SW 647 001
Policies and Services to Enhance Community Participation and Well Being
(Community-based Initiative Course, CBI)

Winter 2007: Mondays 12:30-3:30pm
Room 2302 SEB (School of Education Building)
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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 wellbeing 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).

**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 which 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. SW 697 is taught on the same day as this class by Prof. 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.1

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.

Statement on Social Work in a Global Context1

“The mission of the profession of social work has been to promote social justice and to improve the well-being of disadvantaged populations. Globalization has become one of the dominant forces impacting the socioeconomic structures and processes that shape what forms of justice and well-being can or cannot be realized domestically and abroad for all people. In a world increasingly globalized, movements of people across borders often create privilege, oppression, and illegality conditions because of nation-state laws and citizenship regulations are frequently unfitted to new realities. In order to effectively work with increasingly diverse and globalized populations and communities, the social work profession is faced with the challenge of creating a specific vision and defining an agenda for social work practice in a global context. In response to new realities and as a leader in social work education and knowledge development, the School of Social Work at the University of Michigan strives to expand our mission to incorporate international

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1 From Report to the Executive Committee by the International Task Force, University of Michigan, School of Social Work.
social work education, research, and practice…. By “an international agenda” we mean “Social Work in a Global Context,” which connotes less distinction between domestic and international affairs and does not imply a western-centered top-down approach.”

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 ice storms, 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 Readings:**
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 CT, at [https://ctools.umich.edu/portal for 647.001](https://ctools.umich.edu/portal) either under resources or under library reserves. Please check announcements and the CT 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 may not be posted on CT 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](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/](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. ([http://www-sul.stanford.edu/depts/ssrg/africa/nigeria.html](http://www-sul.stanford.edu/depts/ssrg/africa/nigeria.html)). UM has a nice selection of weblinks to world media (including Africa and Latin America) available at: [http://ipl.si.umich.edu/div/news/](http://ipl.si.umich.edu/div/news/)

(Most of the Latin America media are in Spanish; Much of the African media is available with an English translation)
Required Text:


**Assignments:** 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 (30%).** Please see accompanying description of the assignment. A draft of this assignment is due January 22 at 9:10am in class. Please bring in two copies – one to hand in to the professors, and another to use as a working copy for exercises in class. The final assignment is due Wednesday January 31, 10am on the door of my office, 3823 SSWB. Please make your draft as complete as possible; the purpose of the two dates is to allow you to incorporate ideas learned in the two class sessions about world and Detroit history.

**Assignment 2: Film Notes (70%).** Please see accompanying description of the assignment. It explains intermediate deadlines throughout the semester, and the final deadline at the end of the term.

**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. Although participation is not a formal element of the grading, doing well on the assignments is only possible through active engagement in the class.

**Grading:**

Grading for the two assignments will follow the rubrics provided for each.

In general, *A* grades are reserved for exceptional individual performance. Grades in the *B* range reflect good work and indicate satisfaction of course requirements. *C* grades reflect adequate completion of the assignments, but without distinction. *A*D indicates deficient performance and is not acceptable at the graduate level.

A portion 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 (at the hour and date specified in the assignment). In general, a paper will be marked down for each day it is late. Exceptions will only be made for extreme circumstances that require 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. Assignments turned in on time can be revised. Be sure to have a back up copy on disk and in hard copy in case I misplace your work (which I hope is not the case!). Similarly, be sure to back up your files regularly so that you do not lose your materials before submission.

Readings

Readings for this course have been selected very carefully. Students should come to class having read the material and prepared to discuss and work with what has been covered. Some weeks have no readings due – use these weeks to read ahead and to complete assignments. Some classroom exercises have been developed to synthesize and apply the readings to practice.

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COURSE SCHEDULE FOR SW 647.001-WINTER 2007

Session 1/January 8  Introduction and Overview – in Ann Arbor

No readings due before the first class meeting.

Film: In Women’s Hands

January 15  Martin Luther King Day. No class; but mandatory attendance at Art Based Community Development Workshop TBA

A number of lectures, exhibits, videos, performances and other presentations will be held on campus in recognition of Martin Luther King. A complete listing of these events is on the Web at http://www.mlksymposium.umich.edu/.

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!

Session 2: January 22  The transforming global economy: Implications for Detroit – in Ann Arbor

Required readings:
Please see reading guide


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


**Recommended readings:**


**Session 3: January 29**

**History of Detroit – in Detroit**

**Film:** *Detroit: Ruins of a City*

**Required reading:**

*Please see reading guide*


- Steinmetz, G. (2005) Film Notes and Commentary for “Detroit: Ruins of a City”

**Session 4: February 5**

**Labor and Economics – in Ann Arbor**
Film: The Global Assembly Line

Song: Are My Hands Clean? By Sweet Honey in the Rock

Required readings:
Please see reading guide

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 12 Labor and Economics - In Detroit

Session 6: February 19: Citizen Participation – in Ann Arbor

Required Readings
Please see reading guide


Highly recommended:


Recommended readings:

- Michel Foucault, “Governmentality” in Graham Burchell, Colin Gordon and Peter Miller (eds), The Foucault Effect: Studies in Governmentality (Chicago: The University of Chicago Press, 1991), pages 87-104. Selections. Note: This is a very difficult text. Read just a part of it; you will need to read it closely.


Recommended reading in Spanish:

- Grupo de Salud Llareta, “Las diversas interpretaciones de la ‘participación’: entre el ser actor y ser utilizado para el beneficio de otros.”

Suggestions for further reading:
Session 7: March 5

Analyzing Power and Challenging Hierarchy - Detroit

Required readings:
please see reading guide

Recommended readings:

Session 8: March 12 Health – in Ann Arbor

Required readings:
Please see reading guide
Ethnographic Study by the Health Group Llareta” pages 140-224.’
- Educación Popular en Salud (EPES), “Popular Education”

Recommended reading:

Suggestions for further reading:

Session 9: March 19  Health – in Detroit

Session 10: March 26  Community Development – in Detroit

Required reading:
Please see reading guide

**Session 11**: April 2  Community Development – *in Ann Arbor*

**Session 12**: April 9  Community Development – *in Detroit*

**Session 13**: April 16  Conclusions – *in Ann Arbor*