

HUNTER COLLEGE SCHOOL OF SOCIAL WORK
City University of New York

SSW 741 - Community Organization I

Course Description

Community Organization and Planning I is an introduction to the history of community organizing in social work, the basic strategic frameworks utilized by practitioners in the field, and the fundamental organizing skills the student will need in his/her professional role as a social work practitioner of community organizing and planning.

The primary focus of the course is given to a Community Needs & Resources Assessment, a classic organizing tool whereby the student will learn how to “diagnose” an agency and a community and how to use methods of achieving change within these settings. Students will have the opportunity in the classroom to explore how to maximize tactical and strategic advantage within community-based settings, including agencies, coalitions, and legislative advocacy venues.

Objectives

By the end of this semester the students will acquire:

1. knowledge of the historical roots of community organizing and planning within the field of social work and the community at large;
2. the opportunity to explore primary modes of community based intervention, including community development, social planning, and social action;
3. the opportunity to become familiar with social agencies as organizations and the elements common to them;
4. intellectual and critical tools to apply basic frameworks for problem solving within large systems;
5. analytic skills to distinguish between the various forms of community and the resultant strategic considerations each community type requires;
6. the opportunity to explore personal biases and role limits that can affect the practice of community organizing and planning in a diverse society;
7. encouragement to pursue cultural competency and community-building practices to promote economic and social justice;
8. a facility for written and oral expression and systematic analysis, as required for professional social workers.

Required Texts (available at HCSSW library and HC Book Store)

Kristina Smock, Democracy In Action: Community Organizing & Urban Change (New York: Columbia University Press, 2004).

SSW 741 Community Organizing I - Course Pak -

** It is recommended that you read the newspaper throughout the semester and selectively clip articles relevant to community organization and social change. A good weekly source is “The City” section of the *Sunday New York Times*.

Additional Sources:

www.acosa.org (Association of Community Organizing and Social Administration)

www.hunter.cuny.edu/socwork/ecco (Education Center for Community Organizing)

www.arc.org (Applied Research Center for publications on issues of race and social change).

www.citylimits.org (City Limits focuses on political and community social action stories relating New York City).

Journal of Community Practice (Haworth Press) sponsored by ACOSA (on library reserve).

A welcome addition to the breadth of community practice in the United States, with vast case illustrations, is by Marie Weil, ed., The Handbook of Community Practice, (Thousand Oaks, Cal.: Sage Publishers, 2005). Many of these chapters will appear throughout all of your community organization courses as well as other, related courses).

Recommended Texts

The following books are recommended to expand your knowledge and enhance your social work practice in community organizing and planning. The books are listed in categories to help you to peruse those books that interest you. Throughout this academic year, we will read selected chapters of some of these books. Over the years, you might want to add them to your library.

Historical Perspective

Fisher, R. (1994). Let the People Decide: Neighborhood Organizing in America. New York: Twayne Publishers.

Halpern, R. (1995). Rebuilding the inner city: A history of neighborhood initiatives to address poverty in the United States. New York: Columbia University Press.

Rothman, J. (Ed.) (1999). Reflections on Community Organization: Enduring Themes and Critical Issues. Itasca, IL: F.E. Peacock Publishers Inc.

Community Organizing Strategies and Tactics

Delgado, M. (2000). New Arenas for Community Social Work Practice with Urban Youth: Use of the Arts, Humanities, and Sports. New York: Columbia University Press.

Fellin, P. (2001). The Community and the Social Worker. Itasca, IL: F.E. Peacock Publishers, Inc.

Homan, M. (1999). Promoting Community Change: Making It Happen in the Real World. Pacific Grove: Brooks/Cole.

Homan, M. (1999). Rules of the Game: Lessons from the Field of Community Change. Pacific Grove: Brooks/Cole.

Mizrahi, T. and Morrison, J. (Eds.) (1992). Community Organization and Social Administration. Binghamton, NY: The Haworth Press, Inc..

Mondros, J.B. and Wilson, S. M. (1994). Organizing for Power and Empowerment. New York: Columbia University Press.

Rothman, J., Erlich, J. L., Tropman, J. E. (Eds.) (2001). Strategies of Community Intervention. Itasca, IL: F.E. Peacock Publishers.

Rubin, H.J. and Rubin, I.S. (2001). Community Organizing and Development. Boston: Allyn and Bacon.

