

Community Organizing and Social Planning
Fall Semester 2008

Course SWK 300 70
Credits 3

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Course Domain:

This course deals with the various dimensions and phases of organizing the efforts of a group of people to improve the conditions of their community's life and their capacity for participation, self-direction, and integrated effort in community affairs. Used in this sense, the concept of community is not necessarily limited to a specific geographic locale, but also includes any group of people who share a common interest. Thus, a community could include a group of residents in a nursing home, the residents of an inner city neighborhood, or all the Native Americans in the United States. The approach of this course is that while specific choices of techniques and strategies vary with the group and the situation, the basic principles of community organization are universally applicable.

In addition to community organizing, this course will explore program and community development. Without an effective program or campaign there will usually be no effective change. This course will analyze the various factors that comprise a dynamic program, campaign, or system change in the circumstances of the community's life. Factors such as resource identification and utilization, problem assessment, program administration and evaluation, bureaucratic organization, strategy formulation, and the application of tactical pressure will be discussed.

Viewed in this manner, community organization and development represents both a process and a set of skills for which the social work student, in particular, will find various professional applications, regardless of the practice setting. Social work generalist practice is conducted with diverse individuals, families, groups and communities enduring one or more disadvantages in relation to the general population. The social worker, as a professional expert in the use of organizational and developmental techniques, appropriately transfers this knowledge to the disadvantaged as tools for helping to remove the barriers inhibiting their full development and needs fulfillment.

Course Objectives:

This course is designed to facilitate the student's ability to use critical thinking skills to:

1. Understand the role of community organizing and social planning in social work practice.
2. Understand and apply the basic methods that can be employed in organizing a community and/or special program.

3. Be able to assist constituencies to identify the institutional causes of community problems using social research in order to devise effective interventions for ameliorating these problems and promoting community health and well-being.
4. Develop a general knowledge of the considerations and issues involved in facilitating change to humanize social service agency settings and to make them more responsive to human needs, as is necessary.
5. Stimulate the student's ability to conceptualize creative and innovative approaches to community organizing consistent with social work values and ethics and with the goal of promoting social and economic justice.
6. Facilitate the student's understanding of the linkage between problems facing individuals and small groups with those of broader communities.
7. Understand the impact and causative factors of problems facing contemporary urban and rural communities in the United States, especially those problems facing Lehigh Valley area communities.
8. Understand and be sensitive to the differential needs of diverse populations in organizing them and enhance one's ability to communicate effectively with those peoples.
9. Develop a general understanding of group process and of how to affect it.
10. Develop a working understanding of "principled negotiation" as a form of conflict mediation and the role this skill plays in professional social work practice.

Course Outcomes:

Students will demonstrate an understanding of the role of organizing in generalist social work practice including its application to humanizing organizations and how it links individuals, groups, and communities.

Assessment: Students will read *Organizing for Social Change* and other assigned articles and write graded reaction papers to these readings.

Students will demonstrate their ability to apply organizing knowledge and methods including group process skills and social research skills by attempting to remediate social problems in the Lehigh Valley.

Assessment: Students will work in groups and conduct a semester-long organizing project with and on behalf of constituencies in the Lehigh Valley.

Students will demonstrate their understanding of an ability to conceptualize creative and innovative approaches to organizing that promote social and economic justice.

Assessment: Students will work in small groups and develop a complete hypothetical project that addresses a social or economic injustice within the context of a social services agency setting. They will then write a paper describing the plan and its outcomes.

Students will demonstrate their understanding of and sensitivity to the needs of diverse populations in organizing projects with and on behalf of those populations.

Assessment: students will read *Community Organizing in a Diverse Society* and apply this knowledge in writing a paper and presenting an oral report that evidences their sensitivity to the needs of diverse populations.

Students will demonstrate their understanding of and ability to apply “principled negotiation” techniques in resolving conflict.

Assessment: students will read *Getting to Yes*, applying techniques they learned in a conflicted situation in their own lives and then write a paper describing the process and its results.

Texts:

Bobo, K., Kendall, J., & Max, S. (2001). *Organizing for social change*. (3rd ed.). Santa Ana, CA: Seven Locks Press.

Derald Wing, S. (2006). *Multicultural social work practice*. Hoboken, NJ: John Wiley & Sons.

Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes*. (2nd ed.). New York: Penguin Books.

Other Useful Texts:

Nadasen, P. (2004). *Welfare warriors: The welfare rights movement in the United States*. New York: Routledge.

