

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW-552: COMMUNITY ORGANIZATION

Summer 2004 (First Term)

Stan L. Bowie, Ph.D.
Course Section # 33542
Tuesday/Thursday, 9:15-12:45
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TEACHING METHOD AND FORMAT:

The instructional emphasis will be placed on class discussion and interaction, participatory group exercises, and community assessment protocols. The course will be taught with a framework that stresses self-help and self-determination, empowerment, change, economic and social justice, and the use of non-deficit perspectives in social work practice. Students are expected to actively participate in class exercises and discussions, and to challenge themselves, their fellow students, and the instructor. The integration of theory and practice will be emphasized. **The course will be enriched through sessions that will be conducted on-site at various local agencies that engage in community organization or community empowering activities.** This will enable the class to visit different communities and obtain insight from agency leaders regarding their roles in local community organization efforts and the different dynamics and challenges involved in those efforts.

STUDENT EVALUATIONS:

Students will be evaluated as follows for the class assignments:

Simulated Community Organization Exercise and Oral Presentation (SCOEOP)	50%
Class participation	25%
Attendance	25%

Required Readings: There will be no required textbook for the class. Students will be provided with a set of readings for class discussion. They will be available in Laura Chapin's office (Room 209, Henson Hall).

Simulated Community Organization Exercise and Oral Presentation (SCOEOP)

The Simulated Community Organization Exercise and Oral Presentation (SCOEOP) is an exercise in critical thinking. The objective is to develop a comprehensive Power Point Presentation that involves a hypothetical community organization (C/O) scenario and episode. The C/O episode can occur in an urban or rural context, and you have “creative freedom” on the details, in terms of six questions: Who, what, where, how, when, and why.

The **SCOEOP** should reflect an integration of literature and pragmatic thinking. This will be accomplished by using specific material from class readings as a guide to your **SCOEOP** ideas and discussion. For each element of the assignment, a recommended segment is provided. **(in bold print)** by the instructor.

Assignment Specifications

1. An overview of the community organization episode should be provided to start the assignment. The overview should provide details on the SCOEOP neighborhood or community, its unmet needs, community resources or assets in place, and so forth. All **SCOEOPs** must have scenarios that involve multi-ethnic communities and associated dynamics between them. **(Homan, 115-123, Rivera & Erlich, 254-269).**
2. What is the general focus of the community organization effort? **(Weil & Gamble, 525-534)**
3. What is the specific target for community change, or specific system(s) in the community targeted for social change? **(Weil & Gamble, 525-534)**
4. What was the “trigger event” that caused community mobilization in the **SCOEOP**, and what is the broader problem that the event now makes visible? **(Rubin & Rubin, 145-146)**
5. How did you determine that there was, indeed, a problem in need of intervention with C/O protocols? **(Mizrahi, 519-520).**
6. Describe the general community mobilization that occurred for collective action, including “bootstrapping” that took place in the **SCOEOP**. **(Rubin & Rubin, 141)**
7. Describe the political participation patterns in the **SCOEOP**, including “political apathetics, spectators, foot soldiers, and gladiators.” **Rubin & Rubin, 142-145.**
8. What type of specific mobilization tactics are used in the **SCOEOP**? What mobilization models are they consistent with and why? **(Mondross, 536-539; Rubin & Rubin, 148-159).**
9. Describe the role of coalitions. What kind of common characteristics or common

oppression can be identified to promote different ethnic groups being part of collective action, and how is it facilitated? (**Homan, 13-19; Rivera & Erlich, 254-269; Rubin & Rubin, 67-70; 146-147**)

10. What types of incentives are offered to encourage individual participation in the SCOEOP? (**Rubin & Rubin, 159-163**).

READING LIST FOR SCOEOP ASSIGNMENT

Homan, M.S. (1999). *Promoting community change: Making it happen in the real world* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Mizrahi, T. (2002). Community organizing principles and practice guidelines. In A.R. Roberts, & G.J. Greene (Eds.), *Social workers' desk reference* (pp. 517-524). New York: Oxford.