Staples, L. (1984). Roots to power: A Manual for Grassroots Organizing. Westport, CT: Praeger.

Tropman, J.E., Erlich, J.L., and Rothman, J. (Eds.) (2001). Tactics and Techniques of Community Intervention. Itasca, IL: F.E. Peacock Publishers.

Community Organizing and Planning Guide Books

Craig, D.P. (1978). Hip Pocket Guide to Planning and Evaluation. San Diego, CA: University Associates, Inc.

Gutiérrez, L.M., Parsons, R.J., and Cox, E.O. (1998). Empowerment in Social Work Practice: A Sourcebook. Pacific Grove: Brooks/Cole.

Kahn, S. (1997). Organizing: A Guide for Grassroots Leaders. Washington DC: NASW Press.

Kretzmann, J.P., McKnight, J.L. (1993). Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets. Chicago, IL: ACTA Publications.

Social Action and Politics

Alinsky, S.D. (1971). Rules for radicals: A practical primer for realistic radicals. New York: Random House.

Austin, M. and Lowe, J.I. (1994). Controversial issues in communities and organizations. Boston: Allyn and Bacon.

Burghardt, S. (1982). The Other Side of Organizing, Cambridge: Schenkman Publishers.

Delgado, G. (1994). Beyond the Politics of Place: New directions in Community Organizing in the 1990's. Oakland, CA.: Applied Research Center.

Friere, P. (2000). Pedagogy of the Oppressed. New York: Continuum. (1st Ed: 1970).

Kaufman, M. and Dilla Alfonso, H. (1997). Community Power and Grassroots Democracy: The transformation of social life. New Jersey: Zed Books.

Piven Fox, F. (2000). Why Americans still don't vote? Beacon Press.

Sanders, M.K.(1970). The professional radical: Conversations with Saul Alinsky. New York: Harper & Row Publishers.

Tarrow, S. (1994). Power in Movement: Social Movements, Collective Action, and Politics. Cambridge: Cambridge Press.

Ethnic and Racial Issues

Delgado, M. (1998). Social Services in Latino Communities: Research and Strategies. New York: The Hawthorn Press.

Rivera, F.G. and Erlich, J. L. (Eds.) (1998). Community Organizing in a Diverse Society. Boston: Allyn and Bacon.

Pinderhughes, E. (1989). Understanding Race, Ethnicity, and Power. New York: The Free Press.

Neighborhood Organizing and Community Development

Davis, J.E. (1991). Contested ground: Collective action and the urban neighborhood. Ithaca, New York: Cornell University Press.

Gittell, R.J. (1992). Renewing cities. Princeton, NJ: Princeton University Press.

Fall 2007 SSW 741.00 Course Outline and Readings

* = Required readings

Week 1: Orientation and Introductions

*Bankhead, T. & Erlich, J., "Diverse populations and community practice," in *The Handbook for Community Practice*, Thousand Oaks, Cal.: 2005), pp 59-83.

*Kahn, S. (1991). "Organizing" in Organizing: a guide for grassroots leaders. Washington DC: NASW Press. Chapter 1, 5-20.

*Fisher, R. & Shragge, E., Challenging community organizing: facing the 21st century, Journal of Community Practice, Vol. 8 # 3, 2000, 1-20.

*Mizrahi, T., "Community organizing principles and practice guidelines, Social Workers' Desk Reference, edited by A R Roberts & GJ Greene Cambridge, Eng.: Oxford University Press, 2002).

Smock, K., "Popular democracy and urban change," and "Models of community organizing: an overview, in Democracy in Action (New York: Columbia University Press, 2004), pp 3-32.

Week 2: Unit I: Diverse Communities and the Power of Organizing: Historical Background

Objectives: To orient students to the historical trends of organizing within the field of social work; to begin outlining the primary models for community organization and planning within the field of social work.

Unit I - A: Understanding Social Problems and Issues of Power, Inequality, and Oppression.

*Fellin, P. (2001). "Understanding American communities". In Rothman et al., Strategies of Community Intervention. Itasca, Ill: F.E. Peacock Publishers, Chapter 4, pp. 118-130.

*Fisher, R. (2001). "Political economy and public life: The context for community organizing." In Rothman et al., Strategies of Community Intervention. Itasca, Ill: F.E. Peacock Publishers, Chapter 3, pp. 100-117.

*Fabricant, M. and Burghardt, S. (1998). "Rising from the ashes of cutback, political warfare and degraded services: strategic considerations for community-building," Journal of Community Practice5 (4): 53-65.

