

**UNIVERSITY OF ILLINOIS AT CHICAGO  
JANE ADDAMS COLLEGE OF SOCIAL WORK**



**SocW 581: PRACTICE IV  
COMMUNITY AND ADMINISTRATIVE PRACTICE**

**PREREQUISITES:** SocW 580

**CREDITS: 3**

**DESCRIPTION**

SocW580 Practice III and SocW581 Practice IV are part of the Community & Administrative Practice (CAP) Concentration curriculum. The CAP concentration prepares students for community-based practice in today's urban communities. CAP provides students with the opportunity to develop advanced knowledge and skills in community and administrative practice with a focus on at-risk populations. CAP emphasizes collaborative, inter-organizational, and empowerment-oriented approaches that build on the strengths of disadvantaged, urban communities.

SocW580 Practice IV: CAP builds upon the knowledge and skills in administrative practice taught in SocW580 Practice III. SocW580 focuses on developing advanced skills in social work practice with communities, with an emphasis on work with poor, oppressed, racial and ethnic minorities, women, and other at-risk groups in urban settings. The course utilizes a four-part framework for building community capacity—organizational development, leadership development, community organizing, and collaborations, partnerships, and coalitions. Capacity Building Cases expose students to contemporary models of community practice, including comprehensive community initiatives (CCIs), community-university partnerships, community development corporations (CDCs), faith-based organizations (FBOs), and asset accumulation through micro-credit and micro-enterprise development. The Capacity Building Cases are designed to integrate and apply these various practice approaches to work with urban minority communities. The course teaches practice skills in planning a community change strategy, selecting advocacy tactics, implementing an advocacy campaign, and evaluating outcomes.

**TEXTS**

Minkler, M. (Ed.). (2002). Community Organizing & Community Building for Health. New Brunswick, NJ: Rutgers University Press.

Bobo, K., Kendall, J., & Max, S. (2001). Organizing for Social Change: Midwest Academy Manual for Activists (3<sup>rd</sup> Edition). Santa Ana, CA: Seven Locks Press.

KU Work Group on Health Promotion and Community Development (2000). The Community Tool Box [http://ctb.ukans.edu/tools/en/tools\\_toc.htm](http://ctb.ukans.edu/tools/en/tools_toc.htm)

**OBJECTIVES**

Knowledge

- 1) Become familiar with theoretical perspectives on community practice
- 2) Develop a critical perspective on social justice, international human rights, and social work ethics and values in community practice
- 3) Understand the essential elements of building community capacity—organizational development, leadership development, community organizing, and collaborations, partnerships, and coalitions.
- 4) Become familiar contemporary models of community practice, including interdisciplinary and inter-organizational approaches

- 5) Understand the use of specific community practice approaches with poor, oppressed, racial and ethnic minority, and other at-risk groups in urban communities
- 6) Understand how to plan an advocacy campaign, including selecting appropriate tactics, implement the campaign, and evaluating outcomes.

### Skills

- 1) Apply theoretical perspectives on community practice in work with racial and ethnic minorities, women, and other at-risk urban populations
- 2) Demonstrate critical consciousness and self-awareness of individual actions in community practice
- 3) Integrate and apply conceptual frameworks and models of community practice, including interdisciplinary and inter-organizational approaches
- 4) Develop competence in planning an advocacy campaign, including accessing on-line resources, selecting appropriate tactics, implementing the campaign, and evaluating its outcomes
- 5) To develop skills in small group participation

## **STUDENTS NEEDING ACCOMMODATION FOR DISABILITIES**

Students needing accommodations for disability:

- 1) Go to the UIC Office of Disability Services to obtain confidential verification of the disability and a statement of accommodations recommended by that office.
- 2) Show the UIC Office of Disability Services accommodation letter to the instructor of the class for which the student requests accommodation. In the case of field instruction classes, the letter should be shown to the College field liaison or the Director of Field.
- 3) Accommodation letters are to be shown to the instructor at the beginning of the course or before the start of the course.

## **STUDENTS NEEDING ACCOMMODATION FOR RELIGIOUS REASONS**

Students needing accommodations for religious reasons should, at the beginning of the semester, contact the instructor by e-mail to identify appropriate class work to make up any missed sessions or other work.

## **EVALUATION-BASIS FOR GRADING**

All students will be held accountable for adhering to academic and nonacademic standards of conduct as described in the JACSW Student Handbook, copies of which have been distributed. Additional copies can be obtained from the Office of Student Affairs.

**Plagiarism:** Plagiarism is academic dishonesty. In this course, plagiarism and any form of academic dishonesty will result in a course grade of "E". Plagiarism and academic dishonesty are described more fully in the student handbook.

Non-exclusive list of examples of plagiarism: Presenting work done for another class as original work. Failing to cite & reference previous papers that you have written. Failing to cite & reference other authors' works that have contributed to your paper in any way. Failing to cite, reference & identify with quotes material directly taken from another work.

