

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 550 - Community Organization
Course Outline**

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Semester: Spring 2009

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Office Hours: Available by appointment

Office Location: 1st Floor Rm. 189

Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 539

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.utk.csw.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*, 2008).

Disability

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 2227 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Course Description

This course is a concentration elective course. Locality development, social planning, and social action as practice models for development of resources to meet human needs. This course is designed as an elective course for both concentrations to give the students the essential knowledge base and skills to practice community organization. As a method of social work, community organization is defined as a mode of social work practice including models of locality development, social planning, and social action through which the community is "mobilized" and empowered to deal with its issues and problems, and to resolve them to its satisfaction.

Course Rationale

More than ever, the communities are faced with significant problems hampering their quality of life with adequate social and economic power and resources in their diverse and vulnerable contexts. Historically, community-based work has been the medium through which the collective problems of community members have been explored and resolved within the practice frameworks of cultural and ethnic sensitivity and competence. The serious and urgent nature of current problems besetting the communities of diverse ethnicity and culture necessitates the profession of social work to approach these problems with knowledge- and

expertise-based planned change. Furthermore, the expediency with which these communities and their problems need to be given attention compels the social work profession to teach how to practice community organization within the framework of professional ethics and standards for community practice and, strengths and empowerment perspective lodged in the social and economic justice principles. The need to practice community organization today is no less than it has ever been in the history of this country.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1) Evaluate community as a socio-political entity with its own characteristics and resources for problem solving. Research Conc. #1-3; Practice Conc. #1-3; Populations at risk/SJ Conc. #1-2. (*Content: socio-political systems; communities as social, political, economic and cultural, and environmental / ecological systems*)

2) Identify and analyze community problems, design and implement programs to resolve these problems to the satisfaction of the community; program evaluation. Values/ethics Conc. # 1-3; Populations at risk/SJ Conc. #1-2; Diversity Conc. #1-4; CT/EBP Conc. #1-5; Research Conc. #1-3; Practice Conc. #3; Policy Conc. #1-4. (*Content: community analysis, problem definition/formulation and solving; community-based program design and implementation, and evaluation*).

3) Design community change strategies and tactics of mobilization and models of practice. Practice Conc. #1-3; Research Conc. #1-3; Diversity Conc. #1-4. (*Content: community problem-solving; community change strategies and tactics of mobilization and models of practice*).

4) Critically determine social work roles and assess their place in evidence-based practice with communities. Diversity Conc. #1-4; CT/EBP Conc. #1-5; Research Conc. #1-3; Practice Conc. (*Content: the roles social workers play as community organizers and practitioners; the ethical foundations of community practice*).

5) Apply cultural awareness and competence to all community practice. Values/ethics Conc. #1-3; Diversity Conc. #1-4; Populations at risk/SJ Conc. #1-2. (*Content: vulnerable and at-risk communities of color, minority and diversity with respect to fair and equitable distribution of society's resources; empowerment and change agents for action resulting in positive outcomes within the context of social, and economic justice for the community*).

Required Textbook:

Rubin, Herbert J. and Irene S. Rubin. (2008). Community Organizing and Development. Fourth Edition.

Supplemental Textbook:

Homan, Mark S. (2004). Promoting Community Change: Making it Happen in the Real World. Third Ed. Pacific Grove, CA: Brooks/Cole Publishing Company.

Course Requirements/Grading:

Community Project	50%
Individual Presentations and Paper	10%
Mid-term	20%
Final Exam	20%

Description of Course Requirements:**1) Community Project**

Course Competencies Demonstrated: *Completion of the community project will enable students to demonstrate and integrate the 5 course competencies, which are: 1) Evaluate community as a socio-political entity with its own characteristics and resources for problem solving. 2) Identify and analyze community problems, design and implement programs to resolve these problems to the satisfaction of the community; program evaluation. 3) Design community change strategies and tactics of mobilization and models of practice. 4) Critically determine social work roles and assess their place in evidence-based practice with communities. 5) Apply cultural awareness and competence to all community practice.*

Project Description:

As a group, the students will complete a community project related to a current concern of a community of the group's choice. Regular class time will be spent surveying and analyzing communities and visiting/working with members of the community. The last hour of class will be reserved for working meetings to plan community based efforts (survey, observations, discussions), design, monitor the project, and work with the people in the community to culminate a significant change.

When the students have completed their projects, as a group they will present the outcomes in verbal and written form. Students may invite an audience of community stakeholders, students, concerned government officials (e.g. city's community development agency) and/or community agencies who you think might be interested in your efforts for political, professional, and community development reasons. Feel free to ask one or more of these people to participate in the presentation.

While conducting the community project, the student is expected to give particular attention to the practice of social work professional ethics, as well as social/economic justice concerns as they relate to the community. Consequently, in the final report, there should be a special section specifically addressing these concerns.

