



Course title:	Power in the Global Context
Course #/term:	SW 680, Fall, 2021
Time and place:	Wednesday 9-12 online
Credit hours:	3
Prerequisites:	Permission of instructor
Instructor:	Odessa Gonzalez Benson, PhD, MSW
Pronouns:	She, her, hers
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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 and Theories				
1 Sep 1	Introduction			
Date	Topic	Activity Assignment	Asynchronous	
2 Sep 8	FRAMING: - Power; critical theory - Groupings	None	Group work	
3 Sep 15	FRAMING: - Neoliberal Globalization: Conventional lens, critical lens - International social welfare organizations	Group 5	Group work	
4 Sep 22	THEORIES: Afro-centric knowledge and practice	Group 1	Group work	
5 Sep 29	THEORIES: Indigenous knowledge and practice	Group 2	Group work	
6 Oct 6	THEORIES; Human Rights Framework; Guest Speaker: UN Commission on Human Rights- Philippines	Group 3	Group work	
7 Oct 13	THEORIES: Development & post-development; - Post/humanitarian; Post/protection	Group 4	Group work	
Deepening: Issue, Region, Case Study				
Date	Issue	Case Study1	Region	Guest Speaker
8 Oct 20 Group 1	Migration and Forced Migration	Migrant advocacy group	Middle East & North Africa (Tunisia) and Europe (Italy)	Carovane Migranti (Italy) La terre pour tous (Tunisia)
9 Oct 27 Group 2	Climate Change, Indigenous Rights	Storytelling	Latin America (Amazon)	Pablo Albarenga, Journalist
10 Nov 3 Group 3	Poverty, Work	BRAC- a top international NGO	Asia (Bangladesh)	S.M. Tahsin Rahaman, Senior Analyst, BRAC
11 Nov 10 Group 4	Refugee Resettlement	a refugee-led Congolese community org in Michigan	Sub-Sahara Africa (Dem Rep Congo) & North Am. (Michigan)	Angie Nyiranduhura, Founder & President, Alliance
12 Nov 17 Group 5	Housing	Participatory budgeting in informal settlements	Latin America (Brazil)	Ana Paula Pimentel Walker. U-M Professor in Urban Planning
13 Nov 24	Break			
Futurism, Radical Imagination				
14 Dec 1	- Review, 680-Trivia night			
15 Dec 8	Futurism With Guest Speaker: Poet Kamalya Omayma Youssef			

Weekly Schedule

Week	Description	Readings and Online Asynchronous Material
Framing global social work		
Week 1 Sep 1	Introduction	<p>READINGS:</p> <p>1.1 BROWSE: IASSW, ICSW, IFSW. (2018). Global Agenda for Social Work and Social Development, Third Report: Promoting Community and Environmental Sustainability. (Ed. David Jones).</p> <p>1.2 BROWSE Truel, R. and Jones, D. (2017). Global Agenda for Social Work and Social Development. Encyclopedia of Social Work.</p> <p>ASYNCHRONOUS MATERIAL: None</p>
Week 2 Sep 8	FRAMING: Power; Critical Theory; Critical Epistemology, and Critical Practice	<p>READINGS: On Power</p> <p>2.1 FOCUS ON PAGE 19-27: Christens 2019. Ch 2 Community Power.</p> <p>2.2 FOCUS ON PAGE 51-57: Christens 2019. Chapter 3 Empowerment.</p> <p>2.3 FOCUS ON PAGE 270-273: Cornwall, A. (2008) Unpacking ‘Participation’: models, meanings and practices. <i>Community Development Journal</i>, 43(3), 269–283.</p> <p>READINGS: On Critical Theory, Epistemology and Practice</p> <p>2.4 FOCUS ON PAGE 372-380: 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).</p> <p>2.5 FOCUS ON Figure 1 and Figure 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.</p> <p>OPTIONAL</p> <p>2.6 Weil et al 2013. PAGE 9-11: Empowerment theory and participation.</p> <p>ASYNCHRONOUS MATERIAL: Total ~22 minutes</p> <p>1) ~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>2) ~5 mins: Foucault on power https://www.youtube.com/watch?v=AYoub1mfk5k</p>
Week 3 Sep 15	FRAMING: Globalization: Conventional lens and Neoliberal, Critical lens Global social welfare institutions and	<p>READINGS: On Globalization</p> <p>Conventional lens about ‘interdependence’:</p> <p>3.1 BROWSE CH 2: PAGE 25-35 ONLY: Healy, L. (2008). <i>Chapter 2: Theories and concepts underpinning international social work: Globalization</i>. <i>International Social Work: Professional Action in an Interdependent World</i>. Oxford University Press.</p> <p>Critical lens:</p>

