

SSW 70150 - SOCIAL WELFARE POLICIES AND SERVICES I

This foundation level course furnishes students with the orienting knowledge and skills needed to examine social welfare policies and to understand their relevance to social service delivery and social work practice. Drawing on liberal arts knowledge, Social Welfare Policy and Services I contextualizes social welfare policy and the social work profession, historically, conceptually, and ideologically. Students become familiar with basic issues, concepts, values, terminology, frameworks and ethical issues that define social welfare policy and that influence their ability to work with diverse groups and populations at risk and to think critically. It exposes students to knowledge about family life, the market economy, government policies and other social structures that may or may not meet basic human needs., promote social and economic justice or recognize human rights. It alerts them to social welfare policy's contribution to both oppression and social justice and informs them of how social workers can work to support but also to change the social welfare system.

SSW 702 – Policy II

Social Welfare Policy and Services II focuses on a selected social welfare issue or special population. This specialization extends the foundations of social welfare policy by applying knowledge obtained in Social Welfare Policy and Services I to a particular social welfare issue or population and by refining the analytic skills needed to more critically synthesize and interpret the complexities of social welfare policy. The course explores policy dynamics, patterns, and changes through a closer look at history, theories, frameworks, ethical issues, forces of oppression and the paths to social, economic, and political justice relevant to a special population. The focus on a special population/issue includes the recognition of the needs of diverse groups within this group or those affected by the issue. While developing expertise about particular clients, communities, and social agencies, and government programs students also learn that social welfare principles applicable to one group can be generalized to other populations and policies.

SSW 70210 - THE ORGANIZATION AND DELIVERY OF SOCIAL SERVICES TO WORKERS AND THEIR FAMILIES

This course will examine the frequently overlooked human and fiscal resources in the world of work and then survey opportunities for innovative social policy planning and program development. Economic, social and political organization issues will be explored, focusing on the workplace as a community where social work can make a major contribution to meeting the needs of workers and their families. Selected union and industry programs will be examined as models for creative industrial social work policy and practice. Issues of race, gender, and class will be underscored throughout, given the value commitments of the social work profession.

SSW 70211 - POLITICAL ECONOMY OF SOCIAL WELFARE

The Political Economy of the Welfare State is a course in the economics of social policy and social work. The course will cover basic concepts that will enable students to understand both the daily news as well as policy related reports that bear on social work and social services. The concepts to be covered include production, market, supply and demand, Gross Domestic Product (GDP), Consumer Price Index, the poverty line, inflation, depression, economic crisis and even hedge funds. We will also discuss how changes in the demand for labor and other economic trends affect employment and wage levels, as well as the difference between the minimum wage, a living wage and an unconditional guaranteed or basic income. The relation between the Federal Reserve Board's monetary policy, inflation and unemployment, will also be discussed, we'll discuss what a fair tax system might look like and the role of economic incentives/disincentives in social policy. By the end of the course students will have enough knowledge about the economics of social policy to influence their practice, especially advocacy and policy practice.

SSW 70213 - WOMEN AND SOCIAL WELFARE POLICY

This course applies what was learned in the first social welfare policy course to an examination of US social welfare policy from the perspective of women. First we look at contemporary attitudes towards women's rights, definitions of women's oppression as articulated by different feminist perspectives and the role and function of the welfare state in wider society. Drawing on this foundation we explore how the ideology of gender shapes the design of social welfare policy and delivery of social services. focusing on several contemporary social policy issues (such as welfare reform). (Students explore other issues in the written assignment) Finally, the course examines role of women in the development of the welfare state, as well as low-income women's social welfare activism. The course pays special attention to diversity issues particularly the impact of social welfare policies and programs on women of different races, classes, and sexual orientations.