Week 3: Unit I - B: Historical Overview of Community Organizing Practice

*Chavez, C. (1984). "La Causa and la Huelga", in Ecklein, J., ed., Community Organizers, NY: John Wiley & Sons, pp. 15-28.

*Garvin, C.D & Cox, F.M. (2001). "A history of community organizing since the Civil War with special reference to oppressed communities." In Rothman et al., Strategies of Community Intervention. Itasca, Ill: F.E. Peacock Publishers, Chapter 2, pp. 65-100.

*Rubin, H. and Rubin, I. (2001). "A thumbnail sketch of the history of community organizing" in Community Organizing and Development. Boston: Allyn & Bacon. Chapter 3, pp. 52-73.

Week 4: Unit II. Community Organizing: Importance of a Vision and Collective Empowerment

Objectives: To see the underlying importance of strategic vision as it impacts an organizer's role in working with and influencing communities; to see how individual and group interests coincide in ways that both accomplish short-term objectives and long-term goals of the community in which one organizes.

*Homan, M.S. (1999). "A framework for action" Promoting community change: Making it happen in the real world. Pacific Grove, CA: Brooks/Cole. Chapter 2, pp. 26-44.

*Rubin, H. and Rubin, I. (2001). "Creating empowerment for collective action" in Community Organizing and Development. Boston: Allyn & Bacon. Chapter 4, pp. 77-96.

*Johnson-Reid, M. (2000). Evaluating empowerment in a community-based child abuse prevention program: Lessons learned. Journal of Community Practice, 7 (4): 57-76.

Smock, K., "Building community capacity," op.cit., pp 64-96.

Week 5: Unit III- Community building and targets for social change

Objectives: To practice the "building blocks" associated with tactical choices needed for power and influence; to see how the mix of "task" and "process" activities can build momentum necessary for long-term action and greater influence.

Unit III- A: Building Leadership: Social action participatory model

*Bobo et al. "Developing leadership" in Organizing for social change. (2001). Chapter 11, pp. 118-126

*Bobo et al. "Recruiting" in Organizing for social change. (2001). Chapter 10, pp. 128-139

Rubin, H. and Rubin, I. (2001). "Building power through community research" in Community Organizing and Development. Boston: Allyn & Bacon. Chapter 8, pp. 164-188.

Smock, K., "Building community capacity," op.cit., pp 96-144.

*Zachary, E. (2000). Grassroots leadership training: A case study of an effort to I integrate theory and method. Journal of Community Practice, 7(1), 71-93.

Week 6: Unit III – B: Assessing and Choosing Issues

*Bobo et al. "Choosing an issue" in Organizing for social change. (2001). Santa Ana, CA: Seven Locks Press. Chapter 3, pp. 22-28

*Homan, M. "Knowing your community" in Promoting Community Change, (1999). Chapter 6, pp. 107-133.

*McNutt, J. and Hick, S. "Organizing for social change: Online and traditional community practice. In Hick, S. and McNutt, J. (eds). (2002). Advocacy, Activism, and the Internet. Chicago: Lyceum Books. Chapter 6, pp. 73-79.

Stock, K., "Diagnosing and framing the community's problems, op.cit., pp149-174.

Week 7: Unit III - C: Identifying community assets

Objectives: To distinguish the various types of community used in social work organizing models; to begin developing awareness of community needs assessments and needs assessment tools; to situate needs assessment activity within larger community organizing and planning models; to begin developing an understanding of community-building processes within agency-based work.

*Delgado, M. (1996). Puerto Rican food establishments as social service organizations: Results of an asset assessment. Journal of Community Practice, 3(2): 1-19.

Delgado, M. and Santiago, J. (1998). HIV/AIDS in a Puerto Rican/Dominican Community: A collaborative project with a botanical shop. Social Work, 43(2): 183-186.

Kretzmann, J.P. and Mcknight, J.L. (1993). Building communities from the inside out: a path toward finding and mobilizing a community's assets. Chicago: ACTA publications.

Week 8: Unit IV - Approaches to community intervention: Strategies and Tactics

Objectives: To practice the “building blocks” associated with tactical choices needed for power and influence; to see how the mix of “task” and “process” activities can build momentum necessary for long-term action and greater influence.

