

SILBERMAN SCHOOL OF SOCIAL WORK AT HUNTER COLLEGE
City University of New York

SSW 741 - Community Organization (COP&D) I- Fall 2016

Tuesdays 4-6pm & 6-8pm

INSTRUCTORS

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COURSE DESCRIPTION

Community Organization, Planning and Development I (COP & D).is an introduction to the history of community organizing in social work, the basic theories and models of community organizing and change, strategic frameworks utilized by practitioners in the field, and fundamental organizing skills the student will need in his/her professional roles as a social work practitioner of community organizing, planning and development. Students will explore how to maximize tactical and strategic advantage within their own community-based field settings, Students will have opportunity to enhance skills and understanding of the complexity and components of the context and complexities of organizing with an in diverse communities based on geography, issues, and/or identities. Models of community organizing including mass mobilization, social planning, social action, grass roots empowerment, leadership development, coalition-building and political advocacy, as well as newer community building approaches are included. Special attention will be paid to gender, class, race, ethnicity, sexual orientation, age and disability in organizing. Students will continue to explore their own background, histories, values, styles, assumptions and experience to enhance self-awareness and tactical use of self in assessment, intervention and evaluation of community change efforts.

COURSE COMPETENCIES AND OUTCOMES

Upon successful completion of CO P & D I (CO I- 741), students will demonstrate a range of competencies, listed below along with the CSWE Accreditation EP numbers.

Through written paper assignments, Blackboard postings, group projects, presentation and informed class participation and leadership, students will be able to:

Demonstrate the following *knowledge*...

1. Understand the various concepts and definitions of community and their application to community organizing, planning and development (COP & D). (EP 2.1.3)
2. Understand the historical roots and contemporary context of community organizing, as part of social movements and within the field of social work (EP.2.1.1; EP 2.1.9; EP 2.1.7)

3. Recognize the components of COP & D in social work: planning and program development; policy and political development; education and leadership development; group development (EP 2.1.5)
4. Recognize the diverse types of goals, roles and strategies in organizing and apply it to different settings (EP EP 2.1.1; EP 2.1.2)
5. Understand the ways in which differences in values, power and resources impede or promote community organizing and development. (EP 2.1.5; EP 2.1.4; EP 2.1.2; EP 2.1.7)
6. Recognize and understand how “the isms” in all their dimensions: race, class and gender, age, ability, sexual orientation intersect in community organizing (EP 2.1.4; EP 2.1.5).

Demonstrate the following *skills*:

1. Assess the strengths and challenges of geographic and functional communities (EP 2.1.6)
2. Apply theories and models of community organizing to specific social change endeavors including field assignments (EP 2.1.3; EP 2.1.5)
3. Acquire basic organizing tools and techniques including community outreach and engagement, running and analyzing meetings and other group processes-- the core medium for COP & D (EP 2.1.1; 2.1.6)
4. Utilize and evaluate strategies and tactics in agency and community settings (EP 2.1.6; EP 2.1.9)
5. Cultivate and apply critical analysis and problem solving in community settings (EP 2.1.3; EP 2.1.6)

Demonstrate the following *values and attributes*:

1. Appreciate the complexity, competencies and challenges of the organizer role (EP 2.1.1; EP 2.1.2)
2. Value citizen, community, client/consumer participation and empowerment (EP 2.1.2; EP 2.1.4)
3. Appreciate the struggles and conflicts inherent in organizing for social and economic justice within a democratic framework (EP 2.1.5)
4. Be aware of personal biases and role limits that can affect the practice of COP&D in a diverse society (EP 2.1.1; EP 2.1.2).

Class meetings:

	<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS DUE</u>
1	8/30	Introductions; Organizing Basics: Frameworks & Principles. Review syllabus; shared agreements; readings & assignments; format	
2	9/6	Definitions and Contexts (Historical & Contemporary)	BB Posting 1- Comments on Videos
3	9/13	Connecting Theories, Models & Frameworks	Select Case Study & Form Group
4	9/20	Organizing Principles & Approaches	Preliminary Campaign Exploration
5	9/27	Strategies & Tactics: Issue Framing, Communicating & Messaging	Paper 1 Due
	10/4	NO CLASS	Begin Reading Case Study Book
	10/11	NO CLASS	
6	10/18	Strategies & Tactics, continued	BB Posting 2 plus in class discussion "Case Study: A Daughter's Death" [Form Group for Campaign Assignment-Master Syllabus]
7	10/25	Guest Speakers	
8	11/1	Client, Community, Citizen Participation	BB Posting 3-Client Involvement at your agency
9	11/8	Political Organizing & Policy Advocacy [ELECTION DAY-DON'T FORGET TO VOTE]	
10	11/15	In-Class Group Discussion & Presentation of Case Studies	Individual Paper on Case Study Due
11	11/22	Power and Privilege	BB Posting 4-Power Analysis plus in-class discussion
12	11/29	Roles, Styles, Dilemmas for the Social Work Organizer	

13	12/6	Guest Speakers	Group Synthesis of Case Study Due
14	12/13	Present Campaigns	
15	12/20	Present Campaigns; Wrap up; course assessment; celebration	Group Campaign Analysis Paper due 12/20

COURSE PROCEDURES, REQUIREMENTS AND EXPECTATIONS

Accommodations. In compliance with the Americans with Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. In order to receive reasonable accommodations, students must register with Hunter Office of AccessABILITY Room E 1124 at 68 Street (212-772-4857/TTY (212-650-3230) or consult with the Office of Student Services at Silberman School of Social Work. Notify the instructor at the beginning of the semester if any accommodations are necessary. Information will be held in strict confidence.

Attendance & Lateness. Class attendance is a requirement of the program. Multiple absences or habitual lateness will affect final course grade. You should discuss any unavoidable absence with instructor and clarify the potential impact of absences on the grade for the course. You are expected to attend each class session and to notify the instructor **in advance** by email when you are unable to be in class or will be late. Attendance will be taken at each class session. Lateness disrupts the flow of the class. Please do not forget to let the instructor know if you have come in after attendance has been taken so that you are not marked as absent. **Missing three or more class sessions will result in a grade of No Credit (barring exceptional circumstances).**

Religious Observance. Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance by email so that a plan can be made to make up the work missed as a result of the absence(s).

Professional Conduct: As a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. This means maintaining a climate of respect and tolerance for different opinions. Students should refrain from answering or making cell phone calls in class, and from reading or writing text messages on any portable electronic devices. **If there is a special circumstance related to accommodations, please notify the instructor by email or in writing at the beginning of the semester.** Please let the instructor know in advance if you plan to take notes or record sessions using a computer or another technological device for class purposes or because of your learning style. *Under no circumstances should you share the notes or tapes with anyone outside of class or post the notes/recordings anywhere without written permission of the instructor and students in advance.*

Confidentiality: In order to establish an open, respectful and critical atmosphere in the classroom and on Blackboard postings and discussion, students must maintain confidentiality of colleagues and clients. This includes not communicating outside of class any details about your own or other students' comments or opinions related to self, peers, community and staff members, and/or agencies including their own. ***When posting material, students should not use the specific names of agencies or individuals — refer to titles, types, etc. We assume students will know the agencies being discussed but will not share names beyond the class.***

CLASS FORMAT

The class will use diverse pedagogical methods for optimum student learning. Course will be a combination of lectures, discussion, structured small and large group experiential learning and guest presenters. *Students are expected to be active class participants in discussions and group activities.* This includes completing reading assignments, referencing the readings in class and online discussions, participating in class and online Blackboard discussions, and completing all writing and class presentation assignments.

All students are required to participate in the following in-class learning activities:

Note-taking (i.e., recording minutes). Two students will all have the opportunity to take notes (minutes) and post them to Blackboard at least once during the semester. These minutes are also a resource for absent students. They should be reviewed by students and additions or changes noted. **Minutes are an important COP & D skill.**

Case Studies. Students will select one of six books and work in study groups (of 3-4 people) to present relevant content related to the syllabus. Each study group produces a 1-2 page synopsis plus learning points for practice. These case studies will be used in all three COP & D courses so students may consider obtaining the book (**see list on page 8**).

Class Consultation. Students will have opportunity to reflect or post on Blackboard and discuss in class any relevant issues that have arisen in the classroom, your agency, or community and discuss with fellow students. The only requirement is that student post the situation or issue prior to the class. Instructors will organize those opportunities individually.

Student Leadership Course Readings/Units Students are expected to read all required readings assigned by instructor. Students should be prepared to co-facilitate class discussions on the readings at various times during the semester. There is a space on Discussion Board to share your comments. As you read consider the following questions:

What did you learn that may have surprised you? Was there anything that you disagreed with? What passages or sentences were most memorable or striking to you? Pick one or two to share with the class. What readings resonated most with your past experiences and/or what you hope to learn in this class? What questions did the readings leave unanswered?

Online & Community Learning Requirements. This course is a hybrid, or “blended” class that includes two hours of face-to-face classroom time and one hour of non-classroom interaction (online or community work). This site is an important venue for learning and participation, and students are required to participate in all Blackboard assignments. Blackboard will also be used to post information, links, blogs and other materials considered relevant to the course. Syllabus, handouts, documents used in class will also be posted to the

course Blackboard site. A Master BB will be created for all three sections to post campaign documents

GRADING

Blackboard postings: 40%; Critical Reflection #1: 15%; Case Study Reflection: 15% Campaign Analysis: 20%; Attendance/participation/leadership-10%

Criteria for the School as a whole are spelled out in the Student Handbook.

<http://silbermanssw.org/ssw/wp-content/uploads/2014/07/student-handbook.pdf>

Student grades will reflect attendance, demonstrated use of the readings, meaningful involvement in class discussions, timely participation in online discussions, and satisfactory completion of oral and written assignments. Below is a list of criteria to be met for each grade:

Credit Grade. (CR) Indicates an *acceptable graduate-level work equivalent to a B or better*. It reflects a combination of satisfactory completion of all course work, the quality of written and oral communication, adequate class participation, and regular and on time class attendance. This includes ability to accurately report on the content of the readings, to identify main ideas, to draw relevant conclusions, to self-reflect on the material, to apply material to practice and contemporary policy issues and to reference readings appropriately.

Honors Grade. (H) Indicates *superior graduate level work equivalent to an A+*. It reflects work that exceeds all of the requirements for a grade of Credit and in addition, demonstrates outstanding capacity for critical thinking which includes the contextualization, synthesis of main issues, integration of ideas from several readings, recognition of debated points, and creative application of material to practice and contemporary policy issues. Quality in-class and on-line work contribute towards an honors grade. On time submission of papers and active class participation are required to be considered for an honors grade no matter what the quality of written work.

No Credit Grade. A grade of no-credit (NC) is assigned when a student either does not complete written assignments or demonstrates poor quality of work on assignments. A no credit grade may also be assigned if student has insufficient mastery of reading and lecture materials, weak descriptive and conceptual skills, minimal class participation, and/or excessive absences or lateness. An automatic no credit will also be given for the absence of written work—papers and/or blackboard postings— without communicating with the instructor.

Incomplete. A grade of Incomplete (INC) may be given under extenuating circumstances at the discretion of the instructor only after the student has successfully completed 50% of the course work with a grade of credit or higher. The instructor and student will agree to a completion date for the incomplete work, then student will submit an “incomplete grade” form to the Office of

Student Services PRIOR TO the last day of class. Failure to meet the agreed upon deadline will result in an automatic grade of No Credit.

Letter Grade. Students may request a letter grade from their instructor. Requests for a letter grade must be made by the second week of the semester by completing a “request for letter grade” form and submitting it to the Office of Student Services. Once agreed upon, the Letter Grade request cannot be rescinded.

REQUIRED AND RECOMMENDED BOOKS, READINGS & RESOURCES

1. **Pyles, Loretta (2013).** *Progressive Community Organizing: A Critical Approach for a Globalizing World.* Second Edition. NY: Routledge/ Taylor & Francis Group.
(Available for purchase at Hunter College Bookstore)
2. **Schutz, A. & Sandy, M.G. (2011).** *Collective Action for Social Change: An Introduction to Community Organizing.* Palgrave Connect Publishers.
This is an E-BOOK - Free access on Hunter Library website: www.library.hunter.cuny.edu
(search the CUNY+ collection) [Instructions on Blackboard under Course Documents]
3. **Weil, M.O. & Reisch, M. & Olmer, M. (2013)-Eds.** *Handbook of Community Practice-2nd edition-* Thousand Oaks, CA: Sage Publishers. [Many of the chapters are required are found in E-Reserves]. We recommend this purchase as it will be a resource for many of your courses and beyond.
4. **Community Toolbox at <http://ctb.ku.edu/en>.** This wonderful resource provides concrete tools that an organizer may choose to use as one’s strategy unfolds and as tactical choices are made.
5. Required readings are on E-Reserves: **The Password for E-Reserves is 741miz**
Access to E-Reserves (choose “Mizrahi” in the instructor Dropdown):
<http://hunter.docutek.com/eres/courseindex.aspx?page=instr>

Case Studies (Choose one from this list as the focus of your small group study work)

Fabricant, M. B. (2010). *Organizing for Educational Justice: The Campaign for Public School Reform in the South Bronx.* Minneapolis, MN: University of Minnesota Press.

Kirsch, R. *Fighting for Our Health: The Epic Battle to Make Health Care A right in the United States.* Albany NY: The Rockefeller Institute Press, 2011.

Reese, E (2011). *They Say Cut Back; We Say Fight Back: Welfare Activism in the Age of Retrenchment.* NY: Russell Sage Foundation

Shepard, B, & Hayduk, R., *From ACT UP to the WTO: Urban Protest and Community Building in the Era of Globalization,* (New York: Verso, 2002).

Tobis, D. (2013). *From Pariahs to Partners: How Parents and their Allies Changed New York City's Child Welfare System*. NY: Oxford University Press.

Zames, F. & Fleischer, D.Z. (2001). *The Disability Rights Movement: From Charities to Confrontation*. Philadelphia: Temple U Press.

Other Resources and references

Encyclopedia of Social Work, 20th Edition (2008) Edited by Terry Mizrahi & L.E. Davis.2008. NY: Oxford University and NASW Presses.

The print edition: In Social Work Library, Reference Collection. Call Number: Reference - HV35 .S6 2008

Online edition: FREE ACCESS for students/faculty on Hunter College Library website. Stand-alone database available through the Hunter College Libraries' website. Website URL: <http://library.hunter.cuny.edu/> Click on Databases; Click on the letter 'E'; Scroll to *Encyclopedia of Social Work*. If not on campus, use Hunter NetID to log in.

Macro Social Work Student Network Resources: <http://www.mswn.org/resources> .A growing compendium produced by macro social work students. The MSWSN is facilitated by students at Silberman and is a national organization with chapters at social work schools across the U.S.

Race forward – The Center for Racial Justice Innovation for publications on issues of race and social change. <https://www.raceforward.org>

City Limits (City Limits focuses on political and community social action stories relating New York City). www.citylimits.org

Journal of Community Practice (Haworth Press) sponsored by Association of Community Organizing and Social Administration (ACOSA). Available in Hunter Library E-Journals: www.library.hunter.cuny.edu (search in Journals for “Journal of Community Practice”). Free hard copies come with student ACOSA membership: www.acosa.org. **We use many current articles on COP & D Practice from JCP.**

Burghardt (2014). Macro Practice in Social Work for the 21st Century.2nd edition. Thousand Oaks, CA: Sage Publication.

Minkler, M. Ed. (2012). Community Organizing and Community Building for Health and Welfare. 3rd edition. New Brunswick, NJ: Rutgers University Press.

Homan, M.S. (2015). Promoting Community Change-6th Ed. Cengage Learning.

Staples, L. (2016). Roots to Power-3rd Edition. Praeger-ABC-CLIO, LLC.

ASSIGNMENTS

All papers are to be formatted according to the style guidelines of the American Psychological Association (APA). They should be double-spaced with 1-inch margins and appropriate use of headings to guide the reader and present the paper in an organized manner. APA formatting is not required for Blackboard posts. It is expected, however, that statements made on Blackboard are supported by evidence from the literature or presented as an opinion. **DETAILS ARE INCLUDED UNDER THE SESSION WHEN THE ASSIGNMENT IS DUE.**

- 1) **Introductory Blackboard Posting 1: Overviews of Community Organizing. Due Sept 6.**
- 2) **Paper 1: Critical Reflection Paper #1: Major Organizing Models and Principles. Due Sept 27**
- 3) **Blackboard Posting and In-Class Discussion # 2: Case Study Community Problem-Solving “A Daughter’s Death.” Due October 18**
- 4) **Blackboard Posting # 3. Client/Constituency Involvement and Empowerment at Your Agency. DUE Nov. 1**
- 5) **Case Study Paper: Reflection and Analysis: Individual Due Nov. 15. Group Synthesis Due Dec 6.**
- 6) **Blackboard Posting and In-Class Discussion # 4: Analyze and Diagram Power and Privilege in Your Agency or Project. Due Nov. 22**
- 7) **Group Campaign Analysis. Presentation Due Dec. 13 or December 20. Paper due Dec. 20**

Use Master BB for postings related to this campaign project. Students may work students from other sections of CO 1. [IDENTIFICATION OF CAMPAIGN BY SESSION 6-October 18] PRESENTATION DEC 13 OR 20: Prepare a 15-minute group presentation that highlights what your group has learned through your work on the campaign.

COURSE SESSIONS AND WEEKLY READINGS

(ER = The reading can be found on library Course Reserves site:

<http://hunter.docutek.com/eres/courseindex.aspx?page=instr>

Choose “Mizrahi” and then enter password “741miz”)

PRIOR to first class, watch two presentations on line:

1) the Webinar, “Community Organizing for a Change” presented by Jacqueline Mondros and Terry Mizrahi for the NASW Lunchtime series (one hour):

<http://sssw.hunter.cuny.edu/programs/methods/community-organization-planning-development/co-practice/> Found under Course Materials. Open in Firefox or Internet Explorer

And 2) President Obama’s Commencement Speech at Howard University 2016 (45 minutes) <https://www.youtube.com/watch?v=K4MctEmkml>

SESSION 1: INTRODUCTION-[AUGUST 30]

Learning about ourselves; Review of Syllabus; Individual and Group Assignments; Shared Agreements; Minutes; Group participation; Expectations

SESSION 2. DEFINITIONS AND CONTEXTS [SEPTEMBER 6]

- Pyles textbook: Chapter 1-Introduction (pp 1-20) & Chapter 4-Learning from Social Movements (pp. 53-72)
- Schutz & Sandy textbook: Part 1-Chapters 1 & 2-What Community Organizing is and isn’t (pp. 1-44); Chapter 3 –Collective Advocacy in 21th Century America;
- Sen, R. Chapter 11: New Theory for New Constituencies: Contemporary Organizing in Communities of Color in *The Handbook for Community Practice* **ER**
- Brueggemann, W. (2012) Chap. 2-pg. 27- 46 “History and context for community practice.” In HCP-2nd Ed. **ER**
- Fellin, P. Defining Communities-Chap. 3; Neighborhood Communities Chap. 7 **ER**

- **Assignment Due 9/6 : Introductory Blackboard Posting 1- Overviews of Community Organizing.** Please view the webinar [found on the Blackboard Website & the Silberman website] *Introduction to Community Organizing* and share your initial reflections presented by Mizrahi & Mondros, and also view video -*President Obama Delivers the Commencement Address at Howard University* [Found on Youtube- May 7. 2016.] What learning points for practice are you taking away from each? Which do you agree or disagree with? What questions do you have? What aspects would you like to discuss further in class?

