

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 504-- Foundations of Social Work Practice III

2002--2003 Academic Year Muammer Cetingok, Ph.D.
Spring Semester Mr. Stovall Kendrick, MSSW,
MBA

Instructors

Code of Conduct:

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu)

The Honor Statement:

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

Disability Statement

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services at (865) 974-6087. This will ensure that you are properly registered for services.

Course Description

This is the third of three required practice courses in the Foundation. Practice III orients students to the context, theory, and practice of macro social work, in conjunction with the other foundation courses of Social Welfare Policy and Services, Social Work and Oppression, and Human Behavior and the Social Environment I & II.

This course prepares students to use professional knowledge, values, and skills in generalist practice with organizations and communities. This course emphasizes several aspects of macro practice within an ecological perspective. First, students are introduced to social work's historic and current commitment to social change that promotes the well being of people, with an emphasis on empowering groups at risk and advancing social and economic justice. Second, students build skills regarding mutual, collaborative and respectful professional relationships with community members and other professionals. Students learn about practice with populations having diverse backgrounds and with populations at risk; empowerment and participatory processes; and communication techniques such as conflict management. Third, students learn how to assess characteristics, dynamics, strengths, and problems of human service and community-based organizations, service delivery systems, and communities. Fourth, students examine and apply planned change processes. Essential macro practice skills are covered including issue identification and definition, data collection and assessment, planning and implementation, monitoring and evaluation, and termination. Fifth, students examine social work roles and skills used to influence social change through management and administration; community organization and development; program development and evaluation; advocacy, engagement in political processes, and other forms of policy practice.

Course Rationale

A core social work goal is to make social institutions more humane and responsive to human needs. In a turbulent world of social change, professional social workers must think critically about, and be lifetime learners in, organizational and community contexts in which human services are provided. Planned change efforts must be designed, implemented, and evaluated that meet basic human needs and support the development of human capacities. People whom social workers serve - in all practice settings - experience direct or indirect effects of program changes, budget and staff reductions, service constraints and the effects of discrimination, economic deprivation, and oppression. Creating effective human service organizations, service delivery systems, and

communities requires understanding the implications of shifting needs, resources and structures within organizations, neighborhoods, cities, and other types of community. Knowledge, values, and skills in advocacy, organizing, planning and managing social change with organizations and communities are essential to influence social change and empower populations at-risk.

Course Objectives

By completion of this course, students are expected to be able to demonstrate (through, for example, examinations, assignments, activities, class discussion):

Knowledge of how, in the context of an ecological perspective, professional social work practice requires intervention skills ranging—on a continuum from micro to macro practice;

Knowledge of social work's historic and current commitment to social change that promotes the well being of people, empowers populations at risk, and advances social and economic justice;

1. Knowledge of and beginning skills in professional development and relationship-building skills needed for practice with organizations and communities (e.g. professional use of self, self-critique, critical thinking, differential use of communication skills, engage in participatory processes with clients, plan for continuous professional development);
2. Knowledge of and beginning skills in assessing strengths and problems regarding the auspices, characteristics, and dynamics of human service organizations, including their task environments and their effects on individuals and the delivery of services;
3. Knowledge of and beginning skills in assessing strengths and problems regarding the characteristics and dynamics of communities, including implications of the global community;
4. Knowledge of and beginning skills in applying practice models in community organization and social action,

community social and economic development, management and administration, and advocacy and policy practice.

5. Knowledge of and beginning skills in applying leadership roles and skills required to achieve a range of interventions, from prevention to restoration, within organizations and communities (e.g. planner, supervisor, administrator, organizer, developer, facilitator, evaluator, advocate, and task group and coalition leader);
6. Knowledge of and beginning skills in applying organizational and community-based planned change and problem-solving processes (e.g. define issues, collect and assess data, plan and contract, identify alternative interventions, select and implement interventions, monitor and evaluate outcomes, terminate process);
7. Knowledge of and beginning skills in assessing factors affecting risk and resilience within organizations and communities regarding discrimination against, economic deprivation of, and oppression of populations-at-risk;
8. Knowledge of and beginning skills in applying social change processes, skills, and strategies designed to improve social and economic justice and reduce the causes and effects of discrimination against, economic deprivation of, and oppression of populations-at-risk;
9. Knowledge of and beginning skills in applying organizational and community-based assessment and interventions that reflect and emphasize cultural competency and diversity (e.g. social, cultural, racial, ethnic, religious, spiritual, or economic differences and similarities, based on experiences, needs, and beliefs);
12. Knowledge of and beginning skills in applying ethically sound practice with organizations and communities, including clarification of and strategies for resolution of ethical differences and value problems;
13. Knowledge of and beginning skills in using computer-based technological tools to learn about organizations

