Course Description

This course will analyze those policies and services that promote or inhibit the development of civil society, enhance or deny human rights, and contribute to the attainment of social justice or sustain the existence of social injustice. Emphasis will be placed on those policies and services which serve to enhance civic participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility. The course will also integrate an intensive focus on how policies and services, particularly at the local level, maintain or diminish the existence of oppression and privilege in U.S. society. Programs provided by various units of government, nonprofit and social service organizations, and corporations will be reviewed, and various partnerships and collaborations among funders, service providers, and community groups will be examined. The course will also explore ways in which the involvement of community members can lead to the construction of socially just policies and services that can overcome the effects of privilege and oppression.

Course Content

Students will learn that community well-being is enhanced when social problems are managed, human needs are met, and social opportunities and human rights are optimized. Both problems and needs are the outcome of interactions between individuals, collectivities, and the larger society. The implications of these interactions will be examined in the context of a diverse society, with special attention given to the relationship between policy development and implementation, the attainment of social justice goals, and the eradication of oppression and privilege. Attributes of such policies and programs include, but are not limited to, enhanced opportunities for social participation, economic security, heightened respect for diversity, increased voluntary action, and greater corporate responsibility.
Selected laws, programs, and structures that enhance citizen participation within diverse populations will be described and compared. Emphasis will be placed on those that enable the sustained and meaningful participation of diverse and oppressed populations and on the social worker’s responsibility for facilitating such participation. Examples will include the use of mediating structures, such as citizen boards, advisory groups, commissions, and consumer involvement in promoting and guiding positive social change. In many of these, participation is intended to enhance citizen capacity to initiate and oversee action. However, participatory structures are also intended to assure the responsiveness of programs of a promotional, service, or preventive nature. These programs are designed to promote social justice by reducing poverty and economic insecurity; address personal crises and community emergencies (such as those brought about by violence against persons and property, nature and environmental disasters, war and terrorism, or economic dislocation); resettle and integrate refugees and other immigrant populations; overcome the consequences of privilege; and respond to the needs of oppressed groups seeking social justice (e.g., women, racial, religious, ethnic and sexual minorities, the disabled, and other oppressed groups). In addition, the participatory opportunities provided via self-help, grassroots associations and informal networks, and congregation-based service providers will be explored.

Course Objectives

Upon completion of the course, students will be able to:

1. Within the context of a diverse society, analyze relevant policies and services that promote social justice, encourage civic participation, community well-being, human rights, and economic security, and enable individuals and groups to overcome the consequences of privilege and oppression.
2. Demonstrate familiarity with selected aspects of the structures, legal standing, and roles of the nonprofit sector in providing human services, advocating for human rights, and promoting community participation and well-being.
3. Locate and apply commonly used indicators of social, economic, and other measures of community well-being to diverse populations that are experiencing the effects of social injustice and oppression.
4. Analyze how privilege, oppression, and injustice affect the levels and types of participation possible and desirable for members or representatives of diverse communities in mediating structures that are intended to promote well-being.
5. Identify the political, social, economic, and cultural factors that lead to or detract from such participation among oppressed populations.
6. Understand the roles social workers can play at the community level in promoting the well-being and sustained participation of its members.

Course Design

In-class activities, readings, and course assignments will be coordinated so as to enhance course objectives. For example, films, videos, speakers, and field trips will provide the contextual background for student assignments. Lectures by the instructor will be complemented by
speakers representing consumers, providers, professionals, and volunteers involved in advocacy, community education, and service delivery.

Relationship of the Course to Curricular Themes

- **Multiculturalism and Diversity** will be addressed in this course through the emphasis on enhancing the well-being and community participation of populations and groups that have been historically subject to discrimination, injustice, and oppression. The issues to be examined will include the motivations for, content, and impact of laws and regulations affecting human rights and nondiscrimination on the basis of race, gender, disability, age, religion, and sexual orientation.

- **Social Justice and Social Change** underlie the creation of mediating structures, programs, and policies expressly designed to enhance community well-being. Students will examine these issues as well as social work’s historical engagement in planned change and the meaning of its underlying commitment to social justice in the contemporary environment.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be examined in terms of whether programs and policies are effective or ineffective in their promotion, prevention, treatment, and rehabilitation efforts. Sometimes, programs designed to express these themes complement each other – for example, when participation enhances promotion and prevention, and both are part of a comprehensive strategy of change. The course will also focus on how policies and services can promote the goal of social justice and, by addressing the structural causes of privilege and oppression, prevent the emergence or reemergence of their consequences. For these reasons, the extent to which programs and policies are infused with these themes and how they interact with each other will receive critical analysis.