SESSION 3. MODELS & THEORIES: CONNECTING THEORIES, MODELS, & FRAMEWORKS [SEPTEMBER 13]

- Pyles textbook, Chapter 3-Theories and Ideas (pp 34-52) and Chapter 5-Critical Organizing Frameworks (pp 73-91)
- Weil, M. , Gamble, D. Ohmer, M. Evolution, Models & Changing Contexts of Community Practice. Chap. 7. In Weil's Handbook of Community Practice-2nd Ed. Sage Publishers (pp 167-193) **ER**
- Smock: Chapter 2: Models of community organizing pgs. 10-34 (with Table 2) **ER**
- Martinson, M. & Su, C. (2012). Contrasting organizing approaches: The Alinsky tradition and Freierian organizing approaches. In M. Minkler, Ed. 3rd phs 57-77. **ER**
- Ohmer. M.L. & Brooks, F. III (2012). The practice of community organizing: Comparing conflict and consensus approaches. In HCP – 2nd ed. Pg. 233-248. **ER]**
- Rothman, J. Multi-modes of intervention at the macro level. Journal of Community Practice (JCP) 15(4), pp. 11-40 (**ER**)

- **Select case study and form groups**

SESSION 4. ORGANIZING PRINCIPLES AND APPROACHES [SEPTEMBER 20]

- Chapter 4- Saul Alinsky (pp 93-110) Chap. 6 (Mark Warren in Schultz & Sandy-from Alinsky to IAF pp 127-137;
- Schutz & Sandy: Chapter 14: Tactics & Strategy
- Pyles Chapter 9-Tactical Diversity
- Mizrahi, T. (2015). Community organizing principles and practice guidelines. In the *Social Workers' Desk Reference-3^d edition*. New York: Oxford University Press. Chapter 115 **ER**

- **Preliminary Campaign Exploration**

SESSION 5: STRATEGIES & TACTICS: FRAMING AN ISSUE, COMMUNICATING AND MESSAGING [SEPTEMBER 27]

- Pyles Chapter 6- Organizing People & Constituencies- pgs. 81-96; Chapter 8- Communication-Issues from Media and Technology;
- Sandy, Chapter 8-Mixing Metaphors & Models in Schutz & Sandy book (155-178).
- Satariano, N.B. & Wong, A. (2012). Creating an online strategy to enhance effective community building and organizing. In M. Minkler, Ed. 3rd. Edition. **ER**
- Lens, V. (2012). Chapter 9-Advocacy. In *Columbia Guide to Writing in 21st Century Social Work*. (Eds. Simon, B. and Green, W.). NY: Columbia University Press **ER.**

- Leyba, M. The movement will be social: How social media can be used in organizing. In L. Staples-*Roots to Power-3rd Edition*. Pgs. 291-296.
- Gladwell, M. Small change: Why the revolution will not be tweeted. New Yorker <http://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell> **ER**
- Schoech, D. Community practice in the digital age. In HCP-2nd edition. Chapter 129, 809-826 **ER**
- ***Begin reading Case Study Book for Oct. 18 Return to class*** (Students choose & sign up on Blackboard-(4 to a group))
- **Assignment Due 9/27: Paper 1: Critical Reflection Paper #1: Major Organizing Models and Principles.** As you reflect on the models, theories, and frameworks presented in the first part of this course, discuss the following:
 - a. Assess the strengths and limitations of existing models and theories in general, and specifically as these are reflected in or applicable to your agency. How do they fit within a social justice framework in a way that can foster change? How do they fit with your own approaches and worldview?
 - b. How can the theories and models connect to today’s institutions (education, criminal justice, health care, etc.) and to the social movements of today (Black Lives Matter, Environmental Justice, Labor, etc.)?
 - c. What organizing principles are demonstrated in the connections you describe? **Using Mizrahi’s Organizing Principles (2015) (on ER or under Course Materials)**, which do you find helpful? Which do you want to learn more about, and which ones do you disagree with or question? Select at least three.
 - d. Given what you’ve discussed in c., what do you want to learn more about during your time at Silberman?
This assignment should be 6-8 pages. Include at least five separate sources from the syllabus

SESSION 6: CAMPAIGN STRATEGIES AND TACTICS-CONT’D. [OCTOBER 18]

- Staples, From Roots to Power. Chapter 5: Moving into action: Making & carrying out action plans pgs. 143-169 (Includes Tactics of the opposition-7 “D’s” of Defense) **ER**
- Schutz & Sandy textbook, Chapter 10: One on one (pp. 191-204)
- Mizrahi, T. Stages and Components of a Community Outreach Campaign and “Motivation and Resistance-Participation (Unpublished) (Posted under Course Materials On BB)

- **Assignment Due 10/18: Blackboard Posting and In-Class Discussion # 2.** Gonnerman, J. (Oct. 5, 2015). A daughter's death: The father of a star high school athlete confronts New York City's pattern of violence." *The New Yorker* (magazine).

<http://www.newyorker.com/magazine/2015/10/05/a-daughters-death> (Also can be accessed through the Hunter library) or <http://www.newyorker.com/magazine/2015/10/05/a-daughters-death>

This article is about the tragic killing of a young woman, and how her parents and neighborhood residents responded, including organizing around the prevention of community violence and beyond. Post your reactions including feelings, and then consider one or more of the following questions to respond to in your post. In-class we will divide into groups to discuss and identify a range of possibilities.

- How would you define the community? Is it geographic? Defined by race or ethnicity? Both? Something else?
 - How would you define and frame the problem? Who is affected? What are the causes of the problem? What are some solutions?
 - Suggest one concrete and realistic advocacy intervention.
 - Consider the various models and frameworks including the "Alinsky Tradition" and "Freirian Organizing" and decide which approach, or combination of approaches, you would use, and why.
 - What challenges, dilemmas or conflicts might you encounter in working with this community and issue?
- **Group Campaign Analysis: Identification of campaign (see session 14 for description) [Minimum group number 3]**

SESSION 7- GUEST SPEAKERS [OCTOBER 25]

SESSION 8: CLIENT, COMMUNITY, CITIZEN ENGAGEMENT AND EMPOWERMENT [NOVEMBER 1]

- S. Arnstein (1969). A Ladder of Citizen Participation. *Journal of American Institute of Planners*, July. (ER). Classic article: Rungs of a ladder from tokenism to partnership.
- Mizrahi, T., Humphries-Lopez, M. & Torres, D. (2009). Social Construction of Client Participation. *Journal of Sociology and Social Welfare*, 36 (2), 35-61.(ER)
- Levin, L. (2012). Toward a revised definition of client collaboration: The knowledge-power triad. *Journal of Social Work Practice*, 26(2), 181-195 (ER)
- Hardina, D. (2013-06-11). Citizen Participation. *Encyclopedia of Social Work*. Retrieved 1 Feb. 2016, from <http://socialwork.oxfordre.com/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-57>.

- **Case Study:** Lewis, L. & McNeil, L. (2012). Don't talk about us, talk with us: Picture the Homeless (in L. McNeil, *Street Practice*). Pp. 117-143. Ashgate, 2012. (ER)

Recommended

- Hardina.D. (2011). Are Social Service Managers Encouraging Consumer Participation in Decision Making in Organizations? *Administration in Social Work*, 35, 117–137. [CM]
- Staples, L. L. (2012). Community organizing for social justice: Grassroots groups for power. *Social Work With Groups*, 35(4), 287-296 (ER).
- Dorfman, L. & Gonzalez, P. Chap. 22. Media advocacy: A strategy for helping communities change policy. In Minkler, M. 3rd edition. 2012. *Community Organizing & Community Building for Health*. Rutgers U Press (ER)
- **Assignment Due 11/1: Blackboard Posting # 3. Client/Constituency Involvement and Empowerment at Your Agency.**

Ascertain the status of clients/constituencies (consumers, members, residents, tenants, students, patients, citizens) at your agency. **Post a response to at least 3 of the following questions. Incorporate at least 4 assigned readings (including Arnstein's [1969] ladder of participation, plus Community Tool Box.** Responses to your classmates' postings are also encouraged.

- What are the formal and informal ways clients or constituents participate at the micro level in their own case planning (if agency has a service component), and decision-making?
- Through what means at your agency are clients able to participate in or otherwise influence the macro level-planning, policies and programs? What are some tactics you/the agency could use to foster a greater level of inclusion of clients in planning and/or decision-making? What barriers or obstacles prevent greater inclusion and sense of ownership among staff or constituents? What suggestions do you have to minimize these barriers?
- How does the agency obtain feedback from clients and/or other constituencies (formally and informally)? How does it demonstrate its accountability to them?
- How do you/the agency outreach to and engage potential and actual clients/constituencies? How do they use social media and other mechanisms of communication? How could they improve their tools and techniques?
- Select one or more tools/skills from The Community Tool Box website (<http://ctb.ku.edu/en>). Demonstrate how this tool or skill could be used to help you and your agency become more participatory and/or to create a greater sense of ownership among staff or constituents.

SESSION 9: POLITICAL ORGANIZING & POLICY ADVOCACY [NOVEMBER 8]

- Burghardt, S. (2014). *Macro Practice in Social Work for the 21st Century*. Chapter 10: Political advocacy: The social work practitioner in the political arena. Sage Publications. (ER)
- Jansson, B., Heidemann, G., McCrosky, J. & Fertig, R.D.(2013) Eight models of policy practice: Local, State, National and International arenas In M. Weil, Reisch, M. & Ohmer, M. Handbook of Community Practice 2nd Edition. Sage, .pp.403-420.(ER)
- **Case study:** Nail Salons: Maslin, S. The Price of Nice Nails. *New York Times*, May 7th, 2015; Perfect Nails, Poisoned Workers. *New York Times*, May 8th, 2015;Cuomo Orders Emergency Measures to Protect Workers at Nail Salons. *New York Times*, May 11th, 2015; Benefits, and Some Resistance, as New York Cracks Down on Nail Salon Abuses. *New York Times*, July 16th, 2015 [Links found on BB under Course Materials]

Recommended

- Mondros, J. (2013). Political, Social & Legislative action. In M. Weil, Reisch, M. & Ohmer, M. Handbook of Community Practice 2nd Edition. Sage, .pp.345-360.(ER)
- Dorfman, L. & Gonzalez, P. Media advocacy: A strategy for helping communities change policy. In Minkler, M. Community Organizing and Community Building for Health and Welfare (2012). 3rd Ed . Rutgers U. Press (ER)
- Lobby Guide [On BB under Course Materials]

SESSION 10: CASE STUDY: DISCUSSION AND PRESENTATION [November 15]

Group Assignment: Presentation. Each study group will create a 1-2 page handout (or an electronic resource similar in length) that synthesizes the lessons drawn from the case study. This will be *presented in class* and should incorporate the following components:

- What is the issue/larger movement this case study is a part of?
- What is the historical, political, economic, social (race, class, gender, sexuality, age, ability, etc.) context of this case study?
- What models, frameworks, strategies, and tactics are demonstrated?
- How does the organizing work in the case study seek to address the different forms of oppression (explicitly or implicitly)?
- Reference any readings on the syllabus that reflect, reinforce or contradict the book's analysis.

Individual Assignment Due 12/6: Reflection and Analysis: Each individual in the case study group will submit a short (2-4 page) reflection on what was learned about the historical and social context of the social change movement described in the case study. How does power and privilege show up in this case study? What strategies and tactics did you find most impressive

and why? What have you learned about these and what do you want to learn more about? (Note Group synthesis of case study Due Dec 6th)

SESSION 11- POWER AND PRIVILEGE [NOVEMBER 22]

The focus here is **on example the concepts of power and privilege** to promote critical awareness. Given the presence of power disparities, differences and inequality in communities and agencies, the emphasis will be on how students can promote an empowerment-focused practice and improve both the structure and culture of agency and community life. These concepts will be applied to a) the “isms: race, gender, sexual orientation, age, disability—on community organizing and planning practice, and (b) the development of communications and messaging strategies with diverse audiences

- Pyles-Chapter 10: Toward solidarity: Understanding oppression and working with identity politics.
- D. Hardina (2002). Power Analysis. In *Analytical Skills for Community Organization*. NJ: Prentice Hall. Chapter 7, pp. 158-175. **(ER)**
- Sager, J.S. (2008). Sources of power. Chapter 23 (pp. 425-446) in Rothman, J., Erlich, J.L., & Tropman, J.E. (eds) *Strategies of Community Intervention*, Seventh edition. Peosta, IA: Eddie Bowers Publishing. **(ER)**
- Schutz & Sandy: Chapter 10: Power & Targets (pp 219-238).
- Homan, MS. (2015). Power-Chapter 7. *Promoting Community Change-6th Edition*.
- Lavoie, C. (2012). Race, power and social action in neighborhood community organizing: Reproducing and resisting the social construction of the other. *Journal of Community Practice*, 20(3), 249-259 **[ER]**
- O'Brien, M. (2004) Stayin' Alive: Trans survival and struggle on the streets of Philadelphia, in *That's Revolting! Queer Strategies for Resisting Assimilation*, ed. Sycamore, M.B.. Soft Skull Press: Berkeley, CA. Kindle Edition. kl. 305-311[on-line in Hunter libraries]
- Miller, S. Transcending Boundaries and Transforming Knowledge: Transgender Leadership as a College Student, Mentor, and Educator. In *Authentic Leadership: An Engaged Discussion of LGBTQ Work as Culturally Relevant*. Ed. Lemuel W. Watson and Joshua M. Johnson. Charlotte: Information Age, 2013. 15-28.
- **Assignment Due 11/22: Blackboard Posting and In-Class Discussion # 4. Analyze and Diagram Power and Privilege in Your Agency or Project**
 - ***Diagram the power relationships on a*** project, issue or campaign in which you are involved, ideally in your current job, field placement, or volunteer capacity. Include course and other readings or materials from websites (on power, privilege, diversity and disparities) that will be useful in your practice.

- ***In-class small group discussion:*** Present a **VISUAL DEPICTION** of your power analysis to a small group of classmates for discussion and feedback. *See examples and template on Blackboard Under Course Materials*

SESSION 12: ROLE AND STYLE OF THE ORGANIZER: LEADERSHIP, STRATEGIC AND SELF-REFLECTIVE COMPONENTS [NOVEMBER 29]

- Pyles textbook, Chapter 2-The Self-Aware Organizer;
- Hyde, C. A. (2012). Challenging ourselves: Critical reflections on power and privilege. In M. Minkler, Ed. 3rd Edition. Rutgers University Press **ER**
- Burghardt, S. (2014) *Macro Social Work Practice in the 21st Century*-2nd Edition. Chapter 6: Leadership Development through Relationship Building: Embody the Change you Seek.” (pg. 157-200) **[ER]**
- Schutz & Sandy, Chapter 11-Leadership (pp 205-218.
- Staples, (2016) Chapter 2: Locate & relate; motivate & integrate; facilitate and educate; Activate and agitate-The role of the organizer. **[ER]**

Recommended

- Mizrahi, T. (2012). How I became a community organizer as a casework student. In Social Work Matters, (Eds. Hoffler, E. F. & Clark, E.J.) Washington, DC NASW Press, 83-90 **(ER)**
- Lewis, C. E. Jr., (2012). From the tough streets of East New York to Capitol Hill. In Social Work Matters, (Eds. Hoffler, E. F. & Clark, E.J.) Washington, DC NASW Press, 46-52. **(ER)**
- Resources for self-care: The Change Agent: Visions, Values & Hope for Change. http://www.ecodharma.com/public/workspace/pdf/tca_suseactivism.pdf
- Minkler, M., Pies, C. & Hyde, C.A. (2012). Ethical issues in community organizing and community capacity building. In M. Minkler, Ed. 3rd edition. **ER**
- Hardcastle, Powers & Wenocur, Chapter 8, Using self in community practice: Assertiveness, pgs. 208-243. **ER**
- KL Szakos and Joe Szakos (2007), We Make Change (Vanderbilt Univ, Press “What Makes a Good Organizer?” pp. 93-109 **ER**
- Mizrahi, T. (2007). Strengths and struggles of women organizers: A longitudinal study. Affilia: The Journal of Women and Social Work 22 (1), 39-55. [FULL TEXT ONLINE]
- Alinsky, S. “Education of an organizer. Chapter in Rules for Radicals: A Practical Primer for Realistic Radicals. (!971). Random House **(ER)**

SESSION 13: GUEST SPEAKERS [DECEMBER 6]

Assignment Due: Case Study Group Synthesis

SESSION 14: CAMPAIGN PRESENTATIONS [December 13]

The purpose of this two-part assignment is to give students the opportunity to observe, analyze and participate where possible in an on-going campaign (or a campaign they develop) to improve, change, or oppose an issue, program or policy. Students will also obtain additional skills by engaging in a collaborative process to produce a collective product. Students must work in pairs or in small groups. **Use Master BB for postings related to this project. Students may work students from other sections of CO 1.**

Students should divide all assignment components within the group to include observations of meetings and other events, informal interviews with the leadership, review of written materials/website, etc. It is the group's responsibility to ensure the workload is distributed fairly. After the completion of the written assignment and oral presentation, students will be asked to assess their level of participation and those of other group members.

Depending on the campaign, students should participate in as well as assess a campaign's overall goals and strategies, its tactical choices, and the concrete tools used to accomplish tactical and/or strategic objectives. Consider this an experiential learning opportunity using an exchange framework. Individually and collectively you contribute time, tools, skills, energy to a campaign in exchange for learning about their organizing history, current activities and future projections.

By the end of the term, your group will prepare a 10-12 page group paper and a 15 minute presentation describing your analysis of a campaign of your choice. The paper should incorporate relevant course readings plus an additional 10 readings as necessary.

The analysis should incorporate the following discussion points:

1. Using the frameworks and theories covered in this class, determine which model(s) and/or theories your campaign emphasizes. Assess whether or not it is a hybrid model (using parts of more than one model), and analyze the trade-offs made by such strategic choices.
2. Briefly discuss the history of the campaign. What was the issue or need around which it began? How do the leaders/participants define and document need?
3. What kind of structure has been established for leadership, participation and decision making? If the structure is a coalition, who are the lead and member organizations?
4. Who are the campaign's allies? Who is the opposition/what are the major obstacles?
5. Identify and assess the leadership, strategies and styles. Did strategies change along the way?
6. Identify and assess your own roles over time within this campaign and the role of others.
7. Identify any internal tensions, conflicts, including evidence of any of "the isms" as they relate to social identity.
8. Assess the effectiveness of the campaign to date. What has worked and not? How do the leaders and participants define and measure success? Offer suggestions or advice you would give to improve effectiveness.

9. End with a reflection of the campaign's impact on your group and your group's impact or contribution to the campaign.
10. Collectively, reflect on the group process. What worked and what didn't? Where there any conflicts or tensions, and why these occurred? How were tasks assigned? Types of leadership? Lessons learned and advice to future groups e.g. "If I were starting over..."

Keep a log of your participation, assessing what happens, and why. This log will serve as a tool for your reflections in real time and will help document your thinking about the analysis using the discussion points listed above. If the Campaign involves a coalition, it may be possible to continue your involvement as part of group Coalition Assignment in SSW742 (CO 2)

PRESENTATION DEC 13 OR 20: Prepare a 15 minute group presentation that highlights what your group has learned through your work on the campaign. Make it interesting as public speaking and presentations are part of the COP & D roles and skills. Involve the class in some way (e.g. game; role play; Q & A; social action). You may incorporate brief video or audio material, power point, etc. All members do not have to present, but all members must contribute in some way to both paper and presentation.

Students will be asked to evaluate in writing each other's and their own performance (anonymously or signed) and share with the group (not the instructor). It is expected that both positive feedback as well as ways presentation format, content and style could be improved will be shared openly, honestly and respectfully ("growth feedback"). A feedback form will be provided.

**SESSION 15: CAMPAIGN PRESENTATIONS; COURSE ASSESSMENT;
CELEBRATION-ROLE OF RITUALS IN ORGANIZING [DECEMBER 20]**

- **Assignment Due: Group paper**

8-26-16

SSW 742.00 - COMMUNITY ORGANIZING, PLANNING & DEVELOPMENT 2
Spring 2017

Tuesday 2-4 pm (Section 01) – Room 322 (Rodriguez)

Tuesday 4-6 pm (Section 02) – Room 320 (Shelton)

Tuesday 6-8 pm (Section 03) --Room 318 (Moore)

Faculty:

Dr. Maria Rodriguez mr3284@hunter.cuny.edu 212-396-7781

Dr. Jama Shelton jshelton@hunter.cuny.edu 212-396-7548

Dr. Paula Moore pm869@hunter.cuny.edu 646-245-6027

Course Description and Overview

The course will examine theoretical, strategic, and technical aspects of planning in social work within the context of the American political and economic systems. It will focus on problem-solving activity including analysis, design, implementation, and evaluation of human services. It will emphasize the special impact of class, race, gender, sexual orientation, and gender identity on the social work planning process, roles, and outcomes. This course will cover five major areas: 1) professional social workers as social planners in social welfare and community-based settings; 2) theories (i.e., models and frameworks), stages, skills, and tools of the planning process; 3) using research and data for assessment and evaluation; 5) effective multi-media; 6) collaborations, coalitions, and community-based planning initiatives; 7) dealing with “the isms”: multi-culturalism, diversity & disparities; 8) ethical dilemmas facing organizers/planners today.

The course is designed to elicit participation of students in course planning, class discussions, group projects, and presentations. In addition, students will be encouraged to demonstrate their course knowledge through the use of Blackboard discussion forums. The course will draw upon lectures, case studies, small group exercises, guest speakers, problem-solving methodology, and presentations in class and through discussion-board postings on Blackboard.

