Social Work 664: Community Organization

Instructor: Stacey A. Shaw, M.S.W., Ph.D.
Class time: Thursdays, 12:00 – 2:50
Location: B132 JFSB
Office: 2175 JFSB
Office hours: By appointment

Course overview

Overall goal: Develop abilities to engage with diverse communities in working towards appropriate solutions to social problems

Social work 664 is a graduate M.S.W. course examining principles of community organizing. We will review and practice key strategies for working within communities to understand and respond to social problems, particularly drawing from the work of Paulo Freire and Saul Alinsky. The overall purpose of this course is to help students develop abilities to engage with diverse communities in developing solutions to social problems, thus a major component of the course will be involvement in an organizing project. This course will seek to inculcate a sense of ongoing responsibility for understanding and influencing communities in positive ways. All course components align with the aims of a BYU education, meaning they support the teachings of the Church of Jesus Christ of Latter-day Saints while striving to be spiritually strengthening, intellectually enlarging, character building, and conducive to lifelong learning and service.

Course learning outcomes (CSWE social work competencies and dimensions)	Related assignment(s)
1. Advance human rights and social, economic, and environmental justice (competency 3) Dimensions: skills, values	Community organization project, Personal application
2. Intervene with individuals, families, groups, *organizations, and communities* (competency 8) Dimensions: knowledge, skills	Community organization project, Community building intervention, Personal application, Participation
3. Engage in policy practice (competency 5) Dimensions: skills, processes	Community organization project, Personal application

Grades
A   93
A-   90
B+   87
B   83
B-   80
C+   77
C   73
C-   70
D+   67
D   63

D-   60
F   <=59

Texts and References

1) Minkler, M. (2012). *Community organizing and community building for health and welfare.* New Brunswick, NJ: Rutgers University Press.
2) Freire, P. (1970). *Pedagogy of the oppressed.* New York, NY: The Continuum Publishing Company.
3) Alinsky, S. D. (1971). *Rules for radicals: A pragmatic primer for realistic radicals.* New York: Vintage Books.
4) Center for Community Health and Development at the University of Kansas (2017). *Community Tool Box.* Available from: http://ctb.ku.edu/en/about-the-tool-box

Assignments

1) **Personal application   25 points**
   Due: each week, turn in 4/11
Up to 3 points can be earned *prior to* each class session through the following:
- Read all assigned materials (1 point)
- Describe application of the reading to your social work practice through a post or comment on a peer's post within digital dialogue (1 point)
- Attend an event on campus or in the community that is related to what we are learning in class. Either describe this in a digital dialogue post or briefly share your experience in class. Alternately, select outside reading relevant to the week's topic and share what you learned through an hour+ of reading with the class either in the digital dialogue or in class (1 point).

Keep track of your points on the provided rubric and submit this by the final day of class.

2) **Community building intervention in class: 12 points**
   Present 1/25- 4/12, Sign up by 2/1
In addition to emphasis on strengthening communities in social work practice, we will seek to build awareness, cohesiveness, and skills as a class community. Coinciding with class principles and learning, select an intervention you'd like to undertake to build the capacity and unity of our class. Examples include presenting key information from a book related to community building topics, conducting an awareness raising or problem solving activity, or introducing a new tool or perspective useful for community organizing. During or after the intervention, describe application to social work practice and implications for social justice. Appropriate presentation time is 10 minutes; if your intervention will take more time, review with the instructor at least one day before class. Sign up by 2/2 through link on learning suite (see announcements).

3) **Community organization project: 53 points**

Project selection: Social work offers a myriad of possibilities for working with community members to understand and respond to social problems. As the key learning opportunity of the semester, think carefully about a population and/or issue with which you would like to engage.

Due to our limited time frame of four months, factors including access, rapport, and familiarity point to the value of considering opportunities within current and past internship placements, work sites, volunteer sites, and other community organizations with which you are familiar. However, you are not limited to these options. Group size is flexible but should coincide with the scope of the project, where each person has a role.

Project development through the course: Each week class time will be spent reviewing project development. When presenting or submitting papers describing your progress, full points will be given for comprehensive attention to the principle/approach as discussed in class and in assigned readings as well as appropriate application.

