

SW 513-005
Community Organization Skills Laboratory

Barry Checkoway
Fall 2014

Course Description

This laboratory course will focus on practical skills of community organization for a diverse democratic society, including new techniques for multicultural organizing, participatory planning, policy advocacy, intergroup dialogue, and social media.

The course will employ studio-based and experiential learning in collaboration with community partners who are working for social justice and social change. Special emphasis will be placed on issues of underrepresented groups in economically-disinvested and racially-segregated areas.

The course is designed to be taken in coordination with SW 560, taught by Trina Shanks. Completion of these courses will meet the foundation requirements of SW 560 and SW 502, following submission of a substitution form to the School Registrar to use SW 513 Section 5 in place of SW 502.

Course Objectives

- Understand the changing context and core concepts of community organization for a diverse democratic society.
- Develop knowledge of major models and methods of community organization, e.g., including techniques for multicultural organizing, participatory planning, policy advocacy, intergroup dialogue, and social media.
- Critically assess case studies and lessons learned from community-based practice.
- Identify issues of underrepresented groups in economically disinvested and racially segregated areas.
- Examine questions of ethics and values arising in the field.

Course Design

Responsibilities include readings, discussions, written assignments, individual and group exercises, studio-based learning, and a class project. Community collaborators will address specific topics in areas of expertise.

Relationship of Course to Curricular Themes

Multiculturalism and Diversity: Students will identify ways in which community organization can address race, ethnicity, class, gender, age, sexual orientation, and other forms of stratification of inequality.

Social Justice and Social Change: Emphasis is placed on how community organization can strengthen social change and social justice through community building in economically disinvested and squirted areas.

Promotion, Prevention, Treatment, and Rehabilitation: The course will focus on how to prevent social problems and promote healthier communities rather than to take the frequent common curative model approach

Behavioral and Social Science Research: Relevant research and best practices from diverse social science disciplines and professional fields will contribute to understanding of empirically-based practice.

Social Work Ethics and Values

The NASW *Code of Ethics* establishes responsibility for social workers to engage in socially-just political action addressing the needs of diverse and disadvantaged populations.

Class Participation

Class participation is good for everyone. It might include involvement in discussions, group leadership, volunteering, arranging a day at the ropes course, or other activities. (20 percent)

Participation requires regular attendance, coming to class on time, preparation and engagement in class discussions, and submission of assignments on scheduled dates unless arranged in advance. “Showing up” is itself not participation in the course. Absence from class might result in lowering your grade.

Course Readings

Course readings and class preparation are integral to our learning. You may be asked to open a session, or called upon to share your thoughts on a reading. Most course readings are available on CTools. Please check CTools to confirm their availability and contact the instructor if anything is awry. Books for purchase are available at *Common Language Bookstore* 317 Braun Court, Kerrytown, Ann Arbor.

On-Line Resources

There are various on-line resources which are relevant for your work in the course, including Community Tool Kit.

Paper Revision Policy

You may revise and resubmit any paper for reevaluation until the last session. Papers are due on assigned dates without extension, unless prearranged with the instructor. All papers in the course should be submitted in electronic and hard copy.

General Guidelines for Papers

1. Make a specific point. Express what you think.
2. Quality and depth of analysis of information and ideas, and relevance to topic.
3. Appropriate use of and reference to empirical evidence, as well as their variety and range.
4. Quality of presentation, e.g., introduction, logical sequencing, conclusion.
5. Use of proper grammar and professional presentation of material.
6. Level of effort expressed in written work.

Class Climate

We want to create a classroom climate in which everyone can experiment with new ideas or skills; explore their own cultural competencies and their implications for social and political action; consult with others on assignments and projects; and identify areas for future learning.

Using Laptops

Using laptops for taking notes is acceptable, but using them for personal or social purposes is distracting to others.

Academic Integrity

We will follow the Student Code of Academic and Professional Conduct in the School of Social Work Student Handbook. Web resources on academic integrity developed by the University's Center for Research on Learning and Teaching can be found at their website.

Disabilities Statement

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Contacting the Instructor

My e-mail is barrych@umich.edu, my office is 3840 SSWB, and my home telephone is 734.668.0117. I am available through e-mail, telephone, and by appointment. I want to get to know you, and hope that you will arrange a time when we can talk early in the semester.

