

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK SCHOOL OF SOCIAL WORK

COMMUNITY ORGANIZATION AND SOCIAL PLANNING – III SSW 743

Fall, 2007

COURSE DESCRIPTION

The course will examine the theoretical, strategic and technical aspects of planning in social work in the context of the American political and economic system. It will focus on problem-solving activity including analysis, design, implementation and evaluation of human services. It will emphasize the special impact of class, race, gender and sexual orientation on the social work planning process, roles and outcomes. This course will cover five major areas: 1) professional social workers as social planners in social welfare and community-based settings; 2) theories and stages of the planning process; 3) factors affecting social planning including power and politics; 4) complexities and dilemmas facing organizers/planners today; 5) collaborations and community-based planning initiatives.

OBJECTIVES

1. To understand the political, rational and value dimensions of social planning, and the role of professional (social work) planners.
2. To understand planning theories and their application within the framework of complex organizations and communities.
3. To understand the stages of the planning process and utilize them in practice settings.
4. To understand and handle the multiple constituencies, constraints, potential conflicts, and ethical issues involved in planning at the community level.
5. To appreciate the philosophical/value and pragmatic bases of "citizen"/client/community participation in planning.
6. To understand and utilize a variety of research and information technology to enhance the planning process.
7. To promote critical awareness of "the isms"—race, gender, sexual orientation, age, disability—on community organizing and planning practice.
8. To understand and analyze current collaboration and coalition which address community problems and work to improve community conditions.

OUTCOMES

Upon successful completion of CO III (743), students will demonstrate a range of competencies related to the course objectives. Through written assignments including postings on Blackboard, group projects, and individual class participation, and, students will demonstrate their ability to:

1. Locate their planning styles, experiences and ideology within a radical, liberal and conservative framework.
2. Analyze the historical context of citizen/client participation (ccp) as it relates to a specific decade, and ways ccp is currently manifested in agency and community settings.
3. Identify and evaluate uses of data, technology, research and evaluation processes in agency settings and community organizing and planning practice.
4. Analyze the processes and outcomes of contemporary interorganizational and interdisciplinary collaboration, coalition or partnership initiatives in addressing community needs.
5. Identify strategies used to minimize the impact of the “isms” in agencies and community organizing and planning practice.
6. Document and evaluate one of their own planning activities—goals, processes activities, roles, ethical and other conflicts, and outcomes.

COURSE FORMAT

The course is designed to elicit participation of students in course planning, and in class discussions, group projects and presentations. In addition, students will be encouraged to demonstrate their course knowledge through the use Blackboard for selected on-line assignments. The course will draw upon lectures, case studies, small group exercises, guest speakers, problem-solving methodology, and presentations in class and posted on Blackboard.

Regular Attendance is expected. Professor should be notified in advance if student cannot attend a session due to an illness or emergency. Excessive absence will affect course grade. Students wanting a letter grade need to request one by the second class session.

NOTE: NO CLASSES ON SEPTEMBER 12 AND OCTOBER 24

Please note:

"Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY

policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures."

COURSE REQUIRED ASSIGNMENTS

*Written assignments are designed to integrate theory with practice and to apply concepts to field placements or settings. Each assignment requires a different format and style related to the skills building course objectives. **IT IS EXPECTED THAT STUDENTS WILL USE COURSE AND OTHER READINGS IN EVERY WRITTEN ASSIGNMENT.***

Samples of past student assignments are on reserve in library under Mizrahi-CO III SSW 743 and are on Blackboard from past years to serve as a guide and to build collective practice wisdom

ASSIGNMENT I - Self Reflection Paper: Assess your own planning style, experiences, ideology, interests and needs using the planning framework handout. DUE SEPT. 26 (5-6 pages)

From Unit I: The Planning Process and Planning Theories; Ethical Issues & Dilemmas: There are Four components to this paper: 1) assess your own experiences in planning a program, developing a campaign or other change project as a staff person, community activist or student intern 2) analyze and compare your style to the vignettes in Lauffer (See CPK-“Getting Down to Cases pgs. 10- 28; 281-286); 3) Briefly identify any ethical concerns you encountered; and 4) incorporate 4 or more additional readings from Unit I .