## **ASSIGNMENTS**

Assignment	Type of Assignment	% of Grade
Attendance		-3 points per class missed
Class Participation	Required Readings & Discussion	15%

Capacity Building Case		35%
Advocacy Campaign	Overall Project	40%
	PowerPoint Presentation	10%
Total		100%

## ATTENDANCE

Attendance will be taken at the start of class and latecomers will not be added to the roll. Attendance and participation are not the same. Participation that you get credit for means that you come to class prepared having read the material and you contribute substantively to the discussion. You need to be present to participate.

### Class Participation: Required Readings & Discussion 15%

The required readings for SocW581 have been carefully selected to provide an advanced understanding of the models, methods, tasks, and skills used in building community capacity. To successfully prepare for class, you must utilize the Internet on a regular basis. The readings for each class session form the basis for in-class discussion, small group exercises, and so on. Come to class prepared to discuss the assigned readings, ask questions, contribute new information, and think critically.

### Capacity Building Cases – 35% (Mid-Term Assignment)

Select a contemporary *model* or *method* of community practice that interests you. Your selection can focus on traditional models such as community organizing or community development, or newer approaches such as social entrepreneurship, micro-credit, asset-based initiatives, etc. The list below provides some suggestions for topical areas. Consult with the instructor to develop the *particular focus* of your Capacity Building Case from within the many broad areas of community practice.

Research the *model* or *method* of community practice. Begin your research by reading 1 or more recommended books on the topic from the list. Consult with the instructor if you want to choose a topic and/or book that are not on the list. The research process should also include current research from academic journals, site visits, meetings and/or telephone discussions with local practitioners or program directors involved in this area of work, and materials gathered from the Internet. Exemplary cases may be compiled as a “Case Book” and distributed to students as resources for future practice. Provide an electronic (disk copy) and printed copy. Exemplary reports include:

- 1) A description of the model or method (historical and current development)
- 2) Key principles guiding the implementation of the model or method
- 3) Variations in current use of the model or method
- 4) Key capacity building skills associated with successful application of the model or method
- 5) Outline of a specific program or initiative (case description and any evaluation data)
- 6) Funding mechanisms that support the model or method (foundations, public funds, etc.)
- 7) How does the book(s) you read contribute to existing literature/knowledge on the topic?
  - a. Title, author(s) or editor(s), place of publication, publisher, date of publication, number of pages.
  - b. Brief summary of the main purpose/goals of the book.
  - c. How might social workers want to use this book?
- 8) A list of “10 Critical Thinking” questions that indicates your understanding of the issues faced by practitioners in the application of the model or method (strengths and/or weaknesses, ethics, values, theory, evaluation, etc.)
- 9) Name of Web site, URL address, summary paragraph (25-50 words) describing web site.
- 10) Proper use of grammar, punctuation, use of headings, and references according to APA Version 5.0

Major Area	Selected Books
Assets for the Poor	Sherraden, M. (1991). <i>Assets and the Poor: A New American Welfare Policy</i> . Armonk, NY: M.E. Sharpe.

	Shapiro, T.N., & Wolff, E.N. (Eds.). (2001). <i>Assets for the poor: The benefits of spreading asset ownership</i> . New York: Russell Sage Foundation.
Coalitions and Collaboration	Bailey, D., & McNally-Koney, K. (2000). <i>Strategic alliances among health and human services organizations: From affiliation to consolidation</i> . Thousand Oaks, CA: Sage Publications.  Braithwaite, R.L., Taylor, S.E., & Austin, J.N. (2000). <i>Building health coalitions in the Black community</i> . Thousand Oaks, CA: Sage Publications.  Linden, R.M. (2002). <i>Working across boundaries: Making collaboration work in government and nonprofit agencies</i> . Jossey-Bass.
Community Building	Chaskin, Chaskin, R.J., Brown, P., Venkatesh, S., & Vidal, A. (2001). <i>Building community capacity</i> . New York: Aldine De Gruyter.  Green, G.P., & Haines, A. (2001). <i>Asset-building and community development</i> . Thousand Oaks, CA: Sage Publications.
Community Organizing	Fisher, R. & Fabricant, M. (2002). <i>Settlement houses under siege: The struggle to sustain community organization in New York City</i> . New York: Columbia University Press.  Murphy, P. W., & Cunningham, J. V. (2003). <i>Organizing for community controlled development: Renewing civil society</i> . Thousand Oaks, CA: Sage Publications.  Rothman, J. (1999). <i>Reflections on community organization: Enduring themes &amp; critical issues</i> . Itasca, IL: F.E. Peacock Publishers, Inc.
Community Participation	Herring, C., Bennett, M., Gills, D., & Jenkins, N.T. (Eds.). (1998). <i>Empowerment in Chicago: Grassroots participation in economic development and poverty alleviation</i> . Chicago, IL: Great Cities Institute.  Sanoff, H. (2000). <i>Community participation methods in design and planning</i> . John Wiley & Sons.
Economic Development	Blakely, E.J., & Bradshaw, T.J. (2002). <i>Planning local economic development: Theory and practice</i> . Thousand Oaks, CA: Sage Publications.  Murphy, P.W., & Cunningham, J.V. (2003). <i>Organizing for community controlled development: Renewing civil society</i> . Thousand Oaks, CA: Sage Publications.  Taub, R.P. (1994). <i>Community capitalism: The South Shore Bank's strategy for neighborhood revitalization</i> . Boston, MA: Harvard Business School Press.
Faith-based Organizing	Warren, M.R. (2001). <i>Dry bones rattling: Community building to revitalize American democracy</i> . Princeton University Press.  Wood, R.L. (2002). <i>Faith in action: Religion, race, and democratic organizing in America</i> . Chicago, IL: University of Chicago Press.
Micro-enterprise and Micro-credit	Bornstein, D. (1997). <i>The price of a dream: The story of the Grameen Bank</i> . Chicago, IL: University of Chicago Press.  Cahn, E.S. (2000). <i>No more throw-away people</i> . Washington, DC: Essential Books.
Social Entrepreneurship	Sagawa, S., & Segal E. (2000). <i>Common interest, common good: Creating value through business and social sector partnerships</i> . Harvard Business School Press.  Shore, W.H. (2001). <i>The cathedral within: Transforming your life by giving something back</i> . Random House Trade Paperbacks.
Social Movements and Social Action	Moyer, B., et al. (2001). <i>Doing democracy</i> . New Society Publications.  Sirriani, C., & Friedman, L. (2001). <i>Civic innovation in America: Community empowerment, public policy, and the movement for civic renewal</i> . University of California Press.

