1. **Course Description:**

This course will examine theory and research knowledge about political, economic, and societal structures and processes related to communities, groups and organizations within contemporary American society. Consideration will be given to ways in which these social systems have significant social, political, economic, and psychological impact on the functioning of individuals, families and social groups. This course will provide a framework for understanding the influences of these significant social systems on individuals, families, and groups with whom social workers practice. Communities, organizations and other large social units will be examined in terms of risk and protective factors that promote or detract from optimal individual and group well-being.

2. **Course Content:**

This course will give special attention to the critical evaluation of theory and research knowledge about social change and social processes within an organizational, community, societal and international context. Emphasis will be placed on oppression, discrimination, prejudice, and privilege and their relationship to social and economic justice for populations served by social workers. This knowledge will be considered within a context of social work values and ethics that support the general welfare of all citizens, especially the disadvantaged and oppressed.

3. **Course Objectives:**

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

1. Identify, describe, and discuss selected theoretical perspectives on organizational, community, and societal structures, processes, and change as well as social and behavioral science knowledge.
2. Describe and discuss the impact of communities, organizations and other societal groups on the social environment interactions between individuals, families and small groups.

3. Describe and discuss the meaning of multiculturalism and diversity and their consequences in American society for community, organizational and societal functioning.

4. Identify, describe, and discuss the role of risk and protective social factors in relation to social problems, social work interventions, and social/economic justice.

5. Identify, describe, and discuss major processes and contemporary manifestations of oppression, discrimination, prejudice, power and privilege as they impact on the social environment, especially in relation to women, people of color, and gay, lesbian, bisexual, and transgendered persons.

6. Identify, describe, and discuss barriers to organizational and community competence, especially those derived from race, ethnicity, culture, social class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

7. Critically evaluate organizational, community, and societal structures and processes that seek to promote social and economic justice by applying professional values and ethics.

8. Critically evaluate and apply social and behavioral science knowledge about macro systems to generalist social work practice.

4. Course Design:

Required readings will be selected by the instructor. Suggested references will be included for each session, along with a list of books related to this course. Selection of required readings, coursepack items, and texts will be made in coordination with instructors of the other HBSE foundation course sections.

5. Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity** will be addressed through presentation of theory and research on their role in community, organizational and societal functioning and well-being.
- **Social Justice and Social Change** will be addressed through discussion of the role of risk factors and preventive social factors in relation to social problems and social work interventions.
- **Promotion, Prevention, Treatment, and Rehabilitation** will be addressed through discussion of programs and systemic interventions to prevent stress and oppression of individuals, families, and groups and enhance their quality of life and well-being.
- **Behavioral and Social Sciences Research** will be addressed through its inclusion in the description of the social environment and its impact on individuals, families and groups.

6. Relationship of the Course to Social Work Ethics and Values:

This course will address ethical and value issues related to working with organizations, communities, and societal structures and processes. The NASW Code of Ethics will be used to inform practice in this area. Examples of ethical and value related issues will include: 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, issues related to organizations will be covered, such as preventing discrimination in the workplace, improving agency policies and procedures, and increasing the effectiveness and efficiency of organizations.
7. **Instructor's addendum**

In order to implement the above course description, course content and course objectives, and interpret the learning and teaching process of social work education as related to the content of this course, the course has been designed with three tracks, with one hour per track in each class session. These three tracks titles are consistent with the three Schematic Depiction areas for Social Work 502, devised by Prof. Beth Reed. In shorthand these three tracks will be referred to as the social context track, the oppression track, and the theory track.

**Track one: Social Contexts of social work: Society, human service organizations, and communities.**

The first track concerns the macrosocial context of the practice of social work and of the lives of individuals, families, groups and communities, including the societal context, community and neighborhood contexts, and organizational contexts. This track involves primarily discussion of assigned text book and coursepack readings, other required readings, etc. The sub-areas of the social context areas are:

- Societal context (Civil Society; Gender (including caregiving and emotional labor); Globalization; Inequality and Stratification; Nonprofit Sector; Poverty; Professions; Public Sector, Religion)
- Organizational Context (Bureaucracy; Human Service Organizations; Interorganizational Perspectives; Organizational Behavior; Organizational Culture; Organizational Ecology; Organizational Structure)
- Community context (African-American Communities; Latino Communities; Collectivities; Lesbian, Gay, Bi-sexual and Transgendered Communities; Neighborhoods; People with Disabilities; Self-Help Groups; Social Work Profession; Workplace)

**Track Two: Intensive Focus Track: Dimensions relevant for social justice, oppression, privilege and diversity**

Referred to in short-hand as the oppression track, the second track concerns sociocultural structures and processes associated with oppression and resistance to and prevention of oppressive social practices. This track concerns focuses on exploitation, oppression and dehumanization as related to race/racism; gender/sexism/patriarchy/misogyny; sexual orientation/heterosexism/homophobia; class/capitalism/classism; and ableism/disability/disability oppression, etc. It also concerns organizational responses to oppression including professional organizations (including their values and ethics); religious organizations (including their increasing role in service delivery); workplace organizations (such as labor unions), and other voluntary associations such as social movement organizations and self-help groups.

Sub-areas of this track include: Oppression; Ableism; Ageism; Anti-Semitism and Anti-Arab-Discrimination; Caste; Classism; Exploitation; Heterosexism; Homophobia; Patriarchy; Privilege; Racism; Sexism; Ethics; Diversity.

**Track Three: Theories Relevant for communities, organizations, society, social change and practice**

The third track focuses on the social theories and social work theories which have sought to provide a framework for understanding the various social contexts, structures and processes. These include ecosystems theory; empowerment theory; structural social work theory; and human needs theory, etc.
Sub-areas include: Theories and key concepts; Alienation; Community; Ecosystems; Empowerment; Externalities; Feminist; Human Needs; Justice; Marxist; Organizational; Postmodern; Power; Queer; Social Capital; Theory Development; Class Analysis; Organizational Analysis; Institutional Analysis.

8. **Source Materials**

The source materials for this course are listed in the alphabetical Bibliography attached to the end of this syllabus. The source materials list includes all required readings, supplementary readings and additional citations for use in papers, presentations, etc. Information about electronic availability of these readings is in the Call Number field of the Alphabetical Bibliography on the Coursetools site.

Also available on the Coursetools site (see section ten below about Electronic Availability of Course Materials), and on the SWK 502 Floppy Disk (distributed on the first day of class), is a Subject Bibliography of these materials, which identifies the SWK 502-related subjects related to the various curricular themes. The disk also includes a copy of this syllabus.

9. **Subject Bibliography**

A full Subject Bibliography for this course is posted on the Coursetools site. The readings on the site are the same readings in the attached course bibliography, but are listed by the subject or subjects to which each reading is relevant. These subjects include Societal Context, Organizational Context, Community Context, Oppression, Theory and Concepts and the various sub-areas listed in parentheses within each of the three tracks in the Instructor’s Addendum above. They also include various Field of Practice Interests and Practice Method interests. An effort was made to avoid readings which are more appropriately assigned in practice method courses or in social welfare policy courses. Thus, while there are readings identified as relevant to Fields of Practice or Practice Method, these readings are not about policy or practice per se. Rather they are about societal, organizational and community processes forming the context for policy and practice. A key theme guiding the selection of these articles was an effort to understand the centrality of organizational context for individuals, families, groups and communities and for the micro and macro practitioners serving them.