Course Schedule

1	September 2	Opening and Orientation
2	September 9	Educational Justice
3	September 16	Core Concepts
4	September 23	Core Concepts
5	September 30	Entering Communities Building Relationships
6	October 7	Gathering Information
	October 14	Fall Study Break
7	October 21	Grassroots Organizing
8	October 28	Participatory Planning Instructor Meetings
9	November 4	Community-Based Services
10	November 11	Community-Based Policy Advocacy
11	November 18	Increasing Intergroup Dialogue
12	November 25	Laboratory Workshop
	November 27	Thanksgiving Holiday
13	December 2	Social Media for Social Justice
14	December 9	Presentations Classes end

Course Readings

Educational Justice

- NASW Code of Ethics, at <http://www.socialworkers.org/pubs/code/default.asp>
- Learning for Democracy Group. (2008). Ten Propositions and Ten Proposals. Edinburgh: Author, at www.communitydevelopmentalliancescotland.org/documents/Bulletin/Wallchart%20pdf.pdf
- Young, I. (2014). Five faces of oppression. In Adams, M., et al., eds., *Readings for Diversity and Social Justice*. New York: Taylor and Francis. Summary version at <https://mrdevin.files.wordpress.com/2009/06/five-faces-of-oppression.pdf>
- Warren, M. & Mapp, K. (2011). *A Match on Dry Grass: Community Organizing as a Catalyst for School Reform*. New York: Oxford University Press, selected chapters.
- Websites: Match on Dry Grass, Padres & Jovenes Unidos, Dignity in Schools.

Core Concepts

- Sampson, R. (2012). What community supplies. In J. DeFilipis & S. Saegert, Eds. *The Community Development Reader*. New York: Routledge, Chapter 3.
- Weil, M. et al. (2013). Evolution, models, and the changing context of community practice. In M. Weil, et al., eds. *The Handbook of Community Practice*. Thousand Oaks: Sage Publications, Chapter 7.
- Checkoway, B. (2013). Social justice approach to community development. *Journal of Community Practice* 21, 1-14.
- Ginwright, S. (2011). Hope, healing, and care: Pushing the boundaries of civic engagement for African-American youth. *Liberal Education* 97, 34-39, at www.aacu.org/liberaleducation/le-sp11/ginwright.cfm
- Mattesich, P. & Monsey, B. (2001). *Community Building: What Makes It Work? A Review of Factors Influencing Successful Community Building*. St. Paul: Amherst J. Wilder Foundation, Chapters 1-3, Appendix A.
- Checkoway, B. (2007). Community change for diverse democracy. *Community Development Journal* 42, 1-12.

Entering Communities and Building Relationships

- Hardina, D. (2013). *Interpersonal Social Work Skills for Community Practice*. New York: Springer Publishing Company, Chapters 1-2.
- Tatum, B.D. (2012). The complexity of identity: Who am I? In Adams, M. et al., eds. *Readings for Diversity and Social Justice*. New York: Routledge, Chapter 1.
- Henderson, P. & Thomas, D.N. (2013). *Skills in Neighborhood Work*. London: Allen & Unwin, Introduction and Chapters 1, 3, 4.

Gathering Information

- Corburn, J. (2005). *Street Science: Community Knowledge and Environmental Health Justice*. Cambridge: MIT Press, Chapter 6.
- Checkoway, B. & Richards-Schuster, K. (2004). Youth participation in evaluation and research as a way of Lifting New Voices. *Children, Youth and Environments* 14, 84-98.
- Henderson & Thomas, Chapter 4
- Assessing Community Needs and Resources. (2013). *Community Tool Box*, Chapter 3, Sections 1-19, at <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources>
- Website: Community-Campus Partnerships for Health (CCPH)

Grassroots Organizing

- Warren & Mapp, Two additional chapters.
- Martinson, M. & Su, C. (2012). Contrasting community organizing approaches: “The Alinsky Tradition” and Freirian organizing approaches. In Minkler, M., ed. (*Community Organizing and Community Building for Health and Welfare*. New Brunswick: Rutgers University Press, Chapter 4.
- Bobo, K. et al. (2010). *Organizing for Social Change: Midwest Academy Manual for Activists*. Santa Ana: Seven Locks Press, Chapter 2.
- Greenlining Institute. (2012) Creating a strategy chart.....
<http://greenlining.org/?s=strategy+chart&submit=> Berkeley: Greenlining Institute

Participatory Planning

- Henderson & Thomas, Chapters 5, 8.
- Driskell, D. (2001). *Creating Better Cities with Children and Youth*. Paris/London: UNESCO/Earthscan, Chapter 4.
- Participatory approaches to planning community interventions. (2013). *Community Tool Box*. Chapter 18, Section 2, at <http://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/participatory-approaches/main>
- Website: Detroit Future Plan, Neighborhood Element

Community-Based Services

- Wade, L.C. (2004). Settlement houses. In *Encyclopedia of Chicago*. Chicago: Chicago Historical Society at www.encyclopedia.chicagohistory.org/pages/1135
- Addams, J. (1908). Hull House. In W.D. Bliss, ed. *New Encyclopedia of Social Reform*. New York: Funk & Wagnalls Company, pp. 587-90 at http://tigger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/show_doc.ppt&doc=95&chap=133
- Kubisch, A. C., et al. (2010). *Voices from the Field III: Lessons and Challenges from Two Decades of Community Change Efforts*. Washington, D.C.: Aspen Institute, Part 1, at www.aspeninstitute.org/sites/default/files/content/images/rcc/VoicesfromtheFieldIII.pdf
- Mattesich & Monsey, Chapters 1-3.

