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. EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able:

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

2. To learn skills to engage in community organizing and community development activities.

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

4. 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.

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

6. To demonstrate competence in using popular education methods to facilitate group thinking, planning, and action.

7. To develop cultural competence in organizing with populations that are marginalized based on race, ethnicity, gender, sexual orientation, age, ability, and their characteristics.

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

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

III. COURSE REQUIREMENTS

A. Required Texts


B. Reference/Recommended Texts


C. 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**

### D. Grading Policy

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Scholastic</th>
<th>Scholarly Paper Opt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>25%</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### F. Attendance and Participation

Students are required to attend classes and are expected to participate meaningfully in class discussions. The grade for attendance and participation may be/will be lowered unless the student notifies the instructor and requests an excused absence before the class.

### 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](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

#### A. Scholastic Expectations

Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. 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. 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 and appropriate Program Handbooks.

C. 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.
## Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Overview of Community Organizing Models, and Their Underlying Values, Principles, and Ethical Considerations</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td></td>
<td><strong>Required Readings</strong></td>
</tr>
<tr>
<td></td>
<td>Rubin, H. &amp; Rubin, Chapter 1, Organizing and Development for Progressive Social Change, p. 3-17.</td>
</tr>
<tr>
<td></td>
<td>Hope &amp; Timmel, Book 1, Chapter 1, pp. 3-51.</td>
</tr>
<tr>
<td></td>
<td><strong>Recommended Readings</strong></td>
</tr>
<tr>
<td></td>
<td>Rubin, H. &amp; Rubin, Chapter 5, Building Community to Create Capacity for Change, p. 75-90.</td>
</tr>
<tr>
<td></td>
<td>Rubin, H. &amp; Rubin, Chapter 6, Empowering through Building Progressive Organizations, p. 91-105.</td>
</tr>
<tr>
<td></td>
<td>Rubin, H. &amp; Rubin, Chapter 8, Intersecting Histories, p. 129-144.</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td><strong>Developing a Constituency</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading</strong></td>
</tr>
</tbody>
</table>

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**