



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

Course title:	Frameworks for Understanding Social Impact Organizations
Course #/term:	SW662-001, Winter 2021
Time and place:	Tuesdays 9:00 AM - 12:00 PM. Online.
Credit hours:	3
Prerequisites:	None
Instructor:	Sunggeun (Ethan) Park
Pronouns:	He, him, his
Contact info:	Email: sunggeun@umich.edu (preferred) Phone: 734.615.2916 (voice) You may expect a response within 24 hours
Office:	SSWB 3810
Office hours:	By appointment. Please do not hesitate to email me.

1. Course Statement

a. Course description

This course will provide an overview of traditional and contemporary organizational theories and strategic frameworks relevant to understanding social impact organizations. A wide range of topics will be covered including but not limited to: organizational survival and adaptation to environmental changes, power asymmetry/dynamics between service providers and clients, staff and client diversity and inclusion, and informal strategies that providers develop to legitimize their practices while satisfying multiple stakeholders' expectations. Using multiple theories and perspectives, students will develop a conceptual framework for recognizing how various environmental-, organizational-, and individual-level attributes shape social impact organizational behaviors and service provider's practices. The framework will help students to reflect on organizational experiences and critically analyze institutionalized assumptions and beliefs that reside within social impact organizations. Using the conceptual basis acquired from this course, students will be asked to analyze a social impact organization and recommend strategies to improve organizational functioning.

b. Course objectives and competencies

At the end of the course, students will:

1. Apply a conceptual framework to analyze behaviors of social impact organizations using critical thinking. (EPAS 4, 6, 7)
2. Analyze factors that influence organizations' managerial decisions, incentivize staff members' practices, and shape clients/service users' experiences. (EPAS 4, 7)
3. Identify, address and prioritize issues of oppression, intersectional diversity, privilege, and inclusion in social impact organizations. (PODS; EPAS 4, 7)
4. Conceptualize social impact organizations in the context of intervening macro environments. (EPAS 4, 7, 8)
5. Formulate strategies for organizational change to advance the missions and values of social impact organizations. (EPAS 6, 9)
6. Evaluate ethical concerns in governing social impact organizations and designing organizational strategy, especially those related to the disempowerment of stakeholders who traditionally have experienced marginalization and oppression. (PODS, EPAS 8, 9)
7. Execute and foster socially just organizational processes and practices. (PODS, EPAS 6, 8, 9)

c. Course design

This course will use multiple methods including but not limited to lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, individual and group exercises. The primary pedagogy will be experiential, involving problem-solving, project planning, simulations and hands-on applications of real-world situations arising in the field.

d. Intensive focus on PODS

This course discusses how institutional biases and oppression reproduce macro-environment arrangements, social impact organization's behavior, service provider's practices, and service users' experiences. Students will identify how inequities are manifested, maintained and reinforced in systems and identify systemic policies and practices and resist marginalizing and disempowering dynamics. Students will learn and practice how to conceptualize interventions for systemic patterns within their practice setting and beyond social impact organizations.

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.

e. **Accommodations** (*adopted from the Reflection activity by Dr. Stephanie Rosen and U-M Center for Research on Learning and Teaching*)

You have a right to inclusive and accessible education. We want to foster the academic success of all students. Let us work together to make sure that happens. This course is intended for all U-M students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other such condition that tends to affect one's equal access to education negatively. If you find yourself not able to fully access the space, content, and experience of this course at any point in the term, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. I also encourage you to contact the Services for Students with Disabilities (SSD) office (734-763-3000; <http://ssd.umich.edu>). If you have a diagnosis, SSD can help you document your needs and create an accommodation plan. By making a plan through SSD, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

f. Student Well-Being

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers the following resources:

- **Counseling and Psychological Services (CAPS)** - confidential; 734-764-8312 and <https://caps.umich.edu/>; for after-hours urgent support, call and press 0; counseling, workshops, groups and more; Alejandro Rojas (aroja@umich.edu) is SSW's CAPS counselor.
- **Dean of Students Office** - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community
- **Ginsberg Center for Community Service Learning** - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world
- **Multi-ethnic Student Affairs (MESA)** - 734-763-9044; diversity and social justice through the lens of race and ethnicity
- **Office of Student Conflict Resolution** - 734-936-6308; offers multiple pathways for resolving conflict
- **Office of the Ombuds** - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- **Services for Students with Disabilities (SSD)** - 734-763-3000; accommodations and access to students with disabilities

- **Sexual Assault Prevention and Awareness Center (SAPAC)** - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- **Spectrum Center** - 734-763-4186; support services for LGBTQ+ students
- **Trotter Multicultural Center** - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- **University Health Service (UHS)** - 734-764-8320; clinical services include nurse advice by phone, day or night
- **Well-being for U-M Students website** - searchable list of many more campus resources
- **Wolverine Wellness** - confidential; 734-763-1320; provides Wellness Coaching and much more

g. Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell 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.