and communities (e.g. research, contact, or develop presentations about organizations or communities at local, regional, state, national, and international levels).

Course Requirements

The course will include lectures by the instructor and guest presenters as needed, class discussions, exercises, and student presentations.

This is a three credit/hour course. You are expected to complete the following individual and group assignments:

1. Individual: Complete the required textbook as well as asterisked and other readings from journals or other books that you are, and might be asked, to do for preparation for each class session. (All readings with an asterisk are required.) You are also to read at least one daily newspaper or a news magazine to know what is going on in your macro environments including but not limited to your community.

You are expected to participate in all class discussions.

As part of your routine review of current events, you must enter this site *

<http://www.nyu.edu/sociawork/wwwrsw> , and link to all resources regarding diversity. Type all the terms beginning with diversity and the followed by people of color, women, gays and lesbians, the elderly and children to broaden your understanding of diversity. Get ready to discuss one of these links as to what it reports to you on diversity with respect to one or more of the above populations in the context of macro practice.

2. Individual: Take mid-term and final written examinations. Examination contents will be from the required readings and lecture notes. Make-up exams will not be given unless there is an emergency. Mid-term/final exam dates will be identified during the first class session.

3. Individual: You will do a written analysis of an organizational issue/problem, and a solution suggested to resolve it. In completing this assignment, you will be expected to give particular attention to diversity, social and economic justice, and ethical issues and concerns surrounding the problem and document these concerns in writing in the text of your analysis. Required textbook (Netting, et al. 1998) A Framework for Analyzing Human Service Organizations will be used to do this assignment.

4. Group: You will do a group project involving community practice, i.e. planning for community change. This project will include community contact, a presentation and a paper based on this presentation on a community practice/organization issue and development of a planned change strategy for this issue. In completing this assignment, you will be expected to give particular attention to diversity, social and economic justice, and ethical issues and concerns as they relate to the community and the community problem to be resolved. Instructions will be given to you concerning how to complete this project including the use of an outline from Homan (1999), Ch. 8. Groups will be formed on a random drawing basis during the first class session. Presentation dates will be identified during the first session.

All assignments are to be completed and due on the dates specified. Late completions will not be accepted unless there is an emergency. Written assignments are to be typed, and double-spaced using the APA style manual.

Class participation is graded on the basis of sharing, concern, and commitment for what goes on in class. You will also be grading your own and other group members' efforts with respect to the group project.

Written assignments are evaluated on the basis of their organization (i.e., conforming with the outline given above), clarity, internal consistency, and flow of information.

Test outcomes will be graded in accordance with the instructions you will be given with each test.

You are free to have discussions with me, anytime and as many times as you want, in person or via phone, e-mail, and

fax communications, in relation to any of your assignments and your progress in the course. I will also do the same with you provided that I have your phone, e-mail, and fax information available to me.

Phone numbers are: Front desk: 448-4463; Office(direct) 448-4479; Home: 755-5032; Cellular (Personal) Phone: 493-5984 (to be used in case of emergencies). You can also leave messages at the front desk if I am not in my office. I also encourage you to leave your phone numbers with me.

E-mail addresses are:

mcetingok@utmem.edu

mcetingo@utk.edu

cetingok@bellsouth.net

The College=s fax number is: 448-4850.

For in-person discussions, my office hours are posted on the office door.

You are very much encouraged to make appointments with me, ahead of time if possible, for me to fully attend to your time requests. I shall also try to meet with you off-office hours provided that the circumstances warrant our meetings or there is an emergency. You are expected to check with me.