Student Assignments:

Each student is responsible for:

1. Reading all assignments in advance of each class session to facilitate conceptual knowledge development and active, meaningful class participation. This will include writing no less than 200 words on assigned articles as well as on selected videos shown in class as indicated on the syllabus and actively participating in class discussions. Articles and videos on which synopses are to be written are listed in the weekly class plan with an asterisk. Synopses are due on the next week following when the articles\videos are listed in the "Reading Assignments" on the course plan. Late or inadequately written synopses will receive only half credit.

2. A brief written assignment in which students will apply course concepts in resolving a community-organizing problem. The criteria for this assignment will be presented by the instructor in writing and will focus on developing sensitivity to the needs of special populations. Students will orally present their reports to the class and will join the class in critiquing this oral presentation in order to facilitate the development of communication skills.
3. An in-depth written assignment in which course concepts will be used in hypothetically developing a plan to remediate a current agency-based problem. The hypothetical plan will involve both organizing people into an effective group context and determining and then implementing strategies for the group to take in order to resolve the agency-based problem. Specific written criteria for this assignment will be provided by the instructor in writing.
4. A semester-long class organizing project for which identified constituent needs will provide the focus of concern. A brief, formal written report of the experience will be required. Specific written criteria for this assignment will be presented by the instructor.
5. An in-class exploration of negotiating techniques based on "principled negotiation" as presented in the book *Getting to Yes*. This will also include an opportunity to practice these skills outside the classroom.
6. All assignments are due on dates listed in the course outline in the syllabus. Assignments turned in late will be reduced by one-third of a grade for each day late including weekends. Any multiple page papers not stapled will receive only **half credit**. All papers except the final paper must be submitted no later than the last class session. Late papers will be graded without comments.

Cedar Crest College
Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or comprise student's access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for noncompliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectation stated in the syllabus.

Honor Philosophy

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Grading

Organizing project and report	35%
Special population analysis	15%
Agency-based practice problem	20%
Class Participation/Synopses	20%
Negotiation Practice	<u>10%</u>
	100%

Social Work Program Attendance Policy

Social work courses typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner as well as the interests of your future clients, it is vital for you to attend these class sessions. Therefore, the Social Work Program's Attendance Policy is as follows:

1. You may miss two class sessions for whatever reasons without penalty
2. If you miss a third class session the highest overall grade you can receive for the course is a "B."
3. If you miss a fourth class session the highest overall grade you can receive for the course is a "C."
4. Five or more class absences will result in your need to retake the course.

Note: Save your two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions. Arriving late for class and/or leaving early will count cumulatively toward missed classes.

Students representing the college in athletic and other capacities will be excused from class for games/matches/meets, etc. only, not for practices. However, student athletes who are maintaining a less than "C" average in the course will not be excused from class.

In all cases of missed classes it is the student's responsibility to do whatever is necessary to compensate for any missed assignments or lecture material.

Course Outline

I. Overview of Community Organization Practice

- A. Defining community organizing and community development.
- B. Relationship to generalist approach to social work practice.
- C. Applications for community organization methods and techniques.
- D. Arenas of practice.
- E. Professional goals of practice.
- F. Macro relationships to micro practice.

Reading Assignments:

Organizing for Social Change. C.1. "Introduction"

Encyclopedia of Social Work. "Community Overview," "Community Organization," "Community Development"

Multicultural Social Work Practice: C.1. "Principles and Assumptions of Multicultural Social Work Practice" and C.2. "Becoming Culturally Competent in Social Work Practice"

II. Organizing a Community

- A. The theory and nature of power and authority
 - 1. Sources of power
 - 2. Why we want power – the role of insecurity
 - 3. Power and human needs fulfillment
 - 4. Transforming power into authority
- B. Process and tasks in community organizing
 - 1. Methods
 - 2. Processes
 - 3. Social functions of groups and group process
 - 4. Sociological theories on collective behavior
- C. Socialization phase
 - 1. Identifying and defining the problem and researching the community
 - 2. Identifying and recruiting a constituency
 - 3. Learning to communicate effectively and sensitively
- D. Developing group solidarity
 - 1. Affective relationships and group cohesiveness
 - 2. Developing goals for action
 - 3. Teaching and training the constituency
- E. Building the organization
 - 1. Broadening the constituency
 - 2. Developing leadership
 - 3. Program planning and implementation

- F. Organizing in the Lehigh Valley – guest speakers from ALERT Partnership, Congregations United for Neighborhood Action, The Community Action Committee of the Lehigh Valley.