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/>.

2. Class Requirements

a. Course materials and course recording

All course readings are available on Canvas or the U-M library. Log in to the Canvas dashboard and click the course title (i.e., SW SW662 001) to find the course materials.

Audio and video recording of in-class lectures and discussions are prohibited without the instructor's advance written permission. 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. Suppose the instructor chooses to record a class. In that case, the instructor 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 a recording is occurring. Class recordings and course materials may not be reproduced, sold, published, or distributed to others, in whole or in part, without the instructor's written consent.

b. Class schedule

Before Week 1.

- Read a required reading and collaboratively annotate on Perusall (see Assignment section for details).
- Draw two doodles
 - The primary purpose of these doodles is to reflect personal/professional experiences within organizational settings. You will share this with your small group members.
 - Pick one organization that you are currently involved in. You can use the U-M School of Social Work, but I highly recommend using an organization that you currently (or recently) practice/volunteer/engage regularly.
 - Draw the first doodle on your roles and practices in the organization before the arrival of COVID. If you do not have the organization's pre-COVID experience, you may draw your expected roles and practices. Try to capture your typical day, like how you were involved in programs and engaged people around you.
 - Draw the second doodle on how COVID-19 has disrupted your practices.
 - Please use thick pens, so we can better read your drawings through Zoom. Feel free to use multiple colors.

Week 1. Introduction to human service organizations (1/19)

Learning Objectives:

- Recognize the importance of organizations
- Identify unique characteristics of human service organizations

Activities:

- Review syllabus (backward reading)
- Set classroom interaction guidelines
- Share doodles in small groups
- Lecture on characteristics of human service organizations (Hasenfeld)
- Reflect personal/professional experiences within organizational settings

Readings:

- (Optional) Course syllabus
- **(Required)** Hasenfeld, Y. (2010). Human services as complex organizations. Thousand Oaks, CA: Sage Publications. (Chapters 1 & 2).

Week 2. Introduction to organizational theory & Organizational ecology perspective (1/26)

Learning Objectives:

- Remember the core concepts of organizational theories
- Summarize organizational ecology perspective's core arguments

Activities:

- Review the characteristics of human service organizations
- Discuss organizational issue essay assignment experiences
- Overview of the evolution of organizational theories and frameworks (Scott & Davis)
- Lecture on organizational ecology perspective (Hannan & Freeman)

Readings:

- **(Required)** Scott, W. R. & Davis, G. F. (2007). Organizations and organizing: rational, natural, and open system perspectives. Upper Saddle River, NJ: Pearson Prentice Hall. (**Read chapter 1, skim pp. 11-18**; Chapters 2-5 optional)
- **(Read over a break)** Kreier, R. (1994). As social-service agencies expand, they face more complex problems. The New York Times. Retrieved from <https://www.nytimes.com/1994/02/27/nyregion/as-socialservice-agencies-expand-they-face-more-complex-problems.html>
- (Optional) Tropman, J. E. & Nicklett E. (2011). Organizational Theory. In *The Comprehensive Handbook of Social Work Theory in the Series and Social Welfare*. B. Thayer (Ed.). New York, NY: Wiley.
- (Optional) Hannan, M. T. & Freeman, J. (1984). Structural inertia and organizational change. *American Sociological Review*, 49. 149-164.

Week 3. Resource dependence theory (2/2)

Learning Objectives:

- Discuss resource dependence theory's core arguments
- Recognize prevalent power imbalances between and within organizations
- Identify strategies to mitigate power imbalances

Activities:

- Power relations exercise
- Lecture on power relationships between two actors/organizations (Emerson, Pfeffer & Salanick)
- Identify resources human service organizations need
- Lecture on power relationships in social work practices (Hasenfeld)
- Discussion on how to analyze cases

Readings:

- **(Required)** Hasenfeld, Y. (1987). Power in social work practice. *Social Service Review*, 61(3). 469-483.
- **(Read over a break)** Neklason, A. (2019). How philanthropy could make a real difference. *The Atlantic*. Retrieved from <https://www.theatlantic.com/politics/archive/2019/07/philanthropy-serves-status-quo/593089/>
- (Optional) Emerson, R. (1962). Power-Dependence Relations. *American Sociological Review*, 27, 31-40.
- (Optional) Pfeffer, J. & Salancik, G. R. (1978). *The external control of organizations: A resource dependence perspective*. New York, NY: Harper and Row. (Intro, Chapters 1 & 5).

