A. COURSE DESCRIPTION: This course examines the role of grassroots organization in advocacy, self help and social development; the involvement of citizens in public and nonprofit planning; and the development of volunteer programs.

B. COURSE OBJECTIVES: At the end of the course, students should be able to:

1. Describe philosophical perspectives, value orientations (including the NASW Code of Ethics and the International Federation of Social Work Code), and theoretical understandings regarding citizen involvement in public and voluntary community development activities.

2. Identify and analyze the degree to which local public and voluntary programs currently involve citizens in their plans and policy-making.

3. Identify, practice, and evaluate methods and techniques for involving diverse populations in community planning and change.

4. Describe the role of voluntarism in citizen participation, and examine the effective integration of volunteers in service organizations.

5. Describe their personal philosophy, including ethical principles, for effectively facilitating citizen involvement in social planning and economic development.

6. Demonstrate personal skills as facilitators of citizen participation and volunteer involvement with a focus on supporting diversity and enabling members from all sectors of the community to participate in its positive development.

C. REQUIRED TEXTS AND ADDITIONAL READINGS: The VeneKlasen & Miller required text is available through the Health Sciences Bookstore at UNC-Chapel Hill. Additional required readings (see class schedule below) will be available online in one of three ways:

1) Via Blackboard under “Assignments” (indicated by BB)
2) Via University Libraries online (indicated by UL)
3) Directly from the internet (when a web address is provided)

Some additional material may be given to you as handouts in the class prior to the material being assigned.

**Required Text:**

**Recommended Text:**


**D. EXPANDED DESCRIPTION AND TEACHING/LEARNING METHODS:** We will focus on current methods for involving citizens in public and voluntary organizations and the philosophy and values that guide those methods. Students will analyze and practice methods and techniques for developing the capacity of people to be involved in decisions that affect their lives, especially for people most often excluded in such decisions. The course also examines volunteer involvement in both nonprofit and public organizations, emphasizing reasons for volunteering and how volunteers are incorporated into the work of the organization.

The class format will include readings, lectures, videos, discussions, class exercises, outside speakers, and field experiences. Randomly assigned small groups will be used throughout the course to facilitate learning. Students are expected to come prepared for class having completed the required readings. I will be listening for students’ questions and perspectives about the readings, whether or not I specifically cover a particular reading.

As participation is the essence of this course, I ask for students to be especially conscientious about turning off all cell phones, blackberries, Palm Treos, etc. during class. Likewise, I ask that you limit the use of laptops during class. I need your commitment to be fully present for class. In order to help achieve this, I will offer regular breaks during class to use the restroom, get water, and move around.

Students with disabilities that affect their participation in the course may notify the instructor if they wish to have special accommodations considered.

**E. WRITING GUIDELINES:** For all written assignments, APA style must be used and students are expected to apply concepts, theory and practice skills from the literature listed in this syllabus (an expanded reading list is available on Blackboard). Failure to do so will result in a reduced grade. Please refer to the *APA Style Guide* and the SSW
Writing Guide for information on attribution of quotes, plagiarism, and appropriate use of assistance in preparing assignments.

Your bibliography for any of the three written assignments should contain no more than one third of its citations from Internet sources that are not generally recognized academic journals or government or foundation reports.

The following web sites provide additional information:

- [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html) (general information about documentation using APA style, 5th Ed.)
- [http://www.bartleby.com/141](http://www.bartleby.com/141) (e-version of Strunk's *The Elements of Style*, a valuable writing resource)
- [http://www.fas.harvard.edu/~wricntr/html/tools.htm](http://www.fas.harvard.edu/~wricntr/html/tools.htm) The Writing Center (Links to on-line reference material and many other useful sites for authors)

F. HONOR CODE: It is the responsibility of every student to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes of this class. Students will properly attribute sources used in preparing written work and will sign a pledge on all graded coursework certifying that no unauthorized assistance has been received or given in the completion of the work. All written assignments must contain a signed pledge from you stating that, “I have not given or received aid in preparing this written work.” Credit will not be awarded for work that does not contain this pledge.

G. GRADING & ASSIGNMENTS: Students will be evaluated based on the following:

<table>
<thead>
<tr>
<th>Class Attendance and Participation</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: &quot;Speak Out&quot; On Injustice and paper</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Facilitation and Analysis of Exercise</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 3: Case Study</td>
<td>35%</td>
</tr>
</tbody>
</table>

The School of Social Work uses the following grading system: 94-100 = H; 80-93 = P; 70-79 = L; and 69 and below = F.

Class Attendance and Participation (20%)

The subject of this course is participation. By its very nature, therefore, classes require active participation by all class members. Students are expected to come prepared for class having done the readings, and being able and willing to contribute to our learning experience through active participation in class discussions and small group exercises and other learning activities. While all students will have a public speaking experience (see Assignment 3), students that are quieter learners yet who want to illustrate that
they are actively engaged have the option of posting reflections based on class readings and discussions on Blackboard under the “Discussion Board” section.

We will be unable to plan and perform group activities unless we can count on all class members to be present. Any unexcused absences will hurt this part of the grade. If a student has an extenuating circumstance that prevents them from attending class, it is their responsibility to notify the instructor before the class by phone or email. As mentioned before, students’ participation also involves turning off all cell phones, blackberries, Palm Treos, etc. during class. Again, I need your commitment to be fully present for class.

**Small Group Kickoffs:** Each small group will be expected to facilitate one class “kick off” for 15 to 30 minutes at the beginning of class. The intent of the kickoffs is to have students present what they think was important in the readings and to stimulate group discussion. Kick-offs should follow these guidelines:

1. Discuss what group members felt were the most important ideas, theories, principles, concepts and/or practice skills from the readings for that week as applied to field, work or volunteer experience (past or present).
2. Present what you think was most important in any format that you choose to stimulate discussion.
3. You are not necessarily responsible for covering all of the readings. It can be just one reading that you use.

### Assignment 1: Speak Out On Injustice (20%)

**Objectives:**

1) To articulate a position on a current community or social issue that embodies social work ethics of social justice and non-discrimination;

2) To gain experience and perspective in adopting a public advocacy role as a citizen.

**Due Date:** You may complete this assignment at any time, but no later than **October 7 (Class 8)**. Submit a copy of written editorials to me before sending them to newspapers or other media outlets, or submit a short description of your plan for a public presentation.

**Requirements:** Choose one of the following methods of informing the public or a policy making body about an issue of social injustice. A social injustice is an identified or expected situation of social, political or economic disadvantage or discrimination experienced by one or more groups of persons who traditionally have experienced such disadvantage (i.e. women, racial and ethnic minorities, persons living with disabilities or mental illness, sexual minorities, lower-income persons):
a) Present a statement concerning an injustice and its effects at a municipal, county or state public hearing, OR

b) Write a "letter to the editor" (local, state or national) concerning an injustice and its effects, OR

c) Present a radio or TV editorial informing the public of an injustice and its effects, OR

d) Some other form of public advocacy concerning an injustice that is approved by the instructor.

Your position should shed "light" rather than "heat" on the issue and should be shared with the class (share the published version if it gets published). In conjunction with this activity a short paper (3-4 pages) will be due that analyzes the effect of your “speak out” on you and the effect it had, or you think it would have, on the public. Your analysis will be evaluated based on persuasive value, articulation of a social injustice, alignment with social work ethics, and expected impact through the chosen medium and should incorporate required course readings and/or other scholarly sources.

Assignment 2:  Facilitation and Analysis of a Participatory Exercise (25%)

Objectives:
1) Apply tactics for facilitating citizen participation;
2) Understand how social workers can help citizen groups build capacity to achieve the change they desire.

Due Date: You may complete this assignment at any time, but no later than October 21 (Class 10).

Requirements: Students will choose an exercise from the book A New Weave of Power, People & Politics. Practice the exercise by facilitating it with an organization or group with whom you are involved in any capacity (as a participant, volunteer, employee or intern), including a faith community, special interest group, neighborhood association or civic organization. Choose an exercise that is relevant to a need the group may have, or that can help them learn new ways of communicating with each other for focus or problem resolution. Write a short paper (4-6 pages, excluding references and appendices), responding to the following questions:

a. Exercise Used & Client: Identify the exercise and the group with whom you practiced the exercise. Indicate how long it took to facilitate and describe the problem/focus with which you helped them. Describe why you chose this particular exercise to use with the group.

b. Effectiveness: How effective was the exercise for stimulating inclusive participation? In what ways did the exercise help your group, or not? Based on your attempt to stimulate participation, what factors do you believe facilitate or hinder this group’s ability to strengthen participation? How would you modify this exercise for future use?
c. **Diversity:** How did issues of difference - race, class, culture, gender, sexual orientation, etc. – affect this exercise? Are there aspects of the exercise that facilitate appreciation of diverse perspectives? Are there aspects of the exercise that transcend diversity?

**Assignment 3: Case Study (35%)**

**Objectives:**
1) Describe and analyze the ability of citizens to organize around an issue(s) of concern;
2) Describe and analyze the effectiveness of strategies and tactics used by a citizen group to achieve quality of life improvements.

**Due Date:**
Outline due **September 16 (Class 5).**
Final paper due **December 2 (Class 16)** (Group presentations will take place November 18 & 25, and December 2).

**Requirements:**
Students will write a **Case Study** that describes and analyzes how citizens participate in efforts to improve their quality of life through neighborhood associations, civic groups, advocacy groups, advisory committees or nonprofit health or human service organizations.

Students have three (3) different options for completing this assignment, with varying degrees of collaboration with other students:

**Option A:** **Group Project:** Students will work in teams of two to four persons based on their geographic proximity to one another and/or shared interests to complete a case study on a group or organization.

**Option B:** **Collaborative Project:** Students will work in teams of two to four persons. Each student will select a group or organization for the case study, yet work together to do a presentation and complete the required sections of the paper. An additional section comparing and contrasting results from the two or more groups or organizations will be required.

**Option C:** **Individual Project:** Students will complete their own case study of an organization. However, in addition to completing the assignment requirements, students choosing this option will also need to complete a negotiated task or limited project (“service extension”) that helps the group or organization meet an objective (i.e. conduct research about local services or resources or legislation, facilitate a planning session, assist with a grant proposal, help plan a special event, etc.). This task should be meaningful to the group or organization but time limited and feasible for the student.
Students will form their own groups for **Options A & B** and can seek help from the instructor to form their groups if needed. *Exactly how each option is exercised can be discussed and negotiated with the instructor.*

**Note:** If for some reason it is not possible for a student to interact with a group or organization in their community, they have the option, with instructor approval, of choosing a group or organization with whom to correspond and interview. It will be important, however, to get permission to review meeting minutes and other documents that will be needed to complete the assignment requirements (see below) and it may not be possible to negotiate a service extension without having direct contact.

### Principles of Engagement

To complete this assignment, it is necessary to get the permission of a group or organization to observe them. The group or organization should clearly understand the purpose of the assignment and how the case study results will be used. Confidentiality should be strictly upheld and students should consider making some type of contribution (in addition to the service extension described with Option C) to the group or organization, depending on the circumstances. *Please be sensitive to the principle of reciprocity: the group or organization should feel that they get something out of the experience.*

### Types of Groups or Organizations

Case studies may examine a community organization that is government initiated (e.g. Commission for Women, County Social Services Board, etc.); grassroots/citizen initiated (e.g. neighborhood association, Alliance for Economic Justice); or a combination government/private organization (e.g. Partnership for Young Children), that has evolved in response to adverse social or economic conditions.

### Assignment Requirements

The case study should address the following:

a. **Goals/Objectives:** What is the change that this group seeks to achieve? What are the quality of life improvements that they want to be true?

b. **Stakeholders:** Identify the group(s) of people (residents of a neighborhood, a group of people with shared circumstances, etc.) that have a stake in these desired quality-of-life improvements and analyze the extent to which they participate in the organization.

c. **Participation:** Describe and analyze the efforts of the organization to increase the capacity of people who are affected by adverse conditions (stakeholders) to become involved in doing something to improve their quality of life. Include the extent to which these stakeholders make decisions that affect the organization. Describe the lessons you or your
d. **Strategies and Tactics:** Describe and analyze the strategies and tactics that the group or organization uses to achieve quality of life improvements. Besides meeting, what do they do to seek the change that they desire? Be sure to relate these strategies and tactics to your course readings.

e. **Impact:** How successful is this group or organization in achieving desired quality of life improvements? Incorporating theory and practice skills and concepts from the course readings, what are the factors that facilitate or hinder the group or organization’s impact?

f. **Capacity Building/Social Work Role:** Incorporating theory and practice skills and concepts from the course readings, what ideas do you have for how this group or organization could strengthen or improve participation and its strategy and tactics? As a professional social worker, how would you go about working with this group or organization to help them improve in these respects?

g. **Contrast and Comparison (Option B only):** Based on the sections completed above, write a collaborative section that analyzes and summarizes the key similarities and differences between or among the groups chosen for the case study.

h. **Service Extension (Option C only):** Finally, describe what your group did for the organization to repay them for allowing you to engage in learning with them, (helped with a fundraiser or annual meeting, collected material for their use, provided facilitation skills for a meeting, etc.)