- **Behavioral and Social Science Research.** This course will be based on the twin assumptions that the programs and policies to be studied can be understood through social scientific methods and that scientific concepts can also be used in the design of effective programs and policies. However, even this assumption needs analysis. Scientific perspectives can lead to very different interpretations of social issues and, consequently, different policy and programmatic responses. For example, much of sociology can be divided into (1) structural/functionalist perspectives which advocate the eliminating of cultural and behavioral skill differences between groups and the legal, economic, and other barriers to full participation; and (2) conflict perspectives, which assume that societies tend towards conflict because power and resources are inequitably distributed and that, in the long run, conflict is positive because it increases the likelihood of expanding access to social goods. These perspectives infuse many of the readings and analyses presented in this course. Applying one or the other can lead to different interpretations of events and social processes and to very different social agendas and programs for social change. For this reason, even the social science knowledge base of this course will itself be subject to examination.

- **Social Work Ethics and Values.** This course will address ethical and value issues related to policies and services directed at social participation and community well-being. The NASW
Code of Ethics and other sources of the profession’s ideology and values will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote social justice in a diverse society by preventing and eliminating discrimination, oppression, and privilege, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as the meaning of self-determination in a multicultural society, the impact of information technology on client confidentiality and privacy rights, and the concept of the client’s interest, proper and improper relationships with clients, interruption of services, and termination.

Relationship to PODS Content

Social Work 647 is one of the concentration courses designed to provide intensive focus on Privilege, Oppression, Diversity and Social Justice (PODS). Materials on these four themes are woven into the curricular themes described above and are integral aspects of course readings, assignments, activities, and exercises. Methods for developing and implementing PODS content are a major emphasis of Social Work 647.

Specifically, PODS reflects six competencies:

1. Vision of and Skills for Social Justice
2. (Methods for) Reduce barriers (Oppression and Privilege)
3. Intersectional and Intercultural skills and humility
4. Monitor PODS development and application
5. Critical consciousness, self knowledge for continued learning
6. Intersectionality and eight groups (economic class, age, ethnicity, race, gender, sexual orientation, religion and disability status).

Relation to the Community Based Initiative (CBI)

This course is part of a sequence of three courses and field placement through the Community Based Initiative (CBI): A Partnership between the University of Michigan School of Social Work and the communities of Southwest Detroit and Dearborn. We believe that the CBI is a great opportunity for students to understand and impact a community while taking required courses. We also see the community as a classroom for real life learning. The CBI includes a section of SW683, SW697, and this course. SW697 is taught on the same day as this class by Professor Larry Gant.

CBI Mission Statement:

The CBI strengthens student learning from diverse communities as an integral part of their professional training, building sustainable university-community partnerships which contribute to the quality of life and enhance the educational process.
The CBI Working Principles:

a) We are committed to providing resources and methods to promote community capacity development in Southwest Detroit

b) We are committed to providing an exemplary educational experience for students interested in community development, community organization, and neighborhood empowerment

c) Methods of participant driven, community based research and evaluation will be used to engender community capacity building development and exemplary educational experience

d) Working with small groups of community organizations and institutions, we assess needs and resources, conduct a twice annual assessment of need or interest from both community members and university faculty to generate a series of relationships, projects, and programs

e) Depending on the needs and interests, the form and nature of the relationship may consist of one-term class driven projects, longer term internships with a small number of students, or development of a technical assistance model.

Relation to the Global Context of Social Work

By making connections between the United States, Latin America (Chile), and Africa (Nigeria) throughout the semester, this course offers a unique framework for developing approaches to “Social Work in a Global Context,” one of the key priorities and challenges for social work education in the upcoming years.

Housekeeping

Accommodations for students with disabilities
If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

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

Electronic Devices
In consideration of your classmates and your own learning please turn off all telephones and pagers during class. I prefer that you receive no messages during class time, if you must be on call for an emergency, please let your home or office know that you are only
available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

**Detroit Travel/Transportation/Inclement Weather**

*Logistics*
The visits to Detroit will be announced well ahead of schedule. Our Detroit base will be the Detroit Center, 3663 Woodward Avenue, Detroit, Michigan. There are classroom amenities, ethernet and wireless capabilities, refrigerators, microwaves, community meeting spaces, etc. From Detroit Center, we will conduct our field trips and invite community guests and stakeholders for meetings and other activities.