### The Advocacy Project—50% (Final Assignment)

The Advocacy Project involves getting those with power to correct an unfair or harmful situation. This

assignment is designed to help students learn the small group and community practice skills needed to plan a change strategy, select tactics, implement an advocacy campaign, and evaluate its outcomes. The instructor will serve as a “consultant” to each small group of 3-7 students. Classroom time will be allocated for group planning meetings, but carrying out a successful Advocacy Project will require group work outside of class. Email and online chat rooms, etc. may be used for group meetings and communication.

One way to carry out an Advocacy Project is to work with an existing organization that is already working for change on the issue that your group has selected. Another option is for the group to identify an issue, and work together to begin an advocacy effort. A third possibility is for the group to work in collaboration with other organizations or agencies on a topic of interest, but not align themselves completely with the existing initiative. The instructor will provide examples of various types of successful Advocacy Projects in class. In planning your Advocacy Project:

- Select tactics that maximize the strengths and capacity of your group to accomplish its goals.
- Decide on a reasonable level of tactics that can be successfully implemented within the limited time frame of the semester.
- Consider employing a range of tactics so that group members are exposed to different mechanisms, but one time-consuming tactic may be selected if the group decides that this is a better investment of their time. Moreover, the group may delegate tasks related to the overall Advocacy Project in any way the group decides will best implement their project objectives. It is essential, however, for your group to work as a *team* in the overall design, implementation, and evaluation of the advocacy effort.
- Groups are expected to work through inter-group problems and difficulties—this is a valued skill of professional community practitioners. Each team member completes the “Individual Critique of Task Group Effort” and turns it in to the Instructor. If an individual’s contribution differs greatly from the norm for the rest of the group, the instructor reserves the right to give a grade that differs from the grade given the other group members.

The specific steps required for the Advocacy Campaign are:

- 1) Form Small Groups: Students will self-select to form a small group (3-7 members). Identify an issue that interests your group as a potential target for community change. A semester is short and there is no time for waffling regarding the selection of a target for your advocacy effort. This choice must be clearly articulated from the start.
- 2) Plan the Advocacy Campaign: The 10 Steps involved in planning, implementing, and evaluating an Advocacy Campaign are outlined in the “Advocacy Campaign Outline” in Appendix A. (This is a modified version of the Community ToolBox outline <http://ctb.ukans.edu/tools/advocateforchange/outline.jsp> but for each step, relevant Community ToolBox references are noted.). Use the charts for “Developing a Plan for Advocacy” [http://ctb.ukans.edu/tools/en/sub\\_section\\_tools\\_1206.htm#tool4](http://ctb.ukans.edu/tools/en/sub_section_tools_1206.htm#tool4)
- 3) Implement the Advocacy Campaign: Implement your group’s planned change effort. Meet regularly and keep a record of the group process, activities, and outcomes. Each student should keep a record of his/her efforts as part of the task group effort (see chart: Individual Critique of Task Group Effort). Monitor your efforts both for their success in attaining your original goals and for possible unintended side effects (positive or negative). Revise your strategy as needed.
- 4) Evaluate the Advocacy Campaign: Use the “Advocacy Campaign Outline” to prepare a Final Report. The Evaluation should provide an informed critique of how your project worked (or did not work) in relationship to what you planned, etc. Use a “report” format (outline, bulleted items, and single-spaced paragraphs) to document the process and work that you did in planning, implementation, and evaluation). Meet with your group to critique your task group effort. Write up the findings from your group assessment in a 2-4 page paper and attach it to your Final Report. Attach your work group charts for “Developing a Plan for Advocacy” [http://ctb.ukans.edu/tools/en/sub\\_section\\_tools\\_1206.htm#tool4](http://ctb.ukans.edu/tools/en/sub_section_tools_1206.htm#tool4)
- 5) Prepare a Class Presentation. Present your Advocacy Campaign by preparing a *professional*

presentation. This includes the use of PowerPoint. Include an electronic copy of your PowerPoint presentation with your Final Report.