Mondros, J.B. (2002). Principles and practice guidelines for social action. In A.R. Roberts, & G.J. Greene (Eds.), *Social workers' desk reference* (pp. 534-539). New York: Oxford.

Rivera, F.G., & Erlich, J.L. (2001). Organizing with people of color: A perspective. In J.E. Tropman, J.L. Erlich, & J. Rothman (Eds.), *Tactics and techniques of community intervention* (pp. 254-269).

Rubin, H.J., & Rubin, I.S. (Community organizing and development (3rd ed.). Boston: Allyn and Bacon.

Weil, M.O., & Gamble, D.N. (2002). Community practice models for the 21st century. In A.R. Roberts, & G.J. Greene (Eds.), *Social workers' desk reference* (pp. 525-534). New York: Oxford.

READING TOPICS, ASSIGNMENTS, AND SCHEDULE:

Week 1 (June 1/3)	Course Introduction, semester plan Historical perspectives on community organization Introduction to community organization concepts Contemporary community practice models and theoretical perspectives
Week 2 (June 8/10)	Basic community organization issues Targets for community change Neighborhoods and neighborhood organizations Discovering and documenting the life of a community
Week 3 (June 15/17)	Direct Action Organizing 11. Fundamentals 12. Issue and strategy selection 13. A guide to tactics 14. Designing actions
Week 4 (June 22/24)	Organizing Skills 15. Accountability sessions 16. Building and Joining coalitions 17. Recruitment and leadership development 18. Planning and facilitating meetings 19. Public speaking and media strategy 20. Working with community boards and religious organizations 21. Tactical investigations
Week 5 (June 29)	Building Organizational Support 22. Grassroots fund raising 23. Development of administrative systems 24. Supervision 25. Financial and legal matters 26. Developing a long-term perspective 27. Economics of community organization
Week 5 (July 1)	Simulated Community Organization Exercise and Oral Presentations (Power Points)

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Beverly, D.P. & Mc Sweeney, E.A. (1987). Social Welfare & Social Justice. Englewood Cliffs, N.J. : Prentice-Hall, Inc. Although somewhat dated, please review the first two chapters of this book for its conceptualization of social justice.

Bobo, K., Kendall, J. & Max, S. (1995). Cleaning up in the nineties. In J. Rothman, J.L. Erlich, & J.E. Tropman (Eds.), *Strategies of community intervention* (pp. 99-113). Itasca, IL: F.E. Peacock Publishers, Inc.

Chaskin, R.J. Joseph, M.L. & Chipenda-Dansokho, S. (1997). Implementing comprehensive community development: Possibilities and limitations. Social Work, 42 (5): 435-443.

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 "return"! Journal of Sociology and Social Welfare, xxv (1): 61-69.

Daley, J.M. & Wong, P. (1994). Community development with emerging ethnic communities. *Journal of Community Practice*, 1(1), 9-24.

Devore, W. (1995). Organizing for violence prevention: An african-american community perspective. In F.G. Erlich & J.L. Erlich (Eds.), *Community organizing in a diverse society* (pp. 61-75). Boston, MA: Allyn and Bacon.

Dodd, P., & Gutierrez, L. (1990). Preparing students for the future: A power perspective on community practice. *Administration in Social Work*, 14(2), 63-78.

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.

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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.

Fellin, P. (1995). Community conflict. In *The community and the social worker* (pp. 235-247). Itasca, IL: F.E. Peacock Publishers, Inc.

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Karger, H.J. (1997). Social Work and Community in a Private World. New York: Longman.

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.

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Hanna, M., & Robinson, B. (1994). *Strategies for community empowerment: Direct action and transformative approaches to social change practice*. Lewiston, NY: Edwin Mellen Press.

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.

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Hoff, M.D. & McNutt, J.G. (1994). *The global environmental crisis: Implications for social welfare and social work*. Aldershot, England: Avebury.

Homan, M. (1994). Powerful planning. In Promoting Community Change. 9pp.154-177). Pacific Grove, California: Brooks/ Cole.

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