Unit IV – A: Community organizing models

*Checkoway, B. “Core concepts for community change” in Tropman, J.E., Erlich, J.L., Rothman, J. (Eds.) (2001). Tactics and techniques of of community intervention, Itasca, Il.: F.E. Peacock Publishers. Chapter 27, 354-365.

*Johnson, K., Noe, T., Collins, D., Strader, T., Bucholtz, G. (2000). Mobilizing church communities to prevent alcohol and other drug abuse: A model strategy and its evaluation. Journal of Community Practice, 7 (2): 1-27.

*Rubin, H. and Rubin, I. (2001). “Mobilizing for collective action” in Community Organizing and Development. Boston: Allyn & Bacon. Chapter 8, pp. 140-163.

Staples, L. (1984). "Can't ya hear me knocking?: an organizing model". In Roots to Power: A manual for grassroots organizing. CT: Praeger. Chapter 2, pp. 15-52.

Week 9: Unit IV – B: Developing strategies

*Bobo et al. “Developing a strategy” in Organizing for social change. (2001). Santa Ana, CA: Seven Locks Press. Chapter 4, pp. 30-44.

*Bobo et al. “Building and joining coalitions” in Organizing for social change. (2001). Chapter 9, pp. 100-109.

Mizrachi, T. and Rosenthal, B.B. (2001). Complexities of coalition building: Leaders, successes, strategies, struggles, and solutions. Social Work, 46(1), 63-78.

Rivera, H. (2002). Developing collaborations between child welfare agencies and Latino communities. Child Welfare, LXXXI(2), 371-384.

Rubin, H. and Rubin, I. (2001). “Influencing the political system” in Community Organizing and Development. Boston: Allyn & Bacon. Chapter 12, pp. 260-285.

*Rothman, J. "Approaches to Community Intervention," in Rothman, et al. (2001). Strategies of community intervention, Itasca, IL: F.E. Peacock Publishers. Chapter 1, pp. 27- 64.

Stock, K., "Taking action: strategies and outcomes," op.cit., pp176-221

Week 10: Unit IV – C: Using tactics

*Bobo et al. "A guide to tactics" in Organizing for social change. (2001). Santa Ana, CA: Seven Locks Press. Chapter 5, pp. 110-117

*Bobo et al. "Planning and facilitating meetings" in Organizing for social change. (2001). Chapter 12, pp. 128-139.

*Rubin, H. and Rubin, I. (2001). "Influencing the political system" in Community Organizing and Development. Chapter 12, pp. 260-285.

Week 11: Unit V: Variables that differentiate experience: ethnicity, race, gender, class, political ideology, age, religion, sexual orientation, abilities

Objectives: To develop a framework for cultural competency for all students; to examine the variables of race, ethnicity, gender, abilities, religion, sexual orientation, class, political affiliation, and age as they impact the organizing process in the field; to outline the major findings of community studies; and to summarize the primary strategic of community organization and planning of the first term.

*Gutierrez, L., Lewis, E. "A feminist perspective on organizing with women of color" in Rivera, F. and Erlich, J. (eds.) (1998). Community organizing in a diverse society. Chapter 6, pp. 97-116

*Kaul, M.L. "Serving oppressed communities: the self-help approach" in Rothman, et al. (2001). Strategies of community intervention, Itasca, IL: F.E. Peacock Publishers. Chapter 11, pp. 209- 217.

MacNair, R.H., Fowler, L., Harris, J. (2000). The diversity functions of organizations that confront oppression: The evolution of three social movements. Journal of Community Practice, 7 (2): 71-88.

Mizrahi, T., "Women's way of organizing: strengths & struggles of women activists over time," Affilia, 22(1) 2007, pp 39-54.

*Nyland, D., "Critical multiculturalism, whiteness, and social work: towards a more radical view of cultural competence," Journal of Progressive Human Services, Vol. 17 # 2, 2006, pp 27-42.

*Pantoja, P. & Perry, W. (1995). "Community Development and Restoration: A Perspective and Case Study" In Rivera, F.G. & Erlich, J.L. (eds). Community organizing in a diverse society. Chapter 12, pp. 220-242.

Rivera, F.G. and Erlich, J. "Organizing with people of color: A perspective". In Tropman, J., Erlich, J. and Rothman, J. (eds.) (2001). Tactics and techniques of community Intervention. Chapter 19 pp. 254-269.

Rivera, F.G. & Erlich, J.L. (Eds) (1998). Community Organizing in a Diverse Society. Boston: Allyn and Bacon. Peruse book chapters from 2 to 11 (Discussion of community work with American Indians and Alaska Natives; Chicanos; African-Americans; Puerto Ricans; Chinese American; Japanese American; Philipino American; Central American Immigrant; Southeast Asians).

Ross, L. and Coleman, M. (2000). Urban community action planning inspires teenagers to transform their communities and their identity. Journal of Community Practice 7 (2): 29-46.

Stock, K., "Creating a community governance structure,' op.cit., pp 145-174.

Week 12: Unit VI – Role of the community organizer and ethical dilemmas

Objectives: To understand the strategic influences on organizational maintenance (and vice-versa) and the ethical dilemmas an organizer faces in both building and maintaining groups and coalitions; tactical considerations developing leaders as opposed to getting the work done, and how such decision-making impacts choices on a group's strategy and tactics.

Bobo et al. "Being a great public speaker" in Organizing for social change. (2001). Chapter 13, pp. 140-154.

Bobo et al. "Using the media" in Organizing for social change. (2001). Chapter 14, pp. 156-170.

*Burghardt, S. "Know yourself: A key to better organizing". In Tropman, J., Erlich, J. and Rothman, J. (eds.) (2001). Tactics and techniques of community Intervention. Chapter 5 pp. 150-156.

*Hyde, C. "Experiences of women activists: Implications for community organizing theory and practice. In Tropman, J., Erlich, J. and Rothman, J. (eds.) (2001). Tactics and techniques of community Intervention. Chapter 5 pp. 75-84.

Homan, M. "Putting Yourself in the Picture" in Promoting Community Change, (1999). Chapter 4, pp. 63-78. .

*Minkler, M. and Pies, C. Ethical issues in community organization and community participation. In Minkler, M. (ed.) (1997). Community Organizing and Community Building for Health. NJ: Rutgers University Press, Chapter 8, pp. 120-136. .

*Pulisuk, M., McAllister, J., and Rothman, J. “Social change professionals and grassroots organizing: Functions and Dilemmas”. In Minkler, M. (ed.) (1997). Community Organizing and Community Building for Health. NJ: Rutgers University Press, Chapter 7, pp. 103-119. .

Rose, S. (1999). Social workers as municipal legislators: Potholes, garbage and social activism. Journal of Community Practice, 6(4), 1-15.

Student Evaluation of the Course and Its Instruction

Student feedback concerning the course and its instruction is encouraged throughout the semester. A formal evaluation will be completed at the end semester consistent with the School's policy.

Expectations and Criteria for Evaluation of Student Performance

This course and its instructor adhere to the University and School policies regarding accommodations for students with disabilities, observance of religious holidays, incomplete grades, plagiarism and students' evaluation of the course and its instruction as stated in the Hunter College School of Social Work Student Handbook.

There will be three main assignments in this course. They are intended to: (1) help you to critically think about the readings and link theory to practice; (2) develop an understanding of the basic concepts and themes of community organizing and planning within the social work field; (3) promote informed classroom activity as participants and listeners; and (4) develop skills in identifying key ideas and expressing them concisely.

Evaluation of all assignments will be based on quality of the work, on-time completion, and how well the students address the course materials and apply references. Credit will be assigned on the basis of individual written work (40%), group work (40%), oral presentation (10%) and class participation (10%). Honors will only be given for extraordinary (above “A+ level”) performance.

I. Class Participation, Attendance, and Punctuality (10%)

The instructor and students as colleagues share responsibility for learning in this course. Students are expected to participate at one's own pace in all class and workshop sessions. Students are encouraged to read widely. Without a broad and critical examination of the professional literature, it will be impossible to comprehend the course content and to

complete the assignments. It is expected that students will come prepared to integrate readings and relevant personal and professional experiences into class discussions. Students with special circumstances that may affect their participation should alert faculty early in the semester.

II. Individual Written Assignments (40%)

Two short papers are required. Each one should integrate at least four (4) references from assigned and/or recommended readings from the syllabi. APA reference style must be followed. Each paper should be no more than 7 pages, double spaced, numbered pages, and font size should be 12pt. Please observe the due date of each paper.

Paper I: Historical Trends of Community Organizing (Due 5th week of class)

Select a historical community organizing period, a social action movement, or an organizing event of your interest. Reflect on the social, economic, and political conditions that might influence the planning and implementation of specific strategies and tactics to raise awareness on an issue and mobilize people. How would you describe the organizer(s)? What do you learn from this particular period, movement or event? What would you do differently?