Project components: Due: Points:
    a. *Present* project plan   1/25   3
    b. Paper: Letter of intent   1/31   3
    c. Paper: Partnership and power   2/7   3
    d. Paper: Assessment   2/21   3
    e. Paper: Approach to organizing and ethics   3/7   3
    f. Paper: Policy and social justice implications   3/21   3
    g. Paper: Evaluation   4/4   3
    h. *Present* lessons learned   4/12   3
    i. Individual paper on community engagement   4/17   29
        Points: 3=Great, 2=Needs more work, 1=Components missing or major concerns

Presentations are informal (power point not necessary). Plan to present for **3-5 minutes** and solicit feedback/answer questions from your peers.

Papers are a chance to apply course discussion/reading to your project and encourage critical reflection about your community efforts. The week before the paper is due the instructor will specify the essential points to be addressed. Submit **one paper per group** on learning suite; include the names of each group member. Papers should be **1-2 pages single spaced**. Papers are generally due the day *before* class. A ½ point will be lost for each day late. Use Times New Roman 12-point font with 1-inch margins on all papers and APA citation style. Include scholarly or other appropriate references to support your approach and conclusions when needed.

Paper substitution option: Depending on group needs and the number of groups in the class, groups may: 1) present and solicit feedback in class or 2) discuss their project as a group with the instructor rather than complete the paper. We will discuss how to access this option in class.

The individual paper on community engagement at the end of the course is a chance to describe the time and effort you were able to contribute to the project as well as your learning. We will determine how to grade this section as a class.

4) **Participation**   **10 points**
        Due: 4/11

One absence does not involve a loss of points. Each absence beyond one constitutes a loss of two points. Missing 1-10 minutes of class three times constitutes one absence. Keep track of your points on the provided rubric and submit by the final day of class.

Date	Topic	Readings	Assignments
Week 1			
Th Jan 11		**No class: SSWR conference**	
Week 2			
Th Jan 18	Defining community organizing, Establishing class norms	• Barack Obama: Why organize? (Minkler Chapter 2, p.27-31) • Meredith Minkler: Introduction to community organizing and community building (1/2 of Chapter 1, p. 5-16) • Some lessons learned on community organization and change from Community Tool Box (CTB): http://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement/lessons-learned/main	Personal application; Bring project ideas
Week 3			
Th Jan 25	Approaches to community work and organizing	• Meredith Minkler & Nina Wallerstein: Improving health through community organization and community building (Chapter 3, p. 37-52) • Review the work of various organizations, plus at least one additional organization relevant to your area of interest: ACLU: https://www.aclu.org/about/aclu-history Black Lives Matter: https://blacklivesmatter.com/about/what-we-believe/ Fountain house: https://www.fountainhouse.org/about/mission NAACP: http://www.naacp.org/oldest-and-boldest/ NAMI: https://www.nami.org/About-NAMI NNIRR: http://www.nnirr.org/drupal/about-us/accomplishments NOW: https://now.org/about/who-we-are/ PICO: https://www.piconetwork.org/about Southern Poverty Law Center: https://www.splcenter.org/about • Guidelines for letter of intent: https://www.grantwatch.com/blog/news-blog/how-to-write-a-loiletter-of-intent-letter-of-interest-letter-of-inquiry/ *For review/not required:* Grant application resources: https://www.grants.gov/ http://ctb.ku.edu/en/writing-grant-application (CTB) Philanthropy News Digest: http://philanthropynewsdigest.org/rfps	Personal application; Present project plan
Week 4			
Th Feb 1	Developing partnerships, positionality/power	• Ronald Labonte: Community, community development, and the forming of authentic partnerships (Minter Chapter 6, p. 95-108) • Galen Ellis & Sheryl Walton: Building partnerships between local health departments and communities (Minter Chapter 8, p. 130-146)	Personal application; Project letter of intent due **Jan 31**; Sign up due for presentation
Week 5			
Th Feb 8	Assessment	• Review resources related to assessing community needs and resources (CTB): http://ctb.ku.edu/en/assessing-community-needs-and-resources • John McKnight & John Kretzmann: Mapping community capacity (Minter Chapter 10, p. 171-185)	Personal application; Paper on partnership