Week 4. New institutional theory (2/9)Learning Objectives:

- Discuss new institutional theory's core arguments
- Identify ceremonial and irrational behaviors of human service organizations using new institutional theory
- Recognize sources of legitimacy for human service organizations and service providers

Activities:

- Review the theories and materials discussed in the last week
- Exercise on individual-level myth and ceremony
- Exercise on organization-level myth and ceremony
- Lecture on institutionalism and ceremonial activities (Meyer & Rowan)
- Lecture on the strategic organizational response (Oliver)
- Case exercise on strategic actions

Readings:

- **(Required)** Spitzmueller, M. C. (2018). Remaking "community" mental health: Contested institutional logics and organizational change. *Human Service Organizations: Management, Leadership, & Governance*, 42(2). 123-145.
- **(Listen over a break)** Edes, A. & Bowman, E. (2018). 'Automating Inequality': Algorithms In Public Services Often Fail The Most Vulnerable. *National Public Radio*. <https://www.npr.org/sections/alltechconsidered/2018/02/19/586387119/automating-inequality-algorithms-in-public-services-often-fail-the-most-vulnerab>
- (Optional) Meyer, J. W. & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, 83(2).
- (Optional) Oliver, C. (1991). Strategic Responses to Institutional Processes. *The Academy of Management Review*, 16(1). 145-179
- (Optional) Townsend, Stephanie M., and Rebecca Campbell. (2007). "Homogeneity in Community Based Rape Prevention Programs." *Journal of Community Psychology*, 35(3): 367-382.

Week 5. Political and economic contexts of human service organizations I (2/16)Learning Objectives:

- Summarize political and economic contexts of the human service organizations

- Recognize how government contracting affected the work of human service organizations

Activities:

- Review the theories and materials discussed in the last week
- Lecture on nonprofit theories, the evolution of human service fields, and government's social service contracting practices
- Map out environmental factors influencing behaviors and practices of human service organizations

Readings:

- **(Required)** Mosley, J. (2020). Social service nonprofits: Navigating conflicting demands. In *The Nonprofit Sector: A Research Handbook (3rd ed)*. W.W. Powell and P. Bromley, Editors. Palo Alto, CA: Stanford University Press.
- (Optional) Smith, S. R. & Lipsky, M. (1993). Nonprofits for hire: The welfare state in the age of contracting. Cambridge, MA: Harvard University Press. (Chapters 1 & 2). [eBook available through UM Library]
- (Optional) Van Slyke, David M. (2007). "Agents or Stewards: Using Theory to Understand the Government-Nonprofit Social Service Contracting Relationship." *Journal of Public Administration Research and Theory*, 17(2): 157–187.

Case:

- **(Required)** Terrana, S. E. & Wells, R. (2018) Financial Struggles of a Small Community-Based Organization: A Teaching Case of the Capacity Paradox, *Human Service Organizations: Management, Leadership & Governance*, 42:1, 105-111, DOI: 10.1080/23303131.2017.1405692
- (Suggested guiding questions) What role can individuals, organizations, foundations, and government, working in different capacities, play in addressing the capacity paradox? If an organization consistently relies on subcontracts, how might this shape its service provisions? If you were the executive director of the agency discussed in the case, what next steps or strategic pivots would you make to move forward?

Week 6. Political and economic contexts of human service organizations II (2/23)

Learning Objectives:

- Analyze the impacts of environmental changes and pressures on organizations' efforts to stay true to their core missions and values

Activities:

- Lecture on emphases on performance measurement, marketization and mission drift
- Discuss how can organizations stay true to their values and missions
- Case exercise on contract and accountability.
- **Guest speaker: TBD**

Readings:

- **(Required)** Benjamin, Lehn M (2008) Account Space: How Accountability Requirements Shape Nonprofit Practice. *Nonprofit and Voluntary Sector Quarterly*, 37(2). 201-223.
- (Optional) Minkoff D. C. & Powell, W. W. (2006). Nonprofit mission: constancy, responsiveness, or deflection? In *The nonprofit sector: A research handbook*, edited

by W. W. Powell & R. Steinberg. New Haven, CT: Yale University Press. [eBook available through UM Library]

- (Optional) Janus, Kathleen Kelly (2018). "Creating a Data Culture: How nonprofit organizations can do a better job with their data." *Stanford Social Innovation Review*.
- (Optional) Bryson, J., Crosby, B. C. & Bloomberg, L. (2014). *Public Value Governance: Moving beyond Traditional Public Administration and the New Public Management*. *Public Administration Review* 74(4): 445-456.

Case:

- **(Required)** Hepler, E. & Moynihan, D. (2019). *The Death of Marchella Pierce: Collaboration, Conflict, and Accountability in Child Protective Services*. Program for the Advancement of Research on Conflict and Collaboration, Syracuse University.
- (Suggested guiding questions) What are the mechanisms of accountability used in the case? What are the long-term effects of the legal standards that emerged from the Pierce case on the social work profession? What are the implications of asking social works to adopt more law enforcement techniques in their work?