*Transportation* to and from Detroit will be provided with two to three minivans provided by CBI. We will need student drivers to pick up the van from UM Transportation Services, and then to drive to and from Detroit. We will try to complete the transportation assignments the first day of class. We will complete a telephone contact tree with emergency numbers.

Happily, most freeway construction will be completed by that time. We will provide maps and directions to and from Detroit. Light refreshments will be provided, but you should plan on bringing or purchasing your meals. There are a number of wonderful restaurants around the Detroit Center. Students are also welcome to drive their own vehicles, but we cannot reimburse for transportation, mileage, etc.

When we do meet in Detroit, vans will depart from SSW (corner of E. and S. University) promptly at 8:15am – no exceptions. Think of the van departure like plane departures!

*Inclement Weather.* We will all monitor weather intensively. Snowy roads and winter conditions are part of the Michigan experience. However, no one will be placed at undue risk. In case of icestorms, snowstorms, etc. our backup plan is always to meet at UM-SSW in Ann Arbor. In all situations, faculty will make the final decision re: location in inclement weather conditions.

**Required Reading**

There is one required book for this course; it is available for purchase at Shaman Drum bookstore, 311-315 S. State St., 734-662-7407. The book is also on reserve at the SSW library. Other required and recommended readings, as well as additional documents, will be available on CTools, at [https://ctools.umich.edu/portal](https://ctools.umich.edu/portal). Please check announcements and the CTools site for materials added during the semester. Throughout the syllabus, there are “Suggestions for further reading.” These are bibliographic references, but the texts they refer to are not posted on CTools or available on library reserve.

*Note:* Students are encouraged to read either print or electronic versions of the *New York Times, Wall Street Journal* and *Detroit Free Press* daily. *The Economist* and *The Nation* are excellent weekly readings from different political perspectives. The Metro Times is a useful and informative free weekly. A good publication for issues on Latin America is the North American
Congress on Latin America (NACLA)’s Report on the Americas. For information about Latin America, the best site is the Latin America Network Information Center (LANIC) based at the University of Texas at Austin, reachable through “Resources on Latin American & Caribbean Studies” of the University of Michigan library (http://www.lib.umich.edu/grad/guide/guide.php?id=61) (see web resources at the bottom of the page), or go directly to http://lanic.utexas.edu/. Although you can get all kinds of information from this site, you might especially want to follow current Chilean or Ecuadorian news by choosing the country of your choice, and then selecting a newspaper listed under news. A daily summary of Chilean news is available in English by clicking on CHIP (The Chile Information Project) and choosing “Santiago Times.” For Nigerian news, AllAfrica.com is a useful aggregator of 125 African newspapers. A wonderful set of African media sites (most in English) can be found on a website maintained by the Stanford University Library and Academic Information Resources. UM has a nice selection of weblinks to African media.

**Required Text:**


**Assignments** (Note: Each assignment will incorporate the special focus on Privilege, Oppression, Diversity and Social Justice as well as a special focus on Strength and Assets.) For all written assignments, please keep a hard copy for yourself, and remember to back up your computer files so you don’t lose your papers, resources, and drafts!

**Assignment 1: Time line (20%).** Make a time line of global political-economic transformations. Mark off major periods in the world economy, with major events, and characteristics of each time period. The time line can be in any form you like; it should include aspects of the world, Chile, Africa, the US, and Detroit. This assignment is due January 23 at 9:10am in class. You are welcome to consult with other students as you complete the exercise, but please hand in your own unique product and remember to write your name on it. Your assignment will be easiest to read if it is typed. However, if your timeline is best done by hand for reasons of creative graphic design, please make sure your submission is legible and neat. In all cases, please bring in two copies – one to hand in to the professors, and another to use as a working copy for exercises in class.

**Assignment 2: Analytic Paper on Participation (40%)** Details will be provided. The paper should be about ten pages long.

**Assignment 3: Quizzes (40%)** Quizzes will be given during the semester to test your comprehension of course materials. There will be five quizzes, and I will drop the lowest grade.

**Class participation:** Students are expected to attend every class session, come prepared by doing the required reading, and be prepared to engage in discussions, complete in-class exercises, and integrate readings with classroom and field content.

**Grading**
Grades are earned by successfully completing the work on the assignments and by attending and participating in class. A 100 point system is used. Numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>81-83</td>
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<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
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A grades are given for exceptional individual performance. Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work. A D indicates deficient performance and is not acceptable at the graduate level. Assignments turned in on time can be revised if students desire.