		• Trevor Hancock & Meredith Minkler: Community health assessment or healthy community assessment: Whose community? Whose health? Whose assessment? (Minter Chapter 9, p. 153-168 • Lee Staples: Selecting and "cutting" the issue (Minter Chapter 11, p. 187-209)		and power due **Feb 7**
Week 6				
Th Feb 15	Approaches: Saul Alinsky and advocacy	• Saul Alinsky: Chapter 2-7 (Of means and ends, A word about words, The education of an organizer, Communication, In the beginning, Tactics p. 24-165), 9 (The way ahead p. 184-196) •		Personal application
Week 7				
Th Feb 22	Approaches: Paulo Freire and empowerment	• Paulo Freire: Chapter 4, p. 106-164		Personal application; Paper on assessment due **Feb 21**
Week 8				
Th Mar 1	Integrating approaches and ethics	• Marty Martinson & Celina Su: Contrasting organizing approaches: The "Alinsky tradition" and Freirian organizing approaches • Meredith Minkler, Cheri Pies, Cheryl Hyde: Ethical issues in community organizing and capacity building (Chapter 7, p. 110-127) • Review criteria for choosing promising practices and community interventions (CTB): http://ctb.ku.edu/en/table-of-contents/analyze/choose-and-adapt-community-interventions/criteria-for-selectinng/main		Personal application
Week 9				
Th Mar 8	Participation	• Charlotte Chang, Alicia Salvatore, Pam Tau Lee, Shaw San Liu & Meredith Minkler: Popular education, participatory research, and community organizing with immigrant restaurant workers in San Francisco's Chinatown: A case study (Minter Chapter 14, p. 246-261) • Laura Linnan, Stephen Thomas, Heather D'Angelo & Yvonne Owens Ferguson: African American barbershops and beauty salons: An innovative approach to reducing health disparities through community building and health education (Minter Chapter 13, p. 229-242) • Review resources related to increasing participation and membership within (CTB) (also see examples): http://ctb.ku.edu/en/increasing-participation-and-membership		Personal application; Paper on approach and ethics due **Mar 7**
Week 10				
Th Mar 15	Influencing policy	• Review resources related to influencing policy development (CTB) (also see examples): http://ctb.ku.edu/en/influencing-policy-development • Jacquie Anderson, Michael Miller & Andrew McGuire: Organizing for health care reform (Minter Chapter 21, p. 386-404) • Angela Glover Blackwell, et al.: Using community organizing and community building to influence public policy (Minter Chapter 20, p. 371-382		Personal application
Week 11				
Th Mar 22	Coalition building	• Frances Butterfoss & Michelle Kegler: A coalition model for community action (Minter Chapter 17, p. 309-326)		Personal application; Paper on

		• Adam Becker, Katherine Kaufer Christoffel, Jose Lopez, Jose Luis Rodriguez: Community organizing for obesity prevention in Humboldt Park, Chicago (Minter Chapter 18, p. 329-343)	policy and social justice implications due **3/21**
Week 12			
Th Mar 29	Evaluation	• Chris Coombe: Participatory approaches to evaluating community organizing and coalition building (Minter Chapter 19, p. 346-360)	Personal application
Week 13			
Th Apr 5	Online and new media strategies	• Nickie Bazell Satariano & Amanda Wong: Creating an online strategy to enhance effective community building and organizing (Minter Chapter 15, p. 269-284) • Marian McDonald, Caricia Catalani & Meredith Minkler: Using the arts and new media in community organizing and community building: An overview and case study from post-Katrina New Orleans (Minter Chapter 16, p. 288-301)	Personal application; Paper on evaluation due **4/4**
Week 14			
Th Apr 12	Incorporating community work into practice	• Cheryl Walter & Cheryl Hyde: Community building practice (Minter Chapter 5, p. 78-88)	Personal application; Presentation of lessons learned

The instructor reserves the right to revise the course at any time and for any reason.

News resources:
- New York Times: http://www.nytimes.com/
- Washington Post: https://www.washingtonpost.com/
- NPR: http://www.npr.org/

Related texts:
- Addams, J. (1912). Twenty Years at Hull House. MacMillan. (and other by/about Jane Addams)
- Tough, P. (2008). Whatever it takes: Geoffrey Canada's quest to change Harlem and America. Houghton Mifflin Harcourt.
- Leap, J. (2015). Project fatherhood: A story of courage and healing in one of America's toughest communities. Beacon Press Books.
- Doyle, A., Lanoil, J. & Dudek, K. (2013). Fountain House: Creating community in mental health practice. Columbia University Press.

University Policies

Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and

working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct
As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at http://titleix.byu.edu.

Student Disability
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty
The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.