	organizations	<p>3.2 READ ALL: Dominelli, L. (2010). Globalization, contemporary challenges and social work practice. <i>International Social Work</i>, 53(5), 599.</p> <p>3.3 FOCUS ON PAGE 521-524 ONLY: Gonzalez Benson, O. (2016). Refugee resettlement in an era of neoliberalization.</p> <p>3.4 FOCUS ON PAGE 424-427: 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.</p> <p>3.5 READ INTRO ONLY PAGE 32-33: 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> <p>READINGS: On institutions and organizations</p> <p>3.6 BROWSE Healy, L. (2008). <i>Chapter 5: International social welfare organizations and their functions</i>. <i>International Social Work: Professional Action in an Interdependent World</i>. Oxford Univ Press.</p> <p>3.7 FOCUS ON PAGE 5-11: 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.</p> <p>3.8 BROWSE: UN Social Development Goals https://sdgs.un.org/2030agenda</p>
		<p>ASYNCHRONOUS MATERIAL: total ~15 minutes</p> <p>1) ~5 minutes youtube: Professor Wendy Brown, UC-Berkeley: min 1:51 - 4:34: How neoliberalism threatens democracy https://www.youtube.com/watch?v=ZMMJ9HqzRcE</p> <p>2) ~10 minutes short films: 8 short films to inspire you to SDG action. https://unfoundation.org/blog/post/8-short-films-to-inspire-you-into-sdg-action/</p>
Week 4 Sep 22	THEORY: African-centered knowledge & practice	<p>READINGS:</p> <p>4.1 READ ALL BUT FOCUS ON PAGE 3: Schiele, J. H. (1996). Afrocentricity: An Emerging Paradigm in Social Work Practice. <i>Social Work</i>, 41(3), 284–294. https://doi.org/10.1093/sw/41.3.284</p> <p>4.2 FOCUS ON PAGE 419-424: 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.</p> <p>4.3 FOCUS ON HIGHLIGHTED PARTS: Mazama, A. (2001). The Afrocentric Paradigm: Contours and Definitions. <i>Journal of Black Studies</i>, 31(4), 387-405.</p> <p>OPTIONAL:</p> <p>4.3 African-centered evaluation: TBD</p> <p>ASYNCHRONOUS MATERIAL: total ~10 minutes (short, intro version) or 50 minutes (long, full version)</p> <p>1) Professor Alondra Nelson, Columbia University: Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination https://www.youtube.com/watch?v=J2TTLJhP2Jk</p>

		<p>SHORT VERION: Dr Nelson’s intro to lecture: minute 00:00 to 10:03, FULL VERSION: Dr Nelson’s whole lecture: minute 00:00 to 50:00:</p>
<p>Week 5 Oct 29</p>	<p>THEORY: Indigenous knowledge & practice</p>	<p>READINGS: 5.1 FOCUS ON PAGE 5 and 9-10: Hart, M.A. (2010). Indigenous Worldviews, Knowledge, and Research: The Development of an Indigenous Research Paradigm. <i>Journal of Indigenous Voices in Social Work</i>, 1, 1. 5.2 READ ALL: Gray, M. & Coates, J. (2008). <i>Chapter 1: From ‘indigenization’ to cultural relevance’</i>. In Eds, Gray, M., Coates, J. & Yellow Bird, M., Indigenous Social Work around the World. 5.3 BROWSE AND FOCUS ON PAGE 55-64: Tuck, E. (2009). Indigenous theories of change. Re-visioning action: Participatory action research and Indigenous theories of change. <i>The Urban Review</i>, 41(1), 47-65. OPTIONAL: 5.4 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., Indigenous Social Work around the World.</p> <hr/> <p>ASYNCHRONOUS MATERIAL: total ~31:41 minutes 1) ~15 minutes: blogs, website: International Indigenous People’s Forum on Climate Change http://www.iipfcc.org/home 2) ~16:41 minutes: youtube short film: Las canciones pintadas del Amazonas/Woven songs of the Amazon https://www.youtube.com/watch?v=9NB31DsaJZY</p>
<p>Week 6 Oct 6</p>	<p>THEORY: Human Rights</p>	<p>READINGS: 6.1 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. 6.2 BROWSE: Commission on Human Rights – Philippines. (2019). Annual Report on the Situation of Human Rights during the Implementation of Martial Law in Mindanao OPTIONAL: 6.3 Gabel, S. G. (2015). Foreword. In K. Libal & S. Harding, Human rights-based community practice in the United States (pp.v-xiv). NY: Springer. 6.4 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> <hr/> <p>ASYNCHRONOUS MATERIAL: total ~30 minutes 1) ~ 30 minutes: Association for Women’s Rights in Development. Feminist multimedia highlights in one place: videos, audio interviews, presentations and infographics. Filter by “audio” or “video” AND “advancing universal rights and justice”: Choose your own videos: https://www.awid.org/resources</p>

