



Course title:	Power in the Global Context
Course #/term:	SW 680, Winter, 2021
Time and place:	Monday 2-5 virtual
Credit hours:	3
Prerequisites:	Permission of instructor
Instructor:	Odessa Gonzalez Benson, PhD, MSW
Pronouns:	She, her
Contact info:	Email: odessagb@umich.edu You may expect a response within 48 hours
Office:	3828
Office hours:	By appointment

1. Course Statement

a. Course description

Social problems affecting individuals, families, groups, communities, and nations are globally interconnected. This course is designed to introduce students to an understanding of power in the global context and to help students develop a critical and reflexive understanding of how such power informs social work practice, utilizing decolonizing and social justice-oriented perspectives (e.g., feminist, participatory, liberatory/emancipatory). Students will gain an analytic de-centering framework for critical understanding and assessment of pressing social problems (e.g., human trafficking, climate change, and environmental disasters) and models of social interventions across global contexts. Students will learn to develop research- and policy-related questions and procedures that may address these pressing social problems. In exploring these themes, we will review underpinning theories and practice in global social work, such as: colonization, international aid and development, and democratization.

b. Course objectives and competencies

1a- Demonstrate an understanding of the global capitalist project, including acts of war, colonization, extraction, international aid and development, and democratization. (EPAS 2, 3, 5; PODS)

1b- Demonstrate an understanding of social policy and social work practice globally in response to the global capitalist project. (EPAS 2, 3, 5; PODS)

2a- Demonstrate critical and reflexive understanding of social, economic, and environmental problems and injustices and human rights violations within a global context (e.g. human trafficking, gender-based violence and gender discrimination, climate change). (EPAS 1, 3; PODS)

2b- Demonstrate critical and reflexive understanding of potential solutions to select global problems. (EPAS 4, 5, 7, 8; PODS)

3- Critically and reflexively examine the structure of institutions and the actors who influence global policy and practice decision-making (e.g. United Nations programs, international social work federations; indigenous and transnational communities and advocacy groups). (EPAS 1, 5, 7, 9; PODS)

4- Apply the understanding of social, economic, and environmental justice and human rights to develop policy, practice, and/or research-related projects. (EPAS all; PODS)

c. Course design

Class meeting time will be devoted to didactic content discussions and related activities. Presentations (by the instructor, students, and guest Speakers) and readings will provide the basis for the discussions. Guest lectures will focus on a global social work lens and global contexts.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

This course has a substantial focus on PODS as it emphasizes understanding power in the global context, including how power contributes to privilege, oppression, diversity, and social justice in a global social work. The course will teach students to apply social justice lenses (e.g., feminism, emancipation, decolonization) to describe and explain global phenomena (e.g., human trafficking, climate change, and environmental disasters) and potential solutions to global problems.

The course emphasizes the following PODS skills:

Critical contextual/structural thinking

- Demonstrate skills relevant for the critical and reflexive understanding of how global issues (experienced locally and globally) are constructed, understood, and addressed, through information gathering and application of critical theories.
- Critical analysis of manifestations, consequences, and mechanisms of injustice at a global level.
- Demonstrate analytical skills by applying comparative, historical and global perspectives

Take Actions towards Social Justice

- Demonstrate the ability to develop research- and policy- questions relevant to global problems by using collaborative/participatory theories and methods.
- Build on positive sources of power to envision and to work toward globally social justice and empowerment.

Critical Self-Awareness, Use of Self & Strategies for Resilience & Generativity

- Recognize one's own positionality as citizen, resident or member of a specific community, location or nation, within the global context.
- Demonstrate knowledge and skills for intersectional humility, related to community, location or nation membership (be able to suspend one's own assumptions and perspectives in order to understand/recognize alternative worldviews).

2. Class Requirements

a. Text and class materials

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.

All required readings and materials are available at the CANVAS course site.