Grading:

Assignments will have the following weights as to the final grade:

Participation:	10%
Mid-term/Final exams	50%
Written analysis	20%
Presentation (oral and written)	20%

The grade scale used is as follows:

Below 72.9	D
73 - 77.9	C
78 - 82.9	C+
83 - 87.9	B

88 - 93.9
94 - 100

B+
A

All of your assignments will first be graded numerically and then converted to the letter grades.

Course Texts:

Required:

Netting, F., Kettner, P. and McMurty S. (1998). Social Work Macro Practice, Second Edition. New York: Longman.

Brody, R. & Nair, M.D. (2000). Macro Practice: A Generalist Approach. 5th Ed. Wheaton, IL: Gregory Publishing Company.

National Association of Social Workers. Code of Ethics, <http://www.csw.utk.edu>

Course Outline and Readings

[Textbook Readings are required. Others are supplemental. Additional readings may be required. Web sites are to be visited and reviewed.]

Sessions I and 2: Introduction to and Fundamentals of Management and Community Practice

Introduction and Organization of course

Computer-based and other resources to use

Introduction to management and community practice

The Ecological perspective and micro-macro practice continuum

Marco professional development; values and ethics, Diversity of Populations in Macro Practice

History of organizational and community practice

* Wedel, K.R. and Butler, F.C. Welfare Reform and Demand for Public Transportation. (On reserve).

* Stewart, W.F. (2001). Social Work Empowerment: Race, Gender, and Class Factors. Race, Gender, and Class, 7(4), 91-98.

* Albeyda, R. and Tilly, C. (1998). Women, Income, and Poverty: There is a family connection. In Rothenberg, P. (Ed). (1998). Race, Class, and Gender in the United States: An Integrated Study. New York: St. Martin's Press, pp. 305-314.

*Videka-Sherman, L. and Viggaini, P. (1996). The Impact of Federal Policy Changes on Children: Research Needs for the Future. Social Work, 41(6), 594-600.

Service
Services, *Mann, W. M. (1997). Portraits of Social Programs for Rural Sexual Minorities. Journal of Gay and Lesbian Social Services, 7(3), 95-103.

*Wagner, M., Voorhis, R.V. and Longress, J.F. (2003). Is Legislation for Lesbian and Gay Rights Necessary?. In Karger, H.J. , Midgley, J., and Brown, C.B. (Eds.).(2003). Controversial Issues in Social Policy. Boston: Allyn and Bacon, pp. 45-56.

*Erich, S. and Karger, H.J. (2003). Should Gays and Lesbians Be Allowed to Adopt? In Karger, H.J. , Midgley, J., and Brown, C.B. (Eds.). (2003). Controversial Issues in Social Policy. Boston: Allyn and Bacon, pp. 235-246.

*Beach, W.M. and Ireland, P. (2003). Is Privatizing Social Security Good for Women? In Karger, H.J. , Midgley, J., and Brown, C.B. (Eds.).(2003). Controversial Issues in Social Policy. Boston: Allyn and Bacon, pp. 107-124.

Netting & Kettner, McMurry, Chapter 1, "An Introduction to Macro Practice in Social Work," Chapter 2, "The Historical Roots of Macro Practice,"

Brody & Nair, Chs. 1, 14, The environmental context affecting human services; Using the internet to enhance macro practice.

National Association of Social Workers. Code of Ethics. <http://www.csw.utk.edu>

Abramovitz, M. (1998). Social work and social reform: an arena of struggle. Social Work, 43(6); 512-526.

Parsons, Gutierrez, and Cox. Empowerment in Social Work Practice: A Sourcebook: Part 1, An Introduction to empowerment practice, 1-27. (Substitute: Cox & Parsons, Chs. 1-5, pp. 1-98; On reserve).

Parsons, R.J., Hernandez, S.H., & Jorgensen, J.D. (1995) Integrated practice: A framework for problem solving. In J. Rothman, J.L.

Erlich, & J.E. Tropman (Eds.), Strategies of community intervention (pp. 195-203). Itasca, IL: F.E. Peacock Publishers, Inc.