<p>Week 7 Oct 13</p>	<p>THEORY: Post/development, Post/humanitarian, Post/protection work.</p>	<p>READINGS:</p> <p>7.1 PAGE 52-63 ONLY: 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.</p> <p>7.1 FOCUS ON PAGE 15-20 AND JIGSAW PAGE 24-28: 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.</p> <p>7.2 Jigsaw activity: Pincock, K., Betts, A. & Easton-Calabria, E. 2020. <i>The Global Governed? Refugees as Providers of Protection and Assistance</i>. Cambridge University Press.</p> <p>Access e-book via U-M Libraries https://www-cambridge-org.proxy.lib.umich.edu/core/books/global-governed/F9A715075C77389DE37DC597C62F9BA4</p> <p>JIGSAW: Each student will be assigned to one of the following chapters: --Chapter 3 Kampala Camp. --Chapter 4 Nakivale Camp. --Chapter 5 Nairobi Camp. --Chapter 6 Kakuma Camp.</p>
<p>ASYNCHRONOUS MATERIAL: total ~24 minutes</p> <ol style="list-style-type: none"> 1. 2 minutes: Video: Power of RLOs https://www.youtube.com/watch?v=Y87fO_X7Rrs&t=5s 2. 3 minutes: Video: Shifting the power to CBOs, 3 mins https://www.youtube.com/watch?v=o0jauLevjWQ 3. 9 minutes: Video: Global Summit of Refugees, 9 mins https://www.youtube.com/watch?v=0EMIBu9iw3M 4. ~10 minutes: Website & Blogs: Global Refugee Network https://globalrefugeenetwork.org 		
<p>Deepening: Group Presentations, with Guest Speakers on Global Practice and Frameworks</p>		
<p>Week 8 Oct 20</p>	<p>Issue 1: Migration and forced migration</p> <p>Case Study: Two grassroots advocacy groups in Tunisia and Italy</p> <p>Regional Focus: Middle East and North Africa</p>	<p>Material/resources as starting point for 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/laterepourtous</p> <p>- Missing Migrants Project https://missingmigrants.iom.int/</p> <p>Readings: TBD by assigned student group Asynchronous material: student group's zoom interview on Case Study</p>
<p>Week 9 Oct 27</p>	<p>Issue 2: Climate change,</p>	<p>Material/resources as starting point for Case Study:</p>