Statement of Academic Integrity:

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

EPAS Competency	Practice Behaviors	Assessment of Practice Behaviors
2.1.2. Apply social work ethical principles to guide professional practice	Apply ethical standards, ethical laws, and ethical reasoning in promoting human rights and social justice in the assessment, intervention, and evaluation of organizational and community practice	Demonstrated by reflecting on an ethical issue or dilemma in field placement agency, indicating how it was (or could have been resolved), and analyzing its outcome using an ethical reasoning framework (Blackboard posting #4 and comments on classmates' posting)
2.1.3. Apply critical thinking to inform and communicate professional judgments	Use logic, critical thinking, creativity, and synthesis of multiple frameworks and sources of information to make professional judgments regarding your own planning style and the style of your field placement agency	Demonstrated by 1) analyzing your own planning style, experiences, ideology, interests, and needs using a planning theory, framework, or model of your choice (Written Assignment #1: Reflection and Critical Analysis of Planning Styles and Theories); and 2) analyzing how your placement agency uses planning theories, frameworks, models, and data to guide decisions and to evaluate outcomes of programs and services (Blackboard posting #1 and comments on classmates' posting)
2.1.4. Engage diversity and difference in practice	Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning, and implementing interventions	Demonstrated by 1) critically examining your agency using a theoretical model or framework of your choice that relates to power, privilege, diversity, multiculturalism, and/or disparities through a BB Posting
2.1.6. Engage in research-informed practice and practice-informed research	Utilize theories of community and organizational behavior and evidence-informed research to develop, implement, and evaluate a plan of action for community or organizational intervention in your field placement agency (or other setting)	Demonstrated by creating an outline reflecting on a current or past planning process that includes the interactional and analytical steps and skills needed to successfully complete a plan of action (Blackboard Posting # 2 and Written Assignment #3: Planning Outline and comments on classmates' outlines)
2.1.10(b) & (d). Assess and evaluate with	Engage with coalitions, their constituencies, and the organizations that comprise them to	Demonstrated by collecting, organizing, and interpreting data on select coalition as well as critically analyzing and evaluating

<p>individuals, families, groups, organizations, and communities</p>	<p>assess and analyze their capacities, strengths, strategies/tactics, needs, and outcomes, as well as to make recommendations to them for appropriate future actions</p>	<p>the coalition's results and outcomes (Written Assignment #2: Coalition Analysis Written Group Paper; and In-Class Presentation #2: Coalition Analysis Group Presentation)</p>
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Community Organizing, Planning & Development 2: Spring 2017 Calendar

Session #	Date	Topic	Assignment Due
1	January 31	Introductions to each and orientation to the course and assignments.	Part I Begin Small group in-class exercise
2	February 7	Planning, organizing, and development in action	Part II Completion of Small group in-class exercise
3	February 14	Planning Theories, models and frameworks-Cont'd.	Written Assignment #1 due: Self-reflection and critical analysis of planning styles and theories
	February 21	COMMON DAY NO CLASS!	
4	February 28	Use of data and research for planning and evaluation	
5	March 7	Use of data and research for planning and evaluation cont'd	BB Discussion Posting # 1 due: Using data for planning and evaluation in your agency
6	March 14	Media, messaging and communications (with diverse communities) Part 1	
7	March 21	Media, messaging and communications (with diverse communities) Part 2	Identify and Post Coalition BB Discussion Posting #2 due: Use of media and messaging in agency
8	March 28	GUEST SPEAKERS	NYS NASW LOBBY/LEAD DAY IN ALBANY
9	April 4	Collaborations, coalitions, partnerships- Theory and Models	
	April 11	SPRING BREAK-NO CLASS!	
	April 18	SPRING BREAK-NO CLASS!	
10	April 25	COALITON GUEST SPEAKERS	
11	May 2	Diversity, Disparities & Difference	BB Discussion Posting #3 due: Diversity & Disparities dilemmas in planning and organizing
12	May 9	Values & Ethics-CO Style	BB Discussion Posting #4 due: Values & Ethics
13	May 16	Collaborations, coalitions, and partnerships presentations	Self and Peer Review; Handouts Written Assignment #2 due: Group Coalition
14	May 23	<ol style="list-style-type: none"> 1. Individual Planning Process Discussion and presentations 2. Course Evaluation and Celebration 	Written Assignment #3 due: Individual Planning Outline

Course Expectations

Accessibility

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room E1124 to secure necessary academic accommodations. For further information and assistance please call (212- 772- 4857)/TTY (212- 650- 3230).

Attendance & Lateness

Class attendance is a requirement of the program. Multiple absences will affect final course grades. Students should discuss any unavoidable absence with instructor and clarify the potential impact of absences on the grade for the course. You are expected to attend each class session and to notify the instructor **in advance** by email when you are unable to be in class or will be late. Attendance will be taken at each class session. Lateness disrupts the flow of the class. Habitual lateness may affect your class grade. Please do not forget to let the instructor know if you have come in after attendance has been taken so that you are not marked as absent.

Missing more than two class sessions may result in a grade of No Credit.

Any student who is unable, due to religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance by email so that a plan can be made to make up the work missed as a result of the absence(s).

Professional Conduct

As a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. This means maintaining a climate of respect and tolerance for different opinions. Students should refrain from answering or making cell phone calls in class, and from reading or writing text messages on any portable electronic devices. If there is a special circumstance related to accommodations, please notify the instructor by email or in writing at the beginning of the semester. Please let the instructor know in advance if you plan to record sessions using a computer or another technological device for class purposes or because of your learning style. Under no circumstances should you share the class notes or tapes with anyone outside of class or post the notes/recordings anywhere without written permission of the instructor and students in advance.

Confidentiality

In order to establish an open, respectful and critical atmosphere in the classroom and in Blackboard postings and discussion, students must adopt an attitude of confidentiality. This includes not communicating outside of class any details about your own or other students' comments or opinions related to self, peers, community and staff members, and/or agencies including their own. When posting material on Blackboard, students should not use the SPECIFIC NAMES OF AGENCIES OR INDIVIDUALS — REFER TO TITLES, TYPES, ETC.

The Silberman School of Social Work Writing Program

The Writing Program is available to all students for writing consultation. You should contact them promptly if your self-evaluation or faculty evaluation reveals a need to improve skills or meet specific writing goals. To schedule an appointment with the Writing Center Director, Christopher Hartley, please go to <https://ssswriting.youcanbook.me/>

Grading

Credit for the course will be based on the successful completion of the following **REQUIRED** components:

<u>Components</u>	<u>Percent of the grade</u>
Reflective paper	10%
Planning Process Outline	10%
Coalition Group Paper & Presentation	30%
Four Blackboard Discussion board postings described below	40% (10% each)
Ongoing in-class participation including minutes	10%
Total	100%

The grading system for this course is Credit, No Credit, and Honors for the equivalent of “A+” work. If a student wishes to receive a letter grade in lieu of this system, please contact the professor by e-mail **no later than the second week of the semester**. **Requests made after the 2nd week will not be honored. The “Request Letter Grade” form is on Blackboard under “Course Information”, which you can download, print, and complete.**

Credit will be assigned on the basis of satisfactory completion of all required assignments: Papers, Blackboard Postings, and class participation. Each component of the grade will be weighted according to the criteria listed below. A grade of “Honors” will be based on outstanding performance in quality and content of written work, oral communication, evidence of critical thinking in written and oral work, and application of required as well as additional readings or optional postings on Blackboard. No student will receive an honors grade whose work is not completed by the due dates.

Assignments --In-class and electronic participation

Each week class will have opportunity to “check in” including a Class Consultation and Problem-Solving for first 15 minutes. Students, who want to discuss an issue related to field, should post it on BB under Discussion Board in advance of the class. Discussion is encouraged to continue on-line.

Each class session, students will take turn in pairs taking notes for the class, integrating and then posting them so all of you have a record of the session without having to take notes. Minutes are an important C.O. skill.

Participation in Blackboard is required component of the class.

This course has a Blackboard site that will be used for submitting Discussion Board postings and other communication. Remember that the Discussion Board postings are for class members to read and respond to one another. Commentary should not be shared beyond the course section except for postings on the Master Syllabus.

Written and Oral Presentations and On-Line Assignments

Written assignments— whether on Blackboard or hard copy— are designed to integrate theory with practice and to apply concepts to field placements or other practice settings. Each assignment is designed to meet course objectives related to skill-building. **IT IS EXPECTED THAT STUDENTS WILL INCORPORATE COURSE READINGS IN EVERY WRITTEN ASSIGNMENT.** Students must use APA style (6th edition) format and review and edit papers before submission. It is highly recommended that you use classmates and others to read and comment on major papers in advance of

Written Assignment #1. Reflection and Critical Analysis of Planning Styles and Theories 5-7 pages (Due by Session 3 - February 14)

Assess your own planning style, experiences, ideology, interests and needs using the planning framework handout (on Blackboard for Session 2). **Incorporate at least four readings from Sessions 1-4.**

There are three components to this paper:

1. Assess your own experiences in planning a program or in developing a campaign or other change project as a staff person, community activist or student intern. Review the community-building skills and tools from The Community Tool Box website (<http://ctb.ku.edu/en>). Incorporate into your self-assessment a few planning skills which you already possess and commonly use. Describe how you use these skills and the outcome of using these skills. Also, discuss a few areas of growth in your planning skills.
2. Analyze and compare your planning style to the vignettes in Lauffer (“Getting Down to Cases” on E-reserve, pgs. 10- 28). Also, compare and contrast your planning style to the style depicted in one of the case-study books you read in CO 1 during the Fall 2015 semester (it is fine to select the book you read last semester; the case-study book references are listed on page 9 of the syllabus; all case-study books are on reserve in the Silberman Library).
3. Reflect on your role (leadership, participation, style) in the class planning exercise during weeks 1-2. What did you learn about the planning process and outcome that you can apply to your COP&D practice?

Blackboard Discussion Posting #1-Use of Research and Data for Evaluation in your Agency (Due by Session 5 - March 7)

Using the Blackboard Discussion Board, answer as many questions as possible as they relate to your current field placement agency. Responses to your classmates’ postings are also encouraged.

Incorporate at least 4 relevant course readings into your posting.

- What are ways in which your agency uses data for planning and evaluating service and/or programs in your agency? What tools and tactics if any are used to incorporate data or research into planning activities (e.g., logic models, strategic plans or action plans, community mapping, community visioning, surveys, tracking, interviews, focus groups, or other participatory method).
- Who is involved in planning within the agency? What role do staff, managers, board members, volunteers, clients/constituencies have in the planning and/or evaluation process?
- Are evaluation results used? If so, how are they used? If not, how could they be used? Using the Participatory Action Research (PAR) Toolkit (www.researchfororganizing.org), suggest one or two PAR evaluation tools that your agency could use to generate data that could be used to assist the agency in achieving its desired outcomes.

Blackboard Discussion Posting #2- Use of Social Media and Technology

updatedFINAL 1 27 17

(Due Session 7-March 21)

Social media is increasingly become a large component of how organizations communicate with their constituencies, advocate for issues of interest, and organize actions. While some social service organizations have embraced social media and related digital technologies, others are still trying to sort out whether and how social media can best serve their mission, vision, and values. Thinking about your placement and their use of digital technologies, respond to the following questions:

Ask your placement supervisor(s) how the organization thinks about its relationship with technology. Some questions to ask are:

- Are digital technologies a central part of their outreach and advocacy plans?
- Does the organization have an information technology strategic plan?
- If technology isn't central to the organization, ask why that is the case.

Does your placement agency have one or more of the following: a website, twitter handle, Facebook page, LinkedIn profile, blog, wiki, or membership on a petition site (i.e. change.org)? In your experience how are these items used? For example, are they a place to disseminate information or do they make 'asks' of people (i.e. sign this petition, call your representative, etc.).

Identify 1 way that your placement agency might use social media and/or digital technologies more effectively. Given what you know about the agency, its attitude towards technology, etc., how might you implement this technology use in the next 6 months?

Blackboard Discussion Posting #3: Handling Diversity, Multi-culturalism and “the Isms.” (Due Session 11-May 2)

Answer each of the 3 questions below in your posting. Incorporate at least 3 course readings Critically examine your agency on how it reflects and address issues of multiculturalism and diversity.

- How is difference handled in the agency structurally and culturally? What systems are in place to accommodate the needs of a diverse population?
- Can you identify ways in which any or all of the “isms” are manifested and addressed—formally (policy) and informally (practice) in particular, race, gender, sexual orientation, disability, immigration status and ethnicity?
- What mechanisms are in place to resolve conflicts if any?

How is the agency working to improve their practice and/or what would you suggest changing or strengthening agency policy or practice?

Blackboard Discussion Posting #4-Ethical Dilemmas in Planning and Organizing

(Due Session 12 - May 9)

Reflect on an ethical issue or dilemma you have seen or in which you have been involved in your current agency or organization. Answer each of the 3 questions below in your posting. Incorporate at least 3 course readings in addition to the NASW Code of Ethics and/or any additional documents on ethics (e.g., IFSW [International Federation of Social Workers] and other professional and scholarly sources).

- What was the issue and in what context did it arise? Describe the various stakeholders' needs, rights, and values that emerged in this situation.
- What ethical principles were challenged or in conflict?
- What strategies/tactics were used (or could be used) to resolve or at least manage the dilemma and what was (or could be) the outcome(s)?

GROUP IN CLASS PRESENTATION ON COLLABORATIONS, COALITIONS, & PARTNERSHIPS

WRITTEN ASSIGNMENT # 2 FINAL PRESENTATION GROUP PAPER (PART I) (DUE SESSION 13 - MAY 16)

WRITTEN ASSIGNMENT # 3 INDIVIDUAL PLANNING OUTLINE (PART II) (DUE SESSION 14 -MAY 23)

This assignment has two parts: 1) an 8-10 page written summary done as a group and 2) a 15 minute in-class group presentation. The purpose of this two-part assignment is to give students the opportunity to observe, analyze and participate where possible in community collaborations, partnerships and coalitions in NYC and other cities nationwide. Students may also obtain the skill of engaging in a collaborative process to produce a collective product. Students must work in pairs or small groups.

BY SESSION 7-MARCH 21th SELECT a coalition, collaboration, or partnership to analyze with another students. Approval from the instructor must be obtained. Students could build upon those campaigns from CO1 that are run by coalitions. The focus of your CO2 coalition assignment would not be the campaign, but the coalition itself. Identify an inter-organizational entity that has been established to improve conditions, coordinate activities, or build community participation to alleviate a social problem or improve a community condition. Students are encouraged to focus on an entity in which their agency is involved—or one to which they have access.

NOTE: Students should divide all assignment components within the group to include observations of meetings and other events, informal interviews with the leadership, review of written materials/website, etc. It is the group's responsibility to ensure the workload is distributed fairly. After the completion of the written assignment and oral presentation, students will be asked to assess their level of participation and those of other group members.

COALITION IN-CLASS GROUP PRESENTATION SESSIONS 13 & 14 -May 16 & 23. As part of your in-class presentation, each group should circulate among classmates (and/or post on Blackboard for your classmates to view) any materials (e.g., newspaper articles, reports, handouts) related to the entity. Students will self-and peer review and critique their own and their fellow students' presentations using a Template. Responses to be shared only among yourselves, not with faculty member).

COALITION WRITTEN GROUP ASSIGNMENT (8-10 pages) Due last SESSION 14 -May 23. As

part of your in-class presentation, each group will prepare a one page Executive summary information about the entity or project your group has selected (e.g., name, address, phone, fax, email, website [if there is one]). Respond to the questions listed below in your summary. Incorporate at least 4 course readings into your written summary. **Among the questions to be addressed in the 8-10-page group-written summary and the 15 minute in-class presentations are:**

- WHO came together and WHEN? WHY did they come together? Was it a voluntary/grassroots or government-initiated effort? HOW was it put together? Who came to the table (originally and now)? Are there any divisions or conflicts, factions within it?
- How are governing and planning decisions made? Are there structures and processes for mediating differences?
- What are the roles of the leadership, and roles of organizers/planners?
- What communications' strategies are undertaken – internally and externally?
- How is it funded? Is this sustainable (why or why not)?
- What are the criteria for success or failure? What are the actual or anticipated results or outcomes of the coalition's work thus far?
- How does your analysis of this entity relate to the concepts and case examples referred to in the course (Unit 3) readings?
- What community-building or planning tools/skills does this coalition use well? How are these tools/skills used in their process and what are the outcomes? What tools/skills would you recommend that this coalition adopt to improve its processes and outcomes? Describe why you recommend these specific tools/skills.
- Reflect on your group's process, division of labor; leadership, cooperation, conflict, etc.

Individual Paper Assignment #3 – A Planning Process in the Field: Submit a Content Outline reflecting on a current or past planning process (2-3 pages max, due final week of class – Session 14 (May 23))

This assignment is designed as a tool to promote your critical thinking about the interactional and analytical steps and skills needed to successfully complete a plan of action (see outline in Lauffer–Chapter 4, p. 73 on E-Reserves). Create an outline (i.e., use bullet points or another outline format, NOT a narrative format) that serves as a brief analysis of the process of planning, implementation, and evaluation of a community organizing project, campaign, or strategy. Use a current (if possible) or past project from your field placement that requires/required a planning process, implementation, and evaluation. If the activity is scheduled for completion at a later date, highlight the process to date, and anticipate the steps necessary to complete and evaluate the outcome.

USE AS A REFERENCE the document found on the Master Blackboard (under Course Materials), entitled “**Summary and Synthesis of Planning Process, Problems and Lessons Learned: The Collective Practice Wisdom of Community Organizing Students**”. ** (Samples Posted under Course Materials) *The outline must address all of the following points:*

- The short term and long term goals of the project.
- The interactional and analytical steps involved.
(Use Perlman and Gurin outline in Lauffer, chapter 4, p. 73)
- The problems, opposition, obstacles, and ethical issues encountered along the way. How were

they, or how should they have been, handled? What tools/skills were used (or should have been used) to handle them?

- Your role(s) and the role(s) of significant others in the project.
- Your assessment of the process and outcome (How do/did you and others define success? Is there a formal evaluation process to measure whether goals were accomplished?)
- Lessons you learned from your involvement in this planning process; practice principles, competencies, skills that can be valuable in moving forward on this project or in future projects?

** Please note: As we have done in previous years with the document titled: *Summary and Synthesis of Planning Process, Problems and Lessons Learned: The Collective Practice Wisdom of Community Organizing Students*, we will anonymously incorporate your experiences into this document, without any identifying information (names or agencies). We may also use this cumulative collective practice wisdom in future presentations or publications for educational purposes by CO colleagues and students in the classroom and field. You have the right not to have your work anonymously included in future presentations or publications for educational purposes. In this case, please notify the instructor the week after the course is completed and grades have been submitted, so that we may respect your wishes.

READING LIST

Required Readings

A. Textbook:

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Netting, F.E., O'Connor, M.K., Fauri, D.P. (2008). *Comparative Approaches to Program Planning*. Hoboken, NJ: Wiley. ISBN # 978-0-470-12641-7 ALSO AT HUNTER COLLEGE BOOKSTORE

B. Other publications:

E-RESERVES: Select “Mizrahi” from the drop-down list; Select course “SSW742” Password: **742miz**

Weil, M.O. & Reisch, M. & Olmer, M. (2013)-Eds. *Handbook of Community Practice-2nd edition*- Thousand Oaks, CA: Sage Publishers. [Many of the chapters are required are found in E-Reserves]. We recommend this purchase as it will be a resource for many of your courses and beyond.

Most Required readings are on E-Reserves: The Password for E-Reserves is 742miz

Access to E-Reserves (choose “Mizrahi” in the instructor Dropdown):

<http://hunter.docutek.com/eres/courseindex.aspx?page=instr>

Other Resources and references

Encyclopedia of Social Work, 20th Edition (2008) Edited by Terry Mizrahi & L.E. Davis.2008. NY: Oxford University and NASW Presses. Many Macro related topics.

The print edition: In Social Work Library, Reference Collection. Call Number: Reference - HV35 .S6 2008

Online edition: FREE ACCESS for students/faculty on Hunter College Library website. Stand-alone database available through the Hunter College Libraries’ website. Website URL: <http://library.hunter.cuny.edu/> Click on Databases; Click on the letter ‘E’; Scroll to *Encyclopedia of Social Work*. If not on campus, use Hunter NetID to log in.

Macro Social Work Student Network Resources: <http://www.mswn.org/resources> .A growing compendium produced by macro social work students. The MSWSN is facilitated by students at Silberman and is a national organization with chapters at social work schools across the U.S.

Race forward – The Center for Racial Justice Innovation for publications on issues of race and social change. <https://www.raceforward.org>

City Limits (City Limits focuses on political and community social action stories relating New York City). www.citylimits.org

Journal of Community Practice (Haworth Press) sponsored by Association of Community Organizing and Social Administration (ACOSA). Available in Hunter Library E-Journals: www.library.hunter.cuny.edu (search in Journals for “Journal of Community Practice”).

Free hard copies come with student ACOSA membership: www.acosa.org. **We use many current articles on COP & D Practice from JCP.**

Recommended Texts

Burghardt (2014). Macro Practice in Social Work for the 21st Century.2nd edition. Thousand Oaks, CA:

Sage Publication.

Minkler, M. Ed. (2012). Community Organizing and Community Building for Health and Welfare. 3rd edition. New Brunswick, NJ: Rutgers University Press.

Roberts-DeGennaro, M., & Fogel, S. J. (Eds.). (2011). *Using evidence to inform practice for community and organizational change*. Chicago, IL: Lyceum Books (on reserve)

Additional Websites to Explore [SEE ALSO COURSE MATERIAL ON BLACKBOARD]

Community Organizing Toolbox at <http://ctb.ku.edu/en> This resource provides concrete tools that an organizer may choose to use as one's strategy unfolds and as tactical choices are made.