To start, the student will be given the second session to work in the community to begin preliminary reading, studying and observing the parameters of the problem in the community. The student should start gathering as much quantitative and qualitative data as possible. The final report should be ready to be submitted to the professor by the end of the semester. It may also serve as your final document ready to be submitted to the community and related public and private agencies for public documentation purposes.

2) Individual Presentation and Paper

Specific course competencies measured with the community project include: *a) community analysis, problem definition/formulation and solving; b) community-based program design and implementation, and evaluation; c) community problem-solving; d) community change strategies*

and tactics of mobilization and models of practice; e) vulnerable and at-risk communities of color, minority and diversity with respect to fair and equitable distribution of society's resources; f) empowerment and change agents for action resulting in positive outcomes within the context of social, and economic justice for the community

The purpose for the individual presentation and paper is to encourage critical thinking by allowing the students to critically analyze a concept of community change/organizing and present orally and in written form to their colleagues. Students will select a topic of interest from the course syllabus, gather/analyze relevant information and present their general impression of the concepts and illustrate how the chosen topic relates to community organizing in the 21st century. The student should also outline the author's point of view while composing their own point of view and identify the strengths/weakness of both.

Students should use media/PowerPoint to present topics orally. And the paper should address the following questions:

1. *What is the main purpose of the articles referenced in the presentation?*
2. *What are the key questions the authors are try to address?*
3. *What are five key points in the articles?*
4. *What are the main inferences/conclusions in the articles?*
5. *What are the key concepts we need to understand?*
6. *What is the author's main point of view?*
7. *What is your point of view?*

Expectation for Writing Assignments

1. Use APA format (e.g. Cover Page, Headers/Headings, etc.)
 - a. Double Spacing
 - b. Times New Roman
 - c. 12 pt font
2. Community Project final report should not exceed 20 pages
3. Individual Papers should be 3-5 pages
4. Due the day of presentation
5. 5 points will be deducted for late papers

Mid-term Exam

The Mid-term exam will be administered in-class in essay form. This exam will cover readings, class discussions and project work completed to date. Exam topics will measure the following: 1) Social Worker Role in facilitating Community Change, 2) Cultural Competence, 3) Analyzing Communities, 4) Models and Components of Community Practice, 5) Action Environment, 6) Building the Organized Effort, 7) Empowering Communities.

Final Exam

The Final exam will be a take-home comprehensive test which will cover all topics discussed during the semester. Questions will also come from readings, all class discussions and project work as both theory and application questions. Exam topics will measure the following: 1) socio-political systems, 2) communities as social, political, economic and cultural, and

environmental/ecological systems, 3) community analysis, problem definition/formulation and solving; 4) community-based program design and implementation, and evaluation, 5) community problem-solving, 6) community change strategies and tactics of mobilization and models for practice, 8) the roles social workers play as community organizers and practitioners, 9) the ethical foundations of community practice, 10) vulnerable and at-risk communities of color, minority and diversity with respect to fair and equitable distribution of society's resources; 11) empowerment and change agents for action resulting in positive outcomes within the context of social, and economic justice for the community. Make-ups are not permitted unless there are emergencies.

Session 1 Introduction: What is Community Organizing?

Topics:

- Overview of course
- Explanation of the Community Project
- The History and Goals of Community Organizing
- Understanding the Challenge to Change
- Ethics of Community Practice

Content:

- Ethical foundation of community practice
- Communities as social, political, economic and cultural
- Community problem-solving

Readings for Session 1: Students should be prepared to define community organizing and share personal involvement, if any, with community organizations.

1. Rubin & Rubin (2008). Chapter 1 Organizing and Development for Progressive Social Change and Chapter 8 Intersecting Histories: Community Organizing, Issue Mobilization, and Social Movement
2. Homan, Mark (2004) Chapter 1 Understanding the Challenge to Change
3. Austin, M.J. & Lowe, J.I. (Eds.) (1994). *Controversial issues in communities and organizations*. Boston: Allyn and Bacon.
4. Brody, Ralph & Nair, Murali D. (2005). *Macro Practice: A Generalist Approach*. 7th Edition. Wheaton, IL. Gregory Publishing Company.
5. Butcher, H. (April 1986). The "Community Practice" approach to local public service provision: An analysis of recent developments. *Community Development Journal*, 21(2), 107-115.

Session 2 Analysis of Communities

NOTE: Class time will be spent in the community actually conducting the survey of community needs for the Community Project

Topics:

- Relating Community Change to Professional Practice
- Development of Professionalism for Community Practice
- A Framework for Action
- Types of Communities

Content:

- Roles Social Workers play as community organizers and practitioners
- Ethical foundations of community practice
- Change Strategies
- Community analysis-problem definition/formulation and solving

Readings for Session 2: Students should research various community organizations designed to address/advocate for a particular social problem and/or vulnerable population. Students should also be prepared to identify the skills needed to organize communities and the role social workers play in the process.