b. Class schedule

Framing				
1 Jan 25	Intro			
2 Feb 1	- Epistemology: Positivism, constructionism, critical theory	Group work		
3 Feb 8	- Globalization: Conventional lens and critical lens	Group work		
4 Feb 15	- Development & post-development; - Post/humanitarian; Post/protection work	Group work		
5 Feb 22	- Human Rights; with Guest Speaker- Atty Tom Temprosa of the United Nations Commission on Human Rights - Philippines - International social welfare organizations	Group work		
6 Mar 1	- Indigenous theory/methods; - South-south cooperation	Group work		
Deepening: Group educational session: Issue, Region, Case Study				
Date	Issue	Case Study	Region	Guest Speaker
7 Mar 8	Refugee resettlement	Alliance: a refugee-led grassroots org in Grand Rapids, MI	Sub-Sahara Africa –Democratic Republic of Congo	Angie Nyiranduhura
8 Mar 15	Migration and forced migration (missing migrants)	Two migrant advocacy groups in Tunisia, Italy	Middle East and Northern Africa – Tunisia	Imed Soltani
9 Mar 22	Women's rights	local organizing ← → UN	Transnational, Asia-- Japan	U-M Prof Mieko Yoshihama
10 Mar 29	Poverty, Work	BRAC- a top international NGO	Asia -- Bangladesh	Dr Emadul Islam, PhD, MSW
11 Apr 05	Climate change, indigenous rights	Storytelling	Latin America – Amazon	Pending: Pablo Albarenga
12 Apr 12	Housing	Participatory budgeting with informal settlers	Latin America -- Brazil	U-M Prof AnaPaula Pimentel Walker
Futurism, Envisioning				
13 Apr 19	Futurism	With Guest Speaker Poet: Kamalya Omayma Youssef		

Schedule

Week	Description	Readings and Online Asynchronous Material
Framing global social work		
1 Jan 25	Introduction	<p>READINGS:</p> <p>1.1 BROWSE: IASSW, ICSW, IFSW. (2018). <i>Global Agenda for Social Work and Social Development, Third Report: Promoting Community and Environmental Sustainability</i>. (Ed. David Jones).</p> <p>1.2 Truel, R. and Jones, D. (2017). <i>Global Agenda for Social Work and Social Development</i>. Encyclopedia of Social Work.</p> <p>1.3 BROWSE: Healy, L. (2008). <i>Chapter 10: International relief and development practice</i>. International Social Work: Professional Action in an Interdependent World. Oxford University Press.</p> <p>ONLINE ASYNCHRONOUS MATERIAL: NONE</p>

<p>2 Feb 1</p>	<p>Epistemology: positivism, constructionism, critical theory</p>	<p>READINGS: 2.1 Green, T. L. (2017). From positivism to critical theory: School-community relations toward community equity literacy. <i>International Journal of Qualitative Studies in Education</i>, 30(4). 2.2 Thomas, M. L., O'Connor, M. K., & Netting, F. E. (2011). A framework for teaching community practice. <i>Journal of Social Work Education</i>, 47(2), 337–355. 2.3 Mazama, A. (2001). The Afrocentric Paradigm: Contours and Definitions. <i>Journal of Black Studies</i>, 31(4), 387-405.</p> <hr/> <p>ONLINE ASYNCHRONOUS MATERIAL: ~5 mins: Foucault on power https://www.youtube.com/watch?v=AYoub1mfk5k</p>
<p>3 Feb 8</p>	<p>Globalization: Conventional lens and critical lens</p>	<p>READINGS: Conventional lens: 3.1 <u>CH 2: PAGE 25-35 ONLY</u>: Healy, L. (2008). <i>Chapter 2: Theories and concepts underpinning international social work: Globalization</i>. International Social Work: Professional Action in an Interdependent World. Oxford University Press. Critical lens: 3.2 Dominelli, L. (2010). Globalization, contemporary challenges and social work practice. <i>International Social Work</i>, 53(5), 599. 3.3 Sewpaul, V. (2006). The Global—Local Dialectic: Challenges for African Scholarship and Social Work in a Post-Colonial World. <i>The British Journal of Social Work</i>, 36(3), 419-434. 3.4 <u>PAGE 32-33 ONLY</u>. Gray, M. & Coates, J. (2008). <i>Chapter 1: From 'indigenization' to cultural relevance'</i>. In Eds, Gray, M., Coates, J. & Yellow Bird, M., <i>Indigenous Social Work around the World</i>.</p> <hr/> <p>ONLINE ASYNCHRONOUS MATERIAL: - 17 minutes: TED TALK: Ernesto Sirolli: Shut up and listen https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en</p>
<p>4 Feb 15</p>	<p>Development and Post-Development; Post/humanitarian and Post/protection work</p>	<p>READINGS: 4.1 <u>CH 3: PAGE 52-63 ONLY</u>: Healy, L.(2008). <i>Chapter 3: Theories and concepts underpinning international social work: Development and Human Rights</i>. International Social Work: Professional Action in an Interdependent World. Oxford University Press. 4.2 Pincock, K., Betts, A. & Easton-Calabria, E. (2020). Chapter 2: Theoretical Framework. <i>The Global Governed? Refugees as Providers of Protection and Assistance</i>. Cambridge University Press. 4.3 Jigsaw activity: Each student will be assigned to one of the ff: Pincock, K., Betts, A. & Easton-Calabria, E. 2020. <i>The Global Governed? Refugees as Providers of Protection and Assistance</i>. Cambridge University Press. --Chapter 3 Kampala Camp. --Chapter 4 Nakivale Camp. --Chapter 5 Nairobi Camp. --Chapter 6 Kakuma Camp.</p>

