I. COURSE PURPOSE

This course is offered to advanced curriculum students and builds on knowledge and skills gained in the foundation year in the following areas: the values and roots of the social work profession; the history of social welfare; micro and macro theory and social work practice courses, particularly the areas of group and community practice. In addition, it is intended to complement course work in social planning, research, ethics, evaluation, and nonprofit management.

Building on this background knowledge, the course is designed to deepen students’ knowledge and skills in community development practice with an emphasis on learning skills to awaken power and build leadership in residents of low-income communities for resident-led community development efforts. The course is grounded in the popular education methods of Paulo Friere. These methods honor the wisdom, knowledge, and experience of all members of a community. Popular education methods apply a problem-focused approach to action where community members reflect on a shared problem, plan a response to that problem and further reflect on the process and outcome of their action. Using this method, the practitioners’ role is to provide a framework for group members to critically reflect on the problem by asking questions to help participants describe the problem, analyze the context for the problem, and plan actions to resolve the problem. To be able to successfully apply this method, this course will help students deepen their skills in critical social analysis, community engagement, popular education methodology, and group processes for community change.
II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE), requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

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<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
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<tr>
<td><strong>Professional Identity:</strong> Identify as a professional social worker &amp; conduct self accordingly</td>
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<td><strong>Critical Thinking:</strong> Apply critical thinking to inform and communicate professional judgments</td>
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<td><strong>Human Behavior:</strong> Apply knowledge of human behavior and the social environment</td>
<td>1.</td>
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<td><strong>Practice Contexts:</strong> Respond to contexts that shape practice</td>
<td>1.</td>
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<tr>
<td><strong>Engage, Assess, Intervene, Evaluate:</strong> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
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III. ADDITIONAL EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able:

1. To understand the history of community organizing and community development.

2. To understand the theory underlying community organizing/community development activities.

3. To demonstrate ability to engage in a critical analysis of the political, economic, social and cultural issues affecting a particular community, particularly the role of the actors in influencing power dynamics that affect a community.

4. To understand the theory and methods behind popular education methods.

5. To demonstrate competence in using popular education methods to facilitate group thinking, planning, and action.
6. To develop cultural competence in organizing with populations that are marginalized based on race, ethnicity, gender, sexual orientation, age, ability, and their characteristics.

7. To develop a critical self-awareness related to how one’s background influences the community organizing process.

8. To learn alternative methods of governance and decision-making to promote democratic participation in group action.

IV. COURSE REQUIREMENTS

A. Required Reading


B. Reference/Recommended Texts


C. Other Recommended Resources and Media

The online conference on community organizing and development, http://comm.org.wisc.edu/ has a listserv, papers, and numerous resources related to community organizing and development.

The Highlander Research and Education Center serves Appalachia and the South with programs designed to build strong and successful social-change activism and community organizing led by the people who suffer most from the injustices of society. http://www.highlandercenter.org/.

The Virginia Organizing Project, http://virginia-organizing.org/, is a statewide grassroots organization dedicated to challenging injustice by empowering people in local communities to address issues that affect the quality of their lives.

Gather the People, http://www.gatherthepeople.org/, has numerous resources and tools for community organizing work.

Training for Change, http://trainingforchange.org/, offers training and resources to support community-led social change efforts.

D. Course Assignments

Assignment 1: Students will interview a community organizer about the process of developing relationships with and leadership from a community. Students will write up their interview and observations into a 5-7 page paper based on guidelines provided in class. DUE: Class 6.

Assignment 2: Students will design and share a popular education workshop they have prepared to help an identified group of people reflect, critically analyze, and plan an action to address the problem. Student presentations will take place during classes 7 and 8.