10. **Electronic Availability of Course Materials**

We will be using the last hour of the first class session to visit the Computer Lab in the social work library and familiarize you with the following:

The Coursetools site for this course. You should visit the following login site and enter your unique name (without the @umich.edu) and password.


Articles available in the serials holdings of the Social Work Library are marked as SWLIB in the Call Number line following each citation.

Electronic availability is indicated on the by the words Proquest, JSTOR, Psych Article, or Electronic. This means that the article is available by visiting one of the following electronic links. These links may reached on one of the following ways: (1) typed in from the hard copy of this syllabus; (2) double-clicking on the below links from the Social Work 502 Floppy Disk to be distributed in the first class
session, (4) Navigating from any browser as described below, (5) Following links available from the Online Resources links available through the Social Work Library at: http://www.lib.umich.edu/socwork/social.html.

**Proquest:** [http://www.lib.umich.edu/rrs/proquest.html](http://www.lib.umich.edu/rrs/proquest.html) (The Proquest link may also be reached by navigating from the main library home page: [http://www.lib.umich.edu/](http://www.lib.umich.edu/) and clicking on Networked Electronic Resources under Electronic Resources.)

**JSTOR:** [http://www.jstor.org/](http://www.jstor.org/) (The above link by be reached by navigating from the main library home page: [http://www.lib.umich.edu/](http://www.lib.umich.edu/) and clicking on Networked Electronic Resources under Electronic Resources. Then choose J for JSTOR and the link will present itself.)

**PsycArticle:** [http://www.psycinfo.com/library/fulltext.cfm?CFID=696103&CFTOKEN=7532407](http://www.psycinfo.com/library/fulltext.cfm?CFID=696103&CFTOKEN=7532407) (The PsycArticle links may also be reached by navigating from the main library home page [http://www.lib.umich.edu/](http://www.lib.umich.edu/) and clicking on Networked Electronic Resources under Electronic Resources. This full-text database of articles from the PsychInfo database can be then reached by clicking on P and scrolling down to the PsychArticle link.

**Electronic:** Articles marked as electronic are generally not available through one of the above three links, but are available through another electronic source. These articles may be obtained by visiting the main library webpage [http://www.lib.umich.edu/](http://www.lib.umich.edu/) and clicking choosing Electronic Journals and Newspapers under Electronic Resources. Then click on the letter matching the first name of the Journal in which the article is to be found, scroll down to the Journal name and navigate from there.

11. **Required coursepack and recommended books**

**Required Coursepack:** In making purchase decisions about the below books, the cost of the course pack should be kept in mind. The coursepack will be in more than one volume, in order to reduce the size. The coursepack should be purchased from Excel, 1117 South University Ave. **Please bring the coursepack to class as it contains the weekly in-class reading article.**

This course was designed to be one of two Foundation Courses in the C.S.W.E.-mandated Human Behavior in the Social Environment portion of the curriculum (the other course being Social Work 500). This course focuses on the macro social environment. Because Social Work 560, the introductory macro practice course, is being offered concurrently to Social Work 502, it is important that students are exposed to a good overview of this HBSE material early on in this course.

With this objective in mind, the Kirst-Ashman text, *Human Behavior: Communities, Organizations and Groups in the Macro Social Environment* was chosen as a recommended, but not required, text book for this section. Material from this book will be used for lectures in the social context track’s overviews of society, community and organizational context early in the semester. As a foundation-level text book, this book was designed to serve both undergraduate and graduate students of social work. The book is a good transition from undergraduate to graduate study. However, given the publication of many new and valuable articles and book chapters, and a substantial increase in the cost of the book, this book will not be required this year in this section. Nevertheless, students who feel the need for an elementary grounding in the macro side of the HBSE curriculum should consider purchasing this book. It is increasingly available as a used book. It is available new for $53.30 at Shaman Drum.

**Required for purchase** is the following book: Bob Mullaly, *Structural Social Work: Ideology, Theory and Practice*. Required reading from this book will include Chapters 2 (Social Work Vision: A
One other book is recommended: Johnson, Allan G. 2000. Privilege, Power and Difference. Boston: McGraw-Hill. Selections from chapter 3 and 4 from this book are included in the coursepack. This book is a valuable way to become familiarized with the nature of discourse about oppression and privilege as it is used in modern diversity training seminars. It is written by a sociologist who does such training extensively. It is also informed by a thorough reading of the available literature on oppression and privilege and includes a bibliography for further reading, divided into sections on privilege and oppression: gender privilege and oppression; race privilege and oppression; privilege, oppression, and sexual orientation; social class privilege and oppression. The book is available at Shaman Drum.


In planning this course, it became apparent that one other book contains many articles of direct relevance to this course: Frederic Reamer’s edited collection, The foundations of social work knowledge (NY: Columbia University Press, 1994). Several chapters are among the readings assigned for various sessions. In addition, several other chapters are a good core resource for courses in other parts of the curriculum.

The Encyclopedia of Social Work: This resource is much neglected. I can’t recommend a purchase of the 1995 edition and 1997 supplement, as they are becoming a bit dated and there may be a new edition coming out soon. However, I would recommend that you familiarize yourself with this resource in the social work library. A number of in-class reading exercises will use the relevant Encyclopedia sections to ensure we all have a common knowledge base for discussion.

12. Assignments and Exams

There are 100 possible points for this course: 20 points for the first paper; 20 points for the book or readings report; 50 points for the final paper, and 10 points for attendance. Please see Grading, Participation and Attendance below for more information on all factors affecting the final grade in the course, including the Extra-Credit Film Reviews.

**FIRST PAPER: Description of self in relation to macro-level knowledge, emphasizing Critical Consciousness (and area of interest for final paper)**
This paper is identical to the first assignment by Prof. Beth Reed, with the addition of question three, which asks you to further link your interests to the literature identified as relevant to this course, and question four, which seeks to enable you to begin thinking about the tentative subject of the final paper for this course.

The assignment consists of a short (no more than 6 pages) paper. While not a traditional, academic paper, it should be well-organized and thoughtful, cite and draw from the readings assigned so far and those future readings most related to your interests, demonstrate an ability to compare and contrast various points of view and analyze/critique your experience in the context of the terminology from class, readings, etc. Readings and course concepts should be referred to and referenced appropriately. The possibilities of what to include are enormous, so think carefully about your main goals and points in the paper--what aspects are most central, most relevant to this course, and/or most important or conflictual for you. Be sure to address community, organizational, and societal dimensions and relevant theory.

This assignment has three major goals:

1. To demonstrate your understanding of course concepts, by a) using key course concepts and theory appropriately; and b) describing and critically analyzing your knowledge and background in relation to the content and goals of this course.