ASSIGNMENT II – Identify and evaluate the uses of data, technology, research and evaluation processes in the community organizing and planning practice.– Post on Blackboard and Hand in hard copy. DUE OCTOBER 3 (1-2 pages)/

Suggestions: 1) Locate a Program or Grant proposal. Analyze the problem analysis and needs assessment, and evaluation sections/components. (See document posted on Blackboard titled: “The Written Proposal with Major Task of Consumer Boards: How To Review Proposals” Answer relevant questions.

2) Briefly describe one research project your agency is undertaking? How does your agency or staff utilize data from public data-bases and other sources? How does your agency evaluate the effectiveness of its programs, strategies and campaigns?

ASSIGNMENT III – Client and Citizen Participation (CCP) Two components:

A. Historic Context: Group in-class presentation-DUE OCT. 17: Students will select a decade to analyze in depth in small groups and present highlights of ccp in that era to the class. Students are encouraged to make the presentation engaging and creative in format and structure to answer question: “What do CO & P practitioners need to know about ccp in that decade?”

e.g.s. role play; case presentation; simulation game; video/audio/multi-media. (25 MINUTES INCLUDING Q & A) Post materials and links on blackboard.

B. Post on Blackboard and hand in hard copy (1-2 pages Max) ON OR BEFORE OCT 24.

Answer one or more of the following questions: How does the agency or other community organization demonstrate its accountability to its clients/constituency? How does your agency or other setting involve the client/constituency in planning, implementing and evaluating programs and strategies? What formal and informal structures exist for ccp? How does the agency know if it is meeting clients'/constituencies' needs?

ASSIGNMENT IV- ADDRESSING “THE ISMS”: Two Components-

A. In-class Discussion. DUE NOV. 7. Come prepared as “an expert” on one of the major “isms” in society for in class discussion. Consider the historical background and current status of one of these isms—race, ethnicity, gender, age, disability, sexual orientation—other. What every CO & P practitioner should know about...

B. Post on Blackboard and hand in hard copy (1-2 pages) DUE NOV. 14: Identify ways in which your agency does or does not address issues of diversity and/or the “isms” in policy and practice. Identify obstacles and barriers, and make suggestions about ways it could tackle issues or improve on these mechanisms that you or others have identified. Post any resources and websites that you think are valuable **Do not name agency.**

ASSIGNMENT V: COMMUNITY PLANNING COLLABORATIONS, PARTNERSHIPS AND COALITION-BUILDING in NYC.- SELECT a coalition or collaboration to analyze with a group of other students by October 3 (see below for examples);

There are 2 parts to this assignment: 1) 2) To present an analysis of this entity verbally with fellow students in both sections of CO & P III; 3) To write a group summary and analysis of the collaboration, partnership or coalition (2-3 pages) DUE DEC. 5.

The purpose of this assignment is to give students the opportunity to observe and analyze a community planning, collaboration, partnership or coalition underway in NYC. Students will also obtain the skill of engaging in a collaborative process to produce a collective product.

First, identify an interorganizational/ mechanism that has been established to improve conditions, coordinate activities, build a community participation in order to alleviate a social problem or improve a community condition, etc. Students are encouraged to locate a mechanism in which their agency is involved—or one in which they have an interest and to which they have access.

These could include those used in past years posted on Blackboard. Other examples include: ACT collaboratives; the NYC Asthma Initiatives (Boro-wide); one of the Perenatal Networks, ; CC 9 for School Reform; HIV/AIDS Prevention Planning Groups; Ryan White Planning Councils; the NYC Board of Education Parent Councils; ACS Neighborhood Networks/Community Partnership Initiatives; NYC Immigration Coalition; **Students must obtain instructor approval for the entity chosen**

Students should divide up the assignment among themselves to include observations of meetings and other events, informal interviews with the leadership, review of written materials/website, etc. **Among the questions to be addressed in the presentation and paper:** Who came together and When? Why did they come together? Was it a voluntary/grassroots or government initiated effort? How was it structured? Who came/comes to the table? Are there any divisions or conflicts, factions within it? How are decisions made? Are there structures and processes for mediating differences? What are the roles of the leadership, and roles of organizers/planners? What are the actual or anticipated results? What are the criteria for success or failure? What have been their successes and failures to date? Relate the entity to CONCEPTS AND CASE EXAMPLES FROM- UNIT IV.