## TOPICAL OUTLINE

### Session 1 Community Practice and Capacity Building in Urban Settings

January 13

- Introduction to the Course

#### Recommended

Hancock, T., & Minkler, M. (2001). Community health assessment or healthy community assessment: Whose community? Whose health? Whose assessment? (pp. 139-156). In M. Minkler (Ed.). Op. cit.

McKnight, J.L., & Kretzmann. (2001). Mapping community capacity (pp. 157-172). In M. Minkler (Ed.). Op. cit.

Johnson, A.K. (2001). The revitalization of community practice: Characteristics, competencies, and curricula for community-based services (pp. 56-74). In J.E. Tropman, J.L. Erlich, & J. Rothman (Eds.), Tactics and Techniques of Community Intervention. Itasca, IL: F.E. Peacock Publishers, Inc.

### Session 2 Building Community Capacity: Core Concepts

January 20

- Core concepts for community change
- Conceptual frameworks

#### Required

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. Organizing models: The underlying structure of organizations (pp. 62-69).

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. The fundamentals of direct action organizing (pp.8-21).

Chaskin, R.J. (1997). Perspectives on neighborhood and community: A review of the literature. Social Service Review, 71(4), 521-547. **Academic Search Elite**

Fisher, R. (2001). Social action community organization: Proliferation, persistence, roots and prospects (pp. 53-67). In M. Minkler (Ed.) Op. cit.

Minkler, M., & Wallerstein, N. (2001). Improving health through community organization and community building: A health education perspective (pp. 30-52). In M. Minkler (Ed.) Op. cit.

Rothman's Three Models of Community Organization (handout)

#### Recommended

Chaskin, et al. (2001). Op. cit. Chapter 1: Community Capacity and Capacity Building: A definitional Framework (pp. 7-26). Appendix A. Core Case Study Descriptions (pp. 181-222). Appendix B. Other Efforts and Acronyms (pp. 223-250).

Rothman, J. (2001). Approaches to community organization (pp. 27-64). In J. Rothman, J.L. Tropman, & J.L. Erlich (Eds.), Strategies of Community Intervention. Itasca, IL: F.E. Peacock Publishers, Inc.

### Session 3 Building Community Capacity: Contemporary Models

January 27

- Community Building

- Empowerment Zones
- University-Community Partnerships

*Film: Holding Ground: The Rebirth of Dudley Street*

Required

Walter, C.L. (2001). Community building practice: A conceptual framework (pp. 68-83). In M. Minkler (Ed). Op. cit.

Chaskin, R.J. (1998). Neighborhood as a unit of planning and action: A heuristic approach. Journal of Planning Literature, 13(1), 11-30. **Electronic Collections Online**

Chaskin, R.J., Joseph, M.L., Chipenda-Dansokho, S. (1997). Implementing comprehensive community development: Possibilities and limitations. Social Work, 42(5), 435-444. **Academic Search Elite**

Kingsley, G.T., McNeely, J.B., & Gibson, J.O. (2000). Community Building: Coming of Age. Washington, DC: The Urban Institute. Read: Chapter 4: Themes of the new community building (pp. 33-45 of the report) <http://www.urban.org/community/combuild.htm>

Nystrom, N.M., & Jones, T.C. (2003). Community building with aging and old lesbians. American Journal of Community Psychology, 39(3), 293-300. **Kluwer Journals Online**

Recommended

Gittell, M., Newman, K. et al. (1998). Expanding civic opportunity. Urban Affairs Review, 33(4), 530-558.

Chaskin, R.J., & Peters, C.M. (1997). Governance in Empowerment Zone Communities. Chicago, IL: The Chapin Hall Center for Children at the University of Chicago. (69 page Report; pages 27-31 discuss the development of Chicago EZ) <http://www2-chc.spc.uchicago.edu/index.html>

Dudley Street Neighborhood Initiative (DSNI)

- DSNI Economic Development Projects, funding organizations, community rights, future plans, and recent developments <http://www.dsni.org/>
- The Dudley Street Initiative: Urban Village Vision Process <http://www.cpn.org/topics/community/dudly.html>
- Original DSNI documents [http://ublib.buffalo.edu/libraries/projects/bruner/1995/dudley\\_street/mainindex.html](http://ublib.buffalo.edu/libraries/projects/bruner/1995/dudley_street/mainindex.html)
- Tullos, J.K. (1996). Transforming urban regimes--A grassroots approach to comprehensive community development: The Dudley Street Initiative <http://comm-org.utoledo.edu/papers98/tulloss.htm>

**Session 4 Building Community Capacity: Community Organizing**

- Community Organizing
- Participatory needs and asset assessments

*Advocacy Campaign Skills Lab: Step 1—Advocacy Research (Form Groups)*

*Film: From the Bottom Up*

Required

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. Choosing an issue (pp. 22-29).