2. To provide a vehicle for you to assess and deepen your “critical consciousness” (see below for definition) by applying macro knowledge and social justice/diversity concepts to your own experiences and worldviews.

3. To begin the process of integrating student interests with the course content and to enable the student and instructor to begin a dialogue about the final paper topic.

In this assignment, you should address four questions. The first two can be answered separately, or integrated into one essay. Only the first two questions are graded and they should be the primary focus of this paper. The third and fourth questions should be answered in one page at the end.

1) How have a) societal, b) community, and c) organizational structures and processes shaped who you are, what you value and notice, the opportunities and barriers you perceive and have encountered?

2) How do your positionalities within the macro world affect what you notice, are drawn to or resist within the macro world, and the types of knowledge included in this course so far?

Original guidelines for 1) and 2) above:
Critical consciousness is a process of continuous self-reflection and action to discover and uncover how we, our approaches to (social work) practice, and our environments have been and continue to be shaped by societal assumptions and power dynamics. This is an important tool to help us to recognize, understand and work to change the social forces that shape our societies, communities, organizations, ourselves, and the lives of those with whom we work. Without critical consciousness, we do not recognize how we are being influenced by the larger environments, nor can we build on important differences among people and groups. Without critical consciousness, we perpetuate or at least do not challenge dynamics which create and sustain social injustices. Critical consciousness requires us to engage in a deep analysis of the larger world around us, ourselves, our backgrounds, values and environments, and to understand others though their construction and enactment of their multiple identities and how they perceive their environments. We also must work to understand how others perceive us, and how our social identities and the larger context influence these perceptions.
A major emphasis within this assignment should be on your approach to and understanding of those dimensions and group identities related to societal patterns of privilege and oppression [e.g., race, ethnicity, gender, socio-economic class, sexual orientation, age, disability status, religion]. Both difference and dominance dimensions are important to address. These include a delineation of your core experiences and assumptions and how they may differ from others, and your experiences on dimensions which privilege you, plus those which have led to your experiencing discrimination, marginalization, or other forms of difficulty. One’s personal, political, and professional values and ethics are also extremely important. What sources of social and societal power can you access, given your own personal and group characteristics? What stereotypes are people likely to have about you? How are these shaped by the macro dimensions central to this course?

Four criteria for grading for first and second questions of this assignment:
* Level of understanding of concepts, knowledge, and theories from the course and readings, and ability to apply them accurately
* The scope (range) of topics and concepts covered. (community, organizations, society, different course readings and activities, including those concerned with multicultural and power issues);
* Level of integration across types of concepts;
* Ability to locate oneself within the macro world and develop and deepen your critical consciousness.

3) Given your personal and professional interests, your answers to 1) and 2) above, please consult the readings in the subject bibliography on the Coursetools site and identify for yourself which sub-area or sub-areas within each subject area below are of most interest. (The sub-areas are within parentheses below). Then, for each of the five subject areas below, please write a few sentences about why you are interested in the sub-area within it you have chosen. This will build on the initial interest identification form handed out in the first class session.

Societal context (Civil Society; Gender; Globalization; Inequality and Stratification; Nonprofit Sector; Poverty; Professions; Public Sector; Religion)

Organizational Context (Bureaucracy; Human Service Organizations; Interorganizational Perspectives; Organizational Behavior; Organizational Culture; Organizational Ecology; Organizational Structure)

Community context (African-American Communities; Collectivities (see Mullaly for this interesting concept); Diversity; Lesbian, Gay, Bi-sexual and Transgendered Communities; Neighborhoods; People with Disabilities; Self-Help Groups; Social Work Profession; Workplace)

Oppression (Ableism; Ageism; Anti-Semitism and Anti-Arab Discrimination; Caste; Classism; Exploitation; Heterosexism; Homophobia; Patriarchy; Privilege; Racism; Sexism; Ethics; Diversity.)

Theories and concepts (Alienation; Community; Ecosystems; Empowerment; Externalities; Feminist; Human Needs; Justice; Marxist; Organizational; Postmodern; Power; Queer; Role; Social Capital; Theory Development; Class Analysis; Organizational Analysis; Institutional Analysis)

4) Having now begun to further narrow down your interests within each of the five general subject areas, please read the wording of the assignment for the final paper for this course. What is the general area about which you think you would like to write your final paper?

You will not be committed to this topic. The purpose of this part of the assignment is merely to enable the onset of a dialogue between student and instructor, and among students, about possible paper topics.
Please come to class prepared to discuss this part of your answer in a small group session. (Later in the semester, when your paper proposal is approved, you will have a chance to present it to the class in a panel discussion.)

**ASSIGNMENT TWO: BOOK REPORT OR SUPPLEMENTARY READING REPORT**

The purpose of this assignment is to provide the student with some of the skills needed to acquire, evaluate and communicate information about the nature of the macro social environment. The student will learn how to write an abstract of an article or book and how to identify key concepts from the work which can be retained for use in social work and social living. Another goal is to familiarize the student with a book or set of readings relevant to the student’s interests. The student will also contribute to the overall learning and teaching taking place in this course by enriching the exposure of students to a wide variety of books and articles.

Accordingly, each week, beginning as soon as possible, there will be student book reports or supplementary reading reports in class. Each will be based on a written report 3-4 pages in length reporting on the book assigned or the set of supplementary readings for that week. At the Book Fair in session two, you will have a chance to see the possible books. Volunteers are particularly needed for the reports that are scheduled for presentation early in the term. This is a good way to get this part of the semester’s work out of the way early. The goal is to pin down, by the 2nd class session, which reports will be given by which students.

There are three parts to the assignment:

1. A 2-3 page written book report OR 2-3 one page article/chapter abstracts. These should be double-spaced. (See below about the standardized components of the report)
2. A single-spaced email attachment of the same in Word format for posting to the Coursetools site and insertion into the abstract field of the course’s Procite database. The student’s name will not be used. If you would prefer you report **not** be posted, please indicate this in your email. The idea is to accumulate book reports and article reports in order to build the knowledge base for the course and help other students choose valuable readings.
3. A 5-10 minute presentation to the class about the book or the series of articles, leaving time for you to lead discussion based on questions and comments you prepare (the report format will include a place for you to write those in advance). You can opt to read your report if you wish, or prepare a presentation, but shouldn’t spend too much time on the preparation of the presentation itself. Also, you shouldn’t plan to spend more than about 6 hours total on this assignment. You do NOT have to read every word of the books or even of the articles. The goal is to familiarize the class with the book or articles, and you need to understand the book well enough to do this effectively.

Report format (please number the sections):

*(Name of student at top please – will be deleted when posted to Coursetools)*

1. Full citation of book or article  
2. One-Two paragraph abstract of the book or article. (See How to Write an Abstract on Coursetools Site).
3. One paragraph in which you evaluate the suitability of this book or article for social work education in general and for this course specifically, and provide any salient comments about the material.  
4. A list of the key concepts used in the book and quotes or paraphrases from the author’s definition or use of the concept, with page number cited. Please put the actual concept in Italics at the left margin and repeat the italicization during the discussion. For instance:
Organizational imperatives: Gitterman and Miller (1989: 151) argue that organizational imperatives are more influential on clinical decisions that we might realize. They state: “Almost all, if not all clinical decisions represent agency policy and organizational imperatives in action.” Clinicians need organizational skills in order to understand these organizational forces and engage in organizational change activity.