SSW 70214 - HEALTH AND MENTAL HEALTH SYSTEMS

Section 1, 2 & 4 have a Health Focus

Section 3 and Section 5 have a Mental Health Focus

This course applies the principles of social welfare policy developed in Social Welfare Policy and Programs I to health and mental health policy and the specific problems and special populations served in this field of practice. Unit topics include: understanding the theories and ideology of the American health care system; the changing government role in the health and mental health care system and services; policy issues related to special populations; and, policy implementation. Specifically, theories, frameworks and models are examined that inform an analysis of the definition of the key social issues, the experiences of diverse groups and of the capacity of the service delivery systems to serve special populations at risk. In addition, critiques of the American Health Care System in the 20th Century are examined in a historical context. While the impact of current trends in health and mental health policy including cutbacks, devolution and privatization, family values, managed care, welfare reform and other major policy shifts are also considered. Finally, the course critically explores, assesses, and analyzes health and mental health policy and social services in relation to specific issues or populations (the poor, physically and mentally disabled people, ethnic and racial minorities, people with HIV/AIDS, women, and older adults).

SSW 70215 - POLICY AND PRACTICE ISSUES IN CHILD WELFARE

How have we, as a society, served children and families in need of help? Do children, by definition, have specific rights? In addressing these questions, this ten week course looks at the history of child welfare; at policies and programs that affect the welfare of children; and at larger social issues, as well as our own values, that have an impact on the type and quality of services for children in need. The major objectives of the course are:(a) to expand our substantive knowledge of the economic, political, and social status, and service needs of families and children today; (b) to contribute to our understanding of the policies and programs that shape service planning and delivery in this field of social work practice; and (c) to enhance our ability to analyze service dilemmas and deficiencies in this area of professional social work. Although this course focuses more specifically on applying policy principles to child welfare issues, it is anticipated that students and post-graduate social work professionals would find it helpful to inform their practice and develop cultural competent child welfare services

SSW 70216 - SOCIAL POLICY WITH THE HOMELESS

This course examines the ways in which social welfare policies such as fiscal crises, housing subsidies, urban renewal, deinstitutionalization, social services and many others have affected the rise and persistence of homelessness among individuals and families. Also explores the nature of city, state and federal responses to homelessness, the lack of low-income housing, social service cuts and other related issues as well as the role of social work in this policy arena.

SSW 70217 - SOCIAL WELFARE POLICY IN THE FIELD OF AGING

This applied the foundation of social welfare policy to the study of social welfare policy as it relates to older persons. A historical perspective of aging policy and legislation will be provided with particular attention to Social Security, Medicare, Medicaid, and the Older Americans Act. Rationale, delivery of services and impact will be discussed. This course is a celebration of the diversity of age. Attitudes and general societal approaches to older persons will provide a framework to view existing policy in reference to health care, retirement and work, family caregiving, mental health etc. There will also be opportunities to look at policy in relation to special populations--older prisoners, gay and lesbians, women, the elderly substance abuser, successful agers and more. Class activities will include debates, discussions, case illustrations, role playing and group problem solving.

SSW 70218 – SEMINAR IN SOCIAL WELFARE

Deepens knowledge on social welfare policy and social change

Changing the Parameters of the Possible: Bringing Human Rights into Social Welfare Policy

This course challenges social work students in all methods and fields of practice to think about using human rights standards to ensure strong social protections in the United States. The idea that social policies embody economic and social rights remains controversial in the US because it challenges deeply held assumptions about individual responsibility, the market economy, and the role of government in everyday life. Many in the US are familiar with civil rights. But few realize that human rights principles--especially economic and social rights--have informed the nation's core social welfare policies that, in turn, helped shape human rights in an outside of social work. The course offers students an opportunity to understand the human rights framework and apply it to domestic social policies such as health, housing, decent work, childcare, and education, all of which have major implications for social work in all fields of practice. Co-taught by two very experienced human rights activists and scholars, the course explores the historical influence of human rights on US social policy and examines the current efforts by grass roots groups, human rights organizations and social workers to advance human rights. Students focusing on clinical work with individuals and families, group work, or community organizing will learn to apply the human rights framework to social work practice, policy and research.