	<p>indigenous rights</p> <p>Case Study: Storytelling; media communications; outreach social work</p> <p>Region Focus: Latin America-- Amazon</p>	<p>- Pablo Albarenga https://pabloalbarenga.com/</p> <p>- Podcast: Story-telling / Story-listening: Decolonizing research https://www.tlicho.ca/news/story-telling-story-listening-decolonizing-research?fbclid=IwAR18-aV4wGQgbVjtjwLanKQIXfEOCWX5rwD9CFB2CtwWVb7Q7-wUkMrHPlo</p> <p>- 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</p> <p>Readings: TBD by assigned student group Asynchronous material: student group's zoom interview on Case Study</p>
<p>Week 10 Nov 3</p>	<p>Issue 3: Poverty, Work</p> <p>Case Study: BRAC, a top INGO</p> <p>Region Focus: Asia— Bangladesh</p>	<p>Material/resources as starting point for 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> <p>Readings: TBD by assigned student group Asynchronous material: student group's zoom interview on Case Study</p>
<p>Week 11 Nov 10</p>	<p>Issue 4: Refugee resettlement</p> <p>Case Study: Alliance- a refugee-led grassroots org in Grand Rapids, MI</p> <p>Regional Focus: Sub-Saharan Africa— Democratic Republic of Congo; and Michigan, USA</p>	<p>Material/resources as starting point for Case Study:</p> <p>10.1 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>10.2 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>10.3 Gonzalez Benson, O. and Pimentel Walker, A.P. (2021). In search of participatory urban governance: refugee-run organizations.</p> <p>OPTIONAL</p> <p>10.4 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>10.5 Refugee Studies Center: Without recognition, without assistance: Refugee-led responses in urban contexts https://www.youtube.com/watch?v=-hIfkMKFRS4</p> <p>Readings: TBD by assigned student group Asynchronous material: student group's zoom interview on Case Study</p>
<p>Week 12 Nov 17</p>	<p>Issue 5: Housing</p> <p>Case Study: Participatory budgeting with informal settlements</p>	<p>Material/resources as starting point for Case Study:</p> <p>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.</p> <p>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.</p>

	Region Focus: Latin America— Brazil	Readings: TBD by assigned student group Asynchronous material: student group’s zoom interview on Case Study
Week 13 Nov 24	Break	No Class
Futurism, Envisioning		
Week 14 Dec 1	Review, Trivia Day	READINGS: None new: Review all for the semester ASYNCHRONOUS MATERIAL: None new: Review all for the semester
Week 15 Dec 8	Futurism, Radical Imagining	13.1 Ytasha Womack: https://www.youtube.com/watch?v=xlF90sXVfKk START minute 00:45 END minute 13:50 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 FOCUS ON CONCLUSION PAGE 429-431: 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).
		With Guest Speaker: Kamalya Omayma Youssef

c. Assignment

Summary

WEEKLY ASSIGNMENTS AND IN-CLASS ASSIGNMENT: 40 points			
1. Critical Questions	3 pts ea. x 8 weeks	24 pts total	Due Tuesdays 11:59pm EST
2. Online Discussions Posts	1 pt ea. x 8 weeks	8 pts total	Due Wednesday 9:15am EST
3. Leading in-class activity	15-30 minutes	8 pts	Due once: assigned date Week 3-7
SUMMATIVE ASSIGNMENTS: 60 points			
4. Group Presentation	90 minutes	30 pts	Due once: assigned date Week 8-13
5. Peer Review	1 page	10 pts	Due once: assigned date Week 8-13
6. Paper	6-8 pages, d-spaced	20 pts	Due finals week Dec 15

1. Critical Questions

Critical Questions: 24 points (3 points per submission for any 8 weeks in the semester)

Submit 1 CQ by Tuesday nights at midnight 11:59pm for any eight weeks in the semester.

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 for you read critically and engage with the views and ideas offered by the writers.

Two CQs will be posted each week for our Online Discussion Assignment (see below for details).

Write three sentences:

One or two sentences to summarize or contextualize specific part/s in the readings you are addressing. Then write one or two sentences for your CQ. The last sentence should be a question.

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

Reference: Put a reference so that we will know where to look, when we are thinking about your CQ. Reference means (a) the author and page number for readings; OR (b) speaker and exact time point for videos/audio (exact time point as much as possible).

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

What are some **counter-arguments** to specific ideas in the readings?

What (un/intended) **consequences, tensions or value conflicts for SW practice** may arise from specific ideas in readings? Note: consequences or tensions are **not** the same as impact.

What (un/intended) **consequences, tensions or value conflicts for communities** may arise from specific ideas in readings? Note: consequences or tensions are **not** the same as impact.

What ideas related to the topic are **missing** from the readings?

What & whose voices, histories, meanings, contexts, resistances are **reflected** in the readings? **Not reflected?**

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.

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; however, these types of questions are not what are intended from this assignment.

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 social work practice" or "how does this affect mental health" or a variation of these. These questions are relevant and important; however, these types of questions are not what are intended from this assignment.

0.25 or 0.50 Points deducted if the question asks about the main points of readings.