You should single space these glossary entries within your otherwise double-spaced report. You may wish to develop a hand-out for your class presentation that focuses on these concepts.

5. A list of several discussion questions or comments to facilitate class discussion.

This assignment provides a way in which students can advancing the process of learning and teaching in social work (Reynolds, Learning and Teaching in the Practice of Social Work – see bibliography). By reporting to the class about books or articles relevant to each class session, but which are either too extensive (books) or too numerous (articles) to be included in the required reading list, the student will contribute to the overall teaching process in the course. Although in some cases the class will have read a single chapter from one of the books on the following list, the report will make it possible for the class (and in some cases the instructor, who has examined and read some of but not all of the books) to learn more about the work in its entirety. The end result of this will be a near doubling of the articles and books that the class will become familiar with over the course of the term.

Book Report List

Calasanti, T., & Slevin, K. (2001). Gender, social inequalities and aging. Walnut Creek, CA: Alta Mira Press.

(See Course Outline and Course Calendar for the various sets of supplementary readings for those reports.)

FINAL PAPER: 502 AND YOU!

8-11 page, double-spaced, primary paper for this course. Due December 17. Please leave one inch margins and 12 point font. The goal of this paper is to conceptualize how it is that societal, community or organizational context influence social workers engaged in social work practice and/or the lives of oppressed and vulnerable populations, with reference to a specific field of practice or practice method or an actual organization or community or type of organization or community.

The goals of this paper are threefold. First, to provide you with an opportunity to integrate social work and social science knowledge about societal, community and organizational processes with your social work practice interests, social welfare field of practice interests, or interest in a specific oppressed or vulnerable population. Second, to stimulate learning about how to acquire knowledge from the literature which can inform your practice method or field of practice interests. Third, such an assignment permits you to meet course objectives by using appropriate theoretical perspectives to enable you to critically evaluate how the structures associated with the societal, organizational or community context at the macro level shape conditions which impact both social workers in the human service workplace and the oppressed and vulnerable individuals, families, groups and communities with which we work.

Please print your reference page in the American Sociological Association format. The A.P.A format, while used in most social work journals, fails to use first names of authors, and this is problematic. For instance, one required reading and several other readings on the Course Bibliography were obtained from student papers for last year. The full reference is preferable for this, and it avoids mixing up authors. The easiest way to do this is to use Procite or EndNote to store your references and print your bibliography.

Please cite authors in the body of the paper using the following format: For instance, if a direct quote or fairly close paraphrase is used, please provide page numbers. For instance, Boyarin (1997:xvii) argued, “My endeavor is to justify my love, that is, to explain it and to make it just. I explain my devotion in part by showing that Judaism provides exempla for another kind of masculinity, one in which ‘feminization’ is not experienced as a threat or danger.” Or, However, if you are summarizing or commenting upon an author, no page number is needed. For instance, the main point of Gitterman and Miller (1989) was that it is important to understand the organizational context and the way it affects practice decisions. As for the bibliography, please use APA format, but revise it to include the full first name of each of the authors cited. The course disk has such a revised APA format style file for use with Procite 5.

As part of the preparation of this paper, on October 22, please hand in a 2 page, double-spaced paper proposal. It should include answers to the following questions:

1. What is your proposed paper topic?
2. What personal/professional concern of yours does this paper address?
3. How is this topic to be related to societal, community or organizational processes OR How is this topic to be related to literature about forms of oppression.
4. What kind of theory base (of the kinds covered in this course) will be your primary conceptual framework?
5. Please provide a preliminary bibliography which you plan to use for your paper.

This paper will be returned with typed comments on 10/29. The instructor reserves the right to request that you revise and re-submit the proposal, in which case you should send it to the instructor as an email (in body text) prior to the next class. I will then approve your paper topic prior to that class or, at worst, suggest we meet in office hours to discuss your topic in more depth.

On 11/5 and 11/12, there will be a series of Paper Topic Panels. At these panels, students will present their paper proposal to the class and seek feedback, suggestions, etc. The panels will be arranged by the general area of the topic of the class. This may produce some natural groups which will permit some ongoing collaboration between students as paper preparation proceeds.

The instructor would like to stress his availability to be of assistance outside of class with this paper.

The syllabus states that papers will be evaluated according to the following 7 criteria. I’d like to expand on these with reference to the final paper:

1. Definition and maintenance of a clear focus.

Please set up your introduction in a way which makes clear where you are heading in the paper, and then stick to this focus without wandering too far from it. Your conclusion should therefore be related to the focus set in the introduction.

2. Systematic and logical presentation of arguments

The body of the paper should be organized so as to facilitate achievement of the focus and goals set in the introduction, and lead to your conclusions.

3. Appropriate use of evidence.

This is one of two criteria which require that you have done a thorough literature search in order to inform your paper.

4. Development of relevant and interesting insights.

This includes commentary on the work of others as well as your own original thinking.

5. Familiarity with, and appropriate use of relevant literature.

This is the other criteria that require that you have done a thorough literature search, but goes farther in requiring that you show familiarity with this literature and use it well.

6. Clarity of presentation.

This does include proper use of spelling, punctuation, citations, bibliography, etc., but it also relates to overall writing quality and the ability of the instructor to understand your points.
7. Conformity with the requirements of the assignment: This will largely be related to the success of the integrative process, which requires an appropriate level of use of 502-related content as integrated with your interests. In much of social work education, a trend has developed in which students are rarely asked to write a serious paper which seeks to integrate person, social work, and environment. The final paper assignment for the course in the person and environment (HBSE) curriculum, is an opportunity to do so.

**Examples of previous student papers:** Following are some examples of paper topics from last year. Later on this term I will be handing out a few excellent papers for your brief review. Also, several of these papers will be presented by students from last year’s course.

Beth Mayer (presenting 11/19): A paper on feminist theory and feminist therapy which argued for a "new theory of domestic violence, one that places the individual choice of the batterer at its center but does not fail to consider feminist, 'family violence,' and value theories...". She cited K. L. Anderson's work but integrated it with the role that values play in the "personal choice of the perpetrator to use violence" and argued that even many feminist-inspired programs for domestic violence tend to blame the victim in various ways.


Myra Sepulveda (presenting 9/24): "Respect and respectability: In the eyes of the beholder," a paper drawing on Victoria Wolecott's book, *Remaking Respectability: African-American women in interwar Detroit*, as integrated with personal experience as a Latina with conceptualizations of respeto (respect) and aguantar (to endure, tolerate, etc.) in Mexican-American culture. The role of such concepts in experiencing and resisting oppression was explored.

Irene Fields (presenting 11/19): "Definitions of disability and barriers to employment.” This paper explored struggles over the definition of disability and changing attitudes towards disability and how they have very real consequences in the human service workplace.