Paper II: Linking theory to practice (Due 9th week of class)

This short paper should be based on the course readings, as they relate to your field work or past or current experience work/volunteer experience. Critically discuss one or more of the following topics:

- (a) Community organizing ideas that you have never considered and might enhance the productivity of your work with diverse communities;
- (b) Ethical dilemmas faced by social work community organizers;
- (c) Agency support and commitment to promote organizing work (for example, supervision, staff recruitment and retention, fundraising activities).
- (d)

III. Group work assignment: The Development of a Community Assessment (40%)

Community assessments play a crucial role in the community organizing process. Your group will have the opportunity to conduct a brief assessment of a community in New York City. This assignment will serve to demonstrate your knowledge and skills in working collectively to identify particular community problems and assets as well as recommend strategic interventions. The assessment will consist of two sections: (1) Description of the Community, (2) Discussion of proposed community interventions.

Each section of the community assessment report should not exceed 8 typed, double spaced pages, not including appendix materials. Appendix materials might include maps, census data, pictures, agency brochure, planning framework, etc. You must

integrate a minimum of four (4) course readings to your analysis (APA reference style must be followed).

At the same time, the format of each section should reflect your strategic and tactical considerations as to how best present your material in as powerful and topical a manner as possible. Your group should spend time on making certain the form of its work powerfully communicates as well as its content...imagine you are trying to get someone's attention as well as communicate powerful content.

Section I: *Description of the community* - DUE 11/9/07

Choose a small neighborhood or functional community of great interest to you or that your group deems a powerful representative of your strategic interests. . For example, you could choose a geographic neighborhood of your interest.

Due to time limits, your community assessment would mainly be based on observations and interviews of community residents and/or organization leaders. Other existing sources of information such as census records, local newspaper articles, funding proposals from neighborhood/government organizations or information from the District Community Board should also be used.

Try to get a good range of opinions and interview at least 5 people who are familiar with the community. Good persons for interviews might include: community residents, grassroots community leaders, clergy, business owners, community residents, board members, social workers, or politicians. Choose your people carefully!

Based on your observations, data gathering, and interviews discuss the following:

- ❑ Background/demographic information such as the neighborhood history, geographic boundaries, segregation from surrounding communities, ethnic composition, political participation and elected officials, number of places for community gatherings, access to transportation and services, concentration of poverty, incidence of violence, prevalence of social services organizations, and any links between residents and social organizations/businesses outside the target community.
- ❑ What are the community's power centers? Are power forces concentrated within or outside the community?
- ❑ Are new or ongoing tensions between various ethnic, racial, or socioeconomic groups in the community?
- ❑ Can you identify specific issues of oppression and discrimination affecting community members?
- ❑ What are the main normative, perceived, and expressed needs in the community?
- ❑ What are the major assets of the community? What makes this community unique and

- What recommendations would you make to improve and/or expand this section in the future?

Section 2: *Discussion of Proposed Community Intervention including Strategies and Tactics* – DUE 11/30/07-12/7/07

Based on your brief community analysis, we would like you to locate an on-going borough-wide coalition that is involved in one of the primary needs you have identified (eg, housing/homelessness, HIV/AIDS, education, etc.). After locating the group, please attend at least one coalition meeting and/or campaign activity. If possible, join the campaign to help in its advocacy efforts in some concrete way. Based on your attendance and involvement, answer the following questions:

- How have they defined the issue so that it has emerged as a “felt need” capable of action? What issues are being immediately addressed? What is seen as taking longer? Why? Explain the main characteristics of this issue. Have community members or leaders confronted this issue in a strategic way? If yes, explain what has been done.
- What community organizing model are they using? What would you propose? What are the trade-offs in the approaches taken? Suggest relevant strategies and tactics.
- What would be the role of the social work community organizer if you were in this work full-time?
- What recommendations would you make to improve and/or expand the work across the city in the future?

III. Oral Presentation of Group Project (10% of grade)

Prepare a ten-twenty minute creative presentation of a section and/or progress of your community assessment project. For example, you could share some techniques that have helped you to obtain interviews with key informants. This is a valuable opportunity to share information and lessons learned about your project and receive feedback. Audiovisuals, graphics, and/or handouts for the class might be helpful.

Enjoy the course!