SSW70218 - SEMINAR IN SOCIAL WELFARE: CRIMINAL JUSTICE

Over the course of the semester, we'll survey the American criminal justice system from multiple perspectives. We'll examine the shape and size of the system itself (prison, parole, and probation); who goes to prison (by race, gender, education, income, age; and the kinds of crimes that they committed/were accused of/plead guilty to); what life inside is like (considering prisonization effects; rape, torture, and human rights questions; and what's it like for women); what happens to the children and families left behind; what life after is like (reintegration; jobs; voting; civic participation; recidivism); the Drug War; the sharp crime decline since the 1990s; the expansion of policing and the surveillance state; the functions of the prison (punishment? rehabilitation? social control? labor control? profit?); and, finally, consider policy at the intersection of crime, welfare, and poverty

SSW 70218 - SEMINAR IN SOCIAL WELFARE: EDUCATION POLICY

This survey course will allow students to examine and discuss a range of policy topics and debates that shape current K-12 public education in the US. The course will take students through the historical conditions, trends and reform that characterize education in the United States today, starting with the 1983 Commissioned report *A Nation At Risk* that documented American education's failure to keep pace with other countries in preparing a competitive workforce, and ending at the Obama government's "Race to the Top", which encourages states to adopt the Common Core Standards in place of the differing state standards that formed the foundation of No Child Left Behind. Keeping the impact on education policy on the well-being of students, families and communities in mind, the class will explore a variety topics such as: the purpose of education; school governance; accountability, testing and standards; school finance and equity; charter schools and school choice;

challenging the teaching Profession; the role of unions; the role of social workers in the public school system, state, federal and local policy and mandates; school discipline , community and parent Involvement and advocacy

SSW 70218 - SOCIAL WELFARE POLICY ANALYSIS, DEVELOPMENT AND CHANGE

This course focuses on understanding the implementation and analysis of social welfare policies by human service organizations, governmental bodies, and special interest groups. Students will explore the evolution of policies and programs that affect vulnerable populations in diverse, urban contexts, and will analyze the intended and unintended outcomes of such policies and programs, identifying opportunities for advocacy and enhanced service delivery for these populations. The course includes three modules addressing related aspects of policy analysis: (1) *Policy Analysis* focuses on policy analysis for complex human service systems in the context of increasing expectations about results and outcomes for clients; (2) *Policy Development* focuses on how policy practitioners can use policy analysis skills to develop new and improve existing policies; and (3) *Policy Change* focuses on changing policy in community, agency and political contexts through social movements, institutional change and legislative advocacy. The course is designed to provide a conceptual and skill base for advanced macro practitioners who may need to formulate, implement and/or evaluate policies at local, state and federal levels

SSW 70218 - SEMINAR IN SOCIAL POLICY: DRUG AND ALCOHOL POLICY

This course will provide an overview of how alcohol, drug and tobacco policy is formulated through an examination of historical, political, epidemiological and ideological factors. A key focus will be on how alcohol, drug and tobacco problems become defined as social problems and how these definitions influence subsequent policy and intervention strategies. Topics and issues to be explored include: the history of drug policy in the U.S., conceptual frameworks for understanding substance use, drugs and crime, the War on Drugs, legalization of marijuana, harm reduction policies, underage drinking, prenatal substance exposure, prescription drug abuse, and international drug/alcohol policies.

SSW 70219 - IMMIGRANTS AND REFUGEES: POLICIES & ISSUES

Examines the history and development of immigration and social policies that affect immigrants and refugees in America. Uses critical and analytical perspectives to explore policy theories, dynamics and patterns that frame the ethical, social and economic issues related to immigration policy and the delivery of service to immigrants and refugees. Special focus will be on social welfare policy advocacy.

SSW 70222 - INTERNATIONAL SOCIAL WELFARE POLICY AND SERVICES

This course applies the basic knowledge from SSW 701 to the study of international social welfare policy and services. In the latter 19th century, social work emerged as an organized activity of people who sought to attenuate negative effects of the Industrial Revolution in transforming family, work, community and sense of self. In the latter 20th century, economic and political structure were internationalized, leaving new population in the decaying nation-state to join many others in suffering negative impacts of globalization. A profession primarily concerned with the impact of the interaction of economics, politics and society on people, social work faces the task of making its practice and social change activities international or risks being left behind as globalization moves forward. This course examines past, present and future challenges and their implications.

SSW 79194 - CHILD WELFARE AND THE LAW

This course is designed to provide students with a basic understanding of the legal authority for child welfare programs, juvenile and family courts, testifying in court, important court decisions in child welfare and review of the New York State Children's Code as they relate to social work practice. The course addresses the intersection of policy and practice and is designed to challenge students to think about the variety of ways that practice, policy and law intersect. In particular five major aspects

of this intersection will be covered: the significance of courts and case law to issues of social justice; the role of social workers as witnesses (lay and expert) in judicial proceedings; judicial advocacy and the role of social workers in class action law suits (impact litigation) used for social reform or protection of civil rights; the use (and misuses) of social science by the courts; and legal regulations and case law that impact social work practice. professional social work and social welfare policy.

SSW 71150 - HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (HBSE)

This is an on-going two-semester course that examines the person-in-situation matrix with a specific focus on human diversity. Models of development across the human life span define one axis, while critical contexts (individual, family, groups, communities, organizations, and society) define the other axis of the forces that affect social functioning. Underlying our understanding of this multi-dimensionality is the debate between biological determinism and social construction. Many theories of person-and-environment exist today, each one spurred by a different ideology or world view. Applicable theories range from the classical psychodynamic approaches (Freud, Mahler, Erikson) to modern social systems theories (Gilligan, Herman) to the postmodernists (Foucault, Lacan). Today's new focus on the intersectionality of race, gender and scholarship, however, calls into question many of the earlier theories and practices, including the Eurocentric and patricentric studies we may take for granted. A major task in this course, therefore, is to explore and integrate these ideas and their views of the dynamic interaction between people and social environments. Diversity, social work ethics and values, and the profession's fundamental interest in promoting social and economic justice and in addressing the needs of populations at risk, underlies much of this understanding. Broadly defined, diversity refers to variations in culture, social class, ethnicity, race, age, sexual orientation, spirituality, ability, and gender. The overall objective of HBSE is to enhance our ability to make conceptual linkages between multiple explanatory formulations of the person-environment configuration, all while paying specific attention to both social diversity and human development.

SSW 71250 – HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II (HBSE)

This is the continuation of the two-semester HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (HBSE) course. It builds on a foundation of knowledge on "human behavior in the social environment" for social work practice with individuals, families, groups, organizations and communities. Using a developmental, life-course and social systems framework with a particular focus on diversity, the course emphasizes the social constructions that influence and determine how human growth is perceived. As we saw last term, the study of "human behavior in the social environment" can be approached from many angles. One such angle focuses on a selection of major Euro-American theorists who flourished in the first half of the 20th Century, among them Sigmund Freud, Carol Gilligan, D.W. Winnicott, Wilhelm Reich, Jean Piaget and R.D. Laing. Another angle considers their theories as cultural and social phenomena in themselves, and finds that their approaches to understanding "normal" development represent a single consistent and hegemonic perspective. Therefore we attempt to contrast these perspectives with Afrocentric and specifically non-Eurocentric concepts. Yet another group of theorists, largely French and American writers like Jacques Lacan and Elaine Scarry developed post-modern approaches to the understanding of "human behavior" in the late 20th Century. And last (but not finally), others refute the analysis of individual behavior altogether and, instead, examine group dynamics from the perspective of race, class and gender. This term, we will build on the theories studied in the first term and spend at least half of class time in a close exploration of more theoretical texts. Throughout we will include social work ethics and values, as well as the profession's fundamental interest in promoting social and economic justice and in addressing the needs of populations at risk. Although much of our discussion will be centered on modernist theories, we will attempt to achieve a useful mix of process and knowledge, one that should be the goal of any course in the social sciences. This means developing a sense of possibilities made available by the past, the skills to use these resources in your present work, and finally, merging these theories and skills in direct practice with future social service clients – whether individuals, pairs, families, groups, or communities.