Gutierrez, L.M., & Lewis, E.A. (2001). Education, participation, and capacity building in community

organizing with women of color (pp. 216-229). In M. Minkler (Ed.). Op. cit.

Minkler, M. (2001). Community organizing among the elderly poor in San Francisco's Tenderloin District (pp. 244-260). In M. Minkler (Ed.). Op. cit.

Wohlfeiler, D. (2001). Community organizing and community building among gay and bisexual men: The STOP AIDS Project (pp. 230-243). In M. Minkler (Ed.). Op. cit.

#### Recommended

Chaskin, et al. (2001). Op. cit. Chapter 4: Community Organizing (pp. 93-122).

Delgado, M. (1996). Community asset assessments by Latino youth. Social Work in Education, 18(3), 169-178. **Academic Search Elite**

Delgado, M. (1997). Role of Latina-owned beauty parlors in a Latino community. Social Work, 42(5), 445-453. **Academic Search Elite**

Weaver, H.N. (1999). Assessing the needs of Native American communities: A Northeastern example. Evaluation and Program Planning, 22, 155-161. **Elsevier e-journals through Science Direct**

### **Session 5 Building Community Capacity: Leadership Development**

- Leadership Development
- Neighborhood Initiatives

#### *Advocacy Campaign Skills Lab: Step 2—Mission, Goals &, Objectives*

#### Required

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. Developing a strategy (pp. 30-47).

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. Developing leadership (pp. 118-127).

Kordesh, R.S. (2000). Esperanza Familiar: A university-community partnership as a social learning network. Cityscape: A Journal of Policy Development and Research, 5(1), 75-90.  
<http://www.huduser.org/periodicals/cityscape/vol5num1/kordesh.pdf>

Silvestre, A.J., Arrowood, S.H., Ivery, J.M., & Barksdale, S. (2002). HIV-Prevention capacity building in gay, racial, and ethnic minority communities in small cities and towns. Health & Social Work, 27(1), 61-66. **Academic Search Elite**

Wright, K., Rowitz, L., & Merkle, A. (2001). A conceptual model for leadership development. Journal of Public Health Management and Practice, 7(4), 60-66. **Academic Search Elite**

#### Recommended

Stone, R., & Butler, B. (2000). The facts of life: Residents look at power and race (pp. 83-98) and Madyun, C. (2000). Response: Getting to the basics of power and race (pp. 99-101). In R. Stone & B. Butler. (2000). Core Issues in Comprehensive, Community-Building Initiatives: Exploring Power and Race. Chicago, IL: The Chapin Hall Center for Children at the University of Chicago.  
<http://www2-chc.spc.uchicago.edu/index.html> (Handout from 158 page Report).

### **Session 6 Building Community Capacity: Organizational Development**

- Organizational Development
- Decision-making and action at the neighborhood level

### *Advocacy Campaign Skills Lab: Step 3—Design the Advocacy Campaign*

#### Required

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. A guide to tactics (pp. 48-61).

Chaskin, R.J., & Peters, C.M. (2000). Decision-Making and Action at the Neighborhood Level: An Exploration of Mechanisms and Processes. Chicago, IL: The Chapin Hall Center for Children at the University of Chicago. <http://www2-chc.spc.uchicago.edu/index.html> (36 page Report).

Staples, L. (2001). Selecting and “cutting” the issue (pp. 175-194). In M. Minkler (Ed.). Op. cit.

Wallerstein, N., Sanchez-Merki, V., & Dow, L. (2001). Freirian praxis in health education and community organizing: A case study of an adolescent prevention program (pp. 195-215). In M. Minkler (Ed.). Op. cit.

#### Recommended

Brown, P., & Barnes, K. (2001). Connecting Neighbors: The Role of Settlement Houses in Building Social Bonds within Communities. Chicago, IL: The Chapin Hall Center for Children at the University of Chicago. <http://www2-chc.spc.uchicago.edu/index.html> (47 page Report)

Chaskin, et al. (2001). Op. cit. Chapter 3: Organizational Development (pp. 27-59).

Wiewel, W., & Guerrero, I. (1998). Long-Term Collaboration: Building Relationships and Achieving Results in the UIC Neighborhoods Initiative. Great Cities Institute Working Paper. Chicago, IL: University of Illinois at Chicago. <http://www.uic.edu/cuppa/gci/publications> (Click on Working Papers, Subject, University-Community Partnerships)

## **Session 7 Building Community Capacity: Collaborations, Partnerships, and Coalitions**

### *Advocacy Campaign Skills Lab: Step 4—Identify Resources and Assets*

#### Required

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. Building and joining coalitions (pp. 100-109).

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. Designing actions (pp. 70-79).

Labonte, R. (2001). Community, community development, and forming of authentic partnerships: Some critical reflections (pp. 88-102). In M. Minkler (Ed.). Op. cit.

Kass, D., & Freudenberg, N. (2001). Coalition building to prevent childhood lead poisoning: A case study from New York City (pp. 278-290). In M. Minkler (Ed.). Op. cit.