Reading Assignments:

Multicultural Social Work Practice. C.3. “Understanding the Sociopolitical Implications of Oppression in Social Work Practice.”

Organizing for Social Change. C.2. “The Fundamentals of Direct Action Organizing,” C.3. “Choosing an Issue,” C.8. “Holding Accountability Sessions,” C.9. “Building and Joining Coalitions,” C.10. “Recruiting,” C.11. “Developing Leadership,” C.12. “Planning and Facilitating Meetings,” C.13. “Being a Great Public Speaker,” C.14. “Using the Media,” and C.15. “Designing and Leading a Workshop.”

Encyclopedia of Social Work. “Community Needs Assessment”, “Citizen Participation”, “Fundraising.”

Video: *Poletown Lives*

III. Strategies to Induce Planned Change

A. Goals of community organization practice

1. Professional goals

2. Institutional goals

a. Integrative

b. Sociotherapeutic

c. Environmental change

3. When goals clash

B. General approaches or modes of intervention

1. Locality development approach

2. Social planning policy approach

3. Direct action approach

4. Mixing and phasing approaches

Reading Assignments:

Encyclopedia of Social Work. "Social Planning," "Strategic Planning," and "Community Practice Interventions."

Organizing for Social Change. C.4. “Developing a Strategy.”

Multicultural Social Work Practice. C.4. “Sociopolitical Dimensions of Worldviews.”

Videos: Saul Alinsky: *Leader of Social Reform*, *Holding Ground: The Rebirth of Dudley Street*, and *Taken for a Ride*.

IV. Tactics to Induce Planned Change

A. General perspectives

1. Creativity and innovation in using tactics

2. Social work values and ethics in selection of tactics

B. Tactical approaches

1. Persuasion

2. Bargaining

- 3. Contesting
- 4. Nonviolent conflict resolution

C. Mediation and negotiation processes

Reading Assignments:

Organizing for Social Change. C.10. "Tactics."

Getting to Yes.

Organizing for Social Change. C.5. "A Guide to Tactics," C.6. "Organizing Models," C.7. "Designing Actions."

Multicultural Social Work Practice. C.5. "Racial/Cultural Minority Identity Development" and C.6. "White Racial Identity Development."

Encyclopedia of Social Work. "Conflict Resolution" and "Peace."

Videos: *From Sea to Shining Sea, The Common Ground Approach to Conflict Resolution*.

V. Considerations in Organizing Special Populations

- A. Understand the needs, beliefs, and differences and similarities in the experiences of diverse populations.
- B. Using this knowledge to develop differential intervention strategies appropriate to each population.

Reading Assignments:

Encyclopedia of Social Work. Note the various racial and ethnic groupings available to you as a resource.

Multicultural Social Work Practice. C.10, "Non-Western and Indigenous methods of Healing", C.12, "Profiles of Culturally Competent Care with African American, Asian American and Native American Populations", C.13, "Profiles of Culturally competent Care with Biracial/Multiracial, Latino/Hispanic, and Immigrant/Refugee Populations", and C.14, "Profiles of Culturally Competent Care with Women, Sexual Minorities, Elderly Persons and Those with Disabilities."

Strategies of Community Intervention (on reserve in the library): #11. "Working with Women of Color": An Empowerment Perspective."

Video: *Mobilizing the Latino Community*.

VI. Community Organization--A Critical Analysis

- A. Personal and social transformation or personal and social – adjustment?
- B. Assumptions underlying theoretical approach of community organizing as a meaningful tool for social engagement
 - 1. Societal organization and the distribution of wealth and power
 - 2. Radical causes of social disadvantage for populations
 - 3. The role of social services in addressing social disadvantage
 - 4. The role of the social worker as community organizer in addressing social Disadvantage

- C. Evaluation of effectiveness of community organizing efforts
- D. Alternative approaches to community organizing

Reading Assignments:

Strategies of Community Intervention (on reserve in the library) #2. "A History of Community Organizing Since the Civil War With Special Reference to Oppressed Communities."

Multicultural Social Work Practice. C.7. "Barriers to Effective Multicultural Clinical Practice."