SSW 71350 – HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT III (HBSE)

Following HBSE I and II, this 14 session, three credit course provides a deeper exploration of human psychopathology - a complex term in itself - in an environmental context. In particular, the focus on differential assessments will be studied in relation to problem identification, diagnosis, social support, resources and service delivery for adults. A basic understanding of the origins and nature of anxiety states, mood and character disorders, and psychoses will be explored from a variety of perspectives. The use of theory will help us develop a critical awareness of the impact of different social experience across cultures, ethnicities and class on individual psychology. Social work roles and responsibilities in the areas of mental health and illness will be defined and re-defined across methods throughout the term.

SSW 717 & SSW 718 – SOCIAL WORK PRACTICE LEARNING LAB I & II

These courses introduce all Hunter College School of Social Work students to professional social work practice in the context of urban organizations and communities. SSW 717 and 718 are the core practice courses in the first year in which students are exploring social work values, and mastering essential concepts and skills across fields of practice. The courses explore the context of social work practice and the differential use of practice methods (clinical social work, group work, community organizing and organizational management and leadership) in contemporary professional social work. The courses introduce students to the application of social work's core ethics and values emphasizing the promotion of social and economic justice when addressing the specific needs of populations at risk. These courses will identify and discuss both the common aspects of all social work practice and the distinct aspects of methods-based social work. Core concepts and skills introduced in these courses will be amplified in the methods courses and other specialized and advanced courses. The structure of the courses involves a combination of multiple pedagogies including: regular class section meetings with the section teacher, large master lectures, small-group exercises, large-group exercises, experiential learning, community visits and agency visits. Early in the first semester some sessions will be scheduled outside of usual class time before students enter fieldwork. Some workshop sessions will be employed to cover material such as fieldwork orientation and child abuse and neglect prevention, identification and reporting.

SSW 75100 – SOCIAL WORK RESEARCH I

A 3-credit section, is the first part of a two-semester course. During the first semester the course provides you with an introduction to basic research methods within the context of social work practice. Major concepts and the steps of empirical research are examined, including problem identification and formulation, literature review, research design, sampling, definitions and measurement of variables, and instrument construction. Emphasis is placed on the use of empirical research to inform practice as well as on the development of knowledge from practice. The major goal is to enhance the student's capacity to identify problems, interventions and reach valid and reliable conclusions about their practice through research. Quantitative and qualitative research approaches are given equal emphasis as strategies for evaluating one's practice. Readings and discussion of issues concerning ethnicity, race, gender and concerns of special populations are essential features of this course. The political context for conducting research on historically oppressed or hidden groups is explored. The concern with special populations is integrated throughout all stages of the research process, including problem identification; research design; sampling; measurement; data analysis and interpretation of findings. Ethical issues regarding human subjects as well as federally mandated procedures for protection of human subjects including the institutional review board are also discussed.

SSW 75200 – SOCIAL WORK RESEARCH II

A 3-credit section, continues from Social Work Research I (SW 751), and provides students with knowledge and basic skills in research methods and data analysis within the context of social work. This semester will focus on learning basic concepts and their application through skills development

in gathering and analyzing research data for social work problems. Both quantitative and qualitative data analysis will be covered. The primary learning method will be an examination and analysis of existing data collected by the NORC's GSS 2008, and hands-on data collection and analysis based on students' original research projects. This type of learning will include the use of personal computers for data review, entry and analysis. Major concepts and the steps of empirical research are examined with regard to data collection, entry, and analysis. The analysis is situated within the context of the problem identified and formulated in the fall semester, the literature review, research design, sampling, definitions and measurement of variables, and instrument used to collect data. Emphasis is placed on how the study findings are similar to, or different from other empirical studies on the student's chosen topic. The research findings will be used to inform practice and the development of knowledge for practice. The major goal is to enhance the student's capacity to enter and analyze data using the Statistical Package for the Social Sciences (SPSS) and Ethnograph to reach valid and reliable conclusions about their practice. Quantitative and qualitative data analysis is given equal emphasis as strategies for evaluating one's practice. The use of readings and empirical studies concerning ethnicity, race, gender and concerns of special populations are essential features of this course and in reporting the study findings. The political context for conducting research on historically oppressed or hidden groups is explored in writing the report on the study findings. The concern with special populations is integrated throughout all stages of the research process, including problem identification; research design; sampling; measurement; data analysis and interpretation of findings. Ethical issues regarding human subjects and reporting on study findings are also discussed.