Paul Epstein (presenting 10/8): “At odds with the patriarchy: The invisible man and other short theories". An untitled paper discussed the interests of men in working to undermine patriarchy. A notable section argued: "Behind this oppression is the patriarchy, the hierarchical system constructed to give males an advantage and the greater balance of decision-making power and wealth, and its set of provisions afforded the dominant gender, known as ‘male privilege’. Although the discrimination and sexism that are inherent in male-dominated societies have come under attack, the causal patriarchy, and male privilege, are only beginning to be reexamined, as feminists are demanding more autonomy and higher status in society for women. And although it is now widely accepted that women might reap great benefits from reform, the purpose of his paper is to point out that, to a large degree, a surprisingly high percentage of males would do well to work toward elimination of the patriarchy too, for the 'man's world' may be something many, or most, of us could best do without."

"Gridlock oppression in nursing homes" focused on the difficulty residents and nurse's aides have because of the oppressive and unsupportive environments that exist in the current long term care system. Empowerment theory was used and was integrated with the author's personal experiences in order to propose a "more utopian model for nursing home care that may come closer to meeting the needs of two marginalized populations".

"Sexism and Ageism: A feminist social work perspective"
13. **Attendance, Participation and Grading**

Attendance and participation together provide ten possible points towards the final grade. Excellent attendance and participation ensure ten points being awarded. Deductions from these ten points may be made as explained below.

**ATTENDANCE**

Attendance at class each week will be very important in determining how well you do in this class! Each unexcused absence exceeding one absence results in a deduction of 2 points from the final grade total. This being graduate school, I don’t wish to require documentation satisfactory to the instructor for excused absences (as is the practice in many undergraduate courses here at the University). Instead, the instructor would prefer to be informed in advance by phone should an excused absence be necessary. I can be reached at 734-645-6261 for this purpose and you can leave a message if I am not available. If you can't be in class for any reason that you recognize would not normally be considered an excused absence, I would still appreciate your notifying me by email prior to class. Please do not skip class because you have failed to do the readings. A better practice might be to just email the instructor to let him know that you weren’t prepared for class that week.

Lateness: The instructor reserves the right to deduct 2 points for a pattern of lateness for class or from breaks.

After the fifth and tenth class sessions, the student will be informed as to how many attendance points have been earned at that point, and if lateness is considered a problem at that point.

**WEEKLY CLASS PARTICIPATION**

A recent interesting article in the New York Times, August 14, 2002, discusses the relative role of lectures and class discussions in the classroom learning process: “The College Lecture, Long Derided, May Be Fading. John Dewey would be pleased. So would Rousseau and Socrates, too.” (It can be reached at a link on the Coursetools site). The author cited an early (1928) critic of lectures: “As Mr. Holt saw it, the conference-system classroom should include about a dozen students — all of whom had read assigned materials and come prepared to discuss them — and a faculty member. The principal task of the faculty member was to encourage students to speak up and test their ideas in freewheeling discussion and debate.” (My emphasis).

This is not to say that there will not be lectures. In fact, there may be more of them, particularly in the first half of the term, than some students have reported in the past they like! On the other hand, the instructor does largely subscribe to the above model of learning and teaching.

But how to evaluate student participation under such a model? One way would be through a mid-term and final exam. This is a perfectly acceptable way of ensuring that by the time of the exams, students had read the assigned materials, but it wouldn’t help ensure they came to each week’s class prepared to discuss them.

Another model would be to reserve the right to give pop four pop quizzes, each worth 2.5% of the course grade. Again, a perfectly appropriate model upon which to base 10% of the grade, seen as a participation
grade. But this typically leads to guessing about when pop quizzes will be given, gambling about whether or not it is important to do the reading, and it also requires valuable class time.

Another model is to require students to write weekly abstracts of articles that would be graded. But this requires too much work on the part of student to write the abstracts, and too much work on the part of the instructor to read the abstracts.

Yet another model is weekly in-class writing exercises that would be graded. Weekly exercises take away from class discussion or lecture time and would require much grading time.

For this class, tests and graded quizzes will not be used. Nor will the issue will not be how often students speak up, as this varies according to personality and preference. Nor how much freewheeling discussion and debate one engages in. Rather, assessment of student class participation will involve assessments by instructor and student of evidence of the extent to which a student has “read assigned materials and come prepared to discuss them”, to quote the above article. It is felt that the goal of such evaluation should not be to assign a number or letter grade to class participation but to assume that preparation and effective participation is expected of all students. Seen in that way, only evidence of lack of preparation or effective participation would affect the final grade in the course. Otherwise, the components of the final grade will consist merely of attendance and grades on the three written assignments (see below).

Still, how can we ascertain evidence that the student has “read assigned materials and come prepared to discuss them”? Last year, this instructor and one other instructor gave one point for participation for each week that students emailed in a single discussion question. From a discussion point of view, the questions were excellent, as many of the points made produced excellent discussion. However, the point system proved mechanical from a grading standpoint and hard to keep track of. Last year, another instructor asked students to bring a list of five concepts to class from the readings. This had the benefit of allowing us to focus in on an understanding of actual concepts from the readings.

This year in this section both forms of tangible evidence of student preparation will be utilized, both discussion questions/comments and submission of concepts. For his part, the instructor will maintain, based upon the concepts and definitions provided and class discussion of them, a database of concepts for Social Work 502. These will be posted periodically to the Coursertools site and may be used by students in papers, as well as providing an accumulative collective product by this class. (For an example of such a product from last year’s section, please see the Compendium of Words and Affective Phrases About Oppression, on the Coursertools site.) And, the instructor will read the discussion questions and comments and decide which ones might be best to use in the class, although students are certainly free to raise them on their own.

Accordingly, for each assigned reading, please email the instructor, prior to each class session, one of the following:

One key concept which you believe is especially important from the reading along with the author’s definition of the concept and any additional light you can shed on the meaning or value of the concept for the purposes of this course, OR One discussion question OR a critical or appreciative comment which might provoke discussion, or a question to the instructor?

If you are submitting a concept, please try to use the format supplied above for how to supply concepts in the book/reports.
Please be prepared to be called upon to discuss the concept or present the question or comment or key point summary during the class discussion of the assigned readings. Students are exempted from this responsibility on the weeks they are presenting their book report or report on supplementary readings (see below). In this way, for each of the three tracks of each course session, there will be a set of pre-prepared concepts and discussion items. This should help facilitate the kind of learning model discussed in the New York Times article.

**Also, please come prepared (with coursepack in tow) to write an occasional ungraded, in-class writing exercise.** These exercises provide important feedback to the instructor about student reactions to the readings. One might argue these are “pop quizzes in disguise”, but they are actually intended to facilitate class discussion and learning of key issues; their role in assessing preparation is secondary.

Evidence of lack of preparation on these exercises, along with failure to submit concepts or question or to bring the coursepack to class, will be taken into account by the instructor. After the fifth and tenth class sessions, an assessment a will be made whether or not there has been any noticeable lack of preparation and I’ll communicate with you via email in that regard so you will know where you stand thus far and will have an opportunity to respond.

