SW 647 001
Policies and Services for Social Participation and Community 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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Office Hours: By appointment

Course Description

This course will survey the policies and services that promote a civil society and enhance human rights in the framework of American democracy. Emphasis will be placed on those policies and services which serve to enhance social participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility. Students will learn to describe and analyze how complex and emerging social problems arise within society, and how social problems impact individuals, groups, organizations, and communities. Programs within various units of government, nonprofit and social service organizations, and corporations will be reviewed. Various partnerships and collaborations among funders and service providers will be examined.

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. Students will learn to utilize social work values, methods, and skills to challenge individual, group, organizational, and community differences in power, privilege, and oppression; and to promote social justice. These interactions will be examined, with special attention given to those leading to policies and programs that enhance opportunities for social participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility.

Selected public laws, programs, and structures that enhance citizen participation, rights, and responsibilities will be described and compared within diverse populations (e.g. the diversity dimensions including ability, age, class, color, culture, ethnicity, family
structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation). Emphasis will be placed on those that address participation of diverse and socially excluded populations and on the social worker’s responsibility for facilitating such social and political participation and engagement. Examples will include the use of mediating structures, such as citizen boards, advisory groups, commissions, and the involvement of citizens and other in promoting and guiding positive social change. In many of these structures, 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: 1) diminish poverty and economic insecurity; 2) address personal crises and community emergencies (such as those brought about by violence against persons and property, natural and environmental disasters, or economic dislocation); 3) resettle and integrate refugees and other immigrant and migrant populations; and 4) respond to the needs of social identity groups seeking social justice (e.g., feminist, faith-based, ethnic, gay/lesbian/bisexual/transgender, and other discriminated against groups). Students will also gain and apply knowledge about social group memberships and identities, their histories and meanings, how they intersect with each other in people’s lives and the larger society, and how they are affected by particular social contexts. In addition, the participatory opportunities provided via self-help, grass roots associations and informal networks, and congregationally-based service providers will be considered.

Course Objectives

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

1. Develop the skills in critical consciousness and reflective professional practice.
2. Access and use traditional and non-traditional sectors that engage, strengthen, and build well-being and social justice at all levels of social systems.
3. Demonstrate knowledge of social policies that social workers use to effectively interface with individuals, families, communities, and other social systems.
4. Recognize key aspects of the structures, legal standing, and roles of the nonprofit sector in providing human services, advocating for human rights, and promoting well-being.
5. Identify and apply commonly used indicators of social, economic, and other measures of community well-being.
6. Compare the levels and types of participation for members or representatives of groups experiencing discrimination in mediating structures that are intended to promote well-being.
7. Gain skills for engagement with relevant systems and communities needed to work together for desired goals in both traditional and nontraditional settings for social work.
8. Develop skills for interaction, collaboration, and communication between different types of social care systems, including government, voluntary and nonprofit organizations, and private-pay systems.

9. Identify the factors that lead to or detract from such participation (from the perspectives of socially excluded groups and the social work practitioners who bear some responsibility for promoting participation.)

Course Design

In-class activities, readings, and course assignments will be coordinated so as to enhance course objectives. For example, simulations of real-work processes, films, and videos presented in the classroom will provide the contextual background for student observation and interview assignments in the community. Lectures by the instructor will be complemented by student presentations and by panels of guests representing consumers, providers, professionals, and volunteers involved in advocacy and community education as well as in service delivery.

Relationship of the Course to Curricular Themes

- **Multiculturalism and Diversity** will be addressed in this course through emphasis on populations and groups that have suffered discriminated. The issues to be examined will include (the origins of relevant) laws and regulations, their content, and their impact affecting human rights and nondiscrimination on the basis of the diversity dimensions.

- **Social Justice and Social Change** underlies 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 historic commitment to social justice and engagement in planned change.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be examined in terms of the degree to which programs and policies are effective in their promotion, prevention, treatment, and rehabilitation efforts. Students will learn to identify risk and protective factors in different environments and groups, and apply knowledge about promising practices that can affect such factors. Sometimes, programs designed to express these themes complement each other, as when participation enhances promotion and prevention, and both are part of a comprehensive strategy of change. Participation can also be used to enhance treatment and rehabilitation. However, programmatic emphasis on one or more of these approaches may draw resources from another, as when a focus on treatment competes with prevention efforts. For these reasons, the extent to which these themes infuse programs and policies 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. Students will learn to apply advanced analytical techniques to assess the strengths, needs, and capacities of individuals, groups, organizations, and communities. However, even this assumption needs analysis. Scientific perspectives can lead to very different understandings and policies. For example, much of sociology can be divided into two perspectives: 1) structuralist/functionalist perspectives advocate for eliminating the cultural and behavioral skill differences between groups and the legal, economic, and other barriers to full participation, whereas 2) conflict perspectives assume that societies tend towards conflict because power and resources are inequitably distributed, and that conflict is, in the long run, 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.