Research for Organizing Toolkit at www.researchfororganizing.org This toolkit is designed for organizations and individuals that want to use participatory action research (PAR) to support their work towards social justice. In this toolkit you will find case studies, workshops, worksheets, and templates that you can download and tailor to meet your needs. See in particular, section on Community Mapping.

Journal of Community Practice (Haworth Press) sponsored by ACOSA (journal is in School library on reserve). Also available to Silberman students online and in hard copy available with student membership in ACOSA www.acosa.org - Association for Community Organization and Social Administration
www.raceforward.org – The Center for Racial Justice Innovation This used to be Center for Third World Organizing and Applied Research Center.

www.citylimits.org - Focuses on political and community social action stories relating New York City

www.abcdinstitute.org - Asset-Based Community Development Institute (ABCD)

www.beautifultrouble.org- Beautiful Trouble website-new interesting theories and practice.

Print Media: It is also recommended that you read mainstream and community/ethnic newspapers this semester and selectively clip articles relevant to community organization and social change. A good weekly source is “The City” section of the *Sunday New York Times*.

SESSION 1 AND 2 INTRODUCTION TO PLANNING PROCESSES [January 31 & Feb. 7]

Review course objectives, format and assignments; discussion of students' and instructor's backgrounds; assessment of knowledge and experiences; overview of nature and implications of social planning and the place of social planning in social work including: 1) its humanistic value-base, 2) its political components, and 3) self-critical, reflective (“mindful practice”) elements. **Students will have a chance to engage in a problem-solving, group role-play simulation planning process.**

Required Reading (Read Netting et al. and Lauffer; and other readings)

*Netting et al. text: Chapter 1

*A. Lauffer (1978) *Social planning at the community level*. Prentice Hall (ERes)

Chapter 1. Getting down to cases (pp. 9-29)

Chapter 4. Planning as systematic problem solving (pp. 71–86)

*Weil, M. (2012). Community-based social planning. Theory and practice. In M. Weil, M. S. Reisch, & M. L. Ohmer (Eds.), *Handbook of community practice* (2nd Edition, Chapter 12, pp. 265-298). Thousand Oaks, CA: Sage Publications. (ERes and under Course Materials-Handbook of CP)

Rothman, J. & Zald, M.N. (2008). Planning and policy practice. Chapter 8 (pp. 171-188) in Rothman, J.,

Erlich, J.L., & Tropman, J.E. (eds) *Strategies of community intervention*, Seventh edition. Peosta, IA: Eddie Bowers Publishing. (ERes)

Sager, J.S. (2012) Larger scale social planning. In *Handbook of community practice* (2nd Edition, Chapter 13. [299-325] Thousand Oaks, CA: Sage Publications. (ERes and under Course Materials- Handbook of CP)

* Sager, J. (2013-06-11). Social Planning. Encyclopedia of Social Work-ON LINE.

SESSION 3 SOCIAL PLANNING PROCESSES, THEORIES and FRAMEWORK [Feb. 14]

Readings focus on conceptualizing social planning as professional and purposeful problem-solving; identifying the context and levels of social planning practice; understanding and utilizing the elements of the planning process: a) problem/issue analysis, b) program/policy/strategy formulation, c) implementation, and d) evaluation and revision; and also on examining the traditional/elitist, liberal, advocacy, participatory and grassroots/indigenous planning frameworks. [See documents under Course Materials]

Required Reading (Read Netting et al. and other readings)

*Netting et al. text: Chapters 2 through 4 (pages 31-168) (LIB)

* Homan, M.S. (2015). Powerful Planning- Chapter 8 in *Promoting Community Change-6th Ed.* Cengage Learning (ERes)

*Harwood, S.A. (2008). Environmental justice on the streets: Advocacy planning as a tool to contest environmental racism. Chapter 11 (pp. 217-241) in Rothman, J., Erlich, J.L., & Tropman, J.E. (eds) *Strategies of Community Intervention*, Seventh edition. Peosta, IA: Eddie Bowers Publishing. (ERes)

* Friedman, J. (1978). The Transactive Style of Planning, in N. Gilbert and H. Specht, *Planning for Social Welfare*. Chapter 8 (ERes). (CLASSIC READING - presents participatory model)

* Piven, F.F. "Whom Does the Advocate Planner Serve", *Social Policy* May-June, 1970, and Rejoinders by S. Rosen and F. F. Piven in the same issue and others in subsequent issues (CLASSIC Reading - Radical view from Piven, assumes all planning is co-optative and that only mass mobilization and disruption accomplishes radical change. Others disagree). (ERes)

Innes, J. & Booher, D.E. (2010). *Planning with Complexity: An introduction to collaborative rationality for public policy*. Chapter 2: How can theory improve practice? (pp. 15-40) (ERes)

Epstein, P. D., Coates, P. M., & Wray, L. D. (2006) *Results That Matter: Improving Communities by Engaging Citizens, Measuring Performance, and Getting Things Done*. Jossey-Bass Publishing. [PREFACE & CHAPTER 1] (ERes and LIB)

SESSIONS 4 & 5 RESEARCH and DATA and METHODS of EVALUATING EFFECTIVENESS in COMMUNITY ORGANIZING and PLANNING [February 28 and March 7]

*Douglass, R. L. (2001). How to use and present community data. Chapter 24 (pp. 327-339) in Tropman, Erlich, & Rothman (eds), *Tactics & Techniques of Community Intervention*. Itasca, IL: Peacock

Publishers. (ERes)

- *Mizrahi, T. (2012). Community Organizing, Planning, Development and Change: Linking Research to Practice. (on BB) Available on Blackboard under Course Materials.
- * Ohmer, M. L., Sobek, J. L., Teixeira, S. N., Wallace, J. M., & Shapiro, V. B. (2012). Community-based research. Rationale, methods, roles, and considerations for community practice. In M. Weil, M. S. Reisch, & M. L. Ohmer (Eds.), *Handbook of community practice* (2nd Edition, Chapter 38, pp. 791-807). Thousand Oaks, CA: Sage Publications. (ERes and under Course Materials-Handbook of CP)
- Coombes, Participatory approaches to evaluation of community organizing and coalition-building. In Minkler, M. Ed. (2012). *Community Organizing and Community Building for Health and Welfare*. 3rd edition. New Brunswick, NJ: Rutgers University Press.
- Reisch, M. & Rivera, (1999). F. Ethical and racial conflicts in urban-based action research. *Journal of Community Practice*, 6 (2), 49-62. (OL)
- Sandoval, G. & Rongerude, J. (2015). Telling a story that must be heard: Participatory indicators as tools for community empowerment. *Journal of Community Practice* 23, 403-414 (ERes).
- Teixeira, S. & Wallace, J. (2013). Data-driven organizing: A Community-university partnership to address vacant and abandoned property. *Journal of Community Practice*, 21(3), 248-262 (ERes)
- Zippay, A. & Son, E. (2013). Community approaches to the siting of psychiatric housing. *Journal of Community Practice*, 21 (1-2), 87-104 (ERes).
- Patterson, K.L., Nochajski & Wu, L. (2014). Neighborhood outcomes of formally homeless veterans participating in the HUD-VASH program. *Journal of Community Practice*, 22 (3), 324-341(ERes)
- Lewis, L. & McNeil, L. (2012). Don't talk about us, talk with us: Picture the Homeless (in L. McNeil, *Street Practice*). Pp. 117-143. Ashgate, 2012. (ERes)

SESSIONS 6 & 7 MEDIA and TECHNOLOGY for PLANNING, IMPLEMENTATION, and EVALUATION. ENHANCING COMMUNICATION for MOBILIZATION, INVOLVEMENT and LEADERSHIP PARTS 1 & 2 [March 14 & 21]

Required Reading subject to change

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Schoech, D. Community practice in the digital age. In Handbook of Community Practice-second edition. Chapter 39, pg. 809-825 (ERes)

Dunham, J. (2011, September 30). Protests stir up voices on the Web. *New York Times*. Available online at: <http://cityroom.blogs.nytimes.com/2011/09/30/protests-stir-up-voices-on-the-web/>

*Buckley, C. (2011, November 15). Beyond seizing parks, New paths to influence. *New York Times*. Available online at: <http://www.nytimes.com/2011/11/16/nyregion/occupy-wall-street-organizers-consider-value-of-camps.html?pagewanted=all>

*Woods-Waller, G. (2013-06-11). Media Campaigns. Encyclopedia of Social Work. Retrieved 1 Feb. 2016, from <http://socialwork.oxfordre.com/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-236>.

*Rubin, H. J. & Rubin I. S. (2007). *Community Organizing and Development*. Fourth edition. New York. Pearson Publishing. Chapter 18: Tools for Strengthening Social Mobilization (pp. 348-366) (ERes)

Satariano, N.B. & Wong, A. Creating an online strategy to enhance effective community building and organizing. In Minkler, M. Ed. (2012) *Community Organizing and Community Building for Health*. Chapter 15, Rutgers University Press, pgs. 269-287. [ERes-from CO 1]

Talbert, P.Y. (2008). Using social marketing to increase breast cancer screening among African-American women: Perspectives from African American breast cancer survivors. *International Journal of Non-Profits and Voluntary Sector*, 13, 347-362 (ERes)

*Hardcastle, D. A., Powers, P.A., & Wenocur, S. (2004). *Community Practice: Theories and Skills for Social Workers*. Second edition. New York: Oxford University Press. Chapter 12: Using Social Marketing (pp. 320-354) (ERes)

Cordova, T.L. (2011). Community-Based Research and participatory Change: A strategic, multi-method Community Impact Assessment. *Journal of Community Practice*, 19, 29-47. (ERes)

SESSIONS 9 & 10 COLLABORATIONS, COALITIONS, PARTNERSHIPS and NETWORKS **[April 4, 25]**

Inter-organizational methods of organizing to address complex social issues and community/constituent needs are increasingly common and important. Organizing organizations and stakeholder groups requires additional knowledge, skills, processes, and values due to multiple layers of organizing occurring simultaneously and the inherent tensions involved. This unit will enable students to understand and analyze current collaboration and coalition efforts from the literature and field, and to discern and integrate multiple interests in a way that moves a common agenda forward. Students will meet coalition leaders in class and in practice, learn how leadership and membership are built and sustained, how coalitions/collaborations are evaluated, and how tensions are handled.

Required Reading (Find many under Course Materials—Additional Coalition Readings)

*Mizrahi, T., Rosenthal, B., & Ivery, J. (2012). Coalitions, collaborations and partnerships. Inter-organizational approaches to organizing for social change. In M. Weil, M. S. Reisch, & M. L.

Ohmer (Eds.), *Handbook of community practice* (2nd Edition, Chapter 17, pp. 383-402). Thousand Oaks, CA: Sage Publications. (ERes and under Course Materials)

- * Mizrahi, T. & Rosenthal, B. (1993). Managing Dynamic Tensions in Social Change Coalitions. In T. Mizrahi & J. Morrison, Eds. *Community Organization and Social Administration: Trends, Theory and Practice*. Binghamton, NY: Haworth Press, 1-42. (On BB-)
- *Hardcastle, D., Powers, P.R. with Wenocur, S. (2004). *Community Practice: Theories and Skills for Social Workers-* 2nd Edition. Chapter 11: Networks and Networking. (ERes)
- *Mizrahi, T. & Rosenthal, B. (2001). Complexities of Coalition Building: Leaders' Successes, Strategies, Struggles and Solutions. *Social Work* 46(1), 63-78. (OL)
- Rosenthal, B., T. Mizrahi, T. Sampson (1994). Should Community-Based Organizations Give Priority to Building Coalitions Rather than Building Their Own Membership? In M. Austin and J. Lowe (Eds.) *Controversial Issues in Communities and Organizations*. Boston: Allyn and Bacon, pp. 9-22. (ERes) – This is a classic debate.

SESSION 11 DISPARITIES, DIVERSITY & DIFFERENCE [May 2]

This Unit builds on content and assignments from the Practice Lab and COP & D 1 last semester. Students will continue to reflect on their own practice with multiple constituencies and the constraints, conflicts, and ethical issues inevitable in planning at the community level. Given the presence of power and other disparities, differences and inequality in communities and agencies, the emphasis will be on how students can promote an empowerment-focused practice and improve both the structure and culture of agency and community life. These concepts will be applied to a) the “isms: race, gender, sexual orientation, age, disability—on community organizing and planning practice, and (b) the development of communications and messaging strategies with diverse audiences.

Required Reading (*Read Netting et al. and other readings*)

- *Netting, et al. text, Chapter 6. (LIB)
- *T. Mizrahi & Lombe, M. (2006). Perspectives from Women Organizers: Views on Gender, Race, Class and Sexual Orientation. *Journal of Community Practice*, 14(3), 93-118. (OL)
- *Bankhead, T. & Erlich, J. (2008). Practitioner competency in communities of color. Chapter 5 (pp. 107-126) in Rothman, J., Erlich, J.L., & Tropman, J.E. (eds) *Strategies of Community Intervention*, Seventh edition. Peosta, IA: Eddie Bowers Publishing. (ERes)
- Wehbi, S. (Ed.) (2004). *Community Organizing Against Homophobia and Heterosexism: The World Through Rainbow-Colored Glasses*. NY: Haworth Press. BOOK WITH CASE STUDIES
- *Young, I.M. (2000). Five faces of oppression. In M. Adams, W. J. Blumenfeld, R. Castañeda, H.W. Hackman, M.L. Peters, X. Zúñiga. *Readings for Diversity and Social Justice*, NY: Routledge. Chapter 5, pp. 35-49. (ERes)
- Alzate, M. M., Andharia, J., Chowa, G. A., Weil, M., & Doernberg, A. (2012). Women and leadership in development, planning, organizing, and social change. In M. Weil, M. S. Reisch, & M. L. Ohmer (Eds.), *Handbook of community practice* (2nd Edition, Chapter 31, pp. 653-682). Thousand Oaks, CA: Sage Publications. (ERes)

- Pincus, F. (2000). Discrimination comes in many forms: Individual, institutional, and structural. In M. Adams, W. J. Blumenfeld, R. Castañeda, H.W. Hackman, M.L. Peters, X. Zúñiga. *Readings for Diversity and Social Justice*, NY: Routledge. Chapter 4, pp. 31-35. (ERes)
- Lavoie, C. (2012). Race, power and social action in neighborhood community organizing: Reproducing and resisting the social construction of the other. *Journal of Community Practice*, 20, pgs. 241-259 (ERes).
- Gutierrez, L., Lewis, E.A., Dessel, A.B., & Spencer, M. (2013). Principles, skills and practice strategies for promoting multicultural communication and collaboration. In the *Handbook of Community Practice-2nd Edition*-Chap. 20, pg. 445-460 (ERes)
- O'Brien, M. (2004) Stayin' Alive: Trans survival and struggle on the streets of Philadelphia, in *That's Revolting! Queer Strategies for Resisting Assimilation*, ed. Sycamore, M.B.. Soft Skull Press: Berkeley, CA. Kindle Edition. kl. 305-311.
- Miller, S. *Transcending Boundaries and Transforming Knowledge: Transgender Leadership as a College Student, Mentor, and Educator*. In *Authentic Leadership: An Engaged Discussion of LGBTQ Work as Culturally Relevant*. Ed. Lemuel W. Watson and Joshua M. Johnson. Charlotte: Information Age, 2013. 15-28.

SESSION 12 -VALUES and ETHICS in COP & D [May 9]

- Reisch, M., Ife, J. & Weil, M. (2012). Social Justice, Values and Community Practice. In *Handbook of Community Practice*-second edition. Chapter 4 [pgs. 73-103].
- *M. Piat. (2002). The NIMBY Phenomenon: Community Residents' Concerns about Housing for Deinstitutionalized People. *Health and Social Work*, 25(2), 127-138 (OL) [THIS IS THE OTHER SIDE OF COMMUNITY PARTICIPATION AND SELF DETERMINATION]
- *M. Minkler and C. Pies, (2012). "Ethical Issues in Community Organization and Community Capacity Building." (Chap. 7) in M. Minkler *Community Organizing and Community Building for Health (3rd Edition)*, (ERes)
- *Hardina, D. (2002). *Analytical Skills for Community Organization Practice*. NY: Columbia University Press. Chapter 2: Values and Ethics. (ERes)

SESSION 13 TBD [MAY 16]

SESSION 14 COALITION PRESENTATIONS [MAY 23]

COMMUNITY ORGANIZATION, PLANNING & DEVELOPMENT III
Fall 2016
Wednesday

Instructor: Steve Burghardt
Contact: sburghar@hunter.cuny.edu
Room 410
(212) 396-7524

Framework for the Course

Arriving at your last required community organizing, planning and development course places special emphasis on three primary concerns as you are embark upon your career:

- *skills sets, so that you are able to do the specific tasks and assignments given to you at work;
- *a grounded and flexible strategic framework, so that you can consistently yet tactically respond to the shifting contextual demands of the communities in which you work; and
- * a deepened appreciation for the values and beliefs that guide all principled work regardless of the position you hold, the event you organize, or the people with whom you work.

Achieving these ends, is a lofty vision for a course. Such a vision is undergirded by a model of community organizing that emerges from a process of co-creation among all members of a group committed to social justice. As an example of that, two years ago COP&D students requested, and we were able to create, a focus on “tactical teachings” that emphasized specific tools and techniques in the first half hour of every class. We will continue a focus on such tools this year as well, starting with a Blackboard posting where you get to inform us of your “tactical tool interest” This listing will have been sent to you before the first class, where you have an opportunity to state an “entry-level tactical interest” built around your actual field assignments.

I will read your materials between the first and second class so that we can propose a set of “tactical teachings” the remaining weeks of the term. Using past experience as a guide, within the class there will be many different people working within many models of community practice—some civic, some empowerment, some transformational. As tactics can be contoured to almost any model, together we will try and build a generic understanding that can than be adapted to your own (distinct) strategic model or models of organizing.

This part of the course will be relatively straightforward. The term-long goal here is to provide you with tactical skill sets that can be applied in whatever model of community practice you work on in the future—as well as some deeper, strategic flexibility in choosing the mix of goals and objectives that await you in your future work.

The other part of this course—the second hour-and-a-half that we have together will be built around the development of democratic experience inside our own classroom as an example of how transformational strategic develop occurs. This is highly experiential and filled with the dilemmas of what the actual sharing of power and co-creation looks like in any setting (not just

our classroom): how much does the professor, the formal ‘authority’ in the room do, compared to what you, as smart and experienced practitioners in your own right, do? Too much of “the prof,” and your voice is nullified; too much of you, and we run the risk of many good parts and no coalescing whole. Such is the dilemma in all of community organizing. How we resolve this dilemma together is how all great practice is created.

Why does this seemingly amorphous topic matter as a central focus to this course? A moment for theory here: *Every relationship carries within it the possibilities of domination or liberation - sometimes both.* This is true in dynamics of social reproduction related both at the macro level (as seen through the state in the ways various policy struggles impact on different populations’ access to the labor market and the misuse of the ‘justice’ system directed at people of color) and at the micro level (as seen by the personal struggles that emerge, for example, around various women’ s fights against patriarchal domination). Whether fighting to enhance marginalized populations access to a career-track job market or to resist encroachments on women’ s rights to control their bodies, organizers have long known that the *way* programs are developed and *how* issues are framed will have a significant impact on future actions and outcomes for the affected groups. That’ s what social reproduction is all about - in short, the politics of process.

This is no less true regarding the way we organize and how we approach our own work as well. This course’ s most fundamental objective is to examine the underlying ways in which our own organizing processes have within them either the seeds of domination or liberation... *regardless* of strategic goals and tactical targets. Such goals and targets matter as well, of course, and will not be ignored in our discussion. However, the focus of the course is around the argument that even the loftiest and most noble goals of social justice, if not examined in terms of how such work is carried out, will be severely compromised. If you doubt otherwise, consider the conditions of women in the sixties’ civil rights and students’ movements, people of color within the thirties’ labor movement, lesbians within the women’ s movement in the 1970s, transgender people in some LGBT groups today, and the emergence of white, male domination that occurred in some sectors of Occupy Wall Street. Likewise, consider the conditions of social welfare clients within almost every empowerment struggle from the sixties through today—or students’ voices inside classrooms. *Dynamics of power and privilege continue to undermine both movements for social justice and forums for empowerment well into the 21st century as well.*

Given how seemingly intractable such dynamics can be, our activity together after the “tactical teachings” will be to engage in an examination of the ways in which we and the community groups with whom we work can struggle to enhance the potential for liberation from all forms of oppression - be it external targets of exploitation or internal dynamics in our own work that replicate marginality.

We will do this in two ways: (a) by examining and responding to the issues and dynamics of the classroom itself; (b) and by testing out your own skill set and leadership framework based on the readings of the course through activities and exercises in the classroom *and* back in one’s agency. In this way students can test their own responses to the framework of democratic experience suggested by Paulo Freire’s *Pedagogy of the Oppressed* (a highly reflective process) and reinforced through reflective questions and activities from my own *Macro Practice in Social*

Work for the 21st Century.