Overall, for the term, evidence of noticeable lack of preparation for class will result in the final grade being reduced 2 points. Evidence of considerable lack of preparation for class will result in the final grade being reduced 4 points. Although this involves points which apply to the final grade, ultimately it is a qualitative judgment, at the discretion of the instructor. Final term papers will be returned with the grade for the final paper, a report of the total points from all three papers, the attendance points, and the reduction of the term grade if any.

Please cooperate by coming to class having done the assigned readings and preparation. However, please do not skip class merely because you are not prepared or only prepared for one or two of the three tracks. If called upon you can merely pass or your can email me in advance or let me know you are not prepared. One such class session is not “noticeable”.

**EXTRA-CREDIT: FILM REVIEW**

If you would like to boost your final grade a bit and contribute more to the learning and teaching in this course, and if you love films and what they can convey, you are in luck! A film review should be no longer to present than a Book Report or Supplementary Readings Report, in other words about 10 minutes, with 10 minutes for discussion. The written portion of the Review, more than one-half page and not more than 1.5 pages single-spaced, should be submitted by email to the instructor prior to class, should include an answer to the following questions:

1. Without giving away the ending, what is the basic storyline of this film?
2. Who are the key actors and what are the names of the characters they play? (Feel free to consult the review made available at the Film Festival, a copy of which will be made available to each student who opts to do this extra-credit assignment).
3. Which scene in this film do you feel best conveys the nature of oppression and/or the struggle against it? Please describe the setting of the scene and the scene itself.
4. Which forms of oppression or what kinds of privilege are best conveyed in this scene and how do you feel the scene does this?
5. What specific section of the scene is most central or powerful? Please describe this part of the scene using brackets to enclose your description of what happens, and the names of the characters and actual dialogue in quotations or paraphrased dialogue without quotations. Please be as brief
or as thorough as necessary. For instance, in Riding in Cars with Boys, one scene about gender relations has Roy, a drug-addict and ex-husband of Bev, tell his college-age son Jason (speaking about something he has done which he knows will anger his second wife): “Look, she’ll get over it. Women wanna forgive. Even a total screw-up they want to help. It’s in their nature or something. But you gotta tell them you need their help or they won’t do it. Lord knows I need all the help I can get.” Later, the son asks his mother, perhaps for the first time in a relationship in which he was often the object of blame and the carrier of many adult responsibilities, for something which will change his life. Bev responds with exasperation and humor, “When does this job ever end!” Jason replies inquisitively, commenting something to the effect “you call it a job”? And Bev says, “What do you think it is, a calling?”

6. Please repeat steps 3-5 if you feel there is a second key scene, or instead write a narrative which incorporates a number of scenes and quotations which achieves the objectives of steps 3-5.

7. Please formulate a discussion question for the class to follow up on after your Review is presented. For instance, a discussion question about the file Riding in Cars with Boys might be, “What do we think it is? A job? A calling? An unequal caregiving burden enforced by patriarchy? Something that, as Roy said, is “in their nature”? A form of intra-familial solidarity against the extra-familial oppression experienced in their working-class community? What do we think it is?” What about the way the film showed paternal caregiving as expressive and maternal caregiving as instrumental? What does this say about enforced divisions of labor within the home?

8. Does the instructor have your permission to use your review for University teaching purposes, with your review attributed as “Student reviewer, Fall 2002”?

Your review will be posted to the Coursetools website (but not in the public section).

Early in the term there will be a Film Festival of sorts, with reviews posted of many candidate films and other films relevant to the following areas:

Class (films such as Ruby in Paradise whose central theme is class differences as well as films about working class communities, trade union struggles, etc.);
Racism (such as Two Family House which show the centrality of racism for American culture and the myriad ways people struggle against it);
Gay and lesbian (films which treat gay and lesbian characters or themes in a way which was pioneering for the day and/or promise to provide increased consciousness about the nature of homophobia, heterosexism, etc.);
Native-American (films which rise above the typically stereotypical ways in which the aboriginal peoples of our continent are portrayed);
Sexism (films which promise to portray the nature of women’s oppression and resistance to it);
Anti-Semitism (films such as Gentlemen’s Agreement and School Ties which show the insidious and evasive nature of anti-Semitism in the U.S. and Britain primarily);
AIDS (films such as The Philadelphia Story and documentaries such as And the Band Played On and Absolutely Positive);
Poverty (films about abject poverty and the people living through it and dying in it).

All this work? And what is the reward? To use a theatrical turn of phrase, “There’s the rub!” There is a problem with typical ways of rewarding extra-credit work, for instance by giving points towards the final grade. If the number of points is too high, it leads to terrible grade inflation. If the number of points is too low, there is no incentive to do the extra-credit work. For this course, it is proposed to reward extra-credit work in the following manner. At the end of the semester, all paper
grades and attendance points are added up, and any deductions for noticeable or considerable lack of participation are deducted. Then extra-credit points are awarded according to a scheme which gives more points to students with lower point totals and fewer points (perhaps even just one point or less) for students with higher point totals. The way this is done is by subtracting the point total from 100 and multiplying it by .20 and then adding it to the point total in order to obtain the final point total on which the final grade would be based. For instance, if the student's final total is 90 after papers and attendance and participation, it would be 100-90=10. The final grade would be 90+(10*.20)=92.5, or 2.5 extra-credit points. If the student had 80 going in, it would be 100-80=20, and the final grade would be 80+(20*.20)=84, or 4 extra credit points. So for the "A" student, who ends with a 95, 100-95=5, and the final grade is 95+(5*.2)=96, for only one extra-credit point. This would maintain the extra credit assignment as something a weak student would have an incentive to engage in, without making it something that would provide a windfall of grade inflation to the top students. It maintains an incentive to excel while providing a safety net for a student having some difficult adjusting to the academic and other demands of graduate school. It is a form of “insurance” against the uncertainty that one’s final point total will indeed be as high as one would like. In a sense, this way of grading extra-credit assignments is a form of "social policy". Is this a fair social policy? Student reaction to this aspect of the grading policy is entirely welcome!

GRADING

As indicated in the section on the Final Paper assignment, following are the criteria applied in the assessment of written assignments:

1. Definition and maintenance of a clear focus.
2. Systematic and logical presentation of arguments
3. Appropriate use of evidence.
4. Development of relevant and interesting insights.
5. Familiarity with, and appropriate use of relevant literature.
6. Clarity of presentation.
7. Conformity with the requirements of the assignment.

However, ultimately, grading of written work comes down to a judgment as to the overall quality, according to the following widely used criteria:

A+ - Outstanding
A - Excellent
A-/B+ - Very Good
B - Good
C - Fair
D - Poor

A careful review of the first two written assignments will probably result in a conclusion that the “graduate student A and B system” will apply. This may very well be the case, although the instructor reserves the right to grade assignments which do not do a good job accordingly. However, high standards will be maintained on the final paper, which is due at the end of the first semester of graduate study in the nation’s leading school of social work. Students should take ample advantage of the class time given to preparation of that paper and of the office hours of the instructor. Final drafts of final papers will not be read, but sections of drafts at various stages will be discussed. This grading policy should be kept in mind when considering whether to opt for one of the extra-credit film review.
Following is the point system for assigning final grades. To make it possible to help keep track of progress in the course, after assigning a letter grade to papers, a point total will be given as well. This will then be turned into points, through a calculation based on the following point range.