**Relationship of the Course to Social Work Ethics and Values:**

This course will address ethical and value issues related to policies and services for social participation and community well-being. The NASW Code of Ethics and other professional and organizational codes (e.g., IFSW) will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote the general welfare of society by preventing and eliminating discrimination, 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 confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination.

**Relationship to PODS Content**

*Intensive Focus on Privilege, Oppression, Diversity and Social Justice (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.

**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 (South Africa) 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 Context

“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 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

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1 From *Report to the Executive Committee by the International Task Force*, University of Michigan, School of Social Work.
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.

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 CTools, 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 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 may not be 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 South African 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.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/

(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:

For expectations on quality of work and content of the assignments, please see the instructions and rubrics for each.

In general, $A$ grades are reserved for exceptional individual performance. Grades in the $B$ range reflect satisfaction of course requirements. $C$ grades reflect some weaknesses in demonstrating mastery of course content. A $D$ indicates deficient performance and is not acceptable at the graduate level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>A document at least submitted (with faculty approval) to, if not published or in press, in a peer reviewed academic or professional journal, or an established organ for student research publication. Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Samples of &quot;A&quot; level work are found in journals such as African-American Research Perspectives or The New Social Worker Online.</td>
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<tr>
<td>A-</td>
<td>Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Descriptive level analyses are not considered A or A- work, no matter how well done.</td>
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<tr>
<td>B+</td>
<td>Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.</td>
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<tr>
<td>B</td>
<td>Mastery of subject content at level of expected competency – meets course expectations. Descriptive level analyses are typically in the B grade range.</td>
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<tr>
<td>B-</td>
<td>Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.</td>
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<tr>
<td>C or C-</td>
<td>Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.</td>
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<tr>
<td>D, E, F</td>
<td>Student has failed to demonstrate minimal understanding of subject content.</td>
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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, date, and place specified). 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. Similarly all course work must be completed by the end of the term; incompletes will only be given for exceptional reasons, and will require documentation. 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 of everything you submit. 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.

<table>
<thead>
<tr>
<th>Ann Arbor Meetings</th>
<th>Detroit Meetings</th>
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<tr>
<td>Jan 8th, 22rd</td>
<td>January 29th</td>
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<tr>
<td>Feb. 5th, Feb. 19th</td>
<td>Feb 12th</td>
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<td>March 12th</td>
<td>March 5th, 19th, 26th</td>
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<td>April 2nd, April 16th</td>
<td>April 9th</td>
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COURSE SCHEDULE FOR SW 647.001-WINTER 2007

<table>
<thead>
<tr>
<th>Session 1/January 8</th>
<th>Introduction and Overview – in Ann Arbor</th>
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<tr>
<td></td>
<td>No readings due before the first class meeting.</td>
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<tr>
<td></td>
<td><strong>Film: In Women’s Hands</strong></td>
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<td></td>
<td>Please note that the recommended reading for January 22 by Peter Winn corresponds to this film.</td>
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<tr>
<th>January 15</th>
<th>Martin Luther King Day. No class; but mandatory attendance at Art Based Community Development Workshop TBA</th>
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<tr>
<td></td>
<td>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 <a href="http://www.mlksymposium.umich.edu/">http://www.mlksymposium.umich.edu/</a>.</td>
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<tr>
<td></td>
<td>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!</td>
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<tr>
<th>Session 2: January 22</th>
<th>The transforming global economy: Implications for Detroit – in Ann Arbor</th>
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<tbody>
<tr>
<td>Required readings:</td>
<td><strong>Please see reading guide</strong></td>
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Highly 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*
Note: the reading by Rachel Kamel corresponds to this film.

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

**Required readings:**
Please see reading guide
this reading corresponds to the video “The Global Assembly Line” shown in class. You don’t have to read every page of it, but please look at it on reserve in the social work library and consider using it in your papers.

Highly recommended reading:

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

Highly recommended readings:

Recommended readings:

Session 8: March 12  Health – in Ann Arbor

Required readings:
Please see reading guide
- 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*

**Recommended reading:**
- Julia Paley, *Marketing Democracy: Power and Social Movements in Post-Dictatorship Chile* (Berkeley:
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 11: April 2  Community Development – in Ann Arbor
Session 12: April 9  Community Development – in Detroit
Session 13: April 16  Conclusions – in Ann Arbor