In this way it is hoped that you all will have the opportunity to learn and practice concrete skills on communication, group dynamics, meetings, and other organizing forums. The activities are designed as other useful tools that you can use in the field. At the same time, one of the messages of this course is that it is not possible to use skillful group interventions without becoming aware of the often unconscious needs to control activity that undermine democratic participation. Likewise, authentic communication when there is discomfort on race, gender, sexual orientation, class or other social variables is unlikely without a willingness to locate one's own struggle for liberation directly with those with whom we work.

This course will serve as a laboratory for the exploration and creation of these kinds of democratic experience.

Course Competency Outcomes

Upon successful completion of CO III (743), students will demonstrate a range of competencies related to the course objectives. Through written assignments including postings on Blackboard, group projects, and individual class participation, students will demonstrate their abilities to:

- (1) Situate the organizing of the last ten years within the dominant economic and social conditions of the period so that appropriate strategic targets and goals are developed;
- (2) Strategically frame the struggles within communities and organizations around a community-building approach to organizing that focuses on an end to heightened isolation and loss of community connection;
- (3) Situate Paulo Freire's framework of "dialogue with the oppressed" as the basis for the ensuing examination of the organizing process;
- (4) Examine one's own personal strengths and limitations as a problem-solver in developing heightened tactical self-awareness as an organizer;
- (5) Examine and differentiate the various approaches to leadership development that are experienced through groups, meetings, and coalitions so that one's work on "dialogue" is enhanced through these settings (including OWS).
- (6) Reflect and understand how on-going elements of racism, sexism, homophobia, and class bias impact on our own organizing efforts;
- (7) Propose alternative models of community-building that have the transformative power to mutually alter our one's consciousness and that of the people with whom we work so that enhanced capacities for further struggles are maintained regardless of objective conditions or possible limitations on short-term strategic outcomes (we can examine OWS for this as well);

- (8) To initiate a process of inquiry into aspects of community building often overlooked; the use of ritual, tradition, and spirituality within community work.

Objectives of the Course

Given this focus, the course's primary objectives are as follows:

- (1) To place the organizing of the 21st century within the dominant economic and social conditions of the period so that appropriate strategic targets and goals are developed.
- (2) To frame the struggles within communities and organizations as well as OWS around a community-building approach to organizing that focuses on an end to the heightened isolation and loss of connection that is endemic to modern life in the United States.
- (3) To situate Paulo Freire's framework of "dialogue with the oppressed" as the basis for the ensuing examination of the organizing process.
- (4) To examine one's own personal strengths and limitations as a problem-solver in developing heightened tactical self-awareness as an organizer.
- (5) To examine and study the various approaches to leadership development that are experienced through groups, meetings, coalitions, and OWS so that one's work on "dialogue" is enhanced through these settings.
- (6) To explore how on-going elements of racism, sexism, homophobia, and class bias impact on our own organizing efforts.
- (7) To propose alternative models of community-building that have the transformative power to mutually alter our own consciousness and that of the people with whom we work so that enhanced capacities for further struggles are maintained regardless of objective conditions or possible limitations on strategic outcomes.
- (8) To initiate a process of inquiry into aspects of community building often overlooked; the use of ritual, tradition, and spirituality within our work.

Office Hours: Students should contact me with any course-related questions. I am available on an as-needed basis, although due to class scheduling, cannot meet after the 4-6 pm class.

Course Calendar: I have mapped out the course and readings for each week below. We will follow CUNY's calendar for class meetings.

Disability Accommodations and Assistance: In compliance with the American's with Disabilities Act of 1990 (the ADA) and with Section 504 of the Rehabilitation Act of 1973,

Hunter College is committed to ensuring educational parity and accommodations for all students with document disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of Accessibility located in Room 1214B of the East Building at Hunter College 68th St campus to secure necessary academic accommodations. For further information and assistance please call 212-772-4857 or TTY: 212-650-3230.

Student Expectations

Readings: Students are expected to read all assigned readings, take notes on readings, and be prepared to discuss these during the assigned class session.

Weekly Presentations & Discussions: Each week students will be responsible for developing discussion points and questions for particular readings. We will divide each of the following class's readings at the end of each class.

Ground Rules: We will develop basic ground rules for the class in our first meeting. In general the rules "one mic" and "step up, step back" are useful to follow.

Assignment Policy: Students are expected to turn assignments in on time. If you need extra time due to unforeseen circumstances please contact me prior to the assignment due-date to make a plan for this. Citations, which are required, must be in APA format. Assignments must be double-spaced and have page numbers. **Every written assignment except the third must be emailed to me** (Microsoft Word format is ideal). They will be returned by email with comments.

Texts: There are four assigned texts for this course:

- Paulo Freire (2000). *Pedagogy of the Oppressed*. New York: Continuum.
- Steven Burghardt (2014). *Macro Practice in Social Work for the 21st Century: Bridging the Macro-Micro Divide*. Thousand Oaks, CA: Sage Publications.
- bell hooks (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Benjamin Shepard (2014). *Community Projects as Social Activism: From Direct Action to Direct Services*. Thousand Oaks, CA: Sage Publications.

There are numerous pieces from other publications assigned throughout the semester. Scanned copies of these will be available to you via Blackboard unless they are accessible via the library journals database or easily accessible online else wise.

Additionally, James DeFelippis, Robert Fisher & Eric Schragge's *Contesting Community: The Limits and Potential of Local Organizing* (New Brunswick, N.J.: Rutgers' University Press, 2010) will also be a supplemental book of importance for your final assignment. The other materials to use in the final assignment are those you have used in your other COP&D courses.

Written Assignments

1) Choose a tactic/tool and present on it.

The first part of your very first assignment will be turned in by the first class (I emailed you about it ahead of time). The second part of the first assignment, carried out over the term, will be a brief presentation on a tactic or tool that will be of interest to you and your classmates—how to run a meeting, give public testimony, prepare a flyer through social media, etc. Depending on the commonality of what folks choose to learn about/present on, this assignment will either be done in groups or individually.

2) Assessment from the perspective of tactical self-awareness. (Due 10/5)

The second assignment, due the **fifth class session**, relates to your own assessment of your strengths and limitations as an organizer from the perspective of *tactical self-awareness* - an assessment not simply of your “professional use of self” but of how your problem-solving style tactically affects the implementation of a particular strategy in which you are involved. You may also do this by analyzing your approach to any group project here at the school: in what areas were you most comfortable? Least? What would you do to strengthen your tactical flexibility in the future? If you can, relate how tactical self-awareness heightens your sensitivity to dynamics of leadership development, and attention to power and privilege. Please note that Burghardt (2014), section “Engagement,” will be particularly important for this assignment. **Length: 7-9 pages.**

3) *To be designed.* (Due 11/9)

The third assignment will be built on our tactical emphases and the external strategic work you are doing in the field. Based on our work from weeks 1-5, we will design this as a ‘building block assignment’ together, using your own strategic work in the field as a foundation. **Length will matter less than creativity here! It will be due the 9th session, and will be turned in as a hard copy.**

4) Your Perspective on Community Building and Approach to Organizing. (Due: 12/14)

The final assignment will be your own community-building perspective on how you hope to approach your organizing work in coming years. Using the readings in the course to frame the general framework, your paper will include:

1. Attention to the traditions in which your work falls
2. Dialogue over the themes of oppression and liberation within *Freire*, and
3. Your own leadership vision (including issues of race, class, gender, and sexual orientation as well as your *internal strategic vision*) that are at the heart of *Macro Practice In Social Work for the 21st Century*. You will be able to shape the direction of the paper based on your own vision, personal beliefs, strategic perspectives, and critique of community-building. This paper will be **12-15 pages.**

Course Plan

Section One: Tactical Choice, Strategic Development, and the Politics of Personal Process

Class 1, 2 & 3 Introduction : The Changing Context and New Demands in Community Organizing

Readings to be completed for discussion in the September 7th & 14th Classes

1. Burghardt, S. 2014. *Macro Practice in Social Work for the 21st Century*, p. 15-50.
2. Freire, P. 2000. *Pedagogy of the Oppressed*, Chapter One.
3. Perez, A. H. 2008. "Between Radical Theory and Community Praxis: Reflections on Organizing and the Non-Profit Industrial Complex." In INCITE! Women of Color Against Violence, Eds. *The Revolution will not be Funded: Beyond the Non-Profit Industrial Complex*. Cambridge: South End, p. 91-100.
4. Spade, D. 2011. "Trans Law and Politics on a Neoliberal Landscape." In *Normal Life: Administrative Violence, Critical Trans Politics and the Limits of the Law*. Brooklyn: South End, p. 49-78. (Chapter 1).
5. WYCC PBS Chicago, Colorblind: Rethinking Race at <http://www.wycc.org/colorblind/>

Readings to be completed for discussion in the September 21st Class

1. Freire, P. 2000. *Pedagogy of the Oppressed*, chapter two.
2. Shepard, B. 2014. *Community Projects as Social Activism: From Direct Action to Direct Services*, p. 1-110.
3. Rawick, G. 2010 [1960]. "Working Class Self-Activity." In *Listening to Revolt: Selected Writings*, D. Roediger & M. Smith (eds). Chicago: Charles H. Kerr, p. 42-53.
4. Kelley, R.D.G. 1996. "Introduction: Writing Black Working-Class History From Way, Way Below." In *Race Rebels: Culture, Politics and the Black Working Class*. New York: Free Press, p. 1-16.

Class 4 The Strategic Contradiction in 'Less is More': Tactical Self- Awareness for the Community Organizer

Readings to be completed for discussion in the September 28th Class.

1. Burghardt, S. 2014. *Macro Practice in Social Work for the 21st Century*. The following sections:
 - a. "Using Engagement Skills to Improve Community Assessments: Joining 'Micro' and 'Macro' Through Tactical Self-Awareness," p. 53-90;
 - b. "The Unconscious in Organizing: The Struggle to Build Authentic Relationships in Community Interventions," p. 91-117;
 - c. "The Social Construction of Practice: Where the 'Macro' and 'Micro' Meet on the Road Toward Personal and Community Transformation," p. 118-156.
2. Freire, P. 2000. *Pedagogy of the Oppressed*, chapter 3.
3. Shepard, B. 2014. *Community Projects as Social Activism: From Direct Action to Direct Services*. Thousand Oaks, CA: Sage, p. 111-204.
4. Homan, M. 2004. "Putting Yourself in the Picture" In *Promoting Community Change*. Brooks/Cole: Belmont, CA., p. 84-101.
5. Horton, M. 1990. "Working as an Organizer." In *The Long Haul*. New York: Doubleday, 1990.
6. Withorn, A. 1984. *Serving the People: Social Services and Social Change*. New York: Columbia University Press, p. 81-120. (Chapter 4).

Class 5, 6, 7: The Not-So-Hidden Realities of Race, Class and Sex In Practice

Readings to be completed for discussion in the October 5th Class.

1. Burghardt, S. 2014. *Macro Practice for the 21st Century*, p. 203-246.
2. Bradshaw, C., et.al., 1994. "Toward a Hybrid Model for Effective Organizing in Communities of Color." *Journal of Community Practice* 1:1, p. 25-41.
3. Fabricant, M. 2010. *Organizing for Educational Justice: The Campaign for Public School Reform in the South Bronx*. Minneapolis: University of Minnesota Press, p. 41-67.

Readings to be completed for discussion in the October 19th Class (no class the 12th)

1. Gutierrez, L. 1995. "Working With Women of Color: An Empowerment Perspective." In Jack Rothman et al, eds. *Strategies of Community Intervention*, Fifth Ed. Itasca, Illinois: Peacock Press, p. 204-212.
2. Horton, M. 1990. "Knowing Yourself." In *The Long Haul*, p 193-197.
3. Vaid, U. 1996. "Divided we Stand: The Racial and Gender Status Quo." In *Virtual Equality: The Mainstreaming of Gay and Lesbian Liberation*. New York: Anchor, p. 274-306.

4. Freire, P. 2000. *Pedagogy of the Oppressed*, chapter 4.

Readings to be completed for discussion in the October 21st Class.

1. bell hooks. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, p. 1-59.
2. Esteva, G. & Prakash, M.S. & Stuchul, D.L. "From a Pedagogy for Liberation to a Liberation From Pedagogy." *Vimukt Shiksha*. Available online: <http://www.swaraj.org/shikshantar/gustavo2ls3.htm>

Section Two: The Strategies of Internal and External Social Justice: Dynamics of Leadership Development in Groups, Meetings and Through One-On-One Relationships

Class 8, 9, 10, The Political Process of Leadership Development: "Embody the Change You Seek"

Readings to be completed for discussion in the October 28th Class

1. Burghardt, S. 2014. *Macro Practice in Social Work for the 21st Century: Bridging the Macro-Micro Divide* (2nd ed), p. 157-199.
2. bell hooks. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, p. 59-76.

Readings to be completed for discussion in the November 2nd Class

1. Dixon, C. 2014. "Introduction," "Organizing Now the Way You Want to See the World Later: Prefigurative Politics," and "Leadership From Below: Taking Initiative and Building Capacities." In *Another Politics: Talking Across Today's Transformative Movements*. Oakland, CA: University of California Press, p. 1-20 & 82-109 & 175-198. (Chapters: Introduction, 3 & 7).
2. Omatsu, G. 2008. "Immigrant Workers Take the Lead: A Militant Humility Transforms L.A. Koreatown." In Rachel Ida Buff, *Immigrant Rights: In the Shadows of Citizenship*. New York: NYU Press, p. 266-282.

Readings to be completed for discussion in the November 9th Class

1. Payne, C.M. 2007 [1995]. "Slow and Respectful Work: Organizers and Organizing." *I've got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. Oakland: University of California Press, p. 236-264. (Chapter 8).
2. Boggs, G. & Peace, S. (2010). "The Power Within Us to Create the World Anew: A

Discussion with Grace Lee Boggs.” In Team Colors Collective (eds.) *Uses of a Whirlwind: Movement, Movements and Radical Currents in the United States*, p. 347-362.

3. Vaid, U. 1996. *Virtual Equality*, p. 346-372.
4. Horton, M. 1990. *The Long Haul*, p. 96-129.

Class 11 From Checkers to Chess: An Organizer’s Strategic Development—The Group Experience

Readings to be completed for discussion in the November 16th Class

1. Burghardt, S. 2014. *Macro Practice in Social for the 21st* p. 249-281.
2. bell hooks. 1994. *Teaching to Transgress*, p. 77-92.
3. Norman, A. J. 1992. “The Use of Group and Group Work Techniques In Resolving Interethnic Conflict.” *Social Work With Groups* 14:3-4, p. 175-186.
4. McNeil, L. & Youdelman, S. 2012. “Building Power for Low Income New Yorkers: Community Voices Heard.” In *Street Practice: Changing the Lens on Poverty and Public Assistance*. Burlington, VT: Ashgate, p. 47-72. (Chapter 3).
5. Strom, H. with Atta-Mensah, A. 2014. *Culture of Deterrence: Voices of New York City Public Assistance Recipients*. New York: Safety Net Project Urban Justice Center. Online: https://snp.urbanjustice.org/sites/default/files/snp.web.doc_report_culture-of-deterrence_20140611.pdf.pdf

Class 12: Meetings As Democratic Experience

Readings to be completed for discussion in the November 23rd Class

1. Burghardt, S. 1982. “Planning and Running Meetings,” and “Maintaining Daily Routines,” in *Organizing for Community Action*. Beverly Hills: Sage Publications, p. 49-70.
2. Fabricant, M. 2010. *Organizing for Educational Justice*, p. 107-125.
3. Rubin, H., & Rubin, I. 2001. “Developing Capacity through Participatory Meetings.” In *Community Organizing and Development* (3rd ed). New York: Allyn & Bacon, p. 215-233.
4. bell hooks. 1994. *Teaching to Transgress*, p. 167-177.
5. Miles Horton. *The Long Haul*, p. 130-143.

Section Three: Coalitions, Lobbying, and Mobilization: Organizing In and Out of the Mainstream

Class 13 & 14: The Brave New World of 21st Century Macro Practice: From the Streets to the Boardroom...and Back into the (Virtual) Community:

Readings to be completed for discussion in the November 30th Class

1. Burghardt, S. 2014. *Macro Practice in Social Work for the 21st Century*, the following sections:
 Crossing the Great Divide: From Grass Roots Organizer to Front-Line Supervisor,” p. 378-411;
 “Too Much Information, So Little Time: Senior Human Service Executives’ Strategic Search for Social Justice,” p. 415-446;
 “Summing Up, Moving Forward: Key Lesson & New Directions for 21st Century Macro Practice,” p. 452-472.
2. Fisher, R. 1998. “Introduction,” and “Chapter One.” In *Let The People Decide*. Boston: G.K. Hall.
3. Krishna, M.V. 2014. “Think Local, Act Global: A Case Example of 21st Century Macro Practice Through the Power of Social Networking,” in Burghardt, S. *Macro Practice*, p. 293-321.

Readings to be completed for discussion in the December 7th Class

1. Roche, S. 2001. “Walking the Line Between Capacity and Constraint: Feminist Social Work in a Conservative Era,” in Rothman, J., Erlich, J., and Tropman, J., *Strategies of Community Intervention, Sixth Edition*. Itasca, Ill.: Peacock Press, p. 441-455.
2. Lewis, L. with McNeil, L. 2012. “Don’t Talk About Us, Talk With Us: Picture the Homeless.” In *Street Practice: Changing the Lens on Poverty and Public Assistance* Burlington, VT: Ashgate, p. 117-144. (Chapter 6).
3. Vaid, U. *Virtual Equality*, p. 210-237.

Class 15 Community-Building in the 21st Century: Toward a Rebirth of Ritual, Tradition, and Spirituality Within The Organizing Process

Readings to be completed for discussion in the December 14th Class

1. Burghardt, S., & Tolliver, W. 2009. “If the Work is Sacred, then So Are You.” In *Stories of*

Transformative Leadership: Why the Glass is Always Full. Thousand Oaks, Cal.: Sage.

2. bell hooks. 1994. *Teaching to Transgress*, p. 191-208.
3. Duncombe, S. 2007. "Politics in an Age of Fantasy." In *Dream: Re-Imagining Progressive Politics in an Age of Fantasy*. New York: The New Press, p. 1-27.
4. Kelley, R.D.G. 2002. "When History Sleeps": A Beginning." *Freedom Dreams: The Black Radical Imagination*. New York: Beacon, p. 1-13.
5. Gumbs, A.P. 2008. "Freedom Seeds: Growing Abolition in Durham, North Carolina." In *Abolition Now! Ten Years of Strategy and Struggle Against the Prison Industrial Complex*, The CR10 Publications Collective (eds). Oakland: AK Press, p. 145-156.

Accomplishments and Core Competencies

Section One

Tactical Choice, Strategic Development, and the Politics of Personal Process

Objectives

To understand the underlying social and political dynamics that shape how one strategically works in community organizing so that the practitioner can distinguish between power and oppression and liberation and opportunity as their strategic work unfolds.

Within this framework, to begin developing both tactical flexibility as well as the personally reflective capacity required to develop a sense of humility and personal growth while engaging in demanding organizing campaigns.

To begin applying this reflective lens throughout one's work on social differences including race, gender, and sexuality.

Class 1, 2 & 3

Introduction : The Changing Context and New Demands in Community Organizing

Core Competency

Educational Policy 2.1.9: Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Behaviors

Ability to align strategic choices within the dynamic context of the 21st century;

Able to flexibly make tactical choices within different cultural, social, and regional contexts and communities.

Class 4

Tactical Self-Awareness for the Community Organizer

Core Competencies:

Educational Policy 2.1.7: Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in

maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment.

Behaviors

Be able to demonstrate in action and writing of how their own behavior and the behavior of others changes dynamically within shifting community contexts;
Be able to discern their tactical flexibility and that of others based on shifting organizing demands and levels of group formation.

Educational Policy 2.1.1

Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers advocate for client access to the services of social work; practice personal reflection and self-correction to assure continual professional development; attend to professional roles and boundaries; demonstrate professional demeanor in behavior, appearance, and communication; engage in career-long learning; and use supervision and consultation.

Behaviors

Students demonstrate flexibility in assessing tactical choices and community members' roles and responsibilities;
They help distinguish community self-determination and agency auspice and the ensuing dilemmas such distinctions may create;
They further enhance their comfort in their organizing role and those roles of community leaders in the process of co-creation of democratic strategy formation.

Class 5, 6 & 7 The Not-So-Hidden Realities of Race, Class and Sex In Practice

Core Competencies

Educational Policy 2.1.4: Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple social factors (National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW. International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

Those factors include age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and

acclaim. Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; recognize and communicate their understanding of the importance of difference in shaping life experiences; and view themselves as learners and engage those with whom they work as informants.

Behaviors

Students will be able to distinguish their own forms of often shifting power and privilege to ensure that such factors are not applied in oppressive means; examine and create spaces and contexts that minimize marginality and oppression; demonstrate cultural humility without negating their own social identity.

Educational Policy 2.1.5

Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers understand the forms and mechanisms of oppression and discrimination; advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice.