SSW 72150 – CLINICAL PRACTICE WITH INDIVIDUALS AND FAMILIES I

Clinical Practice I expands on beginning concepts and skills taught in Practice Lab I (SSW717) on agency-based practice with individuals and families in the urban environment. Course materials emphasize how the nature (function and structure) of the agency gives focus and direction to the process in which social workers and clients mutually engage in meeting identified needs. Issues of access to resources and social and economic justice as they impact on clients' needs are addressed. Clinical assessment and intervention are taught from a biopsychosocial perspective within the ecological/systemic conceptual framework and the NASW code of professional values and ethics. Issues of diversity and working with populations at risk in the urban environment are integrated into assessment and impact on treatment planning and the worker-client relationship. Therapeutic challenges and opportunities embedded in the beginning, middle and ending phases of the helping process are examined in the context of mutuality and intersubjectivity within the worker-client dyad.

SSW 72250 – CLINICAL PRACTICE WITH INDIVIDUALS AND FAMILIES II

Building upon the ecological/systemic conceptual framework and practice principles within the worker-client dyad developed in Clinical Practice I, this course expands the theoretical lenses through which social work assessment and intervention may be carried out. Drawing upon concepts and principles of psychodynamic and family/systemic theories that focus on the intrapsychic and transactional dynamics of an individual within various systems respectively, the course examines the interlocking nature of these theories that inform contemporary clinical social work practice. Particular attention is paid to how differential assessment and intervention unfold in the client/worker relationship within agency-based practice and sociocultural contexts that interface with the students' work.

SSW 72300 - CLINICAL PRACTICE WITH INDIVIDUALS AND FAMILIES III

This course is a sequel to Clinical Practice II and is designed to further help students expand and integrate theoretical knowledge and skills through which social work assessment and intervention may be carried out under the ecological/systemic conceptual framework. Drawing upon concepts and principles of contemporary time-limited clinical practice models that focus on meaning-making of clients, the course provides an enriched repertoire of theoretical lenses to inform differential assessment and intervention. A minimum of 3 models will be examined and may include cognitive

behavioral approaches, narrative therapy, solution-focused approaches, motivational therapy and interpersonal therapy. They will be taught with a continued focus on the interface with contextual factors such as the client/worker relationship within agency-based practice and help-seeking behavior as impacted by sociocultural issues. As a final required course of the clinical practice curriculum, emphasis will be placed on helping students expand concepts and skills from the multiple theoretical models that they have been exposed to, and apply more relevant meanings in their assessment of and intervention with diverse vulnerable client populations in the urban setting.

SSW 74100 – COMMUNITY ORGANIZING, PLANNING AND DEVELOPMENT I

Community Organization and Planning I is an introduction to the history of community organizing in social work, the basic strategic frameworks utilized by practitioners in the field, and the fundamental organizing skills the student will need in his/her professional role as a social work practitioner of community organizing and planning. The primary focus of the course will be the primary models of community organizing in social work. Through this focus each student will further develop a repertoire of strategies and tactics to employ in your work. To facilitate this focus you will be given an opportunity to engage in actual campaigns underway in the New York City area that are reflective of these different models. In this way everyone will have a “hands-on” experience of community organizing that allows for deepened critical reflection as to how organizing actually works. Students throughout the term then will have the opportunity in the classroom to explore how to maximize tactical and strategic advantage within your own community-based settings, including agencies, coalitions, and legislative advocacy venues. The course is designed to elicit participation of students in course planning, class discussions, group projects and presentations. In addition, students will be encouraged to demonstrate their course knowledge through the use Blackboard for selected on-line assignments. The course will draw upon lectures, case studies, small group exercises, guest speakers, strategic problem-solving methodology, and tactical presentations in class and posted on Blackboard.