Week 7. Street-level bureaucracy theory and representative bureaucracy theory (3/2)

Learning Objectives:

- Summarize core arguments of street-level bureaucracy and representative bureaucracy theories
- Use street-level bureaucracy theory to analyze how human service providers distribute limited resources
- Predict factors facilitating and hindering human service providers' active representation of vulnerable service users

Activities:

- Lecture on core concepts of street-level bureaucracy theory and representative bureaucracy theory
- Discuss how front-line practitioners can re-invent, activate, mediate policies and programs and whether a diverse workforce can make differences in organizational procedures, service outputs, and user experiences.
- Guest speaker: TBD

Readings:

- **(Required)** Watkins-Hayes, C. (2011). Race, respect, and red tape: Inside the black box of racially representative bureaucracies. *Journal of Public Administration Research and Theory*, 23. i233-i251.
- (Optional) Brodtkin, E. (2013). Street-level organizations and the welfare state. In *work and the welfare state: Street-level organizations and workfare politics*. Edited by E.Z. Brodtkin & G. Marston. 17-34. Washington, DC: Georgetown University Press. [eBook available through UM Library]
- (Optional) Lipsky, M. (1980). *Street-Level Bureaucracy*. New York: Russell Sage. (Chapters 1 & 2). [eBook available through UM Library]
- (Optional, OCR not supported) Meier, K. (1993). Representative Bureaucracy: A Theoretical and Empirical Exposition. *Research in Public Administration* 2 (1): 1–35.

Week 8. Organizational ideology and culture (3/9)

Learning Objectives:

- Understand how culture influence organizational structure, procedures, and behaviors
- Recognize the connection between organizational culture, leadership, and performance

Activities:

- Lecture on organizational culture and its connections with leadership, organizational structures, rules, policies, and performances
- Watch Ted Talks and discuss the role of leaders and cultures in social impact organization and movements
 - “Leadership in Black Lives Matter” by Alicia Garza, Patrisse Cullors, Opal Tometi
 - “Why good leadership makes you feel safe” by Simon Sinek

Readings:

- **(Required)** Evans, Louwanda & Wendy Leo Moore. (2015). “Impossible Burdens: White Institutions, Emotional Labor, and Micro-Resistance.” *Social Problems* 62(3): 439-454.
- (Optional) Schein, Edgar H. (2017). *Organizational Culture and Leadership*, 5th Ed. San Francisco: Jossey-Bass Publishers. (Chapters 1 & 2) [eBook available through UM Library]
- (Optional) Rao, Uma. (2017) “When We Hire White Folks in Communities of Color, It Can Get Confusing” *Ranier Valley Corps*: <https://rainiervalleycorps.org/2017/05/hire-white-folks-work-communities-color-can-get-confusing/>

Case:

- **(Required)** Bennett, B. (2017). Building an Organizational Culture to Support Evidence-Informed Practice: A Teaching Case. *Human Service Organizations: Management, Leadership & Governance*, 41(5). 560-566.
- (Suggested guiding questions) Have you been involved in efforts to implement evidence-based practices? What were the most significant challenges encountered, and how were they resolved? If the challenges were not resolved, what were the consequences?

Week 9. Network and Intra/inter-organizational collaboration (3/16)

Learning Objectives:

- Recognize the growing emphases on collaboration
- Aware of the impacts of growing collaborative networks

Activities:

- Lecture on the network, Intra/inter-organizational collaboration, collective impact framework, and role of private foundations
- Discuss potential benefits/potentials and costs/burdens of collaboration

Readings:

- **(Required)** Sandfort, Jodi. 1999. “The Structural Impediments to Human Service Collaboration: Examining Welfare Reform at the Front Lines.” *Social Service Review* 73(3): 314-339.

- **(Read over a break)** Herndon, Astead W. (December 5, 2020). Georgia Was a Big Win for Democrats. Black Women Did the Groundwork, New York Times
- (Optional) Kania, John & Mark Kramer (2011). "Collective Impact." The Stanford Social Innovation Review.
- (Optional) Guo, C. & Acar, M., 2005. Understanding Collaboration Among Nonprofit Organizations: Combining Resource Dependency, Institutional, and Network Perspectives. Nonprofit and Voluntary Sector Quarterly, 34(3).
- (Optional) Wolff, T., et al. (2017) "Collaborating for Equity and Justice: Moving Beyond Collective Impact" The Nonprofit Quarterly.
<https://nonprofitquarterly.org/2017/01/09/collaborating-equity-justice-moving-beyond-collective-impact/>

Case:

- **(Required)** Brazil, M. & Teram, E. (2009). Collaboration Gone Awry: A Struggle for Power and Control over Service Delivery in the Nonprofit Sector. Program for the Advancement of Research on Conflict and Collaboration, Syracuse University, NY.
- (Suggested guiding questions) What are the hard conversations that need to happen to make this collaboration work? What practical steps must the organizations making up the ACSADV take to become a unified and ultimately more effective collaboration?