McMurtry, S.L., Kettner, P.M., Daley, J.M., & Netting, F.E. (1994) Is community organizing dead and is the future organizational practice? In M.J. Austin and J.I. Lowe (Eds.), Controversial issues in communities and organizations (pp. 97-109). Boston, MA: Allyn and Bacon.

http://www.bc.edu/bc_org/gssw/acosa.htm

<http://www.wvu.edu/~socialwk/acosa/acosa-1.html>

<http://www.idbsu.edu/socwork/dhuff/XX.htm>

Lundblad, K.S. (1995). Jane Adams and social reform: A role model for the 1990s. Social Work, 40(5): 661-669.

Perkins, D.D. (1995). Speaking truth to power: Empowerment ideology as social intervention and policy. American Journal of Community Psychology, 23(5): 765-794.

Session 3: Relationship and Resource Building

Task group and coalition leadership skills

Facilitation and participation in meeting

Group problem-solving and decision-making

Brody & Nair, Chs. 10-12, and 22. Organizational structures and processes; Skill in running meetings; Managing time and stress; Coordinating agency services

Tropman, J.E. & Morningstar, G. (1995). The effective meeting: How to achieve high-quality decisions. In J.E. Tropman, J.L. Erlich, J. Rothman. Eds. Tactics and Techniques of Community Intervention, 412-426. Itasca, IL: F.E. Peacock Publishers, Inc.

Moore, C. (1987). Group Techniques for Idea Building. Newbury Park: Sage Publications, Chs. 1-3, Introduction; nominal_group_technique; Ideawriting.

Krueger, R.A. (1994). Focus Groups: A practical guide for applied research. Thousand Oaks, Ca: Sage.

Bakalinsky, R. (1995). The small group in community organization practice. In J. Rothman, J.L. Erlich, & J.E. Tropman (Ed.), Strategies of community intervention (pp. 140-146). Itasca, IL:F.E. Peacock Publishers, Inc.

Dyer, W.G. (1987). Team Building: Issues and Alternatives. Second Edition. Reading, Massachusetts: Addison-Wesley. pp. 7-20, and 97-109.

Hellriegel, D., Slocum, J.W., Woodman, R.W. (1986). Dynamics within Groups. In Organizational Behavior. (pp. 234-271). Fourth Edition. St. Paul, Minnesota: West Publishing Company.

Tropman, J.E.& Morningstar, G. (1995). The effective meeting: How to achieve high-quality decisions. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.), Tactics and techniques of community intervention (pp. 412-426). Itasca, IL: F.E. Peacock Publishers, Inc.

Loewenberg, F. & Dolgoff, R. (1995). Guides to making decisions. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.), Tactics and techniques of community intervention (pp. 370-386). Itasca, IL: F.E. Peacock Publishers, Inc.

Session 4: Fundamentals of Planned Change and Problem-Solving in Organizations and Communities

The need for change
Stages of planned change and
problem-solving processes
Developing intervention options
Implementing interventions
Identifying anticipated and
unanticipated consequences

Netting, Kettner, McMurtry. Chs. 3, 9, and 10. Understanding the problem and target populations; developing an intervention strategy; selecting appropriate tactics.

Homan, M.S. (1999). Promoting Community Change, 2nd Ed. Pacific Grove, CA: Brooks/Cole. Ch. 8.

Hellriegel, D.H. , Slocum, J.W. & Woodman, R.W. (1986) Organizational Behavior, (4th Ed.) St. Paul, MN: West Publishing Co., Chs. 20-21.

Prince, J. & Austin, M.J. (2001). Innovative programs and practices emerging from the implementation of welfare reform: A cross-case analysis. Journal of Community Practice. 9(3), 1-14.

Session 5: Assessing Organizations

Organizational auspices,
characteristics, dynamics
Task environments and
interorganizational relationships
Effects on individuals and service
delivery
Organizational risk and resilience
issues for populations-at-risk

Netting, Kettner, McMurtry. Chs. 7-8, Understanding organizations; Analyzing human service organizations

Brody & Nair. Chs. 1, 3, The environmental context affecting human services agencies; The organization=culture.