SSW 74200 - COMMUNITY ORGANIZING, PLANNING AND DEVELOPMENT II

The course will examine theoretical, strategic and technical aspects of planning in social work within the context of the American political and economic systems. It will focus on problem-solving activity including analysis, design, implementation and evaluation of human services. It will emphasize the special impact of class, race, gender and sexual orientation on the social work planning process, roles and outcomes. This course will cover five major areas: 1) professional social workers as social planners in social welfare and community-based settings; 2) theories and stages of the planning process; 3) factors affecting social planning including power and politics; 4) complexities and dilemmas facing organizers/planners today; 5) collaborations and community-based planning initiatives. The course is designed to elicit participation of students in course planning, class discussions, group projects and presentations. In addition, students will be encouraged to demonstrate their course knowledge through the use Blackboard for selected on-line assignments. The course will draw upon lectures, case studies, small group exercises, guest speakers, problem-solving methodology, and presentations in class and posted on Blackboard.

SSW 74300 - COMMUNITY ORGANIZING, PLANNING AND DEVELOPMENT III

Every relationship carries within it the possibilities of domination or liberation - sometimes both. This is true in dynamics of social reproduction related both at the macro level (as seen through the state in the ways various policy struggles impact on different populations access to the labor market) and at the micro level (as seen by the personal struggles that emerge around various women’s fights against patriarchal domination). Whether fighting to enhance marginalized populations access to a career-track job market or to resist encroachments on women’s rights to control their bodies, organizers have long know that the way programs are developed and how issues are framed will have a significant impact on future actions and outcomes for the affected groups. That’s what social reproduction is all about - in short, the politics of process. This is no less true regarding the way we

organize and how we approach our own work as well. This course's most fundamental objective is to examine the underlying ways in which our own organizing processes have within them either the seeds of domination or liberation regardless of strategic goals and tactical targets. Such goals and targets matter as well, of course, and will not be ignored in our discussion. but the focus of the course is around the argument that even the loftiest and most noble goals of social justice, if not examined in terms of how its work is carried out, will be severely compromised. If you doubt otherwise, consider the conditions of women in the sixties' civil rights and students' movements, people of color within the thirties' labor movement, or lesbians within the women's movement in the 1970s. For that matter, consider the conditions of social welfare clients within almost every empowerment struggle of the eighties and nineties. Our primary activity together will be to engage in an examination of the ways in which we and the clients and community groups with whom we work can struggle to enhance the potential for liberation from all forms of oppression - be it external targets of exploitation or internal dynamics that replicate marginality. We will do this in two ways:(a) by examining and responding to the issues and dynamics of the classroom itself (which occur inside and outside the room itself!); (b) and by being given the opportunity to test out various skills in a c.o. laboratory offered in alternating weeks throughout the term. In this way students can test their own responses to the framework of democratic experience outlined by Freire (a highly reflective process) while at the same time having the opportunity to learn and practice concrete skills on communication, group dynamics, meetings, and other organizing forums. The skill labs are designed as immediately useful tools that you can use in the field. At the same time, one of the messages of this course is that it is not possible to use skillful group interventions without being aware of often unconscious needs to control activity that undermine democratic activity; likewise, good communication when there is discomfort on race, gender, sexual orientation, class or other social variables is unlikely. It is the long-term goal of this course that the reflective framework of the classes will over time be joined to the concrete skill activities of the lab-- and vice-versa.

SSW 78100 – ORGANIZATIONAL MANAGEMENT AND LEADERSHIP I

This is the first advanced level course in the Organizational Management and Leadership Major Method Concentration. It is intended to develop students' knowledge of organizational and management theory and their repertoire of administrative skills, particularly organizational diagnosis and problem analysis. The knowledge and skills developed will form the foundation for students' advanced learning in Organizational Management and Leadership II and III. Central to the course is that it is a social work management course imbued with the core values and ethical issues of the profession. A crucial consideration is the context of the School, the urban community of New York City, in which issues of oppression and social justice, the critical needs of populations at risk, and the multiple impacts of race, culture, ethnicity, gender, sexual orientation, class, age, ability among clients, workers, communities, and organizations are significant for the social work manager. Class sessions are comprised of a mix of lecture, discussion, and experiential techniques, including discussion groups, role plays, simulations, and problem solving using field practicum experiences. Written assignments are designed to assist students to integrate theoretical and analytical material in their management practice