- Websites: Dudley Street Neighborhood Initiative, Hyde Square Task Force, Logan Square Neighborhood Association

Community-Based Policy Advocacy

- Advocating for change plus examples. *Community Tool Box*. Chapter 10, at <http://ctb.ku.edu/en/advocating-change>
- Cialdini, R.B. & Sagarin, B.J. (2005). Principles of interpersonal influence. In T.C. Brock & M.C. Greden, eds. *Persuasion: Psychological Insights and Perspectives*. Thousand Oaks: Sage, Chapter 7.
- Hoefler, R. (2012). *Advocacy Practice for Social Justice*. New York: Lyceum Books, passim.
- Websites: Human Rights Campaign, Mexican American Legal Defense and Educational Fund, Child Welfare League of America

Increasing Intergroup Dialogue

- Checkoway, B. (2011). Multicultural participation in an Israeli neighborhood. *Community Development Journal* 46, 42-56.
- Zúñiga, X. (2010). Bridging differences through intergroup dialogues. *About Campus* 7, 8-16.
- Campbell, S. L. et al. (2010). *Organizing Community-Wide Dialogue for Action and Change*. Pomfret: Study Circles Resource Center, Topsfield Foundation, at [www. everyday-democracy.org/en/Resource.39.aspx](http://www.everyday-democracy.org/en/Resource.39.aspx)
- Arao, B. & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In L. Landreman, ed. *The Art of Effective Facilitation*. Sterling: Stylus Publications, Chapter 8.

Social Media for Social Justice

- Bazell, N. & Wong, A. Creating an online strategy to enhance effective community building and organizing. In Minkler, Chapter 15
- Gladwell, M. (2010). Small change: Why the revolution will not be tweeted. *The New Yorker* October 4, 42-49, at http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell

Assignments

A primary purpose of the assignments is to employ and refer to the course readings, organize your thoughts, and make specific points about the topic.

Assignment 1

Write a paper in which you define “educational justice,” explain why we should care about it, summarize some examples and any outcomes you can discern at the community level, and conclude with any takeaways or lessons learned. List 8-10 readings or resources that might be helpful in studying educational justice. (3-5 typewritten pages, draft due September 23, 10 percent)

Assignment 2

Write a paper in which you describe a community or community group and a few of its distinct characteristics and concerns, and elaborate on five culturally-sensitive steps in a community organization process for empowering them in an educational justice initiative at the local or metropolitan level. Please explain how your approach is responsive to the distinct characteristics of the group. (3-5 typewritten pages, due October 21, 10 percent)

The community might be distinguished by age, class, cause, culture, ethnicity, geography, gender, ideology, race, religion, sexual orientation, or other identity.

Assignment 3

The course will include a brief integrative exercise and paper. (TBA)

Assignment 4

Prepare a consulting report in which you propose a community organization process for addressing an educational justice problem or issue described by one of our community partners. (12-15 typewritten pages, draft due November 26, final due December 9, 50 percent)

Educational justice is a process of strengthening equality of opportunities and outcomes for all persons. It includes efforts to challenge inequalities and injustices; defend rights to freedom of speech, expression, religion, assembly, and association; and promote active participation of young people and adult allies in the decisions that affect their lives, for example:

- Low-income students lack access to transportation.
- Students want a voice in educational decisions.
- Parents advocate restorative justice rather than punitive punishment.
- Muslim students are not allowed to pray in the school.
- Students want a diversity dialogue and social justice course.
- Students demonstrate against prejudice and discrimination.
- Teachers are unprepared to handle sensitive racial situations.
- Some children are coming to school hungry.
- Researchers document urban and suburban disparities.
- There is need for after-school arts and social justice programs.
- Undocumented immigrants want to attend public school.
- Police are using excessive force in the neighborhood.
- LGBT students experience bullying in hallways.
- Administrators want to create a socially-just school.
- Young people want to use social media for social justice.
- Students document discrimination and present to the school board.
- Parents demand that the district close the achievement gap.
- Youth propose a strategy to deal with hate crimes.
- Students protest outdated books and unhealthy food.
- Community members organize a march against racism.
- An elected official proposes a leadership academy for young women of color.
- Teachers want to prepare the next generation of civil rights workers

A consultant is a person who provides knowledge or advice to someone in order to make the best choices. A consulting report is a document which helps someone to understand an issue, solve a problem, make a decision, or create an initiative.

It is expected that some reports will draw on empirical evidence from interviews, focus groups, existing documents, or other sources or methods; and that other papers will draw on research studies and best practices in the field. I will provide a list of initiatives from which to choose.

Using studio-based learning, we will work in teams of three around specific strategies for addressing the assignment. Each team will define the problem, gather information, analyze the findings, and prepare a written report and poster presentation to class members and community collaborators, who will attend the final session.

Studio-based learning is an approach often associated with architecture education. Team members will have time to meet in class sessions, discuss their work with the instructor and other students, and prepare their presentations.

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Student Information Form

Name:

Address:

E-Mail:

Telephone:

UM program:

Professional goal:

Community experience:

Interest in course topic:

Experience or skill which might be useful to the class:

Something that will help me get to know you better: