**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**
**SCHOOL OF SOCIAL WORK**

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<thead>
<tr>
<th><strong>COURSE NUMBER:</strong></th>
<th>SOWO 882</th>
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<tr>
<td><strong>COURSE TITLE:</strong></td>
<td>Citizen Participation and Volunteer Involvement</td>
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<tr>
<td><strong>SEMESTER:</strong></td>
<td>Fall 2009</td>
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<tr>
<td><strong>DAY/TIME:</strong></td>
<td>Friday 9:00 - 11:50 am</td>
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| **INSTRUCTOR:**     | Laurie Selz Campbell, MS, CPRP  
202A Tate Turner Kuralt Bldg.  
(919) 843-6394  
lauriesc@unc.edu |
| **OFFICE HOURS:**   | Friday 12:00 – 1:00 and by appointment, phone, or email as needed. |

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

**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.

**EXPANDED DESCRIPTION:**
We will focus on current methods for involving citizens in public and voluntary organizations and the philosophies and values that guide those methods. Students will analyze and practice strategies for developing the capacity of people to be involved in decisions that affect their lives, especially for people most often excluded from such involvement. The course also examines volunteerism in nonprofit and public organizations, emphasizing motivations for volunteering and how volunteers may be incorporated into the work of the organization.

**TEXTBOOKS AND OTHER READINGS:**
The text is available through the Health Sciences Bookstore at UNC-Chapel Hill. Links to additional assigned readings will be placed on the course Blackboard site under “Assignments”.

**Teaching Methods and Expectations:**

My hope is that our class will function as a learning laboratory for citizen participation and involvement. As such, peer learning and inquiry will be crucial components of the class. The class format will include readings, lectures, videos, discussions, exercises, outside speakers, and field experiences. Full participation in these activities will be essential to your learning process, and will allow you to successfully apply the course material in a way that is personally and professionally meaningful. Students are expected to come prepared for class having completed the required readings, and to participate in discussions by sharing information from their reading and/or field experiences.

I ask that you contact me, *in advance*, if you will miss a class. Any student with significant difficulty with class participation requirements should speak with me at the beginning of the semester so that alternative forms of contribution can be identified.

**Policies on the Use of Electronic Devices in the Classroom:**

I expect that we will all be invested in creating a learning environment of respect and engagement. During class, cell phones and other devices should be turned off or transferred to voice mail.

I welcome and encourage the use of laptops in class for taking notes or completing small group tasks. However, I ask that you use them *only* for relevant activities – not for checking email or surfing the Web. Your attention is an important sign of respect to your colleagues, and an important part of your learning.

**Class Assignments:**

The subject of this course is participation. By its very nature, therefore, you will function as both learner and teacher over the course of the semester. The following is a summary of assignments:

**Assignment 1: Small Group Warm-Ups.** Each small group will be expected to facilitate one class “warm-up” for 30 minutes at the beginning of class. The intent of the warm-ups is to have students present what they think was important in the readings and to stimulate group discussion. The warm-up should follow these guidelines:

1. You are not responsible for covering all of the readings. You can choose one or any combination of readings on which to focus.
2. Discuss among yourselves the most important ideas, principles, and/or skills discussed in the week’s readings, with particular focus on application to your field, work or volunteer experience (past or present).
3. Present what you think was most important in any format that you choose to stimulate discussion (for example, visuals, brief debates, or examples from your practice).
4. Facilitate discussion among class members.

**Assignment 2: Speak Out On Injustice.** This assignment will allow you to articulate a position on a current community or social issue that embodies some form of social injustice, discrimination, or oppression. 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.

You will choose one of the following methods of informing policymakers or the general public about an issue of social injustice.

a. Present a statement concerning an injustice and its impact at a municipal, county or state public meeting, 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.

Your position should shed "light" rather than "heat" on the issue and will be shared with the class (share the published version if it gets published). Your public statement will be evaluated based on your articulation of a social injustice, incorporation of appropriate data and evidence, and persuasiveness of your argument(s).

In conjunction with this activity you will write a short paper (3-4 pages) that discusses (a) the intended impact of your "speak out" on your audience, and (b) the personal impact of the experience. More detailed rubrics will be provided for each component of this assignment.

**Assignment 3: Facilitation and Analysis of a Participatory Exercise.** This assignment will allow you to implement a strategy for facilitating citizen participation, and to reflect on the ways in which social workers can support citizen groups to build capacity and achieve the change they desire.