		<p>ONLINE ASYNCHRONOUS MATERIAL:</p> <ul style="list-style-type: none"> - 15 minutes: UN Social Development Goals. https://sdgs.un.org/2030agenda - 34 minutes: 8 short films to inspire you to SDG action. https://unfoundation.org/blog/post/8-short-films-to-inspire-you-into-sdg-action/
5 Feb 22	Human Rights; International social welfare organizations	<p>READINGS:</p> <p>5.1 Gabel, S. G. (2015). Foreword. In K. Libal & S. Harding, Human rights-based community practice in the United States (pp.v-xiv). New York, NY: Springer.</p> <p>5.2 Androff, D. (2016). Perils and prospects of human rights-based approaches. In Androff, D., <i>Practicing human rights-based approaches to social work</i> (pp143-156). New York: Routledge.</p> <p>5.3 Broberg, M., & Sano, H.O. (2018). Strengths and weaknesses in a human rights-based approach to intl devp – an analysis of a rights-based approach to devp assistance based on practical experiences. <i>The International Journal of Human Rights</i>, 22(5), 664–680.</p> <p>5.4 Tafoya, A. (2018). Feminism=Human Rights. www.theprospectordaily.com/2018/03/19/feminism-human-rights/</p> <p>5.5 BROWSE Healy, L.(2008). <i>Chapter 5: International social welfare organizations and their functions</i>. International Social Work: Professional Action in an Interdependent World. Oxford Univ Press.</p> <p>ONLINE ASYNCHRONOUS MATERIAL:</p> <ul style="list-style-type: none"> - 30 minutes: Association for Women's Rights in Development. Filter by “audio” or “video” and “advancing universal rights and justice”: Choose your own videos: https://www.awid.org/resources
6 Mar 1	Indigenous theory/methods; South-south cooperation	<p>Indigenous</p> <p>6.1 Hart, M.A. (2008). <i>Chapter 10: Critical Reflections on an Aboriginal Approach to Helping</i>. In Eds, Gray, M., Coates, J. & Yellow Bird, M., <i>Indigenous Social Work around the World</i>.</p> <p>6.2 Tuck, E. (2009). <u>Especially PAGE 55-64</u>: Indigenous theories of change. Re-visioning action: Participatory action research and Indigenous theories of change. <i>The Urban Review</i>, 41(1), 47-65.</p> <p>South-south cooperation</p> <p>6.3 Rosseel, P. et al. (2009) <i>Approaches to North-South, South-South and North-South-South Collaboration: A policy document</i>. Flemish Interuniversity Council - University Development Cooperation.</p> <p>ONLINE ASYNCHRONOUS MATERIAL:</p> <ul style="list-style-type: none"> -15 minutes. International Indigenous People's Forum on Climate Change http://www.iipfcc.org/home -15 minutes. United Nations Office for South-South Cooperation https://www.unsouthsouth.org/