Behaviors

Students will demonstrate through writing and in their filed assignments as well as classroom activities awareness of how their strategic choices and organizing model development approach global and national issues of inequality; demonstrate attention to human rights in their agendas as well as group objectives and goals; and promulgate commitments to social justice in their strategic goals as well as their group processes.

Section Two

The Strategies of Internal and External Social Justice: Dynamics of Leadership Development in Groups, Meetings and Through One-On-One Relationships

Learning Objectives

To further explore the dynamics of power as experienced through leadership development.

To explore collaborative leadership practices through group problem-solving.

To delineate the dynamics of a transformative leadership strategy within c.o. p. & d. method choices.

To model forms of leadership in the running of meetings and undertaking tasks that break down dynamics of power and privilege that otherwise can be constructed.

To recognize these actions as part of the development of new forms of democratic experience.

Class 8, 9 & 10

The Political Process of Leadership Development: “Embodiment of the Change You Seek”

Core competencies

EPA 2.1.10: Engagement Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; use empathy and other interpersonal skills; and develop a mutually agreed-on focus of work and desired outcomes.

Behaviors

An ability to model leadership behaviors and beliefs in others capacities to lead;
Capacities to discern and develop leadership with those who have less power and privilege;
Demonstrate in writing and assignments how the process of co-creation emerges through organizing activities;
On-going examination of one’s power and privilege as a professional

Educational Policy 2.1.2

Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers recognize and manage personal values in a way that allows professional values to guide practice; make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; tolerate ambiguity in resolving ethical conflicts; and apply strategies of ethical reasoning to arrive at principled decisions.

Behaviors

Students will understand and act upon core personal values so that become operational and concrete;
Help other understand and work with the dilemmas between means and ends;
Express in writing and activities how they tactically help others as well as themselves live with ambiguity often wrought by organizing outcomes and limited resources.

Class 11

From Checkers to Chess: An Organizer’s Strategic Development—The Group Experience

Core Competencies

Educational Policy 2.1.10(b): Assessment Social workers collect, organize, and interpret client data; assess client strengths and limitations; develop mutually agreed-on intervention goals and objectives; and select appropriate intervention strategies.

Behaviors

An ability to share and use assessments from community members as part of strategic development;
Demonstrate “respect and challenge” in decision-making in community groups
Be able to practice “where the people are at plus one.”

Educational Policy 2.1.9

Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Behaviors

Deepened ability to align strategic choices within the dynamic context of the 21st century;
Able to flexibly make strategic as well as tactical choices within different cultural, social, and regional contexts and communities.

Class 12

Meetings As Democratic Experience

Core Competency

Educational Policy 2.1.10(c): Intervention Social workers initiate actions to achieve organizational goals;
implement prevention interventions that enhance client capacities;
help clients resolve problems;
negotiate, mediate, and advocate for clients; and
facilitate transitions and endings.

Behaviors

Create agendas that are of interest to and involve all levels of membership;
Run meetings as arenas for democratic leadership development;
Achieve outcomes of strategic purpose

Section Three

Coalitions, Lobbying, and Mobilization: Organizing In and Out of the Mainstream

Learning Objectives

To develop the practitioner's capacity to utilize the skills of shared decision making and dialogue within larger arenas for social change.

To improve skill sets related to evaluation work inside groups, including coalitions and legislative work.

To address those new areas of 21st century work related to spirituality and community building that requires internal as well as external development by group participants.

Class 13 & 14

The Brave New World of 21st Century Macro Practice: From the Streets to the Boardroom...and Back into the (Virtual) Community:

Core Competencies

Educational Policy 2.1.6: Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers use practice experience to inform scientific inquiry and use research evidence to inform practice.

Behaviors

Demonstrated capacity to assess data in multiple forms for strategic innovation;
Capacity in written as well as field assignments to manfully work with multiple agendas in coalitions and in political/ legislative arenas.

Educational Policy 2.1.3: Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Behaviors

Demonstrated reflection of self, group, and context (community, period of history) that results in mindful, reflective practice that builds a process of democratic experience and transformative practice with members from the community and profession.

Ability to critical reflect on dynamics of ones own and others' power and privilege in ways that create safe space and democratic experience for those with less power and privilege.

Class 15

Community-Building in the 21st Century: Toward a Rebirth of Ritual, Tradition, and Spirituality Within The Organizing Process

Core Competencies

Educational Policy 2.1.10(d)—Evaluation : Social workers critically analyze, monitor, and evaluate

Behaviors

An openness to evaluate and consider strategic options that are innovative and emerge from community-based, non-traditional sectors so that you and the people with whom you work attempt spiritual, emotional, visual, and Internet-based actions needed for 21st century effectiveness.

Human Behavior & the Social Environment III
Spring 2016
Wednesday 2pm-4pm

Instructor: Craig Hughes
Contact: chughe@hunter.cuny.edu

COURSE DESCRIPTION, RATIONALE AND OVERVIEW

This class is a pilot course for students in the Community Organizing, Planning and Development method.

This three credit advanced course builds upon the foundation level knowledge of the first two semesters in the Human Behavior and the Social Environment sequence. It is a pilot course designed – **for CO&PD Students.**

The conceptual framework for this course is a community-level social work perspective on the human behavior in the social environment from a critical lens. It will examine individual and group behavior in the public/civic sphere as well as community/collective behavior as the unit of analysis. Concepts of mental health and illness are understood as influenced by a confluence of bio-psychosocial factors and environments. Throughout the term, we look at the impact of culture, class, ethnicity, race, age, sexual orientation, ability, and gender upon the process of diagnosis and social work practice interventions.

COURSE COMPETENCY OUTCOMES:

Core Competency	Practice Behavior(s)	Measurement
# 2: Apply social work ethical principles to guide professional practice	PB: recognize and manage personal values in a way that allows professional values to guide practice in the areas of mental health and mental illness among children and adolescents.	Complete all assigned readings. Complete on-line assignments, including critiques of research and theory
# 4: Engage diversity and difference	PB: Recognize and communicate an understanding of the importance of difference in shaping life experiences.	Complete all assigned readings. Participate meaningfully in discussions and exercises in class and online.

#7: Apply knowledge of human behavior and the social environment	<p>PB: Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation</p> <p>PB: Critique and apply knowledge to understand person and environment</p>	<p>Successfully complete both written essays and consistently participate in class discussions</p>
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Communications: Students should contact the instructor with any course-related questions. I will do my best to reply promptly to emails and we can always have brief check-ins after class. I respectfully request that check-ins *not* take place in the moments right before class begins so that any last minute technical and preparation issues can be addressed. If you need to meet for more than a brief check-in we can make an appointment. I will do my best to work around your schedule.

Course Calendar: I have mapped out the course and readings for each week below. We will follow CUNY’s calendar for class meetings.

Disability Accommodations and Assistance: In compliance with the American’s with Disabilities Act of 1990 (the ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with document disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of Accessibility located in Room 1214B of the East Building at Hunter College 68th St campus to secure necessary academic accommodations. For further information and assistance please call 212-772-4857 or TTY: 212-650-3230.

Student Expectations

Readings: Students are expected to read the assigned readings, take notes on readings, and be prepared to discuss these during the assigned class session. While there will be a lecture portion to the class meetings, much of this class will revolve around your presentations of and reflections on the readings. Readings will be posted to Blackboard at least 2 weeks prior to each class session.

Weekly Presentations & Discussions: Each week students will be responsible for developing discussion points and questions for particular readings. We will divide each of the following class’s readings at the end of each class.

Ground Rules/Guidelines: We will develop basic ground rules/guidelines for the class in our

first meeting. In general the rules “one mic” and “step up, step back” are useful to follow.

Attendance: Students are expected to attend the class as per Silberman’s attendance policy. If you have an emergent issue that requires you not to be present please email me prior to the class to let me know you will not be in attendance. Students are also expected to come to class on time. It’s New York City and travel can be complicated for any number of reasons. Please do your best. Repeated lateness’s will negatively impact your grade. *Any student who is unable, because of their religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s).*

Computers/Phones: It is important for the process of this class to be as present as possible. Please limit your in-class computer usage to taking notes. If you’re not taking notes, please close your laptop if you bring one. Please limit your phone usage in the class – if you need to step out to make a call or send a message that’s fine.

Academic Integrity: Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Integrity Procedures.

Assignment Policy: Students are expected to turn assignments in on time. If you need extra time due to unforeseen circumstances please contact me prior to the assignment due-date to make a plan for this. Work submitted late without prior agreement will lose 10% of total assignment points per week of lateness. **All assignments must be completed to receive course credit.** All written assignments must be copyedited for structure, grammar and spelling. Citations, which are required, must be in APA format. Assignments must be double-spaced and have page numbers. **Every written assignment must be emailed to me** (Microsoft Word format is ideal). They will be returned by email with comments.

Internal Assessment, Grading and Class Time

Classroom Assessment: Commentary on process and development of the course is very much welcomed throughout the semester. Commentary is ideally discussed in class. Students may also email me or confer with me in person (as outlined above). Additionally, periodically during the semester I will request that students complete short surveys and minute-papers to ascertain feedback on course speed, workload, dynamics and material. These will not be graded and, besides feedback discussions, will be anonymous. This will allow me to make changes to the course to meet goals and student core competencies.

Grading Policy: The grading system for this class is Credit, No Credit, and Honors for “A+” work. If a student wishes to receive a grade in lieu of this system contact the instructor in writing by the third class session (email is fine). A grade of “Honors” will be based on outstanding performance in

quality and content of written work, evidence of critical thinking and appropriate application of required readings, and outstanding class participation. Each component of the grade will be weighted according to the breakdown below:

- Class Participation: 20%
- Blackboard postings: 20%
- Assignment 1: 30%
- Assignment 2: 30%
- Required: Standard HBSE-3 exam

Our Time Each Class: A lot of good community organizing emerges from a process of co-creation among all members of a group committed to social justice. We will keep focus on this throughout this semester. This will be a collective effort.

Each class will vary but our general format look like this:

2pm-2:10pm: Check-in

2:10pm-2:25pm: Administrative and field-related matters

2:25-3:50pm: Lecture & Discussion of Readings and Assignments

Required Texts

There are no required textbooks for this course – all readings will be placed online. Given several references to the DSM-V, students have access in the library on reserve, or students may buy, rent or borrow a copy.

[Additional Documents and materials from the HBSE Blackboard site will be identified]

Recommended Text:

Nelson, G. & Prilleltensky, I. (2010). Eds. *Community Psychology: In Pursuit of Liberation and Well-Being*. 2nd Edition. Palgrave MacMillan. Especially Chapters on Marginalization; Immigration and Settlement; Gender and Power; Confronting Heterosexism & the Oppression of Lesbian, Gay, Bisexual and Transgendered People; Globalization, Poverty and Social Justice; Ableism

Written Assignments

1. Due class #3: Blackboard posting #1. Using at least (1) of the readings from Session 2, please answer the question – “What is the relationship between mental health diagnosis and power”?
2. Due class #8: Your understanding of the relation between mental health, mental illness, and human behavior and your use of mental health concepts. 10-12 pages. In this assignment you will use the readings *up to this point in class* to explore your perspective on mental health and

human behavior. Questions to be answered include: When, how and why did the notion of mental illness develop? What is pathologization and its relation to power dynamics in society? How does trauma on the individual and community levels relate to mental health and community health? What are the strengths of the mental illness framework and what are the limitations? As a professional social worker, how will you use concepts of mental health in your work?

3. Due class #8: Blackboard posting #2. Using at least (2) of the readings from sessions 6 and 7, please answer the question – “What do you see as a strength and what do you see as a limitation of using a trauma framework for understanding community in its many dimensions and definitions?”

4. Due session # 13: Blackboard posting: The client/consumer/community resident perspective on mental health and social behavior. Select a population or community (e.g. women; people with disabilities; people with mental illness; people with HIV/AIDS). Identify an advocacy organization working directly on promoting and protecting the client/patient voice. Interview a consumer leader of that organization/movement focusing on “the personal to the political.” Include the personal narrative and their rationale for and impact of their involvement on themselves and on their community. Use at least two readings from the syllabus and other sources of value to the class, (Consider selecting a group from the Nelson & Prilleltensky Reader listed above).

4. Due session #15: Focus: Resilience, Coping, Resistance, Movements and Support. Students and instructor will collectively design the specific nature of the assignment by Session 6. 10-12 pages.

Course Plan

Session 1: Introductions, Ground Rules, Syllabus Overview, Discussion of Structure

Session 2: The History and Social Place of Mental Health/Psychiatric Diagnosis and Assessment

This session will provide a basic contextualization of mental health historically and contemporarily. The readings on the DSM provide necessary context for the later readings on the context of race, poverty, welfare and mental illness.

Required:

- **Janet B.W. Williams.** 2008. “Diagnostic and Statistical Manual of Mental Disorders.” In T. Mizrahi & L.E. Davis, Editors. [pgs. 348-354] *The Encyclopedia of Social Work* 20th edition. Oxford University & NASW Press.
- **American Psychiatric Association.** 2013. “Introduction.” *Diagnostic and Statistical Manual 5*, p. 5-18

- **Thomas Szasz.** 1961. “The Logic of Classification and the Problem of Malingering.” In *The Myth of Mental Illness: Foundations of a Theory of Personal Conduct*. New York: Dell, p. 37-51
- **Helena Hansen, Philippe Bourgois & Ernest Drucker.** 2014. “Pathologizing Poverty: New Forms of Diagnosis, Disability, and Structural Stigma Under Welfare Reform.” *Social Science & Medicine* 103, p. 76-83.
- **Susan Starr Sered & Maureen Norton-Hawk.** 2014. “Suffer the Women: Pain and Perfection in a Medicalized World.” In *Can’t Catch a Break: Gender, Jail, Drugs and the Limits of Personal Responsibility*. Berkeley: University of California Press, p. 126-140
- Pierson, L. “Disadvantaged children & families: Reframing our notions of families and disadvantage: Ecological and Environmental Approaches. In Nelson, G. & Prilleltensky, I. (2010). Eds. *Community Psychology: In Pursuit of Liberation and Well-Being*. 2nd Edition. Chapter 22, pgs. 477-516.

Optional:

- **American Psychiatric Association.** 2013. “Highlights of Changes From DSM-IV-TR to DSM-5.” Available online at dsm5.org.
- **E. Goffman** Asylums (Chapters ...)

Session 3: The development, function and critique of the “culture of poverty” thesis

This session will provide a space for understanding and discussion of the controversial “culture of poverty” thesis, which is perhaps the foundational notion of post-war American behavioral assessment. Understanding this concept is decisive for understanding the tiered benefit programs and the intersections of race, class, dysfunction and blame.

Required:

- **Oscar Lewis.** 1979 [1975]. “The Setting.” In *Five Families: Mexican Case Studies in the Culture of Poverty*. New York: Basic Books, p. 1-21.
- **Daniel Moynihan.** 1965. “Chapter II- The Negro American Family,” “Chapter 3: The Roots of the Problem,” and “Chapter IV: The Tangle of Pathology.” In *The Negro Family: The Case for National Action*. U.S. Department of Labor, Office of Policy and Planning, p. 5-44
- **Susan D. Greenbaum.** 2015. “Kinship and Family Structure: Ethnocentric Myopia” & “Crime, Criminals, and Tangles of Pathology.” In *Blaming the Poor: The Long Shadow of the Moynihan Report on Cruel Images About Poverty*. New Brunswick: Rutgers University Press, p. 46-67 & 90-114

Alice O'Connor. 2001. "Poverty's Culture Wars." In *Poverty Knowledge: Social Science, Social Policy, and the Poor in Twentieth-Century U.S. History*. New Jersey: Princeton University Press, p. 196-210.

Optional:

- **American Psychiatric Association.** 2013. "Use of the Manual" and "Cautionary Statement for Forensic Use of DSM-5." *Diagnostic and Statistical Manual 5*, p. 19-25.

Session 4: Critical Considerations on Classification of Behavior

This section focuses specifically on various classification systems and introduces the history and function of classification in context of race, class and gender. Contrasts between the DSM and Person-in-Environment, the Social work alternative to the DSM are presented.

Required:

- **American Psychiatric Association.** n.d. "The History of the DSM." <http://www.psychiatry.org/psychiatrists/practice/dsm/history-of-the-dsm>
- **Stuart A. Kirk & Herb Kutchins.** 2008 [1992]. "The Transformation of Psychiatric Troubles." In *The Selling of the DSM: The Rhetoric of Science in Psychiatry*. New Brunswick: AldineTransaction, p. 17-46.
- **Mical Raz.** 2013. "Deprivation and Intellectual Disability: From "Mild Mental Retardation" to 'Resegregation.'" In *What's Wrong with the Poor?: Psychiatric, Race, and the War on Poverty*. Chapel Hill: University of North Carolina Press, p. 112-141
- **Susan Starr Sered & Maureen Norton-Hawk.** 2014. "It's All in My Head: Suffering, PTSD, and the Triumph of the Therapeutic." In *Can't Catch a Break: Gender, Jail, Drugs and the Limits of Personal Responsibility*. Berkeley: University of California Press, p. 90-107
- **Christopher Lane & Jonathan Metzl.** 2010. "How Schizophrenia Became a Black Disease: An Interview with Jonathan Metzl." <https://www.psychologytoday.com/blog/side-effects/201005/how-schizophrenia-became-black-disease-interview-jonathan-metzl>
- **Kondrat, M. E.** (2008). Person-in-Environment. In T. Mizrahi & L.E. Davis, Editors. [pgs. 348-354] *Encyclopedia of Social Work* 20th edition. Oxford University & NASW Press.

Optional:

- **American Psychiatric Association.** 2013. "Schizophrenia Spectrum and Other Psychotic Disorders." *Diagnostic and Statistical Manual 5*, p. 87-122.

- **Mindy Thompson Fullilove.** 2005. “The Butterfly in Beijing.” In *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It*. New York: Ballantine Books, p. 9-20.

Session 5: Pathology & “Pathologization”

This section considers the role of the DSM-5 in social work and asks students to learn and critically think about the role of diagnosis and “pathologization” in their assessment and client work.

Required:

- **American Psychiatric Association.** 2013. “Cultural Formulation.” *Diagnostic and Statistical Manual 5*, p. 749-759
- **Susan P. Robbins.** 2014. “From the Editor – The DSM-5 and Its Role in Social Work Assessment and Research.” *Journal of Social Work Education* 50, p. 201-2015
- **Jeffrey R. Lacasse.** 2014. “After DSM-5: A Critical Mental Health Research Agenda for the 21st Century.” *Research on Social Work Practice* 24(1), p. 5-10
- **Barbara Probst.** 2014. “The Life and Death of Axis IV: Caught in the Quest for a Theory of Mental Disorder.” *Research on Social Work Practice* 24:1, p. 123-131.
- **Zowie Davy.** 2015. “The DSM-5 and the Politics of Diagnosing Transpeople.” *Archives of Sexual Behavior* 44:5, p. 1165-1176.
- **China Mills.** 2015. “The Psychiatry of Poverty: Rethinking the Mental Health-Poverty Nexus.” *Social and Personality Psychology Compass* 9/5, p. 212-222
- **J.D. Jacob et al.** 2014. “From Distress to Illness: A Critical Analysis of Medicalization and its Effects in Clinical Practice.” *Journal of Psychiatric and Mental Health Nursing* 21, p. 257-263.

Optional:

- **American Psychiatric Association.** 2013. “Depressive Disorders” and “Gender Dysphoria.” *Diagnostic and Statistical Manual 5*, p.155-187 & 451-460.
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Section 6: Trauma: Individual in the Environment (1)

This is the first of a two-session focus on the intersections of trauma(s) and the environment. The first week looks at trauma as a diagnosis and begins to extend the trauma-lens to the macro level. The intersection of trauma and addiction is introduced here.

- **DSM-V. 2013.** “Trauma- and Stressor Related Disorders,” Introduction, p. 265
- **DSM-V. 2013.** “Posttraumatic Stress Disorder,” p. 271-280.

- **Karoline Lukaschek** et al. 2013. “Lifetime Traumatic Experiences and Their Impact on PTSD: A General Population Study.” *Social Psychiatry & Psychiatric Epidemiology* 48:4, p. 525-532.
- **Kelly Ray Knight**. 2015. “Street Psychiatrics and New Configurations of Madness.” In *Addicted.Pregnant.Poor*. Durham: Duke University Press, p. 125-150.
- **Kaethe Weingarten**. 2003. “The Consequences of Common Shock.” In *Common Shock: Witnessing Violence Everyday Day*. New York: New American Library, p. 39-62.
- **John Lavitt**. “Addiction is a Response to Childhood Suffering: In Depth with Gabore Mate.” *The Fix*. <https://www.thefix.com/gabor-mat%C3%A9-addiction-holocaust-disease-trauma-recovery>

Optional:

- **American Psychiatric Association**. 2013. “Substance-Related and Addictive Disorders” *Diagnostic and Statistical Manual 5*, p. 481-490.

Session 7: Trauma: Individual in the Environment and the Role of Place (2)

This is the second session of a two-session focus on the intersections of trauma(s) and the environment. Building on the foundation of the previous session, here we look at trauma on the macro-level with a particular focus on the role of “place”; the session ends with a discussion of the impact of “community loss” on the individual and community.