**An outline of the Case Study will be due September 16 (Class 5).** The outline should contain your team’s major points of inquiry, the methods you are using to collect the data about the organization, some listing of the literature that is guiding your observation and analysis, and the role that each team member is playing in the development of the case study.

**Each team will present the results of their findings during two class periods (November 18 & 25, and – if necessary – December 2).** Students may invite representatives from the host organizations to join us during the team presentations.

Group presentations should be planned for 20-25 minutes and individual presentations for 10-15 minutes. Plan to use visual material, handouts, maps, charts, etc. to quickly and graphically convey your understandings and perspectives. Each presentation will be followed by a brief question and answer session.

**The written Case Study will be due the last class – December 2 (Class 16).** It should be 15 to 20 pages, double spaced. You may attach any graphical material as addenda to clarify your perspectives.
Note: “TEXT” refers to readings from the required text for this course; 
BB = Blackboard

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Introduction</th>
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<tbody>
<tr>
<td>August 19</td>
<td></td>
</tr>
</tbody>
</table>
| Objectives       | • Understand course objectives and format  
                   • Learn about each other’s interests and learning goals  
                   • Identify reasons why people get involved |
| Activities:     | ► Why do people get involved? Nominal group technique. |
| Readings:       | None. |

<table>
<thead>
<tr>
<th>Class 2</th>
<th>Defining Citizen Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td></td>
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</table>
| Objectives     | • Explain principles and key concepts associated with citizen participation  
                   • Describe varying degrees of citizen participation  
                   • Analyze the meaning of community for citizen participation |
| Activities:    | ► What is community? Who are citizens? Card storming exercise. |
                   Chapter 1: Politics & Advocacy, pp. 11-24.  
                   work. (pp. 11-13). Amherst, MA: University of Massachusetts. (BB) |
| International | Federation of Social Workers (IFSW) Ethics in Social Work  
                   Statement of Principles. Found at:  
                   http://www.ifsw.org/en/p38000324.html |
                   (pp. 115-123) (BB) |
                   Workers. (BB) |
<table>
<thead>
<tr>
<th>Class 3</th>
<th>The Role of “Participation Professionals”</th>
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<tbody>
<tr>
<td>September 2</td>
<td></td>
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<tr>
<td><strong>Objectives</strong></td>
<td>• Identify professional roles related to citizen participation</td>
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<tr>
<td></td>
<td>• Articulate what guides their behavior and how they help and hinder citizen participation</td>
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<tr>
<td></td>
<td>• Describe best practices of community engagement</td>
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<tr>
<td><strong>Activities:</strong></td>
<td>► <strong>Group A Kick Off</strong></td>
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<tr>
<td></td>
<td>► <strong>Community Meeting: Role Play</strong></td>
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<table>
<thead>
<tr>
<th>Class 4</th>
<th>Methods &amp; Techniques for Promoting Participation</th>
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<tbody>
<tr>
<td>September 9</td>
<td></td>
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<tr>
<td><strong>Objectives</strong></td>
<td>• Use group decision-making techniques</td>
</tr>
<tr>
<td></td>
<td>• Explain what works to increase citizen participation</td>
</tr>
<tr>
<td></td>
<td>• Identify factors that promote participation</td>
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<tr>
<td><strong>Activities:</strong></td>
<td>► <strong>Group B Kick Off</strong></td>
</tr>
<tr>
<td></td>
<td>► <strong>Citizen group role play</strong></td>
</tr>
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</table>
Class 5  
September 16  