Foster-Fishman, P.G., Berkowitz, S.L., Lounsbury, D.W., et al. (2001). Building capacity in community coalitions: A review and integrative framework. American Journal of Community Psychology, *29*(2), 241-261. **Kluwer Journals Online**

Wandersman, A., Goodman, R.M., & Butterfoss, F.D. (2001). Understanding coalitions and how they operate: An “open systems” organizational framework (pp. 261-277). In M. Minkler (Ed.). Op. cit.

Wolff, T. (2001). A practitioner’s guide to successful coalitions. American Journal of Community Psychology, *29*(2), 173-191. **Kluwer Journals Online**

#### Recommended

Chandler Center for Community Leadership (2001). Community based collaboration. <http://crs.uvm.edu/ncco/collab/wellness.html>

Chaskin, et al. (2001). Op. cit. Chapter 5: Collaborations, Partnerships, and Organizational Networks (pp. 123-157).

Folayemi, B. (2001). Case Story #1: Building the grassroots coalition. *American Journal of Community Psychology*, *29*(2), 193-197. **Kluwer Journals Online**

Hathaway, B.L. (2001). Case Story #2: Growing a healthy community: A practical guide. *American Journal of Community Psychology*, *29*(2), 199-203). **Kluwer Journals Online**

Mizrahi, T. (1999). Strategies for effective collaboration in the human services. *Social Policy*, *29*(4), [http://www.socialpolicy.org/recent\\_issues/SU99/mizrahi.html](http://www.socialpolicy.org/recent_issues/SU99/mizrahi.html)

National Network for Collaboration. (2001). Collaboration Framework—Addressing Community Capacity. <http://crs.uvm.edu/ncco/collab/framework.html>

## **Session 8 Building Community Capacity: Accessing and Using On-line Resources**

### *Advocacy Campaign Skills Lab: Step 5—Indicate Potential Allies & Opponents*

#### Required

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. Tactical investigations (pp. 232-274).

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. Using the media (pp. 156-171).

Cart, C.U. (2001). Online computer networks: Potential challenges for community organizing and community building now and in the future (pp. 325-338). In M. Minkler (Ed.). Op. cit.

Wallack, L. (2001). Media advocacy: A strategy for empowering people and communities (pp. 339-352). In M. Minkler (Ed.). Op. cit.

#### Recommended

Francisco, V.T., Fawcett, S.B., Schultz, J.A. et al. (2001). Using Internet-based resources to build community capacity: The Community Tool Box [<http://ctb.ukans.edu/>]. *American Journal of Community Psychology*, *29*(2), 293-300. **Kluwer Journals Online**

## **Session 9 Innovations in Community Practice: Social Entrepreneurship**

- Multicultural communities
- Social entrepreneurship

### *Advocacy Campaign Skills Lab: Step 6—Identify Targets and Agents of Change*

#### *Film: Time Dollar Barter System*

#### Required

Dees, J.G. (1998). The meaning of “social entrepreneurship.” Kauffman Center for Entrepreneurial Leadership. Handout.

Larson, R. (2002). *Venture Forth! The Essential Guide to Starting a Moneymaking Business in Your Nonprofit Organization*. St. Paul, Minnesota: Amherst H. Wilder Foundation. [Read Chapter 1, available at The Roberts Enterprise Development Fund website: [http://redf.org/pub\\_other.htm](http://redf.org/pub_other.htm)]

Samu, S., & Wymer, Jr., W.W. (2001). Nonprofit-business alliance model: Formation and outcomes. *Journal of Nonprofit & Public Sector Marketing*, *9*(1/2), 45-61.

Zietlow, J. T. (2001). Social entrepreneurship: Managerial, finance, and marketing aspects. *Journal of Nonprofit and Public Sector Marketing*, *9*(1), 19-44.

#### Recommended

Bent-Goodley, T.B. (2002). Defining and conceptualizing social work entrepreneurship. *Journal of Social Work Education*, *38*(2), 291-302. **OCLC FirstSearch**

Herman, R.D., & Rendina, D. (2001). Donor reactions to commercial activities of nonprofit organizations: A case study. *International Journal of Voluntary and Nonprofit Organizations*, *12*(2), 157-169. **OCLC FirstSearch**

The Roberts Enterprise Development Fund. (1996). *The New Social Entrepreneurs: The Success, Challenge, and Lessons of Non-Profit Enterprise Creation*. San Francisco, CA: Author. [There are several sections of this report that cover social entrepreneurship from the perspective of employees, board members, the organization, etc. [http://redf.org/pub\\_nse.htm#nse\\_part2](http://redf.org/pub_nse.htm#nse_part2)]

Spring Break

### Session 10 Innovations in Community Practice: Micro-Credit

- Latino communities
- Micro-credit development
- Grameen Bank

*Advocacy Campaign Skills Lab: Step 7—State Strategies & Tactics*

*Film: The Forgotten Americans*

Edgcomb, E., Klein, J., & Clark, P. (1996). *The Practice of Microenterprise in the U.S.: Strategies, Costs, and Effectiveness*. Washington, DC: The Aspen Institute. <http://www.fieldus.org/publications/index.html> [Executive Summary—7 pages]

Bhatt, N., & Tang, S. (2001). Making microcredit work in the United States: Social, financial, and administrative dimensions. *Economic Development Quarterly*, *15*(3), 229-241. **OCLC FirstSearch**

Pickering, K., & Mushinski, D. (2001). Cultural aspects of credit institutions: Transplanting the Grameen Bank Credit Group structure to the Pine Ridge Indian Reservation. *Journal of Economic Issues*, *35*(2), 459-467. **Wilson Select Full Text**

#### Recommended

A Credit Union Handbook. <http://www.shef.ac.uk/uni/projects/oip/scu/hbook.html#help>

Getubig, Jr., I.P. (2000, March). Success of Grameen replications. Microenterprise Conference, Brigham Young University, Provo, Utah. <http://www.gfusa.org/mikespeech.html>

The Grameen Bank and the People's Fund <http://www.peoplesfund.org/>

### Session 11 Innovations in Community Practice: Advocacy Campaigns

April 1

- Community Development Corporations
- Faith-based organizations
- A.C.O.R.N. and The Living Wage Campaign

*Advocacy Campaign Skills Lab: Step 8—Describe the Evaluation*

#### Required

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. Working with local unions, central labor councils and building and construction trade councils (pp. 204-219).

Bobo, K., Kendall, J., & Max, S. (2001). Op. cit. Working with religious organizations (pp. 192-203).

Chambre', S.M. (2001). The changing nature of "faith" in faith-based organizations: Secularization and ecumenism in four AIDS organizations in New York City. *Social Service Review*, *75*(3), 435-455. **Academic Search Elite**

Cnaan, R.A., & Boddie, S.C. (2002). Charitable Choice and faith-based welfare: A call for social work. *Social Work*, 47(3), 224-235. **Academic Search Elite**

Schoenberger, E. (2000). The Living Wage in Baltimore: Impacts and reflections. *Review of Radical Political Economics*, 32(3), 428-438. **ScienceDirect Elsevier Science Journals**

#### Recommended

Day, D.C. (2001). Church-based community organizing: Philadelphia perspectives. Working Paper Series, COMM-ORG: The On-line Conference on Community Organizing and Development. <http://comm-org.utoledo.edu/papers98/warren/faith/day.html>

Hacala, J.R. (2001). Faith-based community development. *America*, 184(14), 15-18. **EBSCOhost**

Warren, M.R., & Wood, R.L. (2001). Faith-based community organizing: The state of the field. Jericho, NY: Interfaith Funders. Presented on COMM-ORG: The On-Line Conference on Community Organizing and Development. <http://comm-org.utoledo.edu/papers.htm>

A.C.O.R.N. (Association of Community Organizations for Reform Now) <http://www.acorn.org>

- a. Roots of a social justice movement, <http://acorn.org/whoisacorn/history.html>
- b. Living Wage Resource Center, <http://www.livingwagecampaign.org/>
- c. Living Wage Campaign: Manual, Books, and Videos  
[http://www.laborstudies.wayne.edu/Resources/Living\\_wage.html](http://www.laborstudies.wayne.edu/Resources/Living_wage.html)

## **Session 12 Innovations in Community Practice: International Perspectives**

April 8

#### Required

Interagency Coalition on AIDS and Development. (1999). *Beyond our borders: A guide to twinning for HIV/AIDS organizations*. Ottawa, CA: Interagency Coalition on AIDS and Development. <http://www.icad-cisd.com/>

International Federation of Social Workers. (2002). The Ethics of Social Work—Draft Document. Available at: <http://www.ifsw.org/Publications/4.4.pub.html>

#### Recommended

Cremer, Rolf D., de Bruin, A., & Dupuis, A. (2001). International Sister-Cities: Bridging the global-local divide. *The American Journal of Economics and Sociology*, 60 (1), 377-401. **OCLC FirstSearch**

[http://ctb.ukans.edu/tools/en/sub\\_section\\_tools\\_1206.htm#tool2](http://ctb.ukans.edu/tools/en/sub_section_tools_1206.htm#tool2)

## **Session 13 Community Practice in the 21<sup>st</sup> Century: Ethics, Human Rights, and Social Justice**

- Social work values and ethics
- International human rights and social justice

### *Advocacy Project Presentations*

#### Required

Bobo, K., Kendall, J., & Max, S. (2001). Financial and legal matters (pp. 318-336). Op.cit.

Minkler, M., & Pies, C. (2001). Ethical issues in community organizing and community participation (pp. 120-138). In M. Minkler (Ed.). Op. cit.

Pilisuk, M., McAllister, J., & Rothman, J. (2001). Social change professionals and grassroots organizing: Functions and dilemmas (pp. 103-119). In M. Minkler (Ed.). Op. cit.

George, J. (1999). Conceptual muddle, practical dilemma: Human rights, social development, and social work education. *International Social Work*, 42(1), 15-26. **Electronic Collections Online**

**Session 14 Innovations in Community Practice: Evaluating Comprehensive Community Initiatives**  
April 22

*Advocacy Project Presentations*

Required

Coombe, C.M. (2001). Using empowerment in community organizing and community-base health initiatives (pp. 291-307). In M. Minkler (Ed.). Op. cit.