Lesky. S., O=Sullivan, E., & Goodmon, B. (2001). Local public-nonprofit partnerships: Getting better results. Policy and Practice. 59(3), 28-32.

Hasenfeld, Y. Ed. (1992) Human Services As Complex Organizations.
Newbury Park: Sage Publications, Chapters 1-2.

Tucker, D.J., Baum, J. and Singh, S. "The Institutional Ecology of Human Service Organizations in Y. Hasenfeld, Ed. 1992. Human Services as Complex Organizations, Newbury Park: Sage Publications.

Hasenfeld, Y., (1995). Analyzing the human service agency.
In J.E. Tropman,
J.L. Erlich & J. Rothman (Eds.), Tactics and techniques of community intervention (pp. 35-46). Itasca, IL: F.E. Peacock Publishers, Inc.

Session 6: Assessing Communities

Characteristics and Dynamics

Local to global dimensions,
relationships, resources

Community risk and resilience issues
for populations-at-risk

Netting, Kettner, & McMurtry. Chs. 4-6, Understanding Communities; Understanding and Analyzing Community Strengths and Problems; Understanding a Community Human Service System

Brody & Nair, Ch. 17, Community problem analysis.

Montiel, m. & Ortego y Gasga, F. (1995). Chicanos, Communities, and Change. In F.G. Rivera, & J.L. Erlich (eds). Community Organizing in a Diverse Society, 1-24. Boston: MA: Allyn and Bacon.

Gallagher, Winifred. The power of place: How our surroundings shape our thoughts, emotions and actions. Dunmore PA: HarperCollins. (Glance through the pages of this book.)

Fellin, P. (1995). Defining communities and community competence (3-21); systems perspectives for understanding communities (28-38); neighborhoods in American communities (77-90). In The community and the social worker (pp. 3-21) Itasca, IL:F.E. Peacock Publishers, Inc.

Garvin, C.D. and Cox, F.M. (1995). A history of community organizing since the Civil War with special reference to oppressed communities. In J. Rothman, J.I., Erlich, & J.E. Tropman (Eds.), Strategies of community intervention (64-98) Itasca, IL:F.E. Peacock Publishers, Inc.

Rothman, J. (1995). Approaches to community intervention. In J. Rothman, J.L. Erlich, & J.E. Tropman (Eds.), Strategies of community intervention (pp. 26-63). Itasca, IL: F.E. Peacock Publishers, Inc.

Pantoja, A. & Perry, W. (1995). Community development and community restoration: A perspective. In F.G. Rivera & J.L. Erlich (Eds.), Community organizing in a diverse society (pp. 217-242). Boston, MA: Allyn and Bacon.

Rivera, F.G. & Erlich, J.L. (1995) An option assessment framework for organizing in emerging minority communities. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.), Tactics and techniques of community intervention (pp. 94-102). Itasca, IL: F.E. Peacock Publishers, Inc.

Session 7: Mid-Term Exam (All readings, class discussions to date)

Session 8- Roles, Strategies and Tactics in Management and Community Practice

Roles in Organizations and Communities:
Introduction to Macro Practice Leadership

Understanding and applying leadership roles and skills

Preparing for continuous professional development

Translating ideas into action (plans, objectives, tasks)

Thompson, J., Menefee, D, & Marley, M. (1999). A comparative analysis of social workers= macro practice activities: Identifying functions common to direct practice and administration. Journal of Social Work Education, 35(1): 115-124.

Brody & Nair, Chs.4-6, Strategic Planning; Setting doable Objectives: Implementing Achievable Plans

<http://www.socialworkers.org>

<http://www.aasswb.org>

Chernesky, R.H. & Bombyk, M.J. (1995). Women=s ways and effective management. In J.E. Tropman, J.L. Erlich & J. Rothman (eds). Tactics and Techniques of Community Intervention, 232-239. Itasca, IL: F.E. Peacock Publishers, Inc.