Grades are as follows: A+ = 98, 99, or 100 points. A= 94, 95, 96, or 97 points
A- = 91, 92 or 93 points. B+ = 88, 89 or 90 points. B = 85, 86 or 87 points.
B- = 82, 83 or 84 points. C+ = 79, 80 or 81 points. Etc.
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
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<td>9/3</td>
<td>Societal Context Overview</td>
<td>Lecture: (K-A Ch 1) Eamon (01)</td>
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<td>9/5</td>
<td>Community Context Overview</td>
<td>Lecture: (K-ACh2-3) Troppman, Fellin (01)</td>
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<td>9/10</td>
<td>Org. Context Overview</td>
<td>Lectures: (K-A Ch6-8) Perrow (02), Perrow (95)</td>
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<td>9/24</td>
<td>Org. Cx.: Gender, race and class</td>
<td>Papers re: Context</td>
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<td>Community: Neighborhood</td>
<td>Context: Built Env. Report: Kozol</td>
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<td>Organizing Change</td>
<td>Incremental Changes Brager (78)</td>
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<td>Organizing Oppression</td>
<td>Report: Gutierrez 95</td>
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<td>Organizing Inequality</td>
<td>Report: Bond (99)</td>
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<td>Organizing Class exploitation</td>
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<td>Report: Ruth in Paradise</td>
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**Notes:**

- 9/11 "doesn't do tragedy justice (Freudman)"
- Lerner: Collins (01)
- McIntosh: Young (90)
- Pitchford: Derman-Sparks (97)
- Lorber: Tilly (98)
- Suppl.: Wharton, Hooyman, Johnson (97)
- Dunbar (71), England & Folbre (97), Calasanti (93)
- Anastas (01), Suppl.: Amup (95), Newman
- Gil: 96, Young: 90
- Suppl.: Eamon (01), Wakefield#2
- Suppl.: Foster, Fishman

**Topics Covered:**

- Oppression & Privilege
- Race and racism
- Sexism and Ageism
- Homophobia
- Anti-Semitism & Anti-Arab discrimination
- Disability & oppression
- Class exploitation
- Responsibility

**Recommended Reading:**

- Goods: Man a place Min.
- Structural Social Work Theory
- Mechanisms of Oppression
- Writing Exercise
- Mullaly: Chapters 1-2
- Mullaly: Chapters 7-8
- Appleby: 01
- Wakefield 96#1
- Suppl.: Doyal/Gough Wakefield 88

**Additional Notes:**

- Computer Lab
- Theory: Progress Social Work
- Adjourn to Computer Lab to Work on Final Paper & Consultation
- Theory: Progress Social Work
- Adjourn to early computer
- Adjourn to early computer
- Adjourn to early computer

**Guest Lecture:**

- Eamon (01)
- Wakefield 88
- Suppl.: Doyal/Gough Wakefield 88
COURSE OUTLINE

(Note on In-Class readings: In-Class reading sessions are used extensively in this course. Experience, student reactions, and research on adult learning have shown that in-class reading is often retained and can lead to excellent discussion. In the below outline, it should be assumed that discussion will follow all In-Class reading assignments. Most In-Class readings were chosen because they are informative, valuable, and brief. Each in-class reading exercise will be only 5-10 minutes in length, depending on the article length, followed by perhaps 5 minutes of discussion. In many cases the reading will be restricted to certain sections of the article or chapter, as it will often be the case that there is not sufficient time to read every word of each In-Class reading. Since In-Class readings are in the coursepack, if there is a reading you are particularly interested in, or if you tend to read more slowly (and perhaps more deeply) than average, please feel free to read the In-Class reading in advance of the class session. The in-class reading will typically be prior to discussion of readings marked as preparation for the class. This term, In-Class reading is being used more extensively than in the past. The unofficial Mid-Term Evaluation will provide an opportunity for anonymous student reaction to the use of In-Class reading assignments.)

SEPTEMBER 3 - #1

Introductions
Review Syllabus

Social Context Track: Overview

Review Course Calendar content for Social Context track.


Oppression Track: Overview

Review Course Calendar content for Social Context track.

Lecture: Oppression, exploitation and dehumanization


Video: From A Secret Place

Theory track: Overview

(Convene after break for in computer lab.)

Review Course Calendar content for Theory track.
Introduction to Coursetools site
Review Subject Bibliography
Initial interest identification form handed out (basis for email to instructor prior to 9/10 #2).
Review Course Assignments and due dates.
Assignment: Prior to this class session, please email the instructor the information on the Interest Identification Form passed out in the first class session. Prior to filling out this form, you should thoroughly review the assignments for the course and the contents of this Course Outline and the Course Calendar and read through the Subject Bibliography for the course.

Book Fair! The 22 books which are on the Book Report list will be on display at the beginning of the class, in order to help students choose which book they would prefer to review. Also available will be copies of the supplementary readings for the sessions that need a report on the supplementary readings for that week. Yet another form (!) will permit students to prioritize their choice of book report or supplementary readings. In assignment of the 22 book reports and the 8 supplementary reading reports (marked Suppl: in the Course Calendar), priority will be given to students with a previously identified interest in the area in which the book is assigned. This is one purpose for the initial interest identification email message. In that way, the work going into the Book Report or Supplementary Readings Report will help the student prepare for the final paper for the course. Students who are not given their first or second choice will have priority to volunteer for one of the Extra Credit Film Reviews.

Social Context Track: Societal Context Overview

Lecture: Based on Kirst-Ashman Chapter 1


Oppression Track: Oppression and Privilege 1


Theory track: Structural social work theory 1


Preparation: Mullaly, Chapters 1-2

End of Class Discussion: September 11, one year later. Handout: ‘9/11’ Doesn’t Do Tragedy Justice, by Samuel C. Freedman (Associate Dean, Columbia University School of Journalism).

Film Festival! There is a great deal of criticism of the prevalence of prejudicial, stereotypical and discriminatory content in American culture. There is less attention to purposefully anti-racist, anti-sexist, anti-oppression content in the media or in film specifically. Yet it is just such often-forgotten film content which can sensitize us to the
realities of oppression and the possibilities of resistance to it. Around the walls of the classroom will be one-page film reviews of dozens of feature films and selected documentaries about class, racism, gays and lesbians, Native-Americans, sexism, anti-Semitism, AIDS, poverty, etc..

In this Film Festival, at the outset of the class, information about the three already-identified Extra Credit Film Reviews will be provided, including Two Family House; Gentleman’s Agreement, and Ruby in Paradise. These are four films which the instructor has seen recently, and which it is felt are directly relevant to the respective parts of the course where the reviews are scheduled.

Also on display will be print-outs of brief film reviews (each a paragraph or two printed on one page) from dozens of films which are candidates for Extra Credit Film Reviews.