**Deepening:
Group Presentations, with Guest Speakers on Global Practice and Frameworks**

<p>7 Mar 08</p>	<p>Issue 1: Refugee resettlement</p> <p>Case Study: Alliance- a refugee-led grassroots org in Grand Rapids, MI</p> <p>Regional Focus: Sub-Sahara Africa— Democratic Republic of Congo</p>	<p>Material/resources as starting point: Case Study:</p> <p>7.1 Gonzalez-Benson, O. (2020). Welfare support activities of grassroots refugee-run community organizations: A reframing. <i>Journal of Community Practice</i>, 28(1), 1-17.</p> <p>7.2 Gonzalez Benson, O. (2020). Refugee-run grassroots orgs: Responsive assistance beyond the constraints of U.S. resettlement. <i>Journal of Refugee Studies</i>.</p> <p>7.9999 OPTIONAL Gonzalez Benson, O. et al (2019). A framework for ancillary health services provided by refugee and immigrant-run CBOs: Language assistance, systems navigation, and hands on support. <i>Journal of Community Medicine and Health Education</i>, 9(5), 665.</p> <p>-Refugee Studies Center: Without recognition, without assistance: Refugee-led responses in urban contexts https://www.youtube.com/watch?v=-hlfkMKFRS4</p>
<p>8 Mar 15</p>	<p>Issue 2: Migration and forced migration</p> <p>Case Study: Two grassroots advocacy groups in Tunisia, Italy</p> <p>Regional Focus: Middle East and North Africa</p>	<p>Material/resources as starting point: Case Study:</p> <p>- Carovane Migranti, https://www.facebook.com/carovanemigranti/ https://carovanemigranti.org/ https://carovanemigranti.org/video/</p> <p>- la terre pour tous / Earth for all, https://www.facebook.com/laterrepour tous</p> <p>- Missing Migrants Project https://missingmigrants.iom.int/</p>
<p>9 Mar 22</p>	<p>Issue 3: Women's rights, gender-based violence</p> <p>Case Study: Transnational, local ↔ UN</p> <p>Region Focus: Transnational – United Nations</p>	<p>Material/resources as starting point: Case Study:</p> <p>- Yoshihama, M. (2002). The definitional process of domestic violence in Japan: Generating official response through action-oriented research and intl advocacy. <i>Violence Against Women</i>, 8(3), 339-366.</p> <p>- Bunch, C. & Reilly, N. Demanding accountability: The Global Campaign and Vienna Tribunal for Women's Rights. Center for Women's Global Leadership. <i>United Nations Devp Fund for Women</i>.</p>
<p>10 Mar 30</p>	<p>Issue 4: Poverty, Work</p> <p>Case Study: BRAC, a top INGO</p> <p>Region Focus: Asia—Bangladesh</p>	<p>Material/resources as starting point: Case Study:</p> <p>- BRAC, ranked #1 NGO by an independent media organization, http://www.brac.net/</p> <p>- BRAC-international, https://www.bracinternational.nl/en/</p> <p>- Ultra Poor Graduation Approach, https://www.poverty-action.org/impact/ultra-poor-graduation-model</p>

11 Apr 05	Issue 5: Climate change, indigenous rights Case Study: Storytelling Region Focus: Latin America-- Amazon	Material/resources as starting point: Case Study: - (pending) Pablo Albarenga https://pabloalbarenga.com/ - Podcast: Story-telling / Story-listening: Decolonizing research https://www.tlicho.ca/news/story-telling-story-listening-decolonizing-research?fbclid=IwAR18-aV4wGQgbVijwLanKQIXfEOCWX5rwd9CFB2CtwWVb7Q7-wUkMrHPlo - The story of colonialism and climate change told through centuries of Indigenous artworks https://www.nrdc.org/stories/story-colonialism-and-climate-change-told-through-centuries-indigenous-artworks
12 Apr 12	Issue 6: Housing Case Study: Participatory budgeting with informal settlements Region Focus: Latin America— Brazil	Material/resources as starting point: Case Study: 12.1 Pimentel Walker, A.P. (2016). Self-help or public housing? Lessons from co-managed slum upgrading via participatory budget. <i>Habitat International</i> , 1-9. 12.2 Pimentel Walker, A.P. (2013). Embodied identity and political participation: squatters' engagement in the participatory budget in Brazil. <i>Ethos</i> , 41(2), 199.
Futurism, Envisioning		
13 Apr 19	Futurism	13.1 Ytasha Womack: https://www.youtube.com/watch?v=xIF90sXVfKk 13.2 Choose one story: <i>Octavia's Brood : Science Fiction Stories from Social Justice Movements</i> , edited by Walidah Imarisha, and adrienne maree brown, AK Press, 2015. <i>ProQuest Ebook Central</i> . https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=1996052 13.3 Pittman, S., Sugawara, C. L., Rodgers, M. E., & Bediako, A. (2015). Social Workers in Intl Relief and Devp: A Natural Fit. <i>Interdisciplinary Journal of Best Practices in Global Devp</i> , 1, 18.
		Guest Speaker: With Guest Speaker: Kamalya Omayma Youssef

c. Assignment

Summary

WEEKLY ASSIGNMENTS: 50 points			
1. Critical Questions	3 pts each x 8 weeks	24 pts total	Due Sundays 11:59pm EST
2. Online Discussions Posts	1 pt each x 8 weeks	8 pts total	Due Mondays 11:59pm EST
3. Participation	-	18 pts total	Due class-time weekly
SUMMATIVE ASSIGNMENTS: 50 points			
4. Group Educational Session	90 minutes	30 pts total	Assigned date Session 7-12
5. Paper	6-8 pages, d-spaced	20 pts total	April 30 th finals week

1. Critical Questions

DUE Saturday nights 11:59pm.