Session 9: Management and Administration

Intra-organizational practice and interventions
Supervision, program and fiscal management and evaluation
Organizational ethics, discrimination, oppression
Diversity and social-economic justice issues

* Re-visit all of your diversity readings given in Sessions 1-2.

Brody & Nair, Chs. 2, 7-9 and 13, 15-16, The service delivery system; Solving operational problems; Handling communications and conflict; Perspectives on diversity and ethical behavior; Organizational leadership and supervision; Searching for funds; Preparing effective proposals

Haggstrom, W.C. (1995). The tactics organization building. In J. Rothman, J.L.Erlich, & J.E. Tropman (Eds.), Strategies of community intervention (pp. 341-356). Itasca, IL: F.E. Peacock Publishers, Inc.

Gottlieb, M.C. &Cooper, C.C. (1993). Some ethical issues for system-oriented therapists in hospital settings. Family Relations, 42(2): 140-144.

Molnar, A. (1994). City schools under attack. Educational Leadership, 51(8): 58-59.

Shapiro, J.Z. (1984). Social justice and educational evaluation. Educational Theory, 34(2): 137-155.

Liddell, D.L. (1996). Developing a Bilinbual Moral Voice: Balancing care and justice in the workplace. College

Student Affairs Journal, 15(2): 23-29.

No author. (1990). Ethics in Government. Update on Law Related Education, 14(2): 30-32.

Kruzich, J.M. & Austin, M.J. (1995). Leading and managing community organizations in the '90's. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.), Tactics and techniques of community intervention (pp. 217-232). Itasca, IL: F.E. Peacock Publishers, Inc.

Parsons, Gutierrez, & Cox, Empowerment in Social Work Practice: A Sourcebook, Chs. 10, 12, Social service delivery and empowerment: The administrator=s role; Evaluation of empowerment practice.

<http://www.sc.edu/swan/listserv.html>

<http://www.indepsec.org>

<http://www.nptimes.com>

Strom-Gottfried, K. (1998). Apply a conflict resolution framework to disputes in managed care. Social Work, 43(5): 393-401.

Birdsall, W.C. & Manela, R.W. (1995). The nitty-gritty of program evaluation: practical guide. In: L.E. Tropman, J.L. Erlich, & J. Rothman (eds). Tactics and Techniques of Community Intervention, 320-333. Itasca, IL: F.E. Peacock Publishers. Inc.

Lewis, J.A. and Lewis, M.D. (1983) Management of Human Service Programs. Monterey, California: Brooks/Cole. Glance through the pages of this book for additional information.

Weiner, M.E. (1990). Human Services Management: Analysis and Applications. Second Edition. Belmont, California: Wadsworth. Glance through the pages of this book for additional information.

Menefee, D. and Thompson, J. Motivation and Performance in Human Service Organizations: Do Agency Goals Motivate Management Practice. Administration in Social Work,

Menefee, D.T. & Thompson, J.J. (1994). Identifying and

comparing competencies for social work management: A practice driven approach. Administration in Social Work, 18(3): 1-25.

Washington, R.O. (1995). Alternative frameworks for program evaluation. In J.E.Tropman, J.L. Erlich & J. Rothman (Eds.), Tactics and techniques of community intervention (pp. 296-307). Itasca, IL: F.E. Peacock Publishers, Inc.

Session 9-10: Community Organization and Social Action

Community organization tactics, strategies and interventions
Participatory practice and evaluation
Organizer ethics, issues of discrimination and oppression
Diversity and social-economic justice issues

Brody & Nair, Ch. 18, How community organizations affect change.

*Parsons, Gutierrez, & Cox. Empowerment in Social Work Practice: A Sourcebook: Part 2, Empowerment in practice: Populations,; Chs. 3-5, Women; Poor communities of color; Lesbians and gays; People with disabilities

<http://www.southernempowerment.org>

<http://www.noacentral.org>

<http://www.midwestacademy.com>

Rivera, F.G. & Erlich, J.L. (1995). A time for fear: A time for hope. In: F.G. Rivera & J.L. Erlich (eds). Community Organizing in A diverse Society. 1-24. Boston,MA: Allyn and Bacon.