This is an opportunity for students who have seen the film to add their handwritten comments to the film reviews, as well as to volunteer to do an Extra-Credit Film Review. The number of points added to the final grade will be determined by the

Social Context Track: Community Context Overview

Lecture: Based on Kirst-Ashman, Chapters 2-3


Oppression Track: Oppression and Privilege 3


Theory track: Structural Social Work Theory 2

Preparation: Mullaly, Chapters 7-8

In-Class Writing Exercise: Drawing On Mullaly primarily, with relevance to McIntosh, and Collins. (This is a reminder that one purpose of preparation for class is to permit the use of in-class writing exercises as a learning and discussion-generating device. There will be perhaps 2-3 more such exercises, unannounced.)

SEPTEMBER 24 - #4
Assignment: Please bring your course syllabus to class this week!

Assignment: Paper #1 due

Boring! Having hopefully had a bit of fun at last week’s Film Festival, comparing notes with each other about wonderful films we’ve seen and making plans to share them with our fellow students via an Extra Credit Film Review, today there is a boring task to begin the class session. We’re going to spend about 15-20 minutes going through the Course Bibliography, and checking or highlighting readings which may be of interest or which may be useful for the final paper. While using the Subject Bibliography is one way to identify readings of interest, there is often no substitute for wading through bibliographies, searching on-line citation databases such as Social Work Abstracts, Sociological Abstracts (Mirlyn or Silver Platter SocioFile) or Psychological Abstracts (Mirlyn’s PsychInfo), or falling back on the old fashioned way: literally going through old journals on the shelves, year by year. The instructor has spent approximately 80 hours doing just that in order to prepare and now update the Course Bibliography. But experience from last year showed that unless students are given time in class to do so, it is very unlikely they will spend the time to read it! Sometimes, a single article can awaken an old interest, produce a new interest or provide a new insight which can change the course of one’s professional or intellectual life. This is an opportunity to find such a reading. It may be just one reading, but it may make all the difference.

Social Context Track: Organizational Context Overview

Lecture: Based on Kirst-Ashman, Chapters 6-8


Oppression Track: Race and racism


Film Review: Two Family House, (2000). R. DeFelitta (Director). Buddy Visalo (Michael Rispoli) is a factory worker, a frustrated crooner who once had a shot at the big time. Buddy’s dreams of greatness have been reduced to an endless series of failed moneymaking schemes. His latest is buying a two-family house for him and his wife, Estelle (Katherine Narducci) and converting the ground floor into a neighborhood bar where he can perform. The wrench in the works is that he also inherits the upstairs tenants, Mary, a pregnant Irish girl fresh off the boat (Kelly Macdonald) and her abusive, alcoholic husband, Jim (Kevin Conway). As Buddy's gang of Italians tries to handle the situation, the girl goes into labor, and a baby is born, forcing them all to confront the limits of their tolerance and compassion. TWO FAMILY HOUSE is a tale of a long forgotten life whose small acts of heroism add up to greatness. Winner: Audience Award, Sundance Film Festival. The Director, Raymond DeFelitta, was nominated for an Academy Award for his short film, Bronx Cheers, in 1992. For more information on the film, see: www.twofamilyhouse.com.


Theory Track: Eco-Systems Perspective

Lecture: Evolution of the eco-systems perspective


OCTOBER 1 - #5

Small group discussions: Small group discussions will give students a chance to talk about their current thinking about their final paper topic.

Social Context Track: Neighborhood Context

Lecture: Based upon Kirst-Ashman, Chapter Four


Oppression Track

Lecture: The social costs of racism: A contingency table analysis of privilege. Short-term and long-term, relative and absolute advantages and disadvantages (for whites) of maintaining a system of racial caste oppression or institutionalized racial discrimination.


Theory track

Lecture: Applying the eco-systems perspective: The case of the psycho-social consequences of unemployment


OCTOBER 8 - #6

Social Context Track
Lecture: Evolution of the system of real property ownership: Creative destruction or savage inequality?: The implications of research on the growth of property tax exemptions and corporate tax abatements in the built environment of Ohio’s cities since 1955.


Oppression Track


Theory track


OCTOBER 15 - NO CLASS (FALL STUDENT BREAK)

OCTOBER 22 - #7

Assignment: Final Paper Proposal Due

Social Context Track

Debate: Pro and Con: “Every little practice decision is affected by the organizational context.”

**Oppression Track**


**Theory track**


**OCTOBER 29 - #8**

**Assignment:** None, but final paper proposal returned with comments

**Social Context Track**


**Oppression Track**

**Reports:**
Calasanti, T., & Slevin, K. (2001). *Gender, social inequalities and aging*. Walnut Creek, CA: Alta Mira Press.


Theory track

Lecture: Comparing Marx and Weber on Class, Exploitation and Domination, and Patriarchy


NOVEMBER 5    - #9

Paper proposal panels! In today's class, students will begin presenting their paper proposals in panel format, with five minutes for each paper. The instructor will divide the papers into three groups of four students each, based loosely on which is most relevant to each of the three tracks. Within each track, one or more panels of four students each will present their paper proposals and seek feedback from the other panelists and from the class. Since there will not be enough time this week to cover all the papers, this will be continued next week.

Social Context Track

Paper proposal panel


Oppression Track

Lecture: How Homophobia Kills People


Paper proposal panel


Theory track

Lecture: How theory is relevant to institutions and communities: Organizational, class and institutional analysis

Paper proposal panel

**NOVEMBER 12 - #10**

Social Context Track

**Lecture:** How theory is relevant to organizations: Making incremental organizational changes

**Paper proposal panel**


Oppression Track


**Review:** Gentleman’s Agreement or School Ties

**Paper proposal panel:**


Theory Track

**Lecture:** Towards a human needs paradigm for social work


**Paper proposal panel**


**NOVEMBER 19 - #11**

Social Context Track


Oppression Track
Guest (to be scheduled)


Lecture: (Based on Black 94; Kirst-Ashman 00; Asch and Mudrick 97; World Health Organization 01)


Theory track


NOVEMBER 26 - #12

Social Context Track


Oppression Track

Lecture: Structure and discourse: The language of race consciousness and the language of class consciousness


Review: Ruby in Paradise


**Theory track**

**Preparation:** None

(Adjourn to computer lab to work on final paper, and consultations with instructor)

**DECEMBER 3  - #13**

**Social Context Track**


**Oppression Track**

**Lecture:** Changing social work from within


**Theory track:**


(Adjourn early to computer lab to work on final papers and for consultations with instructor)

**DECEMBER 10  - #14**

**Social Context Track**


**Oppression Track**


**Reports:**


**Theory track**


**Adjourn early to computer lab to work on final papers and for consultations with instructor**

**DECEMBER 17 - #14 – FINAL PAPERS DUE**

Please place final papers in an 9x12 envelope or University mail envelope (available in desk by faculty mail box slot) and place them in my mail box. Papers submitted in a self-addressed stamped envelope will be returned by U.S. mail. Otherwise, papers will be returned to the student mail boxes.
Social Work 502 Bibliography


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