3 points for each Critical Question x 8 weeks = 24 points total.

Choose any 8 weeks. You may choose to count the Practice Week -Session 2.

Practice week: Session 2 is for practice; graded but not recorded. But if you're happy with this grade, you can choose to use this week's grade as one of the three CQs 6.

Three sentences that reflect critical thinking about readings for the coming week. The last sentence should be a question. The point of the assignment is to read critically and engage with the views and ideas offered by the writers. It is not asking you to record your reactions or personal reflections.

Write three sentences:

One or two sentences to summarize or contextualize the specific part/s in the readings you are addressing. Make sure you put the reference so that we will know where to look, when we are thinking about your Critical Question or CQ. Reference means (a) for readings: the author and page number, or (b) for videos: the speaker and time point (exact time point as much as possible).

And then one to two sentences for your question.

Do not summarize the readings. Instead, outline your ideas, observations, and perspectives applied to the views and positions presented in the readings. Reading and engaging critically means (in this context) exploring, investigating, challenging, testing your responses to the reading and the viewpoints/ideas posited by the writer.

The following questions may be useful as entry points to the assignment:

Which ideas did you find problematic? Why?

What kinds of counter-arguments to these perspectives can you offer?

What questions/ideas related to the session topic are missing from the readings?

We will use Critical Questions for Online Discussions and live discussions. Your name will not be shared as attached to your Critical Question. The aim is to facilitate open discussions. But you can voluntarily share this and give more explanation during class discussions, as you wish.

Clarifying Questions--- In addition to Critical Questions, you can send as many clarifying questions as you wish, if something is unclear or confusing. Not graded.

Grading: three points automatically, but with these deductions as relevant:

0.50 Points deducted for *'what-can-social-workers-do?'* questions – Do not submit broad questions such as, 'what can social workers do to address this?' or "what are some interventions" or "how can we resolve these issues/ problems" or a variation of these. These questions are relevant and important; but, these types of questions are not what are intended.

0.50 Points deducted for *'what-are-the-implications-or-impact?'* questions – Do not submit broad questions about impact, like "how does this impact clients" or "what are implications for practice" or "how does this affect mental health" or a variation of these. These questions are relevant and important; but, these types of questions are not what are intended.

0.50 Points deducted: if the question summarizes main points of readings, rather than critical thinking.

0.25 Points deducted: if more than 3 sentences.

0.25 Points deducted: if no reference or citation (speaker + minute; author + page#)

0.25 Points deducted if submitted late after due date and time 11:59pm. We need timely submission of CQs, because our Online Discussions are based on CQs. Email me if you will be late.

2. Online Discussion Posts

DUE Sunday nights 11:59pm.

1 point each x 8 weeks = 8 points total. Choose any 8 weeks in the sem.

No other instructions, other than please conduct with respect and camaraderie. The aim is to engage everyone in discussion; your posts will not be graded or evaluated for content, simply for participation. Two or three Critical Questions from classmates will be Discussion questions each week.

3. Participation

DUE weekly during class time. 18 points.

Participation is a component of the grade for this course and is very important since work for community change requires collaboration/working with others, as does working and theorizing for justice. The pedagogical approach aims for a flipped classroom, and so weekly discussions are student led. You will be assigned particular readings each week for jigsaw activities. Attendance, being engaged in class, in the large group and in workgroups, are important components of participation.

4. Group education session

DUE on assigned date, Week 7 to 12. 30 points.

Group work with 3 or 4 people. 90 minutes educational session for the class.

Conduct a 90-minute education session for the class with a discussion, case study and in-class activity. During Session 2, we will choose groups. You will have class time each week to meet as a group. I am available to meet with each group anytime.

- You will have your classmates' Critical Questions by Saturday night, to incorporate into your education session.
- Include videos, podcasts, visuals, other engaging content throughout your education session, not only for the 'engaged activity' part.
- Conduct research using academic publications and publicly available documents and information (ie. media, websites, policy reports, etc).

A. Critical analysis of issue, based on context of the region and/or country.

- include data
 - put in comparative context, ie. compared to US, so that we can have a better sense of the data point
 - cite sources; use only reliable data sources
 - use visuals
- include a historical lens
- include personal narratives, media stories, etc. to humanize
- consider concepts discussed in class and other critical concepts, as relevant to making sense of the issue: power, post/globalization, neoliberal global policies, colonialism, institutional racism, patriarchy, etc.