Roe, K.M., Berenstein, C., Goette, C., & Roe, K. (2001). Community building through empowering evaluation: A case study of HIV prevention community planning (pp. 298-324). In M. Minkler (Ed.). Op. cit.

Recommended

Borden, L.M., & Perkins, D.F. (1999). Assessing your collaboration: A self-evaluation tool. *Journal of Extension*, 37(2). <http://www.joe.org/joe/1999april/tt1.html>

Hollister, R.G., & Hill, J. (1999). Problems in the evaluation of community-wide initiatives. In Connell, J.P., Kubisch, A.C., Schorr, L.B., & Weiss, C.H. (1999). New Approaches to Evaluating Comprehensive Community Initiatives: Volume I: Concepts, Methods, and Contexts. The Aspen Institute Roundtable on Comprehensive Community Initiatives. <http://www.aspenroundtable.org/vol1/index.htm>

Milligan, S., Coulton, C., York, P., & Register, R. (1999). Implementing a theory of change evaluation in the Cleveland Community Building Initiative. The Aspen Institute on Comprehensive Community Initiatives. In K. Fulbright-Anderson, A.C. Kubisch, & P. Connell, J.P. (1999). New Approaches to Evaluating Comprehensive Community Initiatives: Volume II: Theory, Measurement, & Analysis. The Aspen Institute Roundtable on Comprehensive Community Initiatives. <http://www.aspenroundtable.org/vol2/index.htm>

**Session 15 Transitioning into the Workplace**  
April 29

*Advocacy Project Presentations*

Required

Bobo, K., Kendall, J., & Max, S. (2001). Controlling your work: Administrative systems (pp. 276-287).

Bobo, K., Kendall, J., & Max, S. (2001). Supervision (pp. 298-287).

Bobo, K., Kendall, J., & Max, S. (2001). Working for the long haul (pp. 338-345).

Recommended

Chaskin, et al. (2001). Op. cit. Chapter 6: Conclusions: Possibilities, Limitations, and Next Steps (pp. 159-180).

## Advocacy Project: Checklist and Grade Sheet

**Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Title of Advocacy Project:** \_\_\_\_\_

**Group Members:** \_\_\_\_\_

Outline for Advocacy Project Report	Student Checklist	Faculty Rating
<b>Background Research on the Problem</b>		
Awareness of the issue		
Evidence of background research		
Understanding multiple facets of the problem		
<b>Possible loss of points (-6)</b>		
<b>Mission, Goals, and Objectives</b>		
Mission statement		
Project goals		
Objectives: relevant, time-limited, measurable, and "attainable"		
<b>Possible loss of points (-6)</b>		
<b>Resources, Assets, Allies, and Opponents</b>		
Assets and resources: within small group, larger systems, etc.		
Opponents: possible opponents, tactics, and counter-tactics		
<b>Possible loss of points (-4)</b>		
<b>Targets and Agents of Change</b>		
Targets of change		
Agents of change		
<b>Possible loss of points (-4)</b>		
<b>Strategies and Tactics</b>		
Strategies: selection, appropriateness, flexibility, feasibility		
Tactics: goodness of fit with strengths and capacity of group		
Comprehensiveness (multiple tactics and/or major effort)		
<b>Possible loss of points (-6)</b>		
<b>Implementation</b>		
Use of media, posters, newspaper articles, flyers, etc.		
Collaboration with community groups/agencies		
Critical analysis and insights		
Originality and creativity		
<b>Possible loss of points (-8)</b>		
<b>Evaluation</b>		
Overall team involvement		
Indicators of success		
Feedback to improve short-term and long-term goals		
<b>Possible loss of points (-6)</b>		
<b>Total Points (40 points possible)</b>		

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Advocacy Project: \_\_\_\_\_

Group Members: \_\_\_\_\_

<b>Presentation</b>				
<b><i>Presentation Skills</i></b>	Lousy	OK	WOW!	
1. Introduction	1	2	3	4 5
2. Organization of material	1	2	3	4 5
3. Level of detail employed	1	2	3	4 5
4. Quality of presentation	1	2	3	4 5
5. Interest the audience	1	2	3	4 5
6. Response to questions	1	2	3	4 5
7. Professionalism	1	2	3	4 5
<b><i>Use of PowerPoint</i></b>				
1. Focal Point (material on slide seen as one)	1	2	3	4 5
2. Eye Appeal: Use of Color/ Space	1	2	3	4 5
3. Clear/Accurate Message	1	2	3	4 5
4. Lettering Clear/Correct Spelling	1	2	3	4 5
5. Use of Layouts and Animation	1	2	3	4 5
6. Use of Clip Art/Figures/Illustrations/Graphics	1	2	3	4 5
7. Cultural Sensitivity/Nonsexist	1	2	3	4 5
8. Creativity/Originality	1	2	3	4 5
<b>Sub-Totals</b>				
<b>TOTAL SCORE</b>				
<b>TOTAL SCORE divided by 15 =</b>				

Other comments: