Course Number: SOWO 881
Course Title: Community Practice and Planning
Spring 2008
Instructor: Marie Weil
Office: 245E, Tate, Turner, Kuralt Building
Phone: 962-6455 (school) 490-6111 (home)
Email: moweil@email.unc.edu
Office Hours: Mondays: 12:00 –1:00 pm; and 5:00 – 5:30 pm
Tuesdays: 11:45 – 12:45 pm
Other times by appointment

Course Description
This course focuses on practice roles and skills in community development, planning and organizing, and analysis of community practice models. Students will provide peer training in their special interests.

MCP Roles Emphasized in Community Practice and Planning

Major Macropractice Roles—
Leadership Skills Set Compiled from Edwards’ & Weil & Gamble’s works on skills for macropractice
(* = leadership skills focused on in SOWO 881)

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<th>Leader *</th>
<th>Facilitator *</th>
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<td>Mentor *</td>
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<td>Spokesperson/Communicator*</td>
<td>Team Builder *</td>
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Course Objectives
Students completing this course will be able to:

1. Discuss the role of community practice in social work, its historical development, commitment to social justice, and current and potential contributions to oppressed and vulnerable groups and to society.

2. Describe, compare and contrast the major current models and approaches to community practice in organizing, planning, development and change processes and be able to discuss the impacts of globalization, multiculturalism, and human rights.

3. Demonstrate knowledge of skills and major roles in program development, planning, organizing, and social and economic development.

4. Demonstrate knowledge of skills among the following areas: group facilitation; program planning and proposal development; building community collaboratives and coalitions; program advocacy; and community development and/or community-based organizational development, social planning, international development and the appropriateness of educational, collaborative, advocacy and contest strategies given current contexts and specific needs.

5. Demonstrate understanding of skills and roles in leadership development and in empowerment and advocacy strategies.
6. Analyze value and ethical issues within community practice as well as community value issues along with the ethical tensions related to community practice and social work. Be able to analyze competing values among diverse community or cultural groups and professionals and service organizations.

7. Discuss ethical tensions for the profession related particularly to issues of poverty, oppression, discrimination, social justice, and diversity (i.e., gender, race, socioeconomic status, sexual orientation, disability, nationality/immigration status and populations at risk) and discuss means to deal with these tensions through empowerment, advocacy, and educational strategies.

8. Discuss and analyze principles of community practice in various situations and settings including fields of practice: Families and Children, Aging, Health and Mental Health, Public Welfare, and Broad-based Planning and Organizational settings such as United Ways, Domestic Violence, Legislative Advocacy, and Grass Roots Organizations and Social and Economic Development Organizations.

9. Discuss the relation of community practice strategies to social policy development and implementation, community research and participatory evaluation, empowerment research and/or to community-based individual, family and group-oriented practice and outcomes; and discuss the similarities and differences among community care, community-based interventions and community practice.

10. Conceptualize the critical factors and describe intervention strategies in at least one of the following areas: social and economic development, organizing, social planning, advocacy, international development, program design, and coalition building in relation to diverse populations.

11. Facilitate learning of specialized skills in a particular area of community practice.

12. Present and document an analysis of an example of a community practice strategy or another special topic.

Course Purpose

Building on community practice and planning theory, this course focuses on roles and skills for practice in community development, planning, and organizing. Experiential learning in working with communities—both functional and geographic— in program planning, social and economic development, and collaboratives and coalitions will be emphasized. Modeling community practice roles, students will provide training for each other in areas of special interest and present analyses of selected topics.

This course is designed to assist students in learning skills, practice methods, theory and research related to community practice in organizing communities and organizations; social planning; economic, social, sustainable development; and collaborative planning and action. Practice skill learning and discussions will focus on skills useful for working with populations in the U.S. and in international practice. Strategies that we can learn from other parts of the world will be noted. Models of community practice and development of theory, research and practice methods will be stressed along with peer learning experiences. Social work values and ethics related to community practice will be examined as well as the importance of community practice for social work and society. Community based efforts focused on diverse and vulnerable populations and the poor will be examined along with factors of oppression and race, gender and gender identity issues, and pervasive issues of social class and poverty in the U.S as well as the realities of global poverty and opportunities for progressive democratic movements in much of the developing world.

Participants will examine, compare, and contrast strategies for economic and social development, organizing, social planning, and coalition building. Participants will take responsibility for presenting material and leading discussion in a particular content and skill development area. Learning interests will be shared to shape individual or small group presentations. Participants will lead skills development exercises and prepare final presentations and papers based on areas of special interest.

The course builds on the knowledge base of the first-year macro course on practice with organizations and communities (SOWO 570). It builds advanced skills in community practice and social intervention with and on behalf of vulnerable and oppressed populations.
This course is a practice elective recommended by the Management and Community Practice Concentration and complements and expands the skills learned in SOWO 874, Management and Community Practice, and adds practice content, skills development, and additional theory to the community theory base of SOWO 804, Organizational and Community Behavior. Its value base and practice perspectives complement and supplement electives in Sustainable Development, Citizen Participation, Leadership in Nonprofit Organizations, and courses for the certificates in Nonprofit Management and International Development. Students focus their assignments on their selected field of practice. Students are encouraged to use current field practice and/or work experiences as the basis for discussion of some topics and as relevant for special assignments. The course emphasizes the School’s mission statement, particularly in regard to developing skills in community practice to enable graduates to quickly move into leadership positions in management and community and organizational development.

**Specific Skills Foci for the Course Include:**

- Community Group Facilitation
- Task Group Processes and Dynamics
- Planning Strategies
- Leadership Development
- Community Collaborations
- Social Action Coalitions
- Local Planning & Development
- Strengths/Needs Assessments
- Collaborative Strategies & Skills
- Multicultural/Intergroup Organizing
- Managing Community-Based Programs
- Participatory Research & Rapid Appraisal
- Economic, Social & Sustainable Development
- Program Planning & Proposal Development
- Community Practice Approaches in International Settings
- Community Practice and Program Development with Emerging Populations
- Cultural/Multicultural Community Practice Strategies with Communities of Color and with Low-Income Communities
- Community Group, Intergroup or Interagency Group Facilitation
- Contest, Advocacy and Legislative Strategies

(Students may select other skills to teach and write about. Instruction and projects using selected skills areas may focus within an area of interest such as affordable housing, microenterprise, or work with migrant populations. Both process and task skills as well as content areas will need to be discussed.)

**Prerequisites:** MSW Students: Successful completion or concurrent registration in foundation macro-practice course. Graduate Students in other Departments: Experience in community practice and/or a relevant discipline, and permission of the Instructor.

**Required Texts:**


**Other Required Readings are on E-Reserve, Blackboard, or available from the Instructor**

**Recommended References on Community Practice:**

Volumes I-XV, of *The Journal of Community Practice* (Volumes in Davis Library and available on-line at Haworth website).

**Additional References Available in the UNC Library**

**References on Specific Topics Available in the UNC Library**


Recommended Articles for Selected Topics:
"Community", Emilia Martinez-Brawley, p.539
"Community Development", David Harrison, p. 555.
"Community Organization", Si Kahn, p. 569.
"Advocacy", James S. Mickelson, pp. 95-100.
"Citizen Participation", Dee Gamble & Marie Weil, 483.
"Interdisciplinary /Interorganizational Collaboration" Julie Abramson & Beth Rosenthal, p. 1479.
"Management Overview", David Austin, pp. 1642-1658.
"Management: Diverse Workplaces" Darlyne Bailey, p. 1659.
"Mutual Aid Societies", Santos Hernandez, p. 1741.
"Organizations: Context for Social Services Delivery", Thomas P. Holland, pp. 1787-1794.
"Policy Practice", Demitrius Iatriadis, pp. 1855-1866.
"Rural Poverty", Lynne Morris, p. 2068.
"Rural Social Work Overview", Davenport & Davenport, 2076.
"Settlements and Neighborhood Centers", Rolland Smith, p. 2129.
"Social Development" Gary Lowe, p. 2168.
"Strategic Planning", John Yankey, p. 2321.

See also relevant journals, particularly: Journal of Community Practice; Journal of Planning; Social Development Issues: International Development; special issues of Social Work and various Planning and Development Journals
Teaching Methods

This course is constructed as a seminar with major emphasis on peer learning and use of adult learning methods. Students are expected to take responsibility for being able to discuss readings and relate them to class discussions and field experiences and to prepare special teaching/training presentations for the entire class. Brief lectures are used to introduce ideas and lay out practice issues or tensions. Students are expected to use critical thinking skills in discussion, group exercises, and papers.