Methods & Techniques for Promoting Participation, Part 2  

<table>
<thead>
<tr>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>• Understand social capital and how it is developed</td>
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<tr>
<td>• Best practices for citizen and client participation in organizations</td>
</tr>
<tr>
<td>• Articulate principles of asset-based community development</td>
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<table>
<thead>
<tr>
<th>Activities:</th>
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<tbody>
<tr>
<td>► Group C Kick Off</td>
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<table>
<thead>
<tr>
<th>Readings:</th>
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### Class 6
#### September 23

**Power, Empowerment and Mediating Structures**

<table>
<thead>
<tr>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>Identify different types of power in a community</td>
</tr>
<tr>
<td>Explain how power is distributed and used in a community</td>
</tr>
<tr>
<td>Apply decision-making theories to community examples</td>
</tr>
</tbody>
</table>

**Activities:**
- Group D Kick Off
- The Orange Auction
- Compromise or Conflict?
- Brief Video: “Eyes on the Prize”

**Readings:**
- TEXT: Chapter 3: Power & Empowerment, pp. 39-58

### Class 7
#### September 30

**Initiating and Sustaining Grassroots Groups and Organizations**

<table>
<thead>
<tr>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>Describe the basic processes of grassroots development</td>
</tr>
<tr>
<td>Explain how issues of difference can be addressed to build citizen groups</td>
</tr>
</tbody>
</table>

**Activities:**
- Video: “You Got to Move” - Highlander Center

**Readings:**
- TEXT: Chapter 4: Constructing Empowering Strategies, pp. 59-78.


Class 8  
October 7  
Issues and Strategies For Citizen-Led Change, Part 1

Objectives

- Understand priority setting and decision-making in citizen groups
- Identify tools citizen groups can use to understand problems and issues in their communities

Activities: Students share remaining “Speak Outs”

Readings:

TEXT: Chapter 5: The Basics of Planning for Citizen-Centered Advocacy, pp. 81-90
Chapter 9: Planning Moment #4: Analyzing Problems and Selecting Priority Issues, pp. 147-162


University of Oregon. (2004). The WUN Map Project: Enhancing citizen participation with mobile GIS technology. Found at: http://www.uoregon.edu/~wunmap/about_wunmap.htm (Read: Project Summary, Project Reflection, review a couple of maps and read this related news article: http://www.uoregon.edu/~wunmap/documents/io.htm)

Class 9  
October 14  
Issues and Strategies For Citizen-Led Change, Part 2

Objectives

- Explain how citizen groups can develop strategy for social change based on force field analysis
• Analyze the role of youth in promoting social change

**Activities:** Video: “The Education of Shelby Knox”

**Readings:**

**TEXT:** Chapter 10: Planning Moment #5: Mapping Advocacy Strategies, pp. 163-186.


<table>
<thead>
<tr>
<th>Class 10</th>
<th>October 21</th>
<th>The Use and Results of Citizen Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td></td>
<td>• Facilitate ways for citizen groups to pursue an action agenda&lt;br&gt;• Articulate the differences among ways for citizen groups to exercise their collective power</td>
</tr>
</tbody>
</table>

**Activities:** ► Public Hearing Accountability Session!

**Readings:**


Participation Issues in International Development

Objectives

- Analyze citizen participation in a global context
- Understand factors influencing citizen participation in developing countries

Readings:


Volunteers & Voluntary Organizations, Part 1

Objectives

- Understand the degree and types of voluntarism in the U.S.
- Identify the social and cultural factors influencing voluntarism in the U.S.

Readings:


Class 13
November 11
Volunteers & Voluntary Organizations, Part 2

Objectives
- Explain how all members of the community can and should be involved and supported in voluntary organizations
- Identify overlooked sources of voluntarism in disenfranchised communities

Activities: ► TBA

Readings:


Sherr, M.E. (2008). The context-specific optimal partnership model (Chapter 7) and Putting the context-specific optimal partnership model into action (Chapter 8). In Social work with volunteers. Chicago: Lyceum. (BB)

Class 14
November 18
Case Study Presentations

Objectives
Activities: ► Case Study Presentations
### Class 15
**November 25**

**Objectives**
- Case Study Presentations

**Activities:**
- Case Study Presentations

**Readings:**
- None.

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### Class 16
**December 2**

**Objectives**
- Review what we have learned about citizen participation and how we intend to apply it in social work practice
- Discuss the experience and effectiveness of our learning process

**Activities:**
- Case Study Presentations (if necessary)

**Readings:**
- None.