Weil, M. (1995) Women, community, and organizing. In J.E. Tropman, J.L. Erlich & J.Rothman (eds). Tactics and Techniques of Community Intervention, 427-438. Itasca, IL: F.E. Peacock Publishers, Inc.

Douglass, R.L. (1995). How to use and present community data. In J.E.

Tropman, J.L. Erlich & J. Rothman (Eds.) Tactics and Techniques of Community Intervention (pp. 427-438). Itasca, IL: F.E. Peacock Publishers, Inc.

Cox, F.M. (1995). Community problem solving: A guide to practice with comments. In J. Rothman, J.L. Erlich & J.E. Tropman (Ed.), Strategies of community intervention (pp. 146-162). Itasca, IL: F.E. Peacock Publishers, Inc.

Haynes, K.S. & Mickelson, J.S. (1991) Influence through organizing others; Monitoring the bureaucracy; Social workers as politicians. In Affecting change: Social workers in the political arena (pp. 81-96). White Plains, NY: Longman.

Homan, M. (1994). Powerful Planning. In Promoting Community Change. (pp.154-177). Pacific Grove, California: Brooks/Cole.

Kahn, S. (1991) Organizing. Second Edition. Washington, D.C.: NASW Press. Chapters 1, 8, 9, and 10, Organizing; Strategy; Research; and Tactics.

Rubin, H.J., and Rubin, I.S. (1992) Community Organizing and Development. Second Edition. New York: MacMillan. (This book heavily influences the content of my lecture. It would be good to familiarize yourself with it; glance through as much as you can.)

Weil, M. (1996) Model Development in Community Practice: An Historical Perspective. Journal of Community Practice. 3(3/4)' 5-67.

Halseth, J.H. (1993). Infusing a Feminist Analysis into Education for Policy, Planning, and Administration. In Mizrahi, T. and Morrison, J.D. Community Organization and Social Administration. (pp. 225-241). New York: Haworth.

Kaul, M.L. (1995). Serving oppressed communities: the self-help approach. In J. Rothman, J. L. Erlich, & J.E. Tropman (Ed.), Strategies of community intervention (pp. 268-274). Itasca, IL: F.E. Peacock, Publishers, Inc.

Smith, E.P.(1995). "Willingness and resistance to change: The case of the Race Discrimination Amendment of 1942," Social Service Review, 69(1): 31-56.

Rivera, F.G. & Erlich, J.L.(1995). A time of fear: A time of hope. In F.G.

Rivera & J.L. Erlich (Eds.), Community organizing in a diverse society (pp. 1-24). Boston, MA: Allyn and Bacon

Rivera, F.G. & Erlich, J.L.(1995). Organizing with people of color: A

perspective. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.), Tactics and techniques of community intervention (pp. 198-213). Itasca, IL: F.E. Peacock Publishers, Inc.

Weil, M. (1995). Women, community, and organizing. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.), Tactics and techniques of community intervention (pp. 118-134). Itasca, IL: F.E. Peacock Publishers, Inc.

Schopler, J.H., Abell, M.D. & Galinsky, M.J. (1998). Technology-based groups: A review of conceptual framework for practice. Social Work, 43(3): 254-267.

(community involvement through technology and ethics).

Copeland, V. C. (1996). Immunization among African-American children: Implications for social work. Health and Social Work, 21(2): 105-114.

Cousins, L.H. (1998). Partnerships for vitalizing communities and neighborhoods :Celebrating a Areturn@!. Journal of Sociology and Social Welfare,xxv(1): 61-69.

Session 10-11: Community , Social, and Economic Development

Community building principles, interventions, initiatives

Social, economic and sustainable development practice

Local to global ethics, issues of discrimination and oppression

Brody and Nair, Ch. 19, Community Development/Community Building Initiatives.

Cox, E. O. (2001). Community practice issues in th 21st Century: Questions and Challenges for empowerment-oriented practitioners. Journal of Community Practice. 9(1), 37-55.

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Sessions 12-13: Student Presentations
All organizational analysis
(individual) papers are due
the 13th session.

Session 14 Final Exam
Community practice
(presentation) group papers are
due in the next two days.

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