The course uses instructor and student-led cognitive learning approaches and engages students in discussion of affective issues related to values, social justice, intervention roles, and skills in connecting to various constituents and populations. Experiential learning methods are used by the instructor, by individual students and by groups of students to assist in developing understanding and experience with major community practice intervention skills.

Class Assignments and Evaluation

Two major assignments are required for the course. Both require presentations to the class and a paper. All papers are expected to be prepared in accordance with APA format and to be well written papers of professional quality. The percentage of final grade is indicated with the following descriptions:

First Assignment: Community Practice Models—Comparison Examples 35%
Students will choose a model (or combined model) of community practice of particular interest and select two examples of that model to compare—one example should be from the United States and the other from a developing nation—or from a nation that you think offers exemplary practice in that model. Frequently students select both models they want to use from web-based research or current literature on local, national and international examples. One approach might be taken from field placement or your own previous experience if applicable. You can also employ materials from historical research, or from interviews with current practitioners. The examples will be presented in brief poster sessions (the posters will be displayed later on the 5th floor of the School). A brief handout should be prepared for class members to present the essential components of the selected model and the ways in which the two examples illustrate the model—including similarities and differences and adaptations of approaches that you think provide evidence of cultural competency and appropriateness. A paper providing an analysis of the two examples, how they illustrate the model, and what the model and examples offer to understanding community practice completes the assignment (8-10 pages maximum). The handout and paper should present the central issues and concepts, provide an analysis of the case examples in relation to the model of community practice selected, discuss most critical practice roles and illustrate the skills a facilitator needs to work in this practice area. The paper should make careful use of course readings as well as information about the specific practice examples that are analyzed.

Final Assignment: Skills Presentation and Paper 50%

Students will select a particular skill or set of skills and facilitate a group exercise and presentation to illustrate and teach the skill(s) to class members.

Areas of Focus may include (for example) Skills Related to the Following Topics (or others approved by the Instructor):

- grassroots group development
- community development
- program design or proposal development
- social and economic development
- community strengths/needs assessments
- collaboration and/or coalition building
- community-based planning
- group or inter-group facilitation
- participatory research
- sustainable development
- social planning with communities
- program development and management
program evaluation or community assessments  
consultation for multicultural or inter-group community work  
working with social movements  
leadership development training and curriculum  
community organizing  
empowerment  
social & political action  
multi-cultural work or training

The skills presentation, a major paper (18 pages maximum) and handouts will complete the assignment. Throughout the major paper information and ideas from course readings should be employed as well as information and citations from specialized sources focused on the major topic.

The Paper Should Include the Following Components:
(a) a description and analysis of the skill area;
(b) an analysis and discussion of theory that guides practice in the chosen topic area and use of the skill;
(c) discussion of the research related to the particular topic illustrating its value in community practice—presentation of evidence-based practice examples would be especially relevant. If there is no sound research base for the topic, describe what kind of research is needed to evaluate the effectiveness of the approaches discussed;
(d) a discussion and analysis of the contexts, practice settings and practice models in which the skill or skill set is of major importance;
(e) an analysis of the major roles needed for effective practice in the topic area, and the basic practice methods applied in the applicable practice model or models;
(f) an analysis of the skills needed for effective performance in required roles and practice method;  (e) an appraisal of why this topic area is of particular importance for current and emerging community practice;
(g) a presentation and rationale for appropriate learning methods;
(h) your recommendations on how to teach/train for this skill area; and
(i) a reflective summary appraisal of the experience of teaching the skill(s) to the class.

These Presentations will be built into the regular class schedule of the semester. The Skills Presentation as well as the Paper will be counted in the Final Assignment grade.

Class Participation: Oral presentations, handouts, seminar discussion, class facilitation, and participation in experiential exercises will be counted in the final grade. Quality of contributions, rather than quantity, will be assessed in grading participation.

Course Expectations:
Participants should be prepared to discuss core readings for each session. Specialized readings will be assigned to sub-groups or individuals based on particular interests. Students are encouraged to use the Internet to explore community practice related sites and information—For example, the PRAXIS Web site (focused on international development) and the Together We Can web site materials and updates. Students are encouraged to explore GIS Systems and to identify practice tools such as The Community Practitioner’s Tool Box; Participatory Research and Assessment Methods; Rapid Rural Appraisal; or specialized facilitation methods.

At several points in the semester, brief homework assignments related to course topics will be assigned for discussion or class exercises. Students are expected to turn in homework as part of class participation as well as to engage in discussions and experiential learning exercises. Short quizzes on selected readings may be given.

Since this is an advanced level master’s course, it has high expectations for reading, analyzing, and critiquing professional literature and presenting your own work for discussion and evaluation.

Each written assignment is expected to show evidence of critical thinking as well as thoughtful consideration of the literature, research base, practice experience and other relevant resources. Papers are expected to include in-text citations and a summary list of references following the APA Style Manual. Assignments should be word-processed or typed (double spaced) employing correct English usage, grammar, punctuation and spelling. To be acceptable for
advanced graduate work, assignments must be at a level of professionalism expected of professional community practitioners and managers.

**Grading Policy:**
The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values for these grades are as follows:

\[
\begin{align*}
H & = 94 – 100 \\
P & = 80 – 93 \\
L & = 70 – 79 \\
F & = 69 and below
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\]

A grade of P is “entirely satisfactory” master’s level work. On a traditional grading scale, a P would range from an A- to a B-. The grade of H (Honors) signifies that the work is clearly excellent in all respects.

**Policy on Attendance, Incompletes and Late Assignments**
Students are expected to attend all classes, to be prepared for seminar discussion of assigned readings, and to be prepared for discussion of other students’ topics as well as their own. Missing three classes will result in lowering of grade by ten points. Students may be excused from class if they are participating in a major learning experience related to their field agency’s work or attending a professional conference.

Students are expected to turn in written assignments to the instructor on the appointed date. If an illness or major professional commitment prevents timely submission, contact the instructor immediately to discuss implications and to work out arrangements to get the assignment to the instructor as soon as possible.

The University has strict policies that govern giving a grade of Incomplete. This grade is given only in serious extenuating circumstances.

**Policy on Accommodations for Students with Disabilities**
Students who require accommodations in relation to class participation or assignment completion should notify the instructor on the first day of class and provide a brief written statement in relation to needed formats.

**Honor Code Expectations**
Please refer to the *APA Style Guide*, the SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating:

“I have not given or received unauthorized aid in preparing this written work; I have not plagiarized the work of anyone else from books articles, web sites or personal communication; and I have not submitted work for this class that was developed for a previous or concurrent course.”

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation, and further action will be taken as required.
SOWO 881 Community Practice & Planning: **Readings and Course Outline**

**January 15th, 2008**  
Introductions and Course Overview—The Scope of Community Practice  
1st Class—  
Students' Interests  
Discussion of Readings  
Field Placement opportunities for community practice  
Discussion of major course areas and match with particular interests;  
Discussion of possible topics for case examples and major projects;  
**Handouts:** Weil & Gamble Chart -- Models of Community Practice for the 21st Century;  
Rothman Chart -- Mixing & Phasing Models  
**Exercise:** Community Involvement & Leadership and Belonging to Communities.

**Required Readings:**  

Be prepared to discuss the following issues and questions—and bring questions of your own for discussion!

**Questions & Issues for Class Discussion:**  
**History and Context Issues:**  
1. How has history shaped current issues and practice approaches in work with communities?  
2. What do you identify as the central issues of context, and the most critical emerging issues now for community practitioners and the people they serve in the U.S. and in the developing world?  

**Models Issues:**  
3. Be prepared to discuss and critique the roles and skills noted for models in the W&G Models.  
4. What are the uses of Models?  
5. What advantages are offered by the combinations of models depicted in Rothman’s later work?  

**21st Century “Lenses” for Macropractice:**  
6. What is the relevance to macropractice of the issues of human rights/womens’ rights; multiculturalism, globalization and SW value perspectives?  
7. Be prepared to discuss the growth in multicultural societies world wide—advantages, issues and tensions.  
8. How do issues of human rights and women’s rights, indentured servitude, human trafficking and slavery—and economic opportunity in the context of globalization relate to community practice?  

**In Sub Groups we will analyze and compare the following Models:**  
Neighborhood and Community Organizing compared with Organizing Functional Communities; and  
Community Social and Economic Development compared with Social Planning.  
**Questions:** What values and purposes guide community practice? Are there aspects of community practice that are particular to social work? What other disciplines and experiences produce community workers?

**January 22nd**  
Alternative Development and Community Practice  
2nd Class  
Alternative Development as a central theory base for community practice.  
Discussion of special interests and topics--re Case examples, skills facilitation and final projects.  
**Exercise:** Discussion of special topic preferences, groupings (scheduling for those who are sure.)
HomeWork:
1. Be prepared to discuss and critique the roles and skills noted for models in the W&G Models.
2. What are the uses of Models? How would you compare and contrast Program Development & Community Liaison, Coalitions, Political and Social Action and Social Movements?
3. What advantages are offered by the combinations of models depicted in Rothman’s later work?
4. What is the relevance to macropractice of the issues of human rights/women’s rights; multiculturalism, globalization and value perspectives?
5. What do you think are the central issues of context, and the most critical emerging issues now for community practitioners and the people they serve in the U.S. and in the developing world?
6. Be prepared to discuss the growth in multicultural societies world wide—advantages, issues and tensions.
7. Be prepared to discuss issues of human rights and women’s rights, indentured servitude, human trafficking and slavery—and economic opportunity in the context of globalization.
8. Be prepared to analyze and compare the following models: Neighborhood and Community Organizing; Organizing Functional Communities; Community Social and Economic Development; and Social Planning.
9. What values and purposes guide community practice? Are there aspects of community practice that are particular to social work? What other disciplines and experiences produce community workers?

(*= Required Readings;   -  = Readings Specifically Assigned for Discussion;

Required Readings

Specifically Assigned Readings:

Recommended Related Readings:
Kretzman & McKnight, Introduction, pp. 1-10.
Carlton-LaNey, I. George and Birdye Haynes Legacy to Community Practice, JCP 2#4, pp. 27-48.

January 29th Empowerment and Community Practice Challenges
3rd Class
Discussion of current models, skill requirements and students’ analysis of current skills;
Further discussion of special interests and topics; Case examples, skills facilitation and final projects.

Exercises: Analysis and discussion of current skill levels and practice comfort levels.
Models; Challenges; Group Dynamics: and Task Groups

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Homework:
1. Compare the trajectory from “exclusion” to “empowerment” in the history of the U.S. and as it is described by Friedmann in relation to countries that are currently undergoing rapid development (consider also the still “underdeveloped areas of the U.S.”). (This part of the assignment should be about 1 page long.)
2. From your thinking and readings (and previous courses and work) select a set of skills that you think will be of greatest use to you in the types of community practice you plan to focus on and be prepared to explain and defend your choices. Write the list of skills and a paragraph to describe the kind of work you hope to do and why these skills will be of value. (This section should be about 1 page long.) Keep a copy for class discussion and provide one for the Instructor at the beginning of class.

Required Readings:
*Weil, M. Introduction: Contexts and Challenges for 21st Century Communities, Chapter 1 in HCP, pp. 1-32. (Skills Chart Analysis & Critique)
*Friedmann, Empowerment, Chapter 2. The Trajectory from Exclusion to Empowerment.
*Toseland & Rivas, Chapter 3. Understanding Group Dynamics.

Specifically Assigned Readings:
-Kretzman & McKnight, Chapter 1. Releasing Individual Capacities---
- Rubin & Rubin Chapter 1. Organizing for Empowerment.

Recommended Related Readings:
Burke, Chapter 13. The Role of the Planner.

February 5th
Theories, Professional Issues, & Social Problems
4th Class
Models—Moving Middle Range Theory into Action
Discussion of Alternative Development Theory; Theories of Community and of Multiculturalism; Empowerment Theory for Families & Communities & Ethical issues for Activist Professionals. Look for theory examples for models of interest (& case examples & research). Models as means of connecting theory & knowledge to practice.

Homework and Questions for Discussion:  (Make notes to record your responses, make a copy for the Instructor.)
1. What three issues/ideas do you think are most valuable in Friedmann’s theory of Alternative Development? How is this theory distinguished from earlier development theory and approaches. How could this theory be moved into action?
2. If Alternative Development Theory were turned into a policy what effect would it have on low income communities? What effect would it have on the practice and focus of social work? What practice and action would be different?
3. Select a practice issue of interest to you and analyze it through three of the perspectives illustrated by Beth Reed. How does Reed’s Chart affect you own thinking about theory? How would you move the theoretical ideas you selected into action?
4. What is “radical;” about radical community organizing? What kind of radical organizing has been used recently in the U.S. from the left? From the right? What is the relationship of economic perspectives to radical organizing?
5. Write a brief paragraph to explain the whole economy model. What would be different in the U.S. and in developing nations if this model was enacted? How would you propose to implement this model in a developing nation? In an under-developed area of the U.S.?

Exercises:  Task Groups & Theorizing; Types of Group Facilitation

Required Readings:
*Reed, B.G., Theorizing in Community Practice: Essential Tools for Building Community, Promoting Social Justice, and Implementing Social Change, Chapter 4 in
February 12th

Theories & Issues: Poverty, Empowerment & Community Building
5th Class

Theories of poverty; empowerment vs. dependency; democratization; theories of community; planning theories; community building approaches; Discussion of professional roles, mutuality and expertise; issues of working with people similar to self and engaging with diverse communities.

Homework and Questions for Discussion:  (Make notes with a copy for the Instructor)
1. How does Padilla & Sherraden’s discussion of persistent poverty relate to Friedmann’s ideas about how to “Rethink Poverty”?
2. Make a chart in two columns listing in one column the factors that contribute to “disempowerment” and in the other factors that contribute to empowerment.
3. List the five most important aspects of Participatory Practice. How could you use participatory practice methods in your field agency; and in your planned area of work?

Exercise: Issues of Engagement—praxis and reflection on use of self in different settings.

Required Readings:


*Friedman, Empowerment, Chapter 4. Rethinking Poverty: The (Dis)Empowerment Model.

Specifically Assigned Readings:
-Coulton & Pandey, Geographic Concentration of Poverty and Risk to Children in Urban Neighborhoods

Recommended Related Readings:
-Kretzmann & McKnight, Chapter 3. Capturing Local Institutions for Community Building.
-Toseland & Rivas Chapter 4. Leadership.
February 19th  Multicultural, Feminist and Gender Issues in Organizing and Community Practice
6th Class
Multiculturalism, Feminist Theory and Community Practice Theory; Gender analysis in relationship to diverse communities. Strengthening local leadership, roles of staff leadership, and external catalysts. People of Color and Women as clients, community leaders, staff and professional leaders.

Homework and Questions for Discussion:  (Make notes for yourself)
1. Can you extend Gutierrez and colleagues’ ideas about intergroup empowerment—to work with community groups with some history of tension?
2. Compare the ideas of Rivers & Erlich with those of Bankhead and Erlich with regard to working with communities of color—how are they similar—how different?
3. Note organizations and groups that you are aware of that work from a Feminist Theory Perspective. Do they fit into Hyde’s model? What are common differences between feminist and “non-feminist” organizations?
4. What useful ideas does Friedmann’s discussion of “Gender Equality and Sustainability” give to your own ideas about feminism and gender equality?


Readings:
*Bankhead, T. & Erlich, J.L. Diverse Populations and Community Practice, Chapter 3 in HCP, pp. 59-83.
*Friedman, Empowerment, Chapter 6. Political Claims II: Gender Equality and Sustainability.

Specifically Assigned Readings:

Recommended Related Readings:
Perlmutter, A Feminist Health Organization in Women's Alternative Organizations
Reinelt, Claire. Moving onto the Terrain of the State: The Battered Women's Movement and the Politics

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February 26th  7th Class
Assignment 1: Presentations—Model Example Comparisons—Poster Session
Practice and theory for program design and social planning issues; Grassroots planning;
Program planning; Collaborative service planning; development planning; policy planning.
Exercises from FP/FS Planning Manual and Strategic Planning Workbook & from Yuen & Terao.

Required Readings:
*Netting, F.E., O’Connor, M.K., & Fauri, D.P. (in press) Differences Between Lines and Circles,
Chapter 1 in Comparative Approaches to Program Planning. Boston: Allyn & Bacon, and
Chapter 2 Programs—Containers for Idea Implementation
*Friedman, Chapter 7. Practice: From Social Power to Political Power.

Recommended Related Readings:
Rubin & Rubin, Chapter 5, Understanding Community.
Burke, Chapter 4. The Strategies of Citizen Participation; and Chapter 7. Developing Legitimacy for Planning.
Toseland & Rivas, Chapter 5. The Planning Process (Task Group Material).

March 4th  8th Class
Poster Sessions Continued & and Display on 5th Floor
Theory and Practice for planning, organizing, and program management
Continued Poster Session Presentations on case analyses and practice models

Readings:
Review: *Netting, F.E., O’Connor, M.K., & Fauri, D.P. (in press). Differences Between Lines and
Circles, Chapter 1 in Comparative Approaches to Program Planning. Boston: Allyn & Bacon; and
Chapter 2. Programs—Containers for Idea Implementation
and Fund Allocation for Human Services, Chapter 12 in HCP, pp. 244-260.
*Lauffer, A. Fundraising, Programming and Community Organizing: Working with
Donors, Investors, Collaborators and Purchasers, Chapter 32 in HCP, pp. 582-603.

Specifically Assigned Readings—Small Group Presentations of the Issues:

Recommended Related Readings:
Organization, Community Practice Models in Action Move
Bekkering, M. & Eyles (1998). “Making a Region Sustainable: Governments and Communities in
March 11th
No Class

Readings: Please Take Notes on these Readings for Class Discussions.
*Buffum, W., Revisiting Community-Based Administration, Program Management & Monitoring, Chapter 31, HCP, pp. 569-581.

March 18th
Program Planning, Community Development & Community Organizing
9th Class
Practice approaches in program planning, community development and community organizing
Peer Learning Skills Presentations.
Review and prepare for discussion of Netting et al. Chapters 1-4. Particularly comparison and contrasts between approaches described in Chapters 3 and 4.

Readings:
*Netting, F.E., O'Connor, M.K., & Fauri, D.P., Chapter 4. Interpretive Planning and Emergent Approaches.
*Bobo et al., Chapter 11. Developing Leadership
Review: *Buffum, W., Revisiting Community-Based Administration, Program Management & Monitoring, Chapter 31, HCP, pp. 569-581.

Specifically Assigned Readings, (ALL STUDENTS Select one of the following three readings and be prepared to discuss):
-Rubin & Rubin, Chapter 6, Organizers: What They Do and How They Learn To Do It.
-Carlton-LaNey, I., Murty, S. & Morris L.C., Rural Community Practice: Organizing, Planning and Development, Chapter 22 in HCP, pp. 402-417.
-Sherraden, M.S. Policy Impacts of Community Participation: Health Services in Rural Mexico

Recommended Related Readings:
Rubin, H., Being a Conscience and a Carpenter, Community Practice Models in Action.
Bobo, et. al., Chapters 17. Working with Religious Organizations; and 14. Using the Media.
Lee & Balkwill, Exercises, To be selected from I-VIII and Chapters IX-XIV.
Pandey, & Yadama, Community Development Programs in Nepal: A Test of Diffusion of Innovation Theory
March 25th  

Development, Participatory Research & Evaluation & Organization Building

**10th Class**

**Exercises:** Community Assessment, Noponen System, and Community Mapping or Rapid Rural Appraisal. Peer Learning Skills Presentations.

**Readings:**


* Gamble, D.N. & Hoff, M.D., Sustainable Community Development, Chapter 8 in HCP, pp. 169-188.


* Pennell, J, Noponen, H. & Weil, M., Empowerment Research, Chapter 34 in HCP, pp. 620-635.

* Gamble et al. (2005). Measuring a Movement. Sections on Logic Models and Evaluating Rural Sustainable Development Programs. (Copied Sections)

* Estes, Richard, Toward Sustainable Development: From Theory to Praxis


Review: *MacNair et al. State Promotion of Community Advocacy Organizations: A Comparative Analysis of Four Case Studies in Georgia. (JCP)

**Specifically Assigned Readings:**


**Recommended Related Readings:**

Figueria-McDonough, Chapter 4. Focus on the Community As the Unit of Analysis: Varieties of Research

Figueria-McDonough, Chapter 5. The Growing Impact of Environment: Community as Dependent Variable

Kretzmann & McKnight, Chapter 5. Asset-Based Community Development: Mobilizing an Entire Community, and Chapter 6. Providing Support for Asset-Based Development: Policies & Guidelines.

Rubin & Rubin, Chapter 8, Gaining Power Through Community Research; Chapter 9. Building Capacity in an Empowered Organization; and Chapter 10. Developing Capacity through Participatory Meetings.

Readings from Special Issue of JCP -- Community Economic Development


April 1st 11th Class
Interagency, Intergroup and Community Collaboratives

Collaboration Theory and Research
Activity: Analysis of Collaboration Research Guidelines—Wilder Foundation
Peer Learning Skills Training

Readings:
* Mulroy, E., Nelson, K.E. & Gour D., Community-Building and Family-Centered Service Collaboratives, Chapter 25 in HCP, pp. 460-474.

Specifically Assigned Readings:

Recommended Related Readings:
Mondros & Wilson, Chapter 4. Maintaining and Deepening Member Participation
Burke, Chapter 3. Citizen Participation Characteristics in Planning.
Nelson, G. Self Governance—Section I. The Opening Up of Our Social Institutions” and Section II. Community Dialogues—The Path to Self-Governance.
April  8th  Collaboratives & Coalition Building, Development, Maintenance, Dissolution and  
12th Class  Transformation -- and Community Practice Issues in Program Evaluation

Discussion of Collaboration and Coalitions Theory; Dynamic Tensions in Coalitions;  
Conceptual Models and Decision Making.
Exercises from *Collaboration Work Book*
Peer Learning Skills Training
Identify Examples of Transformation

**Required Readings:**
Continued discussion of chapters from previous class, and:

* Estes, R.J. Global Change and Indicators of Social Development, Chapter 28 in *HCP*, pp. 508-528.
Coalitions, pp. 85-99; and Chapter 8. Consortia, pp. 105-118, in *Strategic Alliances Among  
Health and Human Service Organizations*.

Select one of the following chapters:
Movement, Chapter 10 in HCP, pp. 204-214.
Scheyett, A. & Drinnin, E., Community Practice in Adult Health and Mental health Settings, Chapter 23 in *HCP*, pp. 418-441.
Cross, T.L. & Friesen, B.J., Community Practice in Children’s Mental Health: Developing Cultural Competence and  
Family-Centered Services in Systems of Care Models, Chapter 24 in HCP, pp. 442-459.
Farrell, W.C. Jr. & Johnson, J.H Jr., Investing in Socially and Economically Distressed Communities:  
Comprehensive Strategies for Inner-City Community and Youth Development, Chapter 27 in HCP,  
pp. 494-507.

**Recommended Related Readings:**
* Together We Can-- Website review
  Roberts-DeGennaro, Maria. Conceptual Framework of Coalitions in an Organizational Context. in  
Community Practice Models in Action.
  Rubin & Rubin, Chapter 13. Confrontational Approaches: Direct Action and Litigation; and  
Organizations: From Affiliations to Consolidations. Part IV. “Collaboration: United by a  
  Burke, Chapter 1. Characteristics of Community Decision Making.
  Nelson, Self-Governance, Section III. Democratizing Governance and Management.
  Arnold, Gretchen. Dilemmas of Feminist Coalitions: Collective Identity and Strategic Effectiveness in  
the Battered Womens' Movement, in Ferree & Martin, Feminist Organizations.
Readings:
*Reisch, M., Community Practice Challenges in the Global Economy, Chapter 29 in HCP, pp. 529-547.
*Oberschall, Anthony, "Social Movements and Collective Action".
Review *Gamble, D.N. & Hoff, M.D., Sustainable Community Development, Chapter 8 in HCP, pp. 169-188.
*Rubin & Rubin Chapter 11. An Overview of Action Campaigns; and Chapter 12. Influencing the Political System.

Specifically Assigned Readings:

Recommended Related Readings:
Figuera-McDonough, Chapter 8. In Search of the New Civil Society
Mueller, Carol, "The Organizational Basis of Conflict in Contemporary Feminism", Chapter 17. in Ferree & Martin, Feminist Organizations.

April 22nd Final Class

14th Class—Last Class FINAL PAPER DUE
Presentations on Special Topics
Peer Learning Skills Training
Course Evaluation & Learning Needs

Review Readings:
*Hillier, A.E. & Culhane, D.P., Integrating and Distributing Administrative Data to Support
Community Change, Chapter 36 in *HCP*, pp. 647-658.
*Pennell, Nonponen, & Weil, Empowerment Research, Chapter 34, in *HCP*.
*Rubin & Rubin, Chapter 17. The Support Sector.*