Tuesday, March 23rd, 2021 is a Well-Being Break. There will be no class. Take a good care of yourself and close ones.

Week 10. Advocacy (3/30)

Learning Objectives:

- Recognize the importance of advocacy efforts and challenges
- Identify ways to advocate on behalf of users and communities effectively

Activities:

- Lecture on the organization- and individual level advocacy
- Discuss ways to lead social changes within organizational settings
- Guest speaker: TBD

Readings:

- **(Required)** Mosley, Jennifer E. (2012). Keeping the Lights On: How Government Funding Concerns Drive the Advocacy Agendas of Nonprofit Homeless Service Providers. Journal of Public Administration Research and Theory, 22(4): 841–866.
- (Optional) Berry, J. M., & Arons, D. F., 2003. A Voice for Nonprofits. Washington, D.C.: Brookings Institution Press. [eBook available through UM Library]
- (Optional) Eikenberry, A. M. & Kluver, J. D. (2004). The Marketization of the Nonprofit Sector: Civil Society at Risk? Public Administration Review, 64(2), 132-140.

Week 11. Organizational strategy and systems theory (4/6)

Learning Objectives:

- Recognize the essential elements to consider when developing organizational strategy
- Summarize core arguments of systems theory

Activities:

- Lecture on organizational strategy and systems theory
- Participate in group model building exercises
- Watch John Sterman's lecture on introduction to system dynamics (starts at 2:43):
https://www.youtube.com/watch?v=AnTwZVviXyY&ab_channel=MITOpenCourseWare

Readings:

- **(Required)** Hovmand, P.S. (2014). Community-based system dynamics. New York, NY: Springer. (Chs 1 & 2)
- (Optional) Porter, M. E. (1996). What is a strategy? Harvard Business Review, 74(6). 61-78.
- (Optional) Porter, M.E. (2008). The five competitive forces that shape strategy. Harvard Business Review.
- (Optional) HBR Tools: SWOT Analysis.
http://119.226.62.30:8081/gurukul/02_HBR_Tools_SWOT_Guide.pdf
- (Optional) Anderson, V. & Johnson, L. (1997). Systems thinking basics: From concepts to causal loops. Waltham, MA: Pegasus Communications, Inc.

Week 12. Student presentation I (4/13)

Activities:

- Case study analysis report outs (Group)
- Group model building exercises on reported cases

Readings:

- **(Required)** Presenting groups' cases

Week 13. Student presentation II (4/20)

Activities:

- Case study analysis report outs (Group)
- Group model building exercises on reported cases

Readings:

- **(Required)** Presenting groups' cases

c. Assignments

There are four (4) major graded assignments for this course and expectations of engaged reading and regular attendance that contribute to a learning environment. These items are summarized below with their relative weight. Details follow the course outline.

Assignments	Mechanisms	Dues	Weights
1. Organizational issue essay I (Individual)	A full grade will be given if submitted on time	Week 2	10%
2. Case study analysis I (Group)	Self/Peer-graded	Vary	20%
3. Case study analysis II (Group)	Self/Peer-graded	Week 12/13	20%
4. Organizational issue essay II (Individual)	Self-graded	Week 13	10%
5. Active and engaged reading (Individual)	A full grade will be given if annotations were made on time	on-going	20%
6. Attendance and participation (Individual)	Peer (15%) & Instructor-graded (5%)	on-going	20%

Please note:

- All assignments are to be completed by the due date at the beginning of the class (i.e., Tuesday at 9:00 AM ET). Exceptions will be granted with the permission of the instructor in advance of the due date. **Assignments submitted late without such consent will be downgraded 5% points each day the work is turned in past the due date and time, including weekends.**
- Please include appropriate authorship attribution for paraphrases or ideas acquired from another source or proper citations, including page numbers, for direct quotes. You may choose any citation formats (e.g., APA, Chicago, etc.) or use footnotes. But each reference should include enough information (e.g., authors, journal/publication name, volume/issue number, date, URL, DOI, etc.), so the readers can locate the original work. Please use the same style throughout the assignments.
- Please format your papers in 12-point font, with 1-inch margins, single-spaced.
- Rules regarding the length of papers should be strictly adhered to. They are designed to reinforce the discipline of writing clearly and succinctly. **Assignments will be downgraded 5% points for each additional page.**
- Reference page(s) will not be included in the total page count.

1. Organizational Issue essay I (individual; due in week 2; 10% of the grade; automatic)

Write a brief essay (up to 1 page in length, single-spaced) on an organizational issue you believe to be addressed. This assignment is designed to identify and understand an organizational problem without using organizational theories and frameworks. **Students will identify one specific organization and an issue or problem, analyze causes, and make suggestions.** Students may have the easiest time looking at issues related to your field placement or an organization for which you have worked or volunteered. The following are some examples of problems students might consider: High staff turnover, funding issues, user retention, board engagement, user/community engagement, advocacy efforts, collaboration with other organizations, diversity within a board of directors, staff diversity, and program expansion. There are, of course, numerous other problems not listed that you could pursue.