Required:

- **Mindy Thompson Fullilove & Rodrick Wallace**. 2011. “Serial Forced Displacement in American Cities.” *Journal of Urban Health: Bulletin of the New York Academy of Medicine* 88:3, p. 381-389.
- **Mindy Thompson Fullilove**. 1996. “Psychiatric Implications of Displacement: Contributions From the Psychology of Place.” *The American Journal of Psychiatry* 153:12, p. 1516-1523
- **Lebron et al**. 2015. *Facts Matter! Black Lives Matter! The Trauma of Racism*. Report issued by the McSilver Institute for Poverty Policy & Research, p. 2-29
- **Joan A. Samuels-Dennis** et al. 2010. “Cumulative Trauma, Personal and Social Resources, and Post-Traumatic Stress Symptoms Among Income-Assisted Single Mothers.” *Journal of Family Violence* 25, p. 603-616
- **Mimi Abramovitz & Jochen Albrecht**. 2013. “The Community Loss Index: A New Social Indicator.” *Social Service Review* December, p. 677-716.
- **Kemp, S.L.** (2010). Place, history, memory: Thinking time within space. In L.M. Burton, S.P. Kemp, M. Leung, S. A. Mathews, D. T. Takeuchi (Eds.) *Communities*,

Neighborhoods and Health: Expanding the Boundaries of Health (pp. 3-19). NY: Springer.

Optional:

- National Alliance to End Homelessness. n.d. "Addressing Post-Traumatic Stress Disorder Caused by Homelessness." http://www.endhomelessness.org/page/-/files/PTSDcausedbyHomelessness_final.pdf
- Cameron Scott. 2015. "More Homeless Bedeviled by Trauma Than Mental Illness, Experts Say." *Healthline*, March 27. <https://www.healthline.com/health-news/more-homeless-bedeviled-by-trauma-than-mental-illness-032715#1>

Session 8: Personality Disorders, Self-Harm and Coping at the Micro and Macro Levels

This session will look at three intersecting but differentiated subjects: personality disorders, forms of self-self and coping strategies. Here the goal will be to introduce personality disorders. Secondly, we will introduce, from a critical and intersectionally-informed lens, the notions of coping and self-harm, particularly as they relate to structural marginalization and oppression.

Required:

- **American Psychiatric Association.** 2013. "Non-Suicidal Self-Injury." *Diagnostic and Statistical Manual 5*, p. 803-806.
- **American Psychiatric Association.** 2013. "Personality Disorders." *Diagnostic and Statistical Manual 5*, p. 681-684.
- **Gary W. Evans & Pilyoung Kim.** 2013. "Childhood Poverty, Chronic Stress, Self-Regulation, and Coping." *Child Development Perspectives* 7(1), p. 43-48
- **Topor et al.** 2014. "Psychosis and poverty: Coping with Poverty and Severe Mental Illness in Everyday Life." *Psychosis* 6(2), p. 117-127.
- **Noelle B. Smith et al.** 2014. "The Role of Trauma Symptoms in Nonsuicidal Self-Injury." *Trauma Violence Abuse* 15(1), p. 41-56
- **BC Shepard.** 2013. "Between Harm Reduction, Loss and Wellness: On the Occupational Hazards of Work." *Harm Reduction Journal* 10 (5).

Optional:

- **Bria Berger.** 2014. "Power, Selfhood, and Identity: A Feminist Critique of Borderline Personality Disorder." University of Chicago School of Social Service Administration Magazine. http://ssa.uchicago.edu/sites/default/files/uploads/AdvocatesForum_2014_PowerSelfhoodAndIdentity.pdf

Session 9: Resilience and Community Well Being

This session will look at the function of resilience and a strengths-based approach to assessment and intervention. Literature here extends from the individual to the community level in order for students to conceptualize their work along a continuum of scale.

Required:

- **Roberta R. Greene.** 2014. "Resilience as Effective Functional Capacity: An Ecological-Stress Model." *Journal of Human Behavior and Social Environment* 24(8), p. 937-950
- **Lilliane Windsor et al.** 2014. "Community Wise: Development of a Model to Address Oppression in Order to Promote Individual and Community Health." *Journal of Social Work Practice in the Addictions* 14(4), p. 405-420.
- **Isaac Prilleltensky.** 2012. "Wellness as Fairness." *American Journal of Community Psychology* 49 (1-2).
- **Lisette M. Flores et al.** 2007. "Community Health: A Critical Approach to Addressing Chronic Diseases." *Preventing Chronic Disease: Public Health Research, Practice and Policy* 4(4), p. 1-6
- **Nancie Palmer.** 1997. "Resilience in Adult Children of Alcoholics: A non-pathological Approach to Social Work Practice." *Health and Social Work* 22(3), p. 201-209.

Optional:

- **Carol B. Stack.** 1974. "Domestic Networks: 'Those You Count On.'" In *All Our Kin Strategies for Survival in a Black Community*. New York: Harper & Row, p. 90-107.

Session 10: Resistance – Differing Concepts

This session examines the notion of resistance from a clinical lens and from a sociological lens. After offering students' differing ways to conceptualize the concept of "resistance" it turns to a discussion of the harm reduction approach to resistance and motivational interviewing, which has strong implications for community and individual-level practice.

Required:

- **Josh M. Gold.** 2008. "Rethinking Client Resistance: A Narrative Approach to Integrating Resistance Into the Relationship-Building Stage of Counseling." *Journal of Humanistic Counseling, Education and Development* 47, p. 46-70.
- **Corey F. Newman.** 1994. "Understanding Client Resistance: Methods for Enhancing Motivation to Change." *Cognitive and Behavioral Practice* 1, p. 47-69.
- **Lauren J. Silver.** 2015. "The Program Allowed me to get Pregnant: Everyday Resistance, Dignity, and Fleeting Collectives." In *System Kids: Adolescent Mothers and the Politics of Regulation*. Chapel Hill: University of North Carolian Press, p. 130-152.

- **Patt Denning.** 2000. "Treatment Design: How to Think About a Case." *Practicing Harm Reduction Psychotherapy: An Alternative Approach to Addictions*. New York: Guilford, p. 93-126.
- **Evelyn Z. Brodtkin.** 2012. "Reflections on Street-Level Bureaucracy: Past, Present, and Future." (Book review). *Public Administration Review*, 72(6), p.940-949.

Optional:

- **American Psychiatric Association.** 2013. "Oppositional Defiant Disorder." *Diagnostic and Statistical Manual 5*, p. 462-466.

Session 11: Individual and Group Level Interventions: Individual and Collective Efficacy Framework. This session will consider microlevel interventions social workers can implement to increase resident/citizen involvement in civic and community life.

- **Required** Tropman, J.E. (1998). Effective group decision-making. In R.L. Edwards, J.A. Yankey & M.A. Alpetter (Eds.) *Skill for Effective Management of Nonprofit organizations*. Wash. DC: NASW Press (244-261).
- SAMSA (7/2/15). Peer Recovery Support and Social Inclusion
- Bariti, Z., Samah, B.A., Ahmad, N. & Idris, K. (2013). Self efficacy and citizen participation in a neighborhood council. *Journal of Community Psychology*. 41(8), 911-919.
- Ramirez-Valles, J.(2002). The protective effects of community involvement for HIV risk behavior: A conceptual framework. *Health Education Research* 17(4), 389-403.
- Carroll, J. M. Community collective efficacy: Structure & consequences of perceived capacities in the Blackburg Electronic Village. *Proceedings of the 36th Hawaii International Conference on System Sciences*.
- Stevens, E.B., Jason, L.A., Ferrari, J.R., et al. (2010). Self-efficacy & sense of community among adults recovering from substance abuse. *North American Journal of Psychology* 12 (2), 255-264.

Section 12: Building Supportive and Inclusive Environments for Individual and Community Well-Being

This session draws on concepts of creating caring communities for the promotion of health and well-being across the lifespan. It focuses on elder care from a consumer and labor perspective then offers additional ideas for examining the implications of environment ("place") and activism in mental health services.

- **Silvia Federici.** 2012. "On Elder Care." *The Commoner* 15, p. 235-261.
- **Ai-Jen Poo.** 2014. "Waking the Caring Majority." In *The Age of Dignity: Preparing for the Elder Boom in a Changing America*. New York: The New Press, p. 113-139.
- **Kemp., S.P.** (2010). Place matters: Toward a rejuvenated theory of environment for social work practice. In W. Borden (ed.) *Reshaping Theory in Contemporary Social Work: Toward a critical pluralism in clinical practice* (pp. 114-145) NY: Columbia University Press

- **J. Roney** (2015). Activism Increases Mental Well-Being. Unpublished Professional Seminar Paper-Silberman School of Social Work
- **Mahoney, A.** (2004). The Health & Well Being of Carribean Immigrants in the United States. NY: Routledge Taylor & Francis. (Also as Special Issue of Journal of Immigrants & Refugee Services 2 (3/4). [NOTE- A FORMER SILBERMAN FACULTY]

Sssion 13: The Consumer/Client Movement: Self and System Advocacy (From Exclusion and Marginalization to Inclusion and Empowerment)

This session offers an historical context of organizing in the arenas of mental health and other disabilities, leading to the current consumer movement. History of the consumer/survival movement in mental health.

- History of the Consumer/Survivor Movement
<https://www.power2u.org/downloads/HistoryOfTheConsumerMovement.pdf>
- **Mizrahi, T., Humphreys, M., & Torres** (2009). The Social Construction of Client Participation: The evolution and transformation of the role of service recipients in child welfare and mental disabilities Journal of Sociology and Social Welfare.36 (2), 2009, 35-81.
- **Little, D.L.** (2010). Identity, Efficacy, and Disability Rights Movement Recruitment. *Disabilities Study Quarterly* 30 (1). Online.
- **Kloss, B.** (2010). Promoting liberation, wellbeing & recovery: Learning from experiences of psychiatric consumers/survivors. In Nelson, G. & Prilleltensky, I. . Eds. Community Psychology: In Pursuit of Liberation and Well-Being. 2nd Edition. Chapter 21; pgs. 453-475.
- Willowbrook- 25 years of Activism (YouTube Video)
<https://www.youtube.com/watch?v=FcjRIZFQcUY>
- **Sharfstein, S.S. & Dickerson, F.B.** (2006). Psychiatry and the consumer movement. *Health Affairs* 25(3), 734-736.

Section 14: Review, Reflection & Class Evaluation

SILBERMAN SCHOOL OF SOCIAL WORK
At Hunter College

Political Advocacy & Social Work

SSW # 796.66

Spring 2016

Wednesday 6:00 PM-7:50 PM

Instructor: Stephanie Yazgi

Room 330

Email: syazgi@hunter.cuny.edu

Office Hours By Appointment

Course Description

Seeking social justice is a core value of the social work profession. Social workers who want to influence public policy and legislation to promote social justice and social change must interface with the political system. The focus of the course is on identifying and developing practical knowledge and skill so that social workers will be able to construct a legislative or budget issue advocacy campaign and incorporate political activism into their social work practice.

Part one lays the groundwork by exploring the connection between social work and political advocacy, providing general knowledge on NYC, NYS, and US government, examining issue campaigns and their components, and providing a conceptual framework for using the political process to affect a social change agenda. Part two offers skill-building opportunities by focusing on the nuts and bolts of different advocacy methods and tactics.

Course Objectives

- 1) To understand the political legislative process on the city, state and federal level.
- 2) To strategize how to influence policy and legislation on the city/state level.
- 3) To understand the power dynamics of majority politics.
- 4) To appreciate the role of social work in the political arena.
- 5) To attain knowledge in empowering social workers and clients/constituencies through political activism.

Course Competencies/Outcomes

By the end of the course, students will demonstrate their ability to:

- 1) Identify the stakeholders and key decision-makers on various issues.
- 2) Conduct a power analysis.
- 3) Identify and analyze where patterns of power and privilege have marginalized groups.
- 4) Utilize coalition skills and legislative advocacy skills related to a group's agenda.
- 5) Analyze and implement various strategies and tactics of issue campaigns.
- 6) Evaluate the processes and outcomes of political advocacy campaigns.

Course Expectations

Attendance and Lateness: Students are expected to attend every class session or notify the instructor in advance if unable to attend. At most, one absence is accepted for each credit of the course (e.g., 3 credits/3 absences). Missing more than 3 classes will result in a “no credit” except under exceptional circumstances determined in advance. Habitual lateness may also affect grade as it disrupts the flow of the class. Notify the instructor beforehand if at all possible about either absenteeism or missing part of course session. See statement in *HCSSW Handbook Statement on Attendance Policy 2015-2016*.

Religious holiday policy: Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s).

Professional Conduct: As a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. This means a climate of respect and tolerance for different opinions. Students should refrain from answering or making cell phone calls in class, and from reading or writing text messages on any portable electronic devices. If there is a special circumstance related to accommodations, please notify the instructor at the beginning of the semester. Please let instructor know if you are taking notes for class using a computer or other technological device.

Confidentiality: In order to establish an open, respectful and critical atmosphere in the classroom and on Blackboard postings and discussion, students must adopt an attitude of complete confidentiality. This includes not discussing any details about your own or other students' comments or opinions revealed about self, peers, community members, and/or agencies including their own, verbally or in writing. When posting material, students should not use the SPECIFIC NAMES—REFER TO TITLES, TYPES, ETC.

The Writing Centers at 68th and 79th Streets are available to all students, and should be contacted promptly by any student whose self-evaluation or faculty evaluation reveals a need to improve skills. Students must use APA style format and review and edit papers before submission. It is highly recommended that you use classmates and others to read and comment.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 /or TTY (212) 650-3230.

ACADEMIC INTEGRITY

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty.

ONLINE LEARNING

The School of Social work requires that students participate in online learning for one hour a week .

Course Format, Assignments & Grading

This course is designed to offer practical knowledge and skills in influencing public policy and legislation for second year and OYR students. The course will utilize a combination of lectures, discussion, structured small group activity and guest presenters— to be chosen from New York politicians, government staff, leaders from advocacy organizations and political consultants.

Students will be expected to be active participants in the class and complete weekly readings and assignments as listed on syllabus and may include additional readings to be assigned weekly based on articles around current events. This course requires peer teaching and learning online using Blackboard Academic Suite periodically. Assignments are described in brief on last page of this syllabus and will be discussed in detail in course sessions.

Students will have a proposal and a final paper and presentation based on their participation and research in a past or existing political advocacy campaign.

Course grade will be based on attendance, class participation and weekly assignments (45%), proposal assignment (10%) and final paper and presentation (45%). Grading will be based on the criteria outlines in the *Hunter College School of Social Work Student Handbook*.

Academic Integrity Statement: Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures <http://rwc.hunter.cuny.edu/reading-writing/on-line/qpp.html>

Course Readings

Required reading except for textbook is available either on the internet, course reserves or on Blackboard.

Required Text:

Haynes, Karen S. & Mickelson, James S., *Affecting Change: Social Workers in the Political Arena*. Pearson Education Inc., 7th edition, 2010.

Additional Reading:

E-Reserves

Kivelson, Adrienne, *What Makes NYC Run?* League of Women Voters Publication, 3rd edition, 2001.

Lofy, Bill (Ed.) (2005). *Politics the Wellstone Way*. (Chapters 4 and 9: Communications. Advocacy, Lobbying and Winning on Issues) Minneapolis: University of Minnesota Press.

Mahaffey, Maryann & Hanks, John, eds., *Practical Politics: Social Work and Political Responsibility*. (Chapter 5: *Lobbying and Social Work*.) Maryland: NASW, 1982.

Mary, Nancy L., "Political Activism of Social Work Educators." *Journal of Community Practice*, Vol. 9(4) 2001.

Minieri, J. & Getsos, P. (2007). *Tools for Radical Democracy: How to Organize for Power in Your Community*. San Francisco: John Wiley & Sons, Inc.

Richan, Willard, *Lobbying for Social Change*. New York: Haworth, 2nd Edition, 1996

Reisch, Michael, "Legislative Advocacy to Empower Vulnerable and Oppressed Groups".

In Roberts, A.R & Greene, G.G. Eds Social Workers Desk Reference. New York: Oxford University Press, 2002.

Sen, Rinku, Stir It Up: Lessons in Community Organizing and Advocacy. California: Jossey-Bass, 2003.

Rosenthal, Beth, & Mizrahi, Terry, *Strategic Partnerships: How To Create and Maintain Interorganizational Collaborations and Coalitions*, NYC: Education Center for Community Organizing, 1994.

Blackboard

Alliance for Justice Handbook: *Worry-Free Lobbying for Nonprofits*, 1999.

Brennan Center for Justice Report: *The New York Legislative Process: An Evaluation and Blueprint for Reform*, July 2004.

Brennan Center Report: *Unfinished Business: New York State Legislative Reform*, October 2006 - internet

Chavez, C. (1969) "A Union in the Community."

Manhattan Institute Report: *Albany Inc: The Special Interest Conglomerate That Runs New York*, January 2006. – internet

EMILY'S LIST: *Thinking of Running for Office*.

+ *Encyclopedia of Social Social Work includes interesting articles on political social work, voter education and political intervention which will be helpful in this course.*

+ *Weekly news articles will also be introduced and your participation in finding and sharing local stories with an explanation of their relevance to our subject matter is encouraged.*

NOTE: Information is power. Get into the habit of being informed. Daily newspapers, news magazines and internet sites report on politics and social justice issues every day. Read one or more regularly, but always be aware of the political orientation of the news source you choose. Also, there is a list of helpful websites at the end of the syllabus that you should refer to regularly to support your readings based on class session topics.

COURSE OUTLINE

Part I: Background for Social Workers Engaging in Political Activism

Session 1) February 3 - Introduction: Social Work and Political Advocacy

Political activism is influencing policies and legislation. Social workers can engage in political activism to achieve social change and justice. This course will provide a conceptual framework for using the political process to affect a social change agenda.

What is political advocacy? Why is it important? What are the many faces of advocacy? What is the relationship between power, politics and policy? How are social workers uniquely qualified to engage in political activism?

Required Reading

Haynes, Karen S. & Mickelson, James S., Affecting Change: Social Workers in the Political Arena. Chapters 1 and 2

Mary, Nancy L., "Political Activism of Social Work Educators."

Session 2) February 10 - Social Worker: Operative, Candidate, Advocate

How are social work values compatible with political intervention? What social work skills are transferable to the political arena? How do social workers get involved in professional politics? What are the impediments and opportunities to advance political social work?

Assignment Due:

1. Required reading

Required Reading:

Haynes, Karen S. & Mickelson, James S., Affecting Change: Social Workers in the Political Arena. Chapters 3 and 4

EMILY'S LIST: *Thinking of Running for Office*.

Session 3) February 17 - Federal and State Governments

How do both houses of Congress work together? What is the role of majority politics? How do minority members accomplish their goals? What is the role of party loyalty? What kind of constituent accountability is there? What do social workers need to know to mount successful legislative and budget campaigns in Washington?

Why is NYS rated one the most dysfunctional state governments in the nation? Why is it important to understand the roles of majority and minority parties-in-government? Who controls the state budget- in reality? How does a bill become a law- in reality? What do social workers need to know to mount successful legislative advocacy campaigns in NYS?

Assignment Due:

1. Required reading

Required Reading (Internet or Blackboard)

Brennan Center Report – *Still Broken: New York State Legislative Reform* (January 2009)
<http://www.brennancenter.org/publication/still-broken-new-york-state-legislative-reform-2008-update>

Manhattan Institute Report: *Albany Inc: The Special Interest Conglomerate That Runs New York* (Released January 2006) (On Blackboard- Read for historical relevance and point of view)
(3 Sections: “Overview”, “Public Servants”& “Prospects for Reform”)

The Legislative Process, Robert Longley, About.com – 14 Steps
<http://usgoinfo.about.com/od/uscongress/a/legprocess.htm>

February 24 – COMMON DAY – NO CLASS

March 2 – ALBANY ADVOCACY DAY/ FINAL PROJECT VOLUNTEER TIME– NO CLASS

Session 4) March 9 - Overview of Political Advocacy Campaigns: Components, Strategies & Tactics

What are the components of a political advocacy campaign? How do organizers determine the targets – and identify the stakeholders and key decision-makers? Who sets the agenda? Who gets left out? Why is it critical to develop strategies and goals for each campaign – different paths to influence? What are the timeline and resources? What does a winning political advocacy campaign achieve? Are there multiple ways to define success? What are the criteria for evaluation of advocacy campaigns? How do we as social workers evaluate our successes of political advocacy? What are the next steps if win - if lose? How do we assess the steps along the path to influence social justice? What are the implications of a political activist social work practice?

Assignment Due:

1. Required reading
2. **HAND IN MEMOIR WRITING ASSIGNMENT**

Required Reading:

Haynes, Karen S. & Mickelson, James S., Affecting Change: Social Workers in the Political Arena. Chapters 5, 6, and 10

Reisch, “Legislative Advocacy to Empower Vulnerable and Oppressed Groups”

Richan, Lobbying for Social Change (Chapter 5: Understanding Policymakers)

Minieri, J. & Getsos, P. (2007). Tools for Radical Democracy: How to Organize for Power in Your Community. (Chapters 8 and 10).

