:** Provide a narrative of the budget. Explain each budget line and how the item relates to the project. For positions, give an overview of duties and required qualifications. Provide a narrative for any in-kind contributions included in the budget.

h. **TIMELINE:** Provide a specific timeline to give the funding source an idea of the project steps and activities (a Gantt chart is helpful). You can reference the timeline in your narrative and attach separately. The timeline is not counted towards the 5-page limit.

Please also include a short paragraph at the end describing what each member of the group contributed to the project.

4. **Presentation:** Your team will “pitch” your pre-proposal through a professional presentation to the targeted foundation or funder. Use charts, graphs, other visuals, and text effectively to convey your points. You will have 15 minutes max for the presentation. During the presentation, it will be helpful to include some information you gathered in the problem identification and community assessment report to provide the audience with context.

This presentation will be recorded by your group and uploaded to Canvas.

4. Advocacy Assignment (Individual Project)

There are two options for the *Advocacy Practice Assignment: Speak Out* or *Coalition Assignment*

Option A: Advocacy Practice Assignment: Speak Out

Hoefler (2009) defines advocacy practice as when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice.” Using this assignment to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), you are expected to speak on behalf of a client or a cause in a public forum in order to influence decisions regarding your group or cause. The main purpose of this assignment is to introduce you to the process of policy advocacy; how actively you pursue it is up to you.

Step 1: Select an issue

Select an issue or cause of interest to you that is connected to a particular marginalized group or social justice issue. It can be an issue related to a policy you have studied in your social welfare policy course. Or, if you are currently in a field placement, you may want to focus on an issue affecting your agency or its service users. However, if you are

planning to undertake an agency-related project, please discuss this with me in terms of agency support and approval. You may also want to consult with your field instructor.

Step 2: Research the issues

Research the topic from its historical perspective to the current situation to provide background information and develop a position. This may include a review of policy discussions, relevant reports, or social work literature. It may also be helpful to interview someone knowledgeable about the subject. You will be asked to provide a bibliography of all the sources reviewed. Based upon your review of the literature and the facts of the case, write an outline of the remarks you will use to guide your oral presentation or advocacy.

Step 3: Write your statement

Select the proper forum for your advocacy effort. This could include a letter to the editor, a Facebook blog, a Youtube video, or a speak out script from a forum that may consist of any public hearing, legislative committee, or special commission that is authorized to deal with your issue such as county board of commissioners, the regents of a university or community college, school board trustees, the planning commission of a unit of government, or the board of directors of a human service organization. Whether it is a written document submitted for review or a script that you read from in a video or at a forum, please turn in the statement.

Step 4: Reflect on the process

In the effort to be reflective practitioners, you are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, specifically why you chose the particular issue you did and the rationale for how you framed it.
- In terms of your project, what do you see as its strengths and the areas for improvement? While it is appropriate to focus on the product developed, emphasis should be given to the process or skills you used to develop your opinion piece or prepared testimony.
- Reflect on the potential impact of your advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

Option B: Coalition Assignment

Step 1: Identify a local organization

Identify a local organization, coalition or collaboration (public or private) that is working for change on an issue that you have interest in.

Step 2: Gather information on the organization

Attend a meeting of this group, interview someone in a leadership role and review written materials that the organization, coalition or collaboration has available and use newspapers as resources to understand the current context.

Step 3: Write a Statement

Prepare a written 3 to 5 page (double-spaced) overview to analyze the group's effort and your opinion of its effectiveness. In this overview, define the issue, describe the

organization, coalition or collaboration and who is involved in the effort, identify the goals and strategies that the group is using to advocate for change, and identify what would be considered a success or failure for this group. End with a short paragraph summarizing your opinion of the group's effectiveness. In an Appendix, include a summary of the meeting you attended and of the key informant interview.

Step 4: Reflect on the process

You are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, specifically why you chose the particular organization you did and what you learned from the process.
- What knowledge or skills did you gain from the assignment?
- In terms of your organization, coalition, or collaboration, what do you see as its strengths and the areas it stands in need of improvement?
- Reflect on the potential impact of this organization's advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

Work to submit to instructor-Submit as one document via Canvas on Dec. 11 @ 11.59pm.

- Opinion piece, written testimony (Option 1), 3-5 page Written Summary (Option 2)
- Bibliography and/or list of interviews conducted
- Reflection paper

5. Integration Reflection:

Building off of your reflection from the first day of class, reflections in class and your experience in teams, discuss your thoughts about this course and how it relates to your personal and professional goals. The discussion should include the following:

1. Describe your personal and professional goals. What do you hope to do with your MSW degree?
2. What did you gain from this course, especially in relation to your goals? Did anything you learned in class help you think differently about your goals? What from the course might you use in your future practice?
3. Did your ideas about "community" change due to this course? If so, how? If not, why?
4. In a separate paragraph, please reflect specifically on the community project team process. What did you learn from the process? What went well, and what did not? What were your own concrete contributions to both the group process and assignments?
5. In a separate paragraph/section, please concretely describe and evaluate the participation and contributions of each of your team members. This will be used to inform participation grades for team members.

THIS REFLECTION SHOULD BE 3-4 PAGES.