A major part of your grade for written assignments is based on your clarity and thoroughness. All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of errors or is difficult to read and will be marked down. All assignments should be double-spaced, using 12-point font, no less than 1-inch margins.

You should turn in all written assignments on time. Having assignments in on time will assist me in reading and grading them in a timely manner. In general, a paper will be marked down for each day it is late. Exceptions will only be made for extreme circumstances; this requires documentation. If you expect that you are going to be late turning in an assignment, let me know as soon as possible so I can plan accordingly.

Please try to anticipate your responsibilities and start your assignments well in advance of the due date. Be sure to back up your computer files and keep a hard copy of your work.

**Meeting Location Schedule**

<table>
<thead>
<tr>
<th>Ann Arbor Meetings</th>
<th>Detroit Meetings</th>
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<tbody>
<tr>
<td>Jan 9th, 23rd, 30th</td>
<td>Feb 13th</td>
</tr>
<tr>
<td></td>
<td>Labor and Economics field trip: Ford Rouge, UAW 600 and SEIU</td>
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<td>Feb 6th, Feb 20th</td>
<td>March 20th</td>
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<td></td>
<td>Health field trip: SDEV</td>
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<tr>
<td>March 6th, 13th, 27th</td>
<td>April 10th</td>
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<td></td>
<td>April 3rd</td>
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<td></td>
<td>Immigration field trip: INS, sanctuary churches, etc.</td>
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<tr>
<td>April, 10th</td>
<td>April 17th</td>
</tr>
<tr>
<td></td>
<td>Housing field trip: housing projects</td>
</tr>
</tbody>
</table>
Class Schedule and Readings

Session 1/January 9  Introduction and Overview

No readings due before the first class meeting.

January 16  Martin Luther King Day. No class.

Reading week. Although there is no class meeting this week, you have a lot of reading and an assignment due at our next class meeting. Please use this week to read ahead and complete the assignment in anticipation of session #2.

Session 2/January 23  The transforming global economy: implications for Detroit.

Please see reading guide

Required readings:


Lamb (1987). The Africans, ch. 1 “Portrait of a Continent” (3-24); ch 15 “Nigeria: The world is now” (299-312).

Steinmetz, G. (2005) Film Notes and Commentary for “Detroit: Ruins of a City” [Ctools Site for SW 697]

Recommended readings:

Session 3/January 30  

**History of Detroit**

**Required reading:**

Steinmetz, G. (2005) Film Notes and Commentary for “Detroit: Ruins of a City” [Ctools Site for SW 697]

Session 4/February 6  

**Labor and Economics**

**Required readings:**


**Highly recommended reading:**

*Note:* this reading corresponds to the video “The Global Assembly Line” shown in class. Please look at this book on reserve in the social work library.

**Recommended reading:**
Elizabeth Petras, "The Shirt on Your Back: Immigrant Workers and the Reorganization of the Garment Industry”

*Note:* This article explains the existence of sweatshops and gives context to the in-class exercise of looking at labels of shirts to understand the geography of garment production.


Session 5/February 13  

**Labor and Economics – Detroit trip**

No required readings; read ahead for session 6.
Session 6/February 20  Analyzing Power and Challenging Hierarchy

Required readings:


Note: We will revisit this text in the context of immigration.

Recommended readings:

February 27  Spring Recess – No Classes

Session 7/March 6  Citizen Participation

Required readings:


Nikolas Rose, “Governing ‘Advanced’ Liberal Democracies” in Andrew Barry, Thomas Osborne, and Nikolas Rose (eds), *Foucault and Political Reason: Liberalism, Neo-liberalism and

Note: This is a difficult piece. Read parts of it closely.


Note: This is a very difficult text. You will only be expected to read a part of it; you will need to read it closely.


Recommended readings:

Suggestions for further reading:


Session 8/March 13  Health

Required readings:

Julia Paley, Marketing Democracy: Power and Social Movements in Post-Dictatorship Chile, chapter 6, “Legitimation of
Knowledge,” Epilogue, “An Ethnographic Study by the Health Group Llareta” pages 140-224.’


Article on auto industry providing health care, Wall Street Journal

John Snow

Suggestions for further reading:
Charles Briggs, Stories in the Time of Cholera [give full cite].

Session 9/March 20 Health – Detroit trip

No required readings – read ahead for session 10

Session 10/March 27 Immigration


Note: Recall this text that we read earlier in the semester.


Session 11/April 3 Immigration – Detroit trip

No required readings; read ahead for session 12
Session 12/April 10  Housing


Note: Revisit chapter 1 and 2 of this book: chapter 1 to recall the discussion of committees of the homeless and land seizures, and chapter 2 to remember the history of eradications.