0.25 Points deducted: if more than 3 sentences.

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

0.25 Points deducted *if submitted late*. It's not a big deal at all if you're late, but please just send me a quick email and no points deducted. We aim for timely submission of CQs, because our Online Discussions about CQs are used for class discussion.

Practice week: Your first CQ for Week 2 is for practice, graded but not recorded. But, if you like your grade, you can use this as grade if you want.

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

2. Online Discussion Post and Participation: 8 points

Canvas Discussion tab: Post at least 1 comment/response by Wednesday 9:15 am.

Online Discussion- Post at least 1 online comment by Wed 9:15 am for eight weeks in the semester.

No other instructions, other than please conduct with respect and camaraderie.

Your Online Discussion Posts are NOT graded for substantive content, but is intended as virtual participation. Your comments, questions, participation during live class sessions, will also be considered as part of grades for Online Discussion Posts and Participation.

3. Leading an in-class activity, 8 points

Due assigned date Week 3 – 7, based on your Presentation Groups (See page 3 of syllabus).

Prepare an engaging in-class activity related to the topic of the week and lead the class in this activity. The activity should be around 20 minutes. Be creative and innovative. Use fun technology where relevant. Consult with the instructor as needed.

Grading:

Creativity, innovation: 50%

Incorporation of and engagement with substantive content of class material: 50%

4. Group presentation, 30 points

DUE on assigned date, Week 8 to 12. 30 points.

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

Conduct a 90-minute education session for the class with a discussion, case study and in-class activity.

In Week 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 during class time or for scheduled meetings.

- Include videos, podcasts, visuals, other engaging content throughout your presentation.
- Conduct research using academic articles, publicly available documents, etc. (ie. media, websites, policy docs)
- Prepare Readings and Other material to be assigned for classmates.

CONTENT FOR PRESENTATION:

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
 - include the following, where relevant: UN conventions, functional commissions and expert bodies
<https://www.un.org/esa/commissions.html>
- 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 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.

TO BE SUBMITTED FOR ASSIGNMENT:

E. Groupwork Contract

Submit as Assignment via Canvas.

Due Week 3, after the second day of groupwork.

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

F. Readings and Other Asynchronous Material to be assigned for your classmates

Submit via Canvas.

Due two weeks prior to your assigned presentation date. I will review them and then post for your classmates.

G. Powerpoint

Submit as Assignment via Canvas.

Due on the day of the presentation. One student can submit for the whole group.

H. Reflective Essay

Submit as Assignment via Canvas.

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

Due by the following Wednesday 11:59pm after 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' participation and peer review of your presentation,
- any limitations of your learning and your group's work, and how you intend to keep learning.

Grading: the following will be considered:

- classmates' feedback via feedback forms
- your own assessment of learning and performance as a group and indivl contributions: Reflective Essay
- instructor's assessment

C) Peer review –10 points for 2 peer reviews (5 points each)

Submit via Canvas. Individual assignment.

You will be assigned for peer viewing of two presentations by classmates.

Your peer review will be shared with your classmates, but anonymous.

Due:

Wednesday one week after your classmates' presentation.

Format:

- 200 words, Times New Roman, double spaced, 1-inch font

Content:

Provide your review and feedback on the following:

- A. substantive content of presentation
 1. main takeaways for you
 2. questions raised for you
 3. some analysis or reflection, based on readings, class discussions, your own insights
- B. presentation (tone of voice, pace, graphics, ppt slides, photos, references, etc)
 3. what you enjoyed best
 4. how presentation could be improved

6. Paper, 20 points

Due finals week December 15 11:59pm.

20 points.

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

Grading rubric to be provided.

a) Narrative for the Presentation

Content can be based on the Group Presentation, based on the same information above for the Group Presentation Assignment

- 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) Paper on a topic of your choice

Create your own assignment, drawing on concepts in class or concepts/theories not covered in class. Let's chat.

d. Attendance

School of Social Work policy is that students attend all of their classes. Class attendance and participation are critical to achieving the full impact of the course. If you have difficulties participating in discussion for linguistic, cultural or other reasons, let's discuss them individually and explore ways in which you may become a more active participant in class.

e. Grading

Grading rubrics will be provided for Assignments.

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](#).

f. 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 an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified 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 written consent of the instructor.]

g. 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. Review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

h. 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
- Accommodations for students with disability
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