Students submitting the essay on time will receive full grade Because this first essay will be served as a reference for the second essay (i.e., *Organizational issue essay II*). During Week 2, students will be asked to share their organizational issues in front of the small group within five (5) minutes. This informal presentation will not be graded.

This piece of assignment has the following purposes:

- To learn the skills necessary for understanding and to analyze a community or organization
- To gain experience in reflective practice at the community or organizational level
- To practice effective public speaking skills

2. Case study analysis I (group; vary; 20%; self/peer-graded)

Groups will analyze one of four case studies listed on the syllabus (in weeks 5, 6, 8, and 9). Groups will (1) write a professional memo (up to 2 pages in length, single-spaced) and (2) deliver a 15-minute presentation summarizing their analysis.

In the memo, the groups need to clearly define and describe the issue, analyze possible causes, propose an intervention plan, and identify potential resources and anticipated obstacles to execute the plan. Assume your reader is a busy professional (e.g., community and organizational leaders). Because the task is to write a professional memo—not an academic paper, letter, or editorial—the memo should be firmly grounded in practical concerns while leveraging relevant frameworks discussed throughout the course. Groups are encouraged to bring in new and innovative frameworks that provide better explanations of the problem and potential solutions. It should be to-the-point and assume a formal (professional) tone rather than an overly familiar one in terms of writing.

The 15-minute presentation should describe the organizational issue as well as the intervention plan or proposed solution. Each group will decide who the audience (classmates) will be. Groups should deliver a professional presentation that can educate your audience about an issue. Therefore it should be engaging and easy to understand. Groups may (or may not) use whatever visual aids you think will enhance your

presentation. Please be prepared for questions from the audience. Small group discussions will follow question and answer time to re-cap the group's issue analysis and solution formulation processes and identify missing/under-discussed dimensions.

The case analysis is due at 9:00 AM ET on the date the case will be discussed. Groups will have an option to revise and resubmit an improved case analysis by the beginning of the next class to improve their grades. Group members will evaluate their final case analysis memo, presentation quality, and each group member's contributions (20% of the grade).

This piece of assignment has the following purposes:

- To learn and practice skills necessary to work in a team
- To apply organizational theory and frameworks to real cases
- To explore what an intervention plan may look like for an organization
- To practice the creation and development of a realistic intervention plan

3. Case study analysis II (group; week 12; 20%; self/peer-graded)

Groups will critically analyze an organization's behaviors and practices and propose an action plan for improving organizational functions. Groups are encouraged to use the concepts and theoretical frames discussed and developed throughout the course.

Groups will identify their case (or qualitative study) in consultation with the instructor.

Suggested sources/databases can be found at following databases, and the instructor has access to unpublished case studies:

- *Program for the Advancement of Research on Conflict and Collaboration*, Syracuse University. https://www.maxwell.syr.edu/eparcc_cases/
- *International Planning Case Studies Project*. <https://planningcasestudies.org/>
- *Human Service Organizations Management Leadership & Governance*. <https://www-tandfonline-com.proxy.lib.umich.edu/toc/wasw21/current> (search for "teaching case")

Because this course is cross-listed in multiple Pathways, at least one case should be relevant to the following Pathway topics and organizational fields:

- Global Social Work Practice Pathway: international NGOs, international development, immigrant/migrant/refugee community-serving organizations, etc.
- Policy & Political Social Work Pathway: policy advocacy agencies, a balance between service delivery and advocacy, unionization, etc.
- Social Work Practice with Older Adults & Families from a Lifespan Perspective Pathway: elderly serving organizations, end-of-life decision-making, demographic change, etc.
- Management and Leadership Pathway: human resource management, organizational strategy/survival, etc.

Groups will (1) write a case analysis (up to 2 pages in length, single-spaced) detailing both the problem and the proposed solutions, and (2) deliver a 15-minute presentation. Groups should follow the guidelines and principles described for Case Study Analysis I

(Main Assignment #2). Group members will evaluate their case analysis memo, presentation quality, and each group member's contributions (20% of the grade).

This part of the assignment has several purposes:

- To practice the skills necessary for effectively presenting information and material to stakeholders
- To practice effective public speaking and public presentation skills, time limits, and answering questions
- To think critically about what information will be compelling to a stakeholder audience

4. Organizational issue essay II (individual; week 13; 10%; self-graded)

Write a brief essay (up to 2 pages in length, single-spaced) on the same organizational issue you wrote about in Week 2. This assignment is designed to reflect, appreciate, and celebrate your growth and expanded perspectives on an organizational problem that you care about. Students will grade their essays and provide thoughtful comments.