Video: *Battle for Broad and Social Activism in the U.S.*

VII. Humanizing Social Service Agencies

- A. Organizational values and constituency relations
 - 1. Significance for the organizer
 - 2. Differential impact of sponsor goals on constituency
 - 3. Assessing why and when change is necessary
- B. Relations with the wider community
 - 1. External factors impacting on sponsor
 - 2. Impact on constituency autonomy
- C. Intra-organizational relations
 - 1. Sources of power and resistances to change
 - 2. Can I avoid losing my job
- D. Creating change from within
 - 1. New programs
 - 2. Consensus decision-making
 - 3. Support groups
 - 4. Making client needs the priority

Reading Assignments:

Organizing for Social Change. C.16, "Working with Community Organization Boards," C.17. "Working with Religious Organizations," C.18. "Working with Local Unions and Central Labor Councils," C.19. "Tactical Investigations," C.20. "Grassroots Fundraising," C.21. "Controlling Your Work: Administrative Systems," C.22. "Using Computers for Organizing," C. 23. "Supervision," C.24. "Financial and Legal Matters," C.25. "Working for the Long Haul."

Multicultural Social Work Practice. C.11. "Multicultural Organizational Change and Social Justice"

Encyclopedia of Social Work. "Interorganizational Concepts", "Organizational Development and Change."

VIII. Future Directions for Community Organizing

- A. Normative model of the community
- B. Socioeconomic and political climate
- C. Changing strategies
- D. Changing roles of organizers

Reading Assignments:

Organizing for Social Change. C.26. "Toward a Program for the Year 2000."

Video: *Across the River: Saving America's Inner Cities*.

Fall 2008 Weekly Course Plan

August

25

Unit I and course overview

Reading Assignments for Next Class Session:

Everything listed under Unit I with synopsis on:

ESW. "Community Organization"*

Multicultural Social Work Practice. C.1.* ,2*

Unit II

Organizing for Social Change. C.2*, 3*

September

8

Unit II

Reading Assignments for Next Session:

ESW. "Citizen Participation" and "Community Needs Assessment"

Organizing for Social Change. C.8, 9, 10*, and 11*

15

Unit II

Video: "Poletown Lives" *

Reading Assignments for Next Class Session:

Organizing for Social Change. C.12*, 13*, 14 & 15

22

Unit II

Video: *A Day's Work, A Day's Pay* *

Reading Assignments for Next Class Session:

Getting to Yes. Parts I and II

Multicultural Social Work Practice. C.3.*

29

Unit III

Video: *Holding Ground: The Rebirth of Dudley Street* *

Reading Assignments for Next Class Session:

ESW. "Social Planning"* "Strategic Planning," "Strategic Planning," and "Community Practice Interventions"*

Getting to Yes. Parts III, IV, & V

October

6

Unit III

Reading Assignments for Next Class Session:

Video: *Taken for a Ride* *

Organizing for Social Change. C.4*

Multicultural Social Work Practice. C.4.*

13

No Class – Fall Break

20

Unit III and Unit IV

Video: *Saul Alinsky: Leader of Social Reform*

Reading Assignments for Next Class Session:

ESW. “Conflict Resolution” and “Peace”

Organizing for Social Change. C.5*, 6 and 7*

Multicultural Social Work Practice. C.5.* ,6*

27

Unit IV

Video: *What's the Common Ground on Abortion?*

Reading Assignments for Next Class Session: Work on special population assignment.

ESW: Find articles that correspond to your special population assignment selection and read them.

Multicultural Social Work Practice. C.12*, 13*, 14*

November

3

Unit V - Oral Presentation

Video: *From Sea to Shining Sea*

Reading Assignments: Continue previous week's assignments.

10

Unit V - Finish oral presentations

Video: *Social Activism in the U.S.* *

Reading Assignments for Next Class Session:

Strategies (on reserve). #2*

Encyclopedia of Social Work. “Organizational Development and Change.”*

Assignment Due: Written assignment on special populations

17

Unit VI

Video: *Battle for Broad* *

Reading Assignments for Next Class Session:

Start working on final paper.

Organizing for Social Change. C.16, 17, 18, 19* and 20*

24 Unit VII
Video: *Homes and Hands: Community Land Trusts in Action*
Reading Assignments for Next Class Session:
Organizing for Social Change. C.21, 22, 23*, 24* and 25
Multicultural Social Work Practice. C.11*
Assignment Due: Negotiation assignment

December

1 Unit VIII
Video: *Homes and Hands: Community Land Trusts in Action* *
Reading Assignments for Next Class Session:
Organizing for Social Change. C.26*
Assignment Due: Organizing project report

8 Work on final papers
Assignment Due: Synopses assigned

10 Final papers due by 12:00 noon.