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:

Successful completion of this course will enable students:

Program Competency 2.1.3, 2.1.4, 2.1.7, 2.1.10(a)

1. To utilize critical thinking skills and conceptual frameworks to guide the processes of analyzing models of assessment prevention, intervention and evaluation in effectively organizing communities.
2. To demonstrate effective oral and written communication in working with diverse communities of varying sizes as well as to recognize and communicate understanding of the importance of difference in shaping people’s life experiences.

Program Competency 2.1.4

3. To recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance a community’s privilege or power.

Program Competency 2.1.5

4. To understand how the forms and mechanisms of oppression and discrimination impact communities so as to advocate for human rights and social and economic justice.

Program Competency 2.1.6

5. To use practice experience to inform scientific inquiry as well as use research evidence to inform practice in organizing communities.

Program Competency 2.18, 2.1.10(a)

6. To analyze, formulate, and advocate for policies that advance the social well being of communities as well as collaborate with colleagues and clients for effective policy action on behalf of communities.

Program Competency 2.1.9

7. To discover, appraise, and attend to changing contexts to provide relevant services to communities while providing leadership in promoting changes in service delivery and practice to improve service quality to communities.

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 negation” 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:


Other Useful Texts: on 2-hour reserve in the Cedar Crest Library


**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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Organizing project and report</td>
<td>35%</td>
</tr>
<tr>
<td>Special population analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Agency-based practice problem</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation/Synopses</td>
<td>20%</td>
</tr>
<tr>
<td>Negotiation Practice</td>
<td>10%</td>
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<td>100%</td>
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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:

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


Reading Assignments:

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:

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:
*Getting to Yes.*


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.
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."


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:**


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:**

*Encyclopedia of Activism and Social Justice.* “Human Rights Watch.”

**Video:** *Trouble the Water.*

**Fall 2009 Weekly Course Plan**

**August 24**

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
Reading Assignments for Next Session:
ESW. "Citizen Participation" and "Community Needs Assessment"
Organizing for Social Change. C.2*, 3*, 8, 9, 10*, and 11*

September
14  Unit II
Video: “Poletown Lives” *
Reading Assignments for Next Class Session:
Organizing for Social Change. C.12*, 13*, 14 & 15

21  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.*

28  Unit III
Video: Holding Ground: The Rebirth of Dudley Street *
Reading Assignments for Next Class Session:
ESW. "Social Planning"* "Strategic Planning," and "Community Practice Interventions"*
Getting to Yes. Parts III, IV, & V

October
5   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.*

12   No Class – Fall Break

19   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*
Encyclopedia of Activism and Social Justice. “Civil Disobedience,”*
“Nonviolence and Activism,”* “Government Suppression of Social Action,”*
“Law and Social Movements”*
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Video</th>
<th>Reading Assignments for Next Class Session</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>26</td>
<td>Unit IV</td>
<td><strong>What's the Common Ground on Abortion?</strong></td>
<td>Work on special population assignment.</td>
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<td><strong>ESW:</strong> Find articles that correspond to your special population assignment selection and read them.</td>
<td><em><em>Multicultural Social Work Practice. C.12</em>, 13</em>, 14***</td>
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<tr>
<td>November</td>
<td>2</td>
<td>Unit V - Oral Presentation</td>
<td><strong>From Sea to Shining Sea</strong></td>
<td><strong>Strategy</strong> (on reserve). #2**</td>
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<td><strong>ESW:</strong> Find articles that correspond to your special population assignment selection and read them.</td>
<td><strong>Encyclopedia of Social Work. “Organizational Development and Change.”</strong></td>
<td><strong>Assignment Due:</strong> Written assignment on special populations</td>
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<td>9</td>
<td>Unit V</td>
<td>Finish oral presentations</td>
<td>**Social Activism in the U.S. *</td>
<td><strong>Assignment Due:</strong> Written assignment on special populations</td>
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<td><strong>Reading Assignments for Next Class Session:</strong></td>
<td><strong>Organizational Development and Change.</strong>*</td>
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<td>16</td>
<td>Unit VI</td>
<td>**Battle for Broad ***</td>
<td><strong>Start working on final paper.</strong></td>
<td><strong>Organizing for Social Change. C.16, 17, 18, 19 and 20</strong>*</td>
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<td><strong>Video:</strong> <strong>Homes and Hands: Community Land Trusts in Action</strong></td>
<td><strong>Start working on final paper.</strong></td>
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<td><strong>Reading Assignments for Next Class Session:</strong></td>
<td><em><em>Organizing for Social Change. C.21, 22, 23</em>, 24</em> and 25**</td>
<td><strong>Assignment Due:</strong> Negotiation assignment</td>
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<td><strong>Video:</strong> <strong>Encyclopedia of Activism and Social Justice. “Human Rights Watch”</strong></td>
<td><strong>Assignment Due:</strong> Organizing project report</td>
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<td><strong>Trouble the Water</strong></td>
<td><strong>Organizing Assignments for Next Class Session:</strong></td>
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<td><strong>Assignment Due:</strong> Synopses assigned</td>
<td><strong>Organizing for Social Change. C.26</strong></td>
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<td>December</td>
<td>7</td>
<td>Work on final papers</td>
<td><strong>Assignment Due:</strong> Synopses assigned</td>
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