5. Active and engaged reading (individual; on-going; 20%; automatic)

Active and engaged readings are essential parts of the learning process. Students will make more than three quality comments on each required readings for each week to receive full credits using the Perusall app on Canvas. Comments on each week's reading are due at the beginning of the class. **Late comments will be downgraded by 5% points each day past the due date and time, including weekends.**

6. Attendance and participation (individual; on-going, 20%, peer/instructor-grading)

The School of Social Work policy is that students attend all of their classes. Excessive absences may result in a reduction in grade, and the instructor will notify the student's faculty advisor and MSW program director. Given the nature of course assignments and in-class skill-building activities and discussions, if you fail to attend most sessions, you may not complete assignments, and the instructor may ask you to withdraw from the course. Small group members will grade your degrees of attendance and discussion participation (15% of the grade).

The instructor will grant the last 5% of the grade based on his/her/their evaluation of a student's attendance and participation, and **most students will receive a zero point**. Students control 95% of the grade (through self-grading, peer-grading, and automatic grading) for this course. Based on my prior experience with this course and other courses that I taught at SSW, many students got perfect 95%. Many would see this as somewhat surprising and problematic. One of the lessons that we got out of this course and many learning opportunities, in general, is that "we are not perfect." This pattern of behavior can be a testimony that students' self- and peer-evaluation are biased. Therefore, I reserved a right to control the last 5% of the grade to differentiate those who deserve "A+." I believe the highest grade should be reserved for the class's best students. **I may grant marginal points for some students to gently improve their grades** [e.g., 3.89 (B+) → 4.00 (A-); 4.35 (A-) → 4.40 (A)]. **But, again, most students will receive a zero point for the last 5% of the grade.** I am against SSW

culture issuing inflated grades and students expecting the best grades, which makes the grading a useless evaluation tool and untrustworthy. If you have an issue with my approach and believe that you deserve an upgrade, please make your case.

Classroom interaction guidelines (U of M Center for Research on Learning & Teaching)

- **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- **Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- **We are calling in, not calling out.** We invite you to clarify your intent and rephrase your original expression to avoid a negative impact.
- **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
- **Understand that we are bound to make mistakes in this space,** as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process. Let's not judge (or freeze) people based on past experiences and comments.
- **Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
- **Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement.
- **Understand that others will come to these discussions with different experiences from yours.**
- **Consider and respect your and other's identifies and experiences.** Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
- **Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.
- **Honor the silence and pause.** We all need extra time to process content, reflect on our experiences, and formulate opinions.
- **Expect the unexpected under the Zoom-based learning environment.**

d. Grading

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

A+	98–100	B+	87–89.99	C+	77–79.99	D	<69.99 (no credit)
A	94–97.99	B	84–86.99	C	74–76.99		
A-	90–93.99	B-	80–83.99	C-	70–73.99		

Please note: Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request in writing an incomplete with the instructor before the final week of class.

To address the challenges that COVID-19 and national events have presented to SSW students, the school decided to offer a Satisfactory/Unsatisfactory (S/U) grading option for students this semester. After the instructor shares the final grade points, students will choose to take a class for S/U rather than a letter grade.

e. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, each of us needs 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 the 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.

f. Health-Related Class Absences

Please evaluate your own health status regularly, refrain from attending class, and come 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 to make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required.

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*

Appendix A. Rubrics for Group Case Analysis Grading.

Your name:

Rubric for Written Assignment (i.e., memo)

	Excellent (4)	Highly competent (3)	Fairly competent (2)	Not yet competent (1)	Grade
Overall Impression	Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained the knowledge presented in class and synthesized in new ways and relate to material not covered.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others.	Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.	__ / 4
Structure	Ideas are presented in a logical and coherent manner throughout the assignment. The reader can effortlessly follow the argument.	The reader can follow the structure of the argument with very little effort.	The reader cannot always follow the structure of the argument.	The reader cannot follow the structure of the argument.	__ / 4
Argument	Essay contains a clear argument.	An argument is present, but reader must reconstruct it.	Author attempts, but fails, to make an argument.	No attempt is made to articulate an argument.	__ / 4
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do additional research to accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.	__ / 4
Clarity and Style	All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms are always explained.	All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms are usually explained.	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms are rarely explained.	Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms are rarely explained.	__ / 4
Total					__ / 20

Rubric for Oral Presentation

	Highly competent (3)	Fairly competent (2)	Not yet competent (1)	Grade
Organization	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.	__ / 3
Style	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.	__ / 3
Accuracy of content	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a listener. Some information is accurate but the listener must determine what information is reliable.	__ / 3
Use of language	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely. Both oral language and body language are free from bias (e.g., sexism, racism, heterosexism, agism, etc.).	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise. Oral language and body language are free from bias with one or two minor exceptions.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited/inappropriate. Oral language and/or body language includes some identifiable bias.	__ / 3
Responsiveness to Audience	Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with audience	Generally responsive to audience questions and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience.	Responds to questions inadequately. Body language reveals a reluctance to interact with audience.	__ / 3
Total				__ / 15