Session 13/April 17  Housing – Detroit trip

No required readings

Extra/April 22, 8pm  Sweet Honey in the Rock Concert

Hill Auditorium
READING GUIDE
SW647.002

SESSION 2, JANUARY 23, 2006
The transforming global economy: implications for Detroit.

REQUIRED READINGS:


*Note*: this reading is both a glimpse into the instructor’s research and a background text on Chile. In the prologue and “social imaginary” sections you will meet the people and place at the heart of the research; in the introduction you will see the kinds of research questions pursued and the approached used; in all the sections you will get a flavor of ethnographic method, fieldwork, and interactive research strategies; and throughout part I you will get a sense of transformations in the political-economic history of Chile from the 1960s to the 1990s. Draw on this material for your time line exercise.

To think about: What are the connections between the Chilean history and the global and United States economic history? What is the role of social movements and collective action in this history? What does it mean to study with the urban poor rather than to study the urban poor? What are the book’s perspectives on: democracy in post-dictatorship Chile, how to understand power, and how to explain demobilization?

*Key terms*: anthropology, ethnography, población, health group, post-dictatorship period, neostructuralism, marketing democracy, popular education, participation, local history workshops, collective action, comités sin casa, land seizures, import substitution, Popular Promotion, Unidad Popular, military coup, Chicago Boys, ollas communes, emergency work programs, eradications, protests, demobilization, transition to democracy.


*Note*: This reading outlines transformations in the global economy. Please use pages 21-28 as a basis for constructing your time line. The recommended reading by David Harvey provides useful additional information. Notice that both the Castells and Harvey readings were published in 1989.

To think about: What major events occurred around 1989 that are not mentioned in the reading, and how might you characterize the post-1989 period? Is there a notable shift post 2001? What do you think the relationships are between global economic transformations and Detroit?

*Key terms*: the state, capitalism, laisser-faire; welfare state, Keynesianism, “golden age of western capitalism,” social pact between capital and labor, organized labor, social movements, social benefits, International Monetary Fund; oil shocks, decentralization, informal economy, deregulation, internationalization.
Lamb (1987). The Africans, ch. 1 “Portrait of a Continent” (3-24); ch 15 “Nigeria: The world is now” (299-312).

Steinmetz, G. (2005) Film Notes and Commentary for “Detroit: Ruins of a City” [Ctools Site for SW 697]

RECOMMENDED READINGS:

   Note: this is a longer and more comprehensive explanation of the political-economic changes described in the Castells reading and manifested in the time line exercise.
   To think about: What have been the implications of economic restructuring for immigrants, people of color, and women? Is there a definite “rupture” between Fordism and Post-Fordism, or are there continuities? What are the implications of economic changes for social relations?
   Key terms: postwar boom, Fordism, Keynesianism, social contract, state interventionism, import substitution, labor control; flexible accumulation, offshore manufacturing, Bretton Woods agreement, recession, service sector, maquiladora, deindustrialization, sub-contracting, just-in-time production, deregulation, sweatshops.

   Note: this is the chapter that corresponds to the movie on Chile shown in class. Also, note how current the issue of women in politics is in Chile – the current presidential campaign in Chile is now down to a competition between two candidates: Sebastián Piñera and Michelle Bachelet; the run-off election will take place on January 15th. “If elected, Bachelet – a physician, the single mother of three, and a former health and defense minister in the current government of President Ricardo Lagos – would become one of a handful of women ever elected to the presidency of a Latin American republic, and perhaps the only to achieve the distinction without the help of a well known spouse or the help of family connections.” (source: Diario Siete; By Steve Anderson, Santiago Times, January 5, 2006).
   To Think About: What have been the experiences and roles of women in Chilean history? Do women tend to be in agreement with each other or are there strong differences, and if so, what have they been?
REQUIRED READING:


*Note:* Although this week we are reading one chapter of this book, on deindustrialization, (and we will read chapter 8 when we discuss housing), the book in its entirety is recommended reading.

*To think about:* How does the history of Detroit connect to the timeline we devised in session #2? What are some of the causes of deindustrialization? What is the relationship between deindustrialization and racial discrimination? How did deindustrialization affect the city?

*Key terms:* UAW (United Auto Workers), “golden age of capitalism,” capital mobility, automation, deindustrialization, unemployment

Steinmetz, G. (2005) Film Notes and Commentary for “Detroit: Ruins of a City” [Ctools Site for SW 697]