SSW 78200 - ORGANIZATIONAL MANAGEMENT AND LEADERSHIP II

This is the second advanced level course in the Organizational Management and Leadership Major Method Concentration focusing on the skills needed by social work administrators in managing relations in nonprofit organizations. It builds upon the foundation laid in the previous semester that introduces students to management theory, organizational diagnosis, and problem analysis. It moves beyond the examination of mission-driven nonprofit organizations intersecting with the public and private sectors, their organizational components and problems, and the impacts of auspice and public policy on their functioning. The course addresses the skills required of managers in building successful relationships with internal and external stakeholders in furtherance of their agency's mission. Developing and implementing effective communication skills are some of the key

components stressed throughout the semester. The practice of social work administration includes managing relationships with consumers, staff, board members, government agencies, funders, community groups, and the media. Establishing positive relationships with these groups is a key component of ensuring a healthy organization, enabling it to further the mission to benefit clients. The class will concentrate on identifying the skills and learning techniques to effectively communicate with each of these stakeholders. Emphasis will be placed on developing strategies for overcoming resistance and building consensus. Throughout the semester the class will consider the multiple impacts of diversity of culture, class, ethnicity, race, age, sexual orientation, spirituality, ability, and gender on the practice of social work management. Ethical dilemmas facing administrators within and without the organization will be examined as an integral part of the curriculum. Class sessions will use lectures and discussions, group exercises, case vignettes, scenarios, and small discussion groups. Case examples from the students' and the teacher's experience, as well as current issues, will be utilized throughout. Therefore, active class participation by all students is expected. The course is organized into three units. The first unit covers conflict resolution to offer skills to utilize in all relationships. The second unit covers internal communications with the staff, board, and volunteers with a focus on issues concerned with creating an optimal working environment. Topics include: Hiring, orientation, setting personnel policies and procedures, progressive discipline, the ins and outs of recruiting volunteers, and the executive's relationship with the board of directors. The third unit focuses on marketing the agency to external stakeholders, including clients, volunteers, government, the community, and funders. Topics include the important role of written and verbal communications such as: The annual report to donors, newsletters, speakers bureaus, and donor recognition. This segment will also cover public relations and the role of the press and media relations

SSW 78300 - ORGANIZATIONAL MANAGEMENT AND LEADERSHIP III

This is the third and final advanced level course in the Organizational Management and Leadership Major Method Concentration. It builds upon the knowledge offered to students in the first two courses in the Organizational Management and Leadership sequence. The course integrates theoretical concepts and practical applications into a cohesive framework for the practice of social work management. At the conclusion of the course the students will be expected to have a knowledge of strategic planning, the impact of the environment on the plans of organizations, and the financial activities and tools that aid planning and management. Specifically, students will increase their knowledge of and capacity to manage social work organizations and departments. Cognizant of the critical impact of the internal and external environments upon the process of social work practice and management, the conceptual framework for this course is based on contemporary management philosophy and social work skills, culture, and values. The theoretical justification for social work management is presented within the context of the profession. There is also a focus on the profession's fundamental interest in promoting social and economic justice and in addressing the needs of populations at risk. At the same time, the course will reflect the day-to-day operational requirements of maintaining an organization and the requirements for managing change. Class sessions are comprised of a mix of reading assignments, papers, classroom presentations, case studies, exercises, and discussions. Written assignments are designed to assist students to integrate theoretical and analytical material in their management practice.

SSW 79000 – PROFESSIONAL SEMINAR

The purpose of this course is to help students recognize the learning and understanding they have gained in their courses and field work at Hunter. To accomplish that purpose, students are asked to prepare an excellent paper or project that has as its focus a practice or policy issue of concern to the student and of relevance to the profession.