Other comments:

-
-
-

Rubric for Group Member Assessment

	4. Advanced - exceeds expectations	3. Competent - meets expectations	2. Progressing - does not fully meet expectations	1. Beginning - does not meet expectations
Contributions & Attitude	Always cooperative. Routinely offers useful ideas. Always displays positive attitude.	Usually cooperative. Usually offers useful ideas. Generally displays positive attitude.	Sometimes cooperative. Sometimes offers useful ideas. Rarely displays positive attitude.	Seldom cooperative. Rarely offers useful ideas. Is disruptive.
Cooperation with Others	Did more than others. Highly productive. Works extremely well with others.	Did own part of workload. Cooperative. Works well with others.	Could have shared more of the workload. Has difficulty. Requires structure, directions, and leadership.	Did not do any work. Does not contribute. Does not work well with others.
Focus, Commitments	Tries to keep people working together. Almost always focused on the task. Is very self-directed.	Does not cause problems in the group. Focuses on the task most of the time. Can count on this person.	Sometimes focuses on the task. Not always a good team member. Must be reminded to keep on task.	Often is not a good team member. Does not focus on the task. Let others do the work.
Team Role Fulfillment	Participates in all group meetings. Assumes leadership role. Does the work that is assigned by the group.	Participates in most group meetings. Provides leadership when asked. Does most of the work assigned by the group.	Participates in some group meetings. Provides some leadership. Does some of the work assigned by the group.	Participates in few or no group meetings. Provides no leadership. Does little or no work assigned by the group.
Ability to Communicate	Always listens to, shares with, and supports the efforts of others. Provides effective feedback. Relays a lot of relevant information.	Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provides some effective feedback. Relays some basic information that relates to the topic.	Often listens to, shares with, and supports the efforts of others. Usually does most of the talking. Rarely listens to others. Provides little feedback. Relays very little information that relates to the topic.	Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provides no feedback. Does not relay any information to teammates.
Accuracy	Work is complete, well-organized, error-free, and done on time or early.	Work is generally complete, meets the requirements of the task, and is mostly done on time.	Work tends to be disorderly, incomplete, inaccurate, and is usually late.	Work is generally sloppy and incomplete, contains excessive errors, and is mostly late.

Adapted from a rubric developed by Cornell University Center for Teaching Innovation (2019).

Appendix B. Rubrics for Organizational Issue Essay II

Student name:

	Excellent (4)	Highly competent (3)	Fairly competent (2)	Not yet competent (1)	Grade
Overall Impression	Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained the knowledge presented in class and synthesized in new ways and relate to material not covered.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others.	Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.	__ / 4
Structure	Ideas are presented in a logical and coherent manner throughout the assignment. The reader can effortlessly follow the argument.	The reader can follow the structure of the argument with very little effort.	The reader cannot always follow the structure of the argument.	The reader cannot follow the structure of the argument.	__ / 4
Argument	Essay contains a clear argument.	An argument is present, but reader must reconstruct it.	Author attempts, but fails, to make an argument.	No attempt is made to articulate an argument.	__ / 4
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must do additional research to accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.	__ / 4
Clarity and Style	All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms are always explained.	All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms are usually explained.	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms are rarely explained.	Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms are rarely explained.	__ / 4
Total					__ / 20

Reflective memo (1/2 ~1 page, single-spaced):

Please compare your first and second organizational issue memos. Share your reflection on improvements (or degradations) of your conceptualization and analysis of the issue over the semester. Please share any action steps that you can come out of this process (e.g., write a journal, share ideas with staff and users more regularly, write issue memos and share with supervisors, etc.).

Appendix C. Rubric for Attendance and Participation.

Group Member Name:

	Sophisticated (4)	Competent (3)	Not Yet Competent (2)	Unacceptable (1)	Grade
Conduct	Student shows respect for members of the class, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, encourages and supports others to do the same.	Student shows respect for members of the class and for the method of shared inquiry and peer discussion. Participates regularly but occasionally has difficulty accepting challenges to his/her ideas or maintaining respectful attitude when challenging others' ideas.	Student shows little respect for the class or the process as evidenced by speech and manner. Sometimes resorts to ad hominem attacks when in disagreement with others.	Student shows a lack of respect for members of the group and the discussion process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas, or resorts to ad hominem attacks.	__ / 4
Ownership/ Leadership	Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants.	Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.	Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion.	Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.	__ / 4
Reasoning	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.	Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Rather than critique the text the student may resort to ad hominem attacks on the author instead.	__ / 4
Listening	Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to comments. Often reminds of comments made by someone that are pertinent.	Usually listens well and takes steps to check comprehension by asking clarifying and probing questions and making connections to earlier comments.	Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.	Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities.	__ / 4
Grade					__ / 16