1. Rubin & Rubin (2008)
 - Chapter 5 Building Community to Create Capacity for Change
 - Chapter 6 Empowering through Building Progressive Organizations
 - Chapter 7 Social Problems and Social Policy
 - Chapter 9 Learning about Personal, Community, and Social Needs through Action research
2. Homan, Mark (2004) Supplemental Reading
 - Chapter 2 Theoretical Frameworks for Community Change
 - Chapter 3 Relating Community Change to Professional Practice
 - Chapter 4 Putting Yourself in the Picture
3. Johnson, A.K. (1994). Linking professionalism and community organization: A scholar/advocate approach. *Journal of Community Practice*, 1(1), 65-86.
4. Kelley, J.B., Balderrabano, P., & Briseno, L. (January 1996). The roles of community works in the United States and Mexico. *Community Development Journal*, 21(1), 11-22.
5. 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.
6. 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.)

7. 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.
8. 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.
9. Monitoring the bureaucracy; Social workers as politicians. In *Affecting change: Social workers in the political arena* (pp. 81-96). White Plains, NY: Longman.

Session 3: The Models and Components of Community Practice: NOTE: With this session, class work begins on the Community Project. The last hour of every session will be devoted to your discussions and deliberations on your work. Integration of theory and practice is expected.

Topics:

- People
- Diversity
- Power
- Empowerment

Content:

- Models for Practice
- Communities as social, political, economic, cultural, environmental and ecological systems
- Empowerment and change agents for action resulting in positive outcomes within the context of social, and economic justice for the community
- Vulnerable and at-risk communities of color, minority and diversity with respect to fair and equitable distribution of society's resources
- Community analysis- problem definition/formulation and problem solving

Session 4: The Models and Components of Community Practice

Topics:

- Control
- Oppression
- Economic
- Social Justice

Content:

- Models for Practice
- Communities as social, political, economic, cultural, environmental and ecological systems
- Empowerment and change agents for action resulting in positive outcomes within the context of social, and economic justice for the community
- Vulnerable and at-risk communities of color, minority and diversity with respect to fair and equitable distribution of society's resources
- Community analysis- problem definition/formulation and problem solving

Readings for Sessions 3 and 4: What are the building blocks of community organizing? Students should be prepared to discuss the outcomes of researching various community organizations. Students should identify names of community organizers/organizations, the mission/purpose, the stakeholders, achievements, etc.

1. Rubin & Rubin (2008).
 - Chapter 4 Empowering Individuals
 - Chapter 5 Building Community to Create Capacity for Change
2. Homan, Mark (2004) Supplemental Reading
 - Chapter 6 Knowing Your Community
 - Chapter 9 People- The Most Valuable Resource
3. Dodd, P., & Gutierrez, L. (1990). Preparing students for the future: A power perspective on community practice. *Administration in Social Work*, 14(2), 63-78.
4. Feagin, J.R. and Feagin, C.B. (1996). *Racial and Ethnic Relations*. (5th Ed.) Upper Saddle River, N.J.: Prentice-Hall, pp. 1-3; Chs. 1-2; pp. 59-70; and Chs.13-14.
5. Gulati, P., & Guest, G. (January 1990). The community-centered model: A garden-variety approach or a radical transformation of community practice? *Social Work*, 35(1), 63-68.
6. Hanna, M., & Robinson, B. (1994). *Strategies for community empowerment: Direct action and transformative approaches to social change practice*. Lewiston, NY: Edwin Mellen Press.
7. Hyman, D. (1990). Six models of community intervention: A dialectical synthesis of social theory and social action. *Sociological Practice*, 8, 32-47.
8. Jonson-Reid, M. (2000). Evaluating empowerment in a community-based child abuse prevention program: lessons learned. *Journal of Community Practice*, 7(4), 57-76.
9. Midgley, J. (1999). Social development in social work: Learning from global dialogue. In C.S. Ramanathan & R.J.Link (eds). *All Our futures: Principles and resources for Social Work Practice in a Global Era*. 193-205. New York: Wadsworth.