Session 5) March 16 - NYC Council and other Local Governments

How can social workers navigate government and influence public policy in NYC? How does NYC government work? Who are the players? What does the City Council control? The Mayor? How does a bill become a law? What do social workers need to know to mount successful legislative and budget campaigns in NYC?

Assignment Due:

1. Required reading
2. **Handout in Class- NYC Bill Worksheet (due 3/23)**

Required Reading:

Kivelson, What Makes NYC Run? (3 sections: What Makes NYC Run?, Who Makes NYC Run? & How NYC Plans Its Spending: The Budgets)

Part II: Advocacy Methods & Tactics - Paths to Influence

Session 6) March 23 - Mobilizing for Advocacy: Clients, Voters, and Communities

Who is underrepresented in the American electorate – and why? What is the Voting Rights Act of 1965? What is redistricting? How does the Census procedure for counting prisoners impact political power? How are certain citizens denied voice and the right to vote?

Assignment Due:

1. Required reading
2. **NYC Bill Worksheet Due**

Required Reading:

Haynes, Karen S. & Mickelson, James S., Affecting Change: Social Workers in the Political Arena. Chapter 12

Prison Policy Initiative: *Preventing Prison Based Gerrymandering in Redistricting (2011)*.
<http://www.prisonersofthecensus.org/news/2011/02/23/preventing/>

Chavez, C. (1969) “A Union in the Community.”

Additional Reading:

Do a google search of “Gerrymandering”

Visit the Brennan Center for Justice website and peruse reports on Voting Rights and Elections under Issues tab

Session 7) March 30 - How to Construct Message and Use the Media & Internet

Why is developing a communication strategy important for an issue campaign? What do social workers need to know to construct the most effective message? What are best practices in terms of selling the message to the press? How do advocates organize a press conference, write press releases & advisories, write letters-to-editor, use the internet as a tool?

Assignment Due:

1. Required reading

Required Reading:

Haynes, Karen S. & Mickelson, James S., Affecting Change: Social Workers in the Political Arena. Chapters 8 and 9

Fenton Communications Report:

Now Hear This: The Nine Laws of Successful Advocacy Communications

http://www.fenton.com/FENTON_IndustryGuide_NowHearThis.pdf

Lofy, Bill (Ed.) (2005). Politics the Wellstone Way. (Chapters 4 Communications.)
Minneapolis: University of Minnesota Press.

Sen, Stir It Up: Lessons in Community Organizing and Advocacy (Chpt 8: Speaking
Truth to Power)

Session 8) April 6 - How to Lobby Part I

What do social workers need to know to lobby effectively? What is the difference between direct lobbying and grassroots lobbying? What are various lobbying tactics? What are best practices in meeting with a legislator, testifying before a legislative body, organizing a lobby day, developing legislative report cards, etc?

Assignment Due:

1. Required reading
2. **Proposal Due**

Required Reading for both Lobbying classes:

Haynes, Karen S. & Mickelson, James S., Affecting Change: Social Workers in the Political Arena, Chapter 7

Mahaffey & Hanks, Practical Politics (Chapter 5: Lobbying and Social Work; Chapter 6: How to Testify Before a Legislative Committee)

Richan, Lobbying for Social Change (Chapter 8: Lobbying One-on-One)

Additional Reading:

Alliance for Justice Handbook: Worry-Free Lobbying for Nonprofits, 1999.

<http://www.afj.org/assets/resources/resources2/Worry-Free-Lobbying-for-Nonprofits.pdf>

Lofy, Bill (Ed.) (2005). Politics the Wellstone Way. (Chapter 9: Advocacy, Lobbying and Winning on Issues)

HSC Nonprofit Lobbying Materials will be made available on Blackboard. Contact organization for more information.

Session 9) April 13 - How To Lobby Part II

Assignment Due:

1. Required reading
2. Bring materials for in class workshop on creating “lobby” guide

Required Reading:

Same as previous week

Session 10) April 20 - Electoral Campaigns

What is the difference between political activism and electoral activism? How do threats to political power translate into change? What social work skills are transferable to the electoral

arena? What has been the role of NASW in the electoral arena? What are the various paid and volunteer roles in a local campaign? What is a field plan? What can electoral organizing teach us about organizing strategies/tactics? What is the role of third parties in New York? What is the role of labor and endorsing organizations in a campaign? How do interest groups influence elections and public policy? What is the role of Political Action Committees? How does the dependence on political fundraising impact electoral campaigns?

Assignment Due:

1. Required reading

Required reading:

Haynes, Karen S. & Mickelson, James S., Affecting Change: Social Workers in the Political Arena. Chapter 11

Ball, Molly. "The Great Equalizer: Bill de Blasio vs. Inequality." *The Atlantic*, January 2015.

<http://www.theatlantic.com/magazine/archive/2015/12/the-equalizer/413158/>

Brennan Center for Justice, *After Citizens United: The Story In the States (2014)*.

<http://www.brennancenter.org/publication/after-citizens-united-story-states>

DLCC Campaign Manual

Additional Reading:

Visit the Brennan Center for Justice website and peruse more reports on Money in Politics under Issues tab

Ball, Molly. "The pugnacious, Relentless Progressive Party That Wants to Remake America." *The Atlantic*, January 2016.

<http://www.theatlantic.com/politics/archive/2016/01/working-families-party/422949/>

(For historical context, see Katz, Alyssa, "The Power of Fusion Politics." *The Nation*, September 12, 2005.)

<http://www.thenation.com/article/power-fusion-politics>

April 27 – SPRING BREAK – NO CLASS

Session 11) May 4- How to Strengthen Political Influence: Building Alliances, Partnerships, & Coalitions/ FINAL PRESENTATIONS BEGIN

This topic builds on the foundation laid in CO III. What is the value of mobilizing a broad base of support? How is membership determined and maintained? What are strategies to develop a cohesive coalition leadership structure? What are the tensions in managing differences among groups? How are social work skills a perfect match to handle both the obstacles and opportunities of this work?

Assignment Due:

1. Required reading
2. Final Presentations Begin
3. Final Paper Due

Required Reading:

Rosenthal & Mizrahi, *Strategic Partnerships: How To Create and Maintain Inter-organizational Collaborations and Coalitions* (Section III, Chpt 14-16: Collaboration Success, Failure and Assessment)

Sen, Stir It Up: Lessons in Community Organizing and Advocacy (Chpt 7: United We Stand)

Sessions 12) May 11- Continue Final Presentations

Assignment Due:

1. Continue Final presentations

Session 13) May 18- Last Class- Finish Presentations, Semester- Wrap Up

ADDENDUM: Helpful websites

US Government Websites:

The White House	www.whitehouse.gov
Library of Congress	www.congress.gov
US House	www.house.gov
US Senate	www.senate.gov

US Government Watchdog Websites:

Center for Responsive Politics	www.opensecrets.org
Fix Congress First	www.FixCongressFirst.org
MAP Light Congress	www.MAPLight.org
Open Congress	sunlightfoundation.com/
US PIRG	www.uspirg.org

NYC Government Websites:

NYC Council	www.council.nyc.ny.us
NYC.gov	www.nyc.gov/
Gotham Gazette - Searchlight on City Hall	www.gothamgazette.com/city

Other Local Legislature Websites:

Nassau County Legislature	www.nassaucountyny.gov
Rockland County Legislature	www.co.rockland.ny.us/legislature/default.html
Suffolk County Legislature	www.co.suffolk.ny.us/legis/
Westchester County Board of Legislators	www.westchesterlegislators.com/
Yonkers City Council	www.yonkersny.gov/index.aspx?page=62

State Government Websites:

Council of State Governments	www.csg.org
National Conference of State Legislatures	www.ncsl.org
NJ State Legislature	www.njlej.state.nj.us
NYS Assembly	www.assembly.state.ny.us
NYS Senate	www.senate.state.ny.us

Good Government Websites:

Brennan Center for Justice	www.brennancenter.org
Citizen Action of NY	www.citizenactionny.org
Common Cause	www.commoncause.org
League of Women Voters/NYS	www.lwvny.org
NYPIRG	www.nypirg.org
Project Sunlight (Attorney General's office)	www.sunlightny.com

Tracking Money in Politics Websites:

Center for Responsive Politics	www.opensecrets.org
Common Cause	www.commoncause.org
Democracy 21	www.democracy21.org
Federal Election Commission	www.fec.gov
National Institute on Money in State Politics	www.followthemoney.org
News Meat	www.newsmeat.com
NYC Campaign Finance Board	www.vote.nyc.ny.us
NYS Board of Elections	www.elections.state.ny.us
NYS Commission on Public Integrity	www.nyintegrity.org
Political Money Line	www.tray.com
Public Campaign	www.publiccampaign.org
White House for Sale	www.whitehouseforsale.org

Social Work Websites:

Influencing State Policy	www.statepolicy.org
NASW	www.naswdc.org
NASW- NYS Chapter	www.naswnys.org
NASW– NYC Chapter	www.naswnyc.org

Social Work Websites:

Influencing State Policy	www.statepolicy.org
NASW	www.naswdc.org
NASW- NYS Chapter	www.naswnys.org
NASW– NYC Chapter	www.naswnyc.org

POLITICAL ADVOCACY AND SOCIAL WORK ASSIGNMENTS * SPRING 2016

MEMOIR: Author an essay on your own personal history of personal or political activism or advocacy. 2-3 pages in length, double-spaced.

DUE MARCH 9th - MUST BE EMAILED TO PROFESSOR IN WORD FORMAT

This memoir should address at least five the following questions in narrative format:

- ❖ What personal or professional experiences have shaped your interest in advocacy or social activism?
- ❖ What are your earliest memories of participating in civic life or social action?
- ❖ When did you realize your own personal power to affect change?
- ❖ Who has served as your inspiration for social action and how? / How has a mentor led you to participate in advocacy?
- ❖ Can you identify a social movement or action that has shaped your view of social work?
- ❖ What is the most challenging or courageous action in which you have participated?
- ❖ Was there a defining moment in your life that catapulted you into social action?
- ❖ How do you anticipate being involved in social action in the future either professionally or personally?

NYC BILL WORKSHEET

DUE MARCH 23rd - HANDOUT HARDCOPY MUST BE RETURNED IN CLASS

In order to familiarize yourself with a governmental website, legislative research, and information gathering about elected officials, you will be asked to complete a worksheet based on internet research compiled through browsing the NYC council website.

PROPOSAL ASSIGNMENT: Political Advocacy Project Proposal

Approximately one page, double-spaced.

DUE APRIL 6th – MAYBE EMAILED IN WORD FORMAT OR HARD COPY HANDED IN IN-CLASS

The goal of both the proposal and final paper and presentation is to focus on the development, analysis and evaluation of one political advocacy campaign. This can be a current or past campaign in which you participated, or you use first-hand accounts of core participants. You may find options for political advocacy campaigns through your field placement, through instructor's assistance or by volunteering through a community or constituency organization. This project should build upon the assignment you completed in CO I in terms of the level and sophistication of analysis.

This proposal assignment is to ensure that you are able to document and report on all components required for the final paper. This should include a preliminary description of the impacted community with brief assessment of issue, a description of the political advocacy project or campaign with targets and measureable goals, and possible outreach strategies. Describe anticipated outreach materials you will need to design, possible collaborations or coalition building that might be necessary, or any lobbying activities in which you will engage. Describe training you will seek to receive or provide, and a rough timeline for completion that list major activities and events. You are required to complete approximately 5 hours of volunteer work on the campaign about which you are writing.

FINAL ASSIGNMENT in two parts: a) Paper and b) Presentation

PAPER: Twelve to fifteen pages, double-spaced. (excluding title page, bibliography/ at least 5 sources-, or appendices)

DUE MAY 4th - MUST BE EMAILED TO PROFESSOR IN WORD FORMAT

PRESENTATION: Sign up for presentation slots with professor to be held in final classes, not to exceed 7 minutes. (Creative use of power point, handouts, campaign materials and props encouraged!)

Each student will write a paper outlining the political advocacy project, then give a presentation to the class on their topic. The paper should start with an overview of the project and the issue (defined problem solution and history of advocacy), describe the political advocacy campaign and all its components, timeline, stakeholders, measureable goals and benchmarks, media plan, implementation and process notes, and evaluation. Please include any notes from interviews, meeting agendas, relevant process notes, outreach materials produced, photographs or print out of web-based initiatives, and any other materials gathered throughout the initiative that will help enhance the paper.

[Please use Midwest Academy Strategy Chart as a guide for what should be included and analyzed in final paper]

Students will then turn the final paper in to the instructor, and share findings with other students through a presentation.

*Group projects may be possible with instructor permission and may require more lengthy paper.

**Brainstorming session and examples of projects to be discussed in class. (Examples: Lobbying, electoral, neighborhood, institution-based, organizational or agency, or mobilization)

Political Advocacy & Social Work

Course #796.66 * Wednesday 6PM to 7:50 PM * Section: 01L * 3 credits * Room TBD
 Outside Speakers Scheduled Throughout Semester

CLASS #	DATE	TOPIC	NOTES/ ASSIGNMENTS DUE
1	2/3	Introduction: Social Work and Political Advocacy	
2	2/10	Social Worker: Operative, Candidate, Advocate	
3	2/17	Federal and State Governments	
NO CLASS	2/24	COMMON DAY	N/A
NO CLASS	3/2	Albany Advocacy Day/ Final Project Volunteer	N/A
4	3/9	Overview of Political Advocacy Campaigns: Components, Strategies & Tactics	Memoir Writing Assignment Due
5	3/16	NYC Council and other Local Governments	NYC Bill Worksheet handout distributed in class
6	3/23	Mobilizing for Advocacy: Clients, Voters, and Communities	NYC Bill Worksheet Due
7	3/30	How to Construct Message and Use the Media & Internet	
8	4/6	How to Lobby Part I	Proposal Due
9	4/13	How To Lobby Part II	Feedback on Proposal/ Most proposals should be complete
10	4/20	Electoral Campaigns	Proposal MUST be finalized
NO CLASS	4/27	SPRING BREAK	N/A
11	5/4	How to Strengthen Political Influence: Building Alliances, Partnerships, & Coalitions Begin Final Presentations	Final Presentations Begin Final Paper Due
12	5/11	Continue Final Presentations	
13	5/18	LAST CLASS Conclude Final Presentations	Final Presentations

**Hunter College School of Social Work
City University of New York**

**Grantsmanship and Proposal Writing
SSW 748**

Dr. Paul A. Kurzman
Fall 2014
paul.kurzman@hunter.cuny.edu
(212) 396-7537
Room 434
Wednesday, 9:00am – 10:50am

Course Description and Overview

The course will focus on the skills needed for fund-raising and proposal preparation. Locating sources of funding, approaching them, preparing a proposal, and following through until funded are techniques that will be explored in detail. Understanding how to: use proposal preparation manuals; respond to governmental Requests for Proposals; utilize grant catalogues, indexes, printouts, hand-books, profiles and online directories; resources available from the United Way; and, research at the Foundation Center all will be covered.

Course Competency Outcomes

At the conclusion of this course, students should

- (a) have knowledge about the four principal sources of funding for public and nonprofit social agencies: government, philanthropic foundations, corporations and the United Way
- (b) be able to read and respond to RFPs, use the Foundation Center and its directories, identify and access corporate donors and tap the resources of their local United Way
- (c) have the ability to write a competitive proposal for funding on behalf of the agency that employs them
- (d) be able to negotiate effectively with donor organization for funding
- (e) benefits from a latent objective of this course which is to "demystify" the grant seeking and proposal writing process so that all enrolled students, regardless of previous experience or practice method, will be comfortable with the grants process because of their new understanding confidence and expertise

Course Content Objectives

As their assignment (below), students will conceptualize, organize and write a live proposal for funding, complete with staffing, budget and appendix. Using their new expertise in reading RFPs, analyzing foundation directories and accessing the vast resources of the United Way, students will

also select a funding source for their proposal and defend their choice based on availability, feasibility and goodness-of-fit.

Course Expectations

Attendance/Religious Policy

Students are expected to **attend all classes** and to request an excuse when not able to be present. The instructor reserves the right not to award a grade of Credit to a student with more than 3 absences during the semester.

Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary however to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s).

Writing Assignments

The principal student responsibility will be the preparation of a proposal and appropriate letter of transmittal to the specific funding source chosen. Specific guidelines for this assignment will be discussed and it will be due on or before **December 17th**. You may, however, submit the proposal in two phases: the first portion before Thanksgiving, for example, and the rest by December 17th. Assignment extensions may be granted, solely at the discretion of the instructor, upon the request of the student. The proposal should be carefully planned, well formed and clearly presented. Grammar and spelling should be in order and the paper, *including the budget*, should have been carefully proofread. ***In short, the assignment should appear just as it would if it were forwarded to a foundation or government agency for funding.*** In writing your proposal (ie., the course assignment) it is **strongly recommended that you follow either the specific sections and guidelines provided to you in class, or those presented in the course text.**

By October 29th, students must submit a one-page outline of their proposal that specifically includes:

- A brief (2 paragraph) program overview
- An idea of the source(s) of funding you will pursue
- A rough estimate of your Personnel + OTPS budget requests (at least 2 staff required)
- A preliminary outline of your expected staffing needs
- Approximate duration of the project grant request

Required Notice

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage and falsification of records and official documents) as serious offenses against the values of intellectual honesty.

The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue case of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Reading

The text for this course is Howlett & Bourque, *Getting Funded*, 5th ed. (2011). It is available for sale (\$45) at www.gettingfundedbooks.com , but used copies cost much less and are readily available on amazon.com, bn.com, and half.com. All course handouts are posted on e-reserves. The password = KURZ 748.

Blackboard (Online Requirement)

We will be establishing a Blackboard site for the course, with a Discussion Board. Further details will be forthcoming. I will also set aside the hour following each class for individual or group meetings with class members, to supplement the work we do together in class. Additional meetings are always available by appointment.

Grading

The grading system for this class is Credit, No Credit, and Honors for “A+” work. If a student wishes to receive a letter grade in lieu of this system he/she should notify the professor in writing prior to the third class session. Missing more than three class sessions, for any reason, may be grounds for the award of a grade of No Credit. Students wishing to have their final papers [proposals] returned should provide a stamped self-addressed envelope when submitting the assignment.

Accommodations

Hunter College is committed to ensuring educational access and accommodations for all its students. Students with disabilities are encouraged to register with the Office of Access/Ability, Room 1214-East (212-772-4857).

TECHNIQUES OF FUND RAISING AND PROPOSAL PREPARATION

What are the public and private sources of funds and how are they raised? Discussion of approaches to foundations, united ways, and government agencies on the federal, state, and local levels, and, in the community in terms of building community commitment and participation. Above all, what are some of the specific skills required in proposal preparation and successful negotiation with sources of funding?

Anheier, Helmut K., "Charitable Foundations," In T. Mizrahi & L. Davis (Eds.) Encyclopedia of Social Work, 20th Ed., Vol. I (pp. 233-36). (Washington: NASW Press, 2008).

Barber, D.M. Finding Funding: The Comprehensive Guide to Grant Writing (Long Beach, CA: Bond Street Publishers, 2002).

Bauer, David G. The 'How To' Grants Manual: Successful Grantseeking Techniques for Obtaining Public and Private Grants (Westport, CT: Praeger, 2007).

Brey, Ilona M., Effective Fundraising for Nonprofit: Real-World Strategies that Work, 2nd ed., (Berkeley: Nolo Press, 2008).

Brody, Ralph, "Preparing Effective Proposals" and "Searching for Funds", Chs. 19 and 20 in Effectively Managing Human Service Organizations, 3rd Ed. (Thousand Oaks, CA: Sage, 2005).

*Browning, Beverly A. Grant Writing for Dummies, 4th Ed., (Hoboken, NJ: Wiley, 2005).

*Carlson, Mim, Winning Grants Step by Step, 2nd Ed., (San Francisco: Jossey-Bass, 2002).

Clarke, Cheryl A., Storytelling for Grantseekers: The Guide to Creative Nonprofit Fundraising (San Francisco: Jossey-Bass, 2001).

*** = Most Useful in preparation of a proposal for funding.**
Bold Italics indicate call number

= Contain actual proposals that you can use as additional guides in preparing your assignment/proposal.

- Clifton, Robert L. and Dahms, Alan M., Grassroots Administration (Prospect Heights, Ill.: Waveland Press, 1993), 2nd Ed., Ch. 3 "Creative Fund Raising" & Ch. 7 "Using Press Releases." **HV41.C546**
- *Coley, Soraya M. and Scheinberg, Cynthia A., Proposal Writing, 4th Ed., (Thousand Oaks, CA: Sage Publications, 2014). **HV41 .C548**
- *Collins, Sarah, (ed.) Foundation Fundamentals, 8th Ed., (NY: The Foundation Center, 2008).
- Dustin, Jill C., Grant Writing and Fundraising Tool Kit for Human Services. (Boston: Pearson, 2013).
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