B. Critical analysis of institutions and actors and policy/legal frameworks

- institutions and actors
 - at transnational/global, regional, national, local levels
 - these can include state actors (government bodies), civil society actors (NGOs, philanthropists, faith-based groups, advocacy groups, grassroots groups, etc) and private actors (companies, individuals, celebrities, notable policymakers, etc)
- policy/legal frameworks at the global, regional and/or national levels
 - include a brief discussion of relevant SDGs
 - include a brief discussion of relevant Human Rights
 - consider the following, if any:
 - UN functional commissions and expert bodies <https://www.un.org/esa/commissions.html>
 - UN conventions
- consider concepts discussed in class and other critical concepts, as relevant to making sense of institutions, actors and policy/legal frameworks and their relationship to each other and to local communities and families: power, post/globalization, neoliberal global policies, colonialism, militarism/war, institutional racism, patriarchy, etc.

C. Case Study

Conduct a case study, using one, two or all three frameworks from Sessions 4,5,6.

Session 4: Pincock et al 2020; Session 5: Broberg & Sano 2018; Session 6: Tuck 2009.

Conduct a zoom lecture and interview with the assigned Guest Speaker, to understand and be able to analyze the case— an org, project, or form of practice. You will record this zoom interview, which will be assigned as asynchronous material for viewing for the whole class ahead of your presentation. The Guest Speaker will present for 15-20 minutes, and then 40 minutes or longer for Q&A. You may follow up with written questions to the Guest Speaker. You can send me a list of questions for review.

- Use one, two or all three frameworks from Sessions 4,5,6. Your analysis should not necessarily reflect a 'positive' review full of successes, but it can show gaps, challenges, oversight, problems, contradictions, etc. in terms of application of the conceptual framework.
- Drawing from your case, you can include new ideas about the conceptual frameworks to add to it or modify it.
- Include a discussion of next steps and forward direction for the case.
- Consider concepts discussed in class and other critical concepts, as relevant to making sense of institutions, actors and policy/legal frameworks and their relationship to each other and to local communities and families: power, post/globalization, neoliberal global policies, colonialism, militarism/war, institutional racism, patriarchy, etc.

D. Engaged activity with classmates in-class.

Conduct an engaged activity with the class to assist in understanding and engagement. Plan for 30-45 minutes out of the total 90 minutes. Use whatever format you want.

E. Groupwork Contract

Due Session 3 Feb 2, after the second day of groupwork.

Create a groupwork contract and share with me. This can take any form that works for your group.

F. Reflective Essay

Write a 1 to 2-page reflection about the assignment, double spaced, Times New Roman, 1" margins.

Due by midnight of the day you present.

- what you learned (about the theory, yourself, the education session, groupwork)
- an assessment of each group member's contributions,
- an assessment of class members' evaluation of your presentation,
- any limitations of your learning and your group's work, and how you intend to keep learning.

Evaluation. The following will be considered:

- classmates' feedback (I will send out feedback forms) on the clarity and usefulness of the session
- your own assessment of your learning and performance as a group and individual contributions
- instructor's assessment - Evaluation rubric to be provided.

5. Paper

Due Apr 30 finals week. 20 points.

6-8 pages (not including citations and appendices), double spaced, Times New Roman, 1" margins.

Assessment criteria / grading rubric to be provided.

a) Narrative for Group Educational Session

One student will write one of the three below, as chosen/assigned collectively by the Group.

Content will be similar to the Education Session in Assignment 3 above:

- i. Critical analysis of issue, based on context of the country and region.
- ii. Critical analysis of institutions and actors; and global policy/legal frameworks.
- iii. Case Study

b) Other narrative of your choice

You can create your own assignment, using class concepts or concepts/theories not covered in class. Let's chat.

Evaluation rubric to be provided.

3. Attendance

Sometimes attendance is not possible for various reasons. Please communicate with me ahead of time if possible, so we can work out alternatives. See Policy on Class Attendance in the MSW Student Guide for additional information about school-wide policies.

4. Grading

Assessment/grading rubrics to be provided. See Assignment descriptions for grading. Please refer to the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

5. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with 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 a recording is occurring. Class recordings and materials may not be reproduced, sold, published or distributed to others, in whole or in part, without written consent of the instructor.

6. 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.

7. 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.

8. 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*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*
- *Accommodations for students with disabilities*