Session 5: Action Environment: Student Presentations and Community Organizing Video Topics:

- Learning About the Action Environment
- Learning About the Governmental Environment Information for Mobilization and Social Action
- Building the Organized Effort

Content:

- Community Change strategies
- Tactics for mobilization

- Models for Practice
- Socio-political systems
- Community based program design, implementation and evaluation

Session 6: Action Environment: Student Presentations and Community Organizing Video Topics:

- Taking Action-Strategies and Tactics
- Mobilizing for Action: The Path From Mobilization to Action

Content:

- Community Change strategies
- Tactics for mobilization
- Models for Practice
- Socio-political systems
- Community based program design, implementation and evaluation

Readings for Sessions 5 and 6:

1. Rubin & Rubin (2008)
 - Chapter 9 Learning about Personal, Community, and Social Needs through Action Research
 - Chapter 10 Activists, Organizers, and Social Change Professionals
 - Chapter 11 Creating Capacity through Effective Organizational Administration
 - Chapter 12 Expanding Capacity through Empowering, Participatory Meetings
 - Chapter 14 An Overview to Social Mobilization Campaigns
 - Chapter 15 Mobilizing Individuals and Groups

2. Homan, Mark (2004) (Supplemental Reading)
 - Chapter 4 Putting Yourself in the Picture
 - Chapter 8 Powerful Planning
 - Chapter 12 Building the Organized Effort
 - Chapter 13 Taking Action- Strategies and Tactics

3. Butcher, H. (April 1986). The "Community Practice" approach to local public service provision: An analysis of recent developments. *Community Development Journal*, 21(2), 107-115.

4. Castelloe, P. & Prokoy, J. (2001). Recruiting participants for community practice interventions: Merging community practice theory and social movement theory. *Journal of Community Practice*, 9(2), 31-48.

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

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

Session 7 MID-TERM EXAMINATION

All to date-readings, class discussions, community project

Session 8:**Topics:**

- Influencing the Political System
- Social Action Campaigns

Content:

- Socio-political systems
- Community problem solving
- Community change strategies
- Tactics for Mobilization
- Empowerment and change agents for action resulting in positive outcomes within the context of social, and economic justice for the community

Session 9:**Topics:**

- Social Confrontations: From Legal Tactics to Direct Actions

Content:

- Socio-political systems
- Community problem solving
- Community change strategies
- Tactics for Mobilization
- Empowerment and change agents for action resulting in positive outcomes within the context of social, and economic justice for the community

Readings for Sessions 8 and 9:

1. Rubin & Rubin (2008)
 - Chapter 14 An Overview to Social Mobilization Campaigns
 - Chapter 16 Influencing the Public Sector: Civic and Administrative Engagement
 - Chapter 17 Compelling Change through Power Tactics
 - Chapter 18 Tools for Strengthening Social Mobilization Campaigns: Lawyers and Litigation, Publicity and the Mass Media, Negotiations
 - Chapter 19 Social Action: Magnifying Power through Coalitions
2. Homan, Mark (2004) (Supplemental Reading)
 - Chapter 15 Increasing Effectiveness of Established, Formal Organizations

➤ Chapter 16 Lobbying for Change

3. Banach, Mary, Hamilton, Deborah and Perri, Penelope M. (2003). Class action lawsuits and community empowerment. *Journal of Community Practice*, 11(4), 81-100.

*****SPRING BREAK *****

Session 10:

Topic:

- The Development Model: An Introduction to Development Campaigns

Content:

- Community Change strategies
- Models for Practice
- Community based program design, implementation and evaluation

Session 11:

Topic:

- Economic and Social Development for Social Change

Content:

- Community Change strategies
- Models for Practice
- Community based program design, implementation and evaluation

Readings for Sessions 10 and 11:

1. Rubin & Rubin (2008)
 - Chapter 16 Influencing the Public Sector: Civic and Administrative Engagement
 - Chapter 20 An Introduction to the Community Economic and Social Production Model
2. Chaskin, R.J. Joseph, M.L. & Chipenda-Dansokho, S. (1997). Implementing comprehensive community development: Possibilities and limitations. *Social Work*, 42(5): 435-443.
3. Daley, J.M. & Wong, P. (1994). Community development with emerging ethnic communities. *Journal of Community Practice*, 1(1), 9-24.
4. Freire, Gloria. (2004). Social development and Puerto Rican experience, *Social Development Issues*, 26(1), 83-92.
5. Midgley, J. & Livermore, M. (1998). Social capital and local economic development: Implications for community social work practice. *Journal of Community Practice*, 5(1.5): 29-40.

6. Midgley, J. (1999). Social development in social work: Learning from global dialogue. In C.S. Ramanathan & R.J.Link (eds). *All Our futures: Principles and resources for Social Work Practice in a Global Era.* 193-205. New York: Wadsworth.

Sessions 12-13

Topic:

- Management of Community Projects: Management, Funding, Implementation, and Evaluation

Content:

- Community based program design, implementation and evaluation
1. Rubin & Rubin (2008)
 - Chapter 21 Skills for Accomplishing Economic and Social Production Work
 - Epilogue Working toward a Progressive Society
 2. Homan (2008) Supplemental Reading
 - Chapter 10 –Raising Other Resources

Session 14 Group Presentations: End-of Term take-home exam will be distributed

Session 15 TAKE HOME EXAMS DUE