Assignment 3: Choose one of the following options:

a. Students select and read one case study about a grassroots community organizing/development initiative (a recommended list will be provided in class). Write a 12-15 page paper on this effort based on guideline handed out in class. DUE: Class 13 (note that case study should be read by class 9 as
it will be used as the basis for small group work in class that will contribute to the case study paper).

b. Scholarly paper: Students select and read one case study about a grassroots community organizing/development initiative (a recommended list will be provided in class). Write a scholarly paper analyzing the case or an aspect of the case. Follow the guidelines for a scholarly paper, and get approval from the instructor on the angle from which you will be approaching the case analysis. **DUE: Class 13 (note that case study should be read by class 9 as it will be used as the basis for small group work in class that will contribute to the case study paper).**

**Final Exam:** Students will take a final examination covering content of the class related to the community organizing process. **Exam date: Class 14**

**E. Grading Policy and Weight of Assignments**

Grades will be based on the CUA Grading Policy as described in the *Graduate Announcements.* Full credit will not be given for assignments that are submitted late. **No credit will be given for assignments submitted after they have been reviewed in class.** The following provides weights for the various course assignments:

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<td>Attendance and Participation</td>
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**Scholarly Paper Opt.**

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<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<td>C</td>
<td>70-79</td>
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<td>F</td>
<td>0-69</td>
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**F. Preparation, Attendance & Participation**

Students are required to attend classes and are expected to participate meaningfully in class discussions. The class participation grade will be
determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

G. Course and Instructor Evaluation
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS
Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proof read by the student before submission to the instructor for grading.

B. Behavioral Requirements
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:
- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
• Use an appropriate level of class time and instructor’s time and attention in and out of class
• Behave in a manner that is consistent with the ethical principles of the social work profession.

C. **Academic Honesty**
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy [http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm](http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. **Confidentiality**
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for **professional learning purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

F. **Accommodations**
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

G. **Use of Electronic Devices (faculty agreed it is up to each instructor to allow or disallow laptops)**
**No laptops or other electronic devices are permitted in the classroom**, unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment.
### Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
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| 1     | **Overview of Community Organizing Models, and Their Underlying Values, Principles, and Ethical Considerations**<br>Students will be given an overview of the course, and the values and principles underlying CO and popular education (PE) practice. In addition, CO will be differentiated from other social change methods, such as advocacy, mobilization, and issue organizing.  
| 2 & 3 | **Developing a Constituency**<br>Students will learn about the role of outreach and listening to the community at different stages in the organizing process. We will also review meeting facilitation skills for organizing. We will also apply a race/class/identity lens to the constituency development process.  
**Required Reading** |

Hope & Timmel, Book 1, Chapter 2, pp. 52-71.

Hope & Timmel, Book 2, Chapter 5, pp. 1-26.

Hope & Timmel, Book 2, Chapter 6, pp. 47—81.


Rubin, H. & Rubin, Chapters 4 and 12.


Recommended Reading


4, 5 & 6 Identifying an Issue

Students will learn how to develop a popular education process based on community information and use this process to develop an organizing issue that can serve as the basis for a campaign. We will also apply a race/class/identity lens to the issue identification process.
Required Reading

Hope & Timmel, Book 1, Chapter 1, pp. 3-51.

Hope & Timmel, Book 1, Chapter 2, pp. 53-71

Hope & Timmel, Book 1, Chapter 3, pp. 73-101.

Hope & Timmel, Book 1, Chapter 4, pp. 127-131.

Hope & Timmel, Book 2, Chapter 5, pp. 27-46.

Recommended Reading


7 & 8  **Student-Led Popular Education Workshop Presentations**

9, 10, 11, & 12  **Action/Campaign Planning**

Students will walk through the campaign development process, including power analysis, target assessment, ally and opponent analysis, organizing strategy and tactics.

Required Reading


Hope & Timmel, Book 2, Chapter 7, pp. 93—117.

Bobo, Kendall, and Max, Chapters 4 – 7, p. 30-79.

Rubin & Rubin, Chapter 14, An Overview to Social Mobilization Campaigns, p. 251-269.

13  **Evaluating Actions and Campaigns**

Students will learn methods to evaluate their community change processes.

Required Reading
Hope & Timmel, Book 2, Chapter 8, pp. 119-133.


Recommended Reading


14 Final Exam/End of Semester Wrap Up