You will choose an exercise from *A New Weave of Power, People & Politics*, and will implement the exercise with an organization or group with whom you are involved in any capacity (participant, volunteer, employee or intern). Choose an exercise that is relevant to a need the group may have, or that can help them learn new ways of working together.

After facilitating the exercise, write a short paper (4-6 pages), responding to the following questions:

a. **Group and Exercise Chosen:** Identify the exercise and the group with whom you facilitated the exercise. Describe why you chose this particular exercise to use with the group. Briefly describe the characteristics of the group and the process of pulling them together and conducting the facilitation.

b. **Issues of Difference and Diversity:** How did issues of difference - race, class, culture, gender, sexual orientation, disability, or others - affect this exercise? Are there aspects of the exercise that facilitated (or hindered) appreciation of diverse perspectives?

c. **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 the exercise for future use?

**Assignment 4: Case Study.** This assignment will allow you to analyze the ability of citizens to organize around an issue of concern, and to reflect on the effectiveness of their chosen strategies. You 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.

You will have 2 options for completing this assignment, with varying degrees of coordination
with other students:

**Option A:** Group Project: You will work in teams of 2-4 students, based on geographic
proximity and/or shared interests, and will study one community group or organization.

**Option B:** Collaborative Project: You will still work in teams of 2-4 students. However,
each student will select her own group or organization to study. Then, you will work with
your team to pull together the class presentation.

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. *Please be sensitive to the principle of reciprocity: the group or organization should feel
that they get something out of the experience.* You might consider making some type of
contribution to the group or organization, depending on the circumstances.

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 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 group learned about citizen participation/volunteer involvement from your
observations and analysis.

d. **Strategies and Tactics:** Describe and analyze the strategies 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. You may choose to attend meetings, conduct key
informant interviews, and/or review minutes in order to gather information about the
organization's strategies.

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 course readings, what ideas do you have for how this group 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.

Each team will present the results of their findings during the final class period. In addition, your group will summarize your process and findings in a 2-3 page “brief” to be shared, as desired, with the agency. More detailed rubrics for the brief and presentation will be provided.

You may invite representatives from the host organizations to join us during the team presentations. Presentations should be planned for about 30 minutes, including time for discussion and questions. Plan to use visual materials to quickly and graphically convey your understandings and perspectives. Each presentation will be followed by a brief question and answer session.

**SUMMARY OF COURSE EVALUATION COMPONENTS AND GRADING SCALE:**
The following summarizes the point breakdown and grading scale for the class:

- Class Attendance and Participation: 20%
- Speak Out on Injustice: 20%
- Facilitation and Analysis of Exercise: 25%
- Case Study: 35%

**Grading Scale:**

- H: 94 and above
- P: 93-80
- L: 79-70
- F: 69 and below

**POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:**
Assignments are due at the beginning of class on the day noted. You must notify me at least 3 days before a due date if you would like to be granted an extension. If this does not happen, you will lose 10% of the assignment’s points per day (including weekends, and including the date on which the assignment was due, if you submit it after the beginning of class).

Incompletes may be granted if (a) there are extreme and unforeseeable circumstances that affect your ability to complete the semester’s work, and (b) you meet with me in advance to develop a plan and timeline for completing your work.

**POLICY ON ACADEMIC DISHONESTY:**
I assume that all students follow the UNC Honor Code. Please ensure that the Honor Code statement “I have neither given nor received any unauthorized assistance in completing this assignment”, with your signature, is on all assignments. In keeping with the 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 as required.

Please refer to the *APA Style Guide*, the *SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism, and the appropriate use of assistance in preparing assignments.
**Writing Guidelines:**

All written assignments must be typed and follow APA format for citations, quotes, and the like. Students should refer to the *Publication manual of the American Psychological Association (5th Ed.)*. You can also find a self-paced tutorial for APA style at [http://www.lib.unc.edu/instruct/citations/apa/index.html](http://www.lib.unc.edu/instruct/citations/apa/index.html).

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.)

**Policy on Accommodations for Students with Disabilities:**

If you have a disability that affects your participation in the course and you wish to receive accommodations, you should contact the University's Disabilities Services. They will then notify me of the documented disability, and we can meet to design the appropriate accommodations to support your learning.
# Course Outline

## Class 1
**August 28**  
**Introduction**

### Objectives
- Understand course objectives and format
- Learn about each other’s interests and learning goals
- Explore motivators, facilitators, and barriers to citizen involvement

### Activities:
- **Nominal group technique:** Why do citizens become involved in advocacy or grassroots activity? Why do they refrain from involvement? What facilitates or impedes citizen involvement?

### Readings:
None.

## Class 2
**September 4**  
**Defining Citizen Participation**

### Objectives
- Explain principles and key concepts associated with citizen participation
- Describe varying degrees of citizen participation
- Analyze the meaning of community for citizen participation

### Readings:
**TEXT:**  
Introduction  
Chapter 1: Politics & Advocacy  
Chapter 2: Democracy & Citizenship  


## Class 3
**September 11**  
**The Role of “Participation Professionals”**

### Objectives
- Identify professional roles related to citizen participation
- Articulate how they may help and hinder citizen participation
- Describe best practices for facilitating community engagement

### Readings:


Distinguished Public Policy Lecture, Institute for Policy Research, Northwestern University. (BB)


<table>
<thead>
<tr>
<th>Class 4</th>
<th>September 18</th>
<th>Methods &amp; Techniques for Promoting Participation</th>
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<tbody>
<tr>
<td><strong>GROUP 1 WARM-UP</strong></td>
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| Objectives | • Use group decision-making techniques  
• Explain what works to increase citizen participation  
• Identify factors that promote participation |

<table>
<thead>
<tr>
<th>Class 5</th>
<th>September 25</th>
<th>Methods &amp; Techniques for Promoting Participation, Part 2</th>
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</thead>
<tbody>
<tr>
<td><strong>GROUP 2 WARM-UP</strong></td>
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| Objectives | • Understand social capital and how it is developed  
• Best practices for citizen and client participation in organizations  
• Articulate principles of asset-based community development |

### Class 6
**October 2**

**Power, Empowerment and Mediating Structures**

**GROUP 3 WARM-UP**

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

**TEXT:** Chapter 3: Power & Empowerment


### Class 7
**October 9**

**Initiating and Sustaining Grassroots Groups and Organizations**

**GROUP 4 WARM-UP**

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

**Readings:**

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


### Class 8
**October 16**

**Issues and Strategies For Citizen-Led Change, Part 1**

**“SPEAK-OUT” ASSIGNMENT DUE**

<table>
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<th>Objectives</th>
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<tr>
<td>• Understand priority setting and decision-making in citizen groups</td>
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<tr>
<td>• Identify tools citizen groups can use to understand problems and issues in their communities</td>
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</tbody>
</table>
Readings:  
**TEXT:** Chapter 5: The Basics of Planning for Citizen-Centered Advocacy  
Chapter 9: Planning Moment #4: Analyzing Problems & Selecting Priority Issues


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

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**October 23**  
No Class – Happy Fall Break!

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**Class 9**  
**October 30**  
**Issues and Strategies For Citizen-Led Change, Part 2**  
**GROUP 5 WARM-UP**

**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

**Readings:**  
**TEXT:** Chapter 10: Planning Moment #5: Mapping Advocacy Strategies  
Chapter 12: Forces, Friends and Foes

Training for Change. (nd). Force field tool  


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**Class 10**  
**November 6**  
**Participation Issues in International Development**  
**FACILITATION EXERCISE DUE**

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

**Readings:**


<table>
<thead>
<tr>
<th>Class 11</th>
<th>Volunteers &amp; Voluntary Organizations, Part 1</th>
<th><strong>GROUP 6 WARM-UP</strong></th>
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<tbody>
<tr>
<td>November 13</td>
<td><strong>Objectives</strong></td>
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<td></td>
<td>• Understand the degree and types of voluntarism in the U.S.</td>
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<td>• Identify the social and cultural factors influencing voluntarism in the U.S.</td>
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<td><strong>Readings:</strong></td>
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<td>Class 12</td>
<td>Volunteers &amp; Voluntary Organizations, Part 2</td>
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<td>November 20</td>
<td><strong>Objectives</strong></td>
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<td>• Explain how all members of the community can and should be involved and supported in voluntary organizations</td>
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<td>• Identify overlooked sources of voluntarism in disenfranchised communities</td>
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<td></td>
<td><strong>Readings:</strong></td>
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<td></td>
<td>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 <em>Social work with volunteers</em>. Chicago: Lyceum. [BB]</td>
<td></td>
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<tr>
<td>November 27</td>
<td><strong>No Class – Happy Thanksgiving!!</strong></td>
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<tr>
<td>Class 13</td>
<td>Case Study Presentations</td>
<td><strong>CASE STUDIES DUE</strong></td>
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<tr>
<td>December 4</td>
<td><strong>Objectives</strong></td>
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<td><strong>Readings:</strong></td>
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<td></td>
<td><strong>November 27</strong></td>
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