These summaries and links should also be posted on Blackboard.

Assignment VI- Due DEC. 12 (Last Class) : Content Outline on a Current or Past Planning Process

This assignment is designed as tool to promote your critical thinking about the interactional and analytical steps and skills needed to successfully complete a plan of action (**See outline in Lauffer-Chapter 4 pg. 73 in CPK**). Use a current (if possible) or past field assignment that requires(d) a planning process and evaluation. You can select a project or event that has been completed or is in process now. If the activity is scheduled for completion at a later date, highlight the process to date, and anticipate the steps necessary to complete and evaluate the outcome (Samples on reserve .) **USE AND BUILD ON THE HANDOUT found on Blackboard**: *“Summary and Synthesis of Planning Process, Problems and Lessons Learned: The Collective Practice Wisdom of Community Organizing Students.”*

Prepare a written 2-3 page (Max) OUTLINE that includes ALL of the following:

1. The short term and long term goals of the project.
2. The interactional and analytical steps involved (**Use Perlman and Gurin outline in Lauffer, pg. 73**)
3. The problems, opposition, obstacles, and ethical issues encountered along the way. How were they, or how should they have been, handled.
4. Your role(s) and the role(s) of significant others.
5. Your assessment of the process and outcome (How do/did you and others define success?)
6. Lessons you learned from your involvement.
7. Diagram planning stages using a timetable/or other planning tool

EVALUATION OF COURSE PERFORMANCE

Credit will be assigned on basis of 6 assignments-(90%); Classroom participation (10%).

"Honors" will be based on superior performance in: style and content of written work, the delivery of presentations, class discussion, and critical and creative use of assigned and outside readings.

READINGS

1) CUSTOMIZED COURSE PACK OF READINGS FOR SSW 743(C.O. III) (at HCSSW). (CPK)

2) ON LINE ARTICLES – Several articles are available electronically by going into library.hunter.cuny.edu

See on-line resources (left); click on Electronic Journals. Type in title of journal-search.

Click on Data base to find journal. Click on year.

Or www.hunter.cuny.edu. Click on libraries and proceed to Electronic Journals.

Recommended Books (On reserve)

R. Fisher. (1994). Let The People Decide: Neighborhood Organizing in America, 2nd Edition, N.Y.: Twayne Publishers.

M. Weil Ed. (2004). Handbook of Community Practice. Sage Publications.

Additional contemporary issues can be gleaned from the *Journal of Community Practice*. See also website for Association for Community Organization & Social Administration (www.acosa.org)

*** = Required Readings CPK= Course Pack; OL= electronic journal article**

INTRODUCTION

Review course objectives, format and assignments; discussion of students' and instructor's backgrounds; assessment of knowledge and experiences; overview of nature and implications of social planning, and the place of social planning in social work including: 1) humanistic, 2) political, and 3) self-critical components.

- * A. Lauffer, Social Planning at the Community Level. Prentice Hall, 1978.Chap. 1 Getting Down to Cases. (CPK) **Note: This is the foundation chapter and case vignettes for Assignment I**
- * M. Weil. “Social Planning with Communities” – Chap. 11. In Handbook of Community Practice. Sage Publishers, 2005; pgs 215-243.
- B. Gummer "Social Planning" (in R. Edwards, Ed.) Encyclopedia of Social Work 19th Edition, NASW, 1995.

UNIT I: SOCIAL PLANNING PROCESSES AND THEORIES

Conceptualization of social planning as professional and purposeful problem-solving; context and levels of social planning practice; understanding and utilizing the elements of the planning process; a) problem/issue analysis, b) program/policy/strategy formulation, c) implementation, d) evaluation and revision. An examination of the traditional/elitist, liberal, advocacy, participatory

and grassroots/indigenous planning frameworks. **Students will have a chance to engage in a problem-solving, group role-play planning process.**

A. The Planning Process: Defining and Documenting Need; Goals, Implementation Strategies, Evaluation

* D. Hardina, (2002) Analytical Skills for Community Organizing Practice. NY: Columbia University Press. Chapter 6: Needs Assessment (On Documenting Need) (CPK); Chapter 11: Planning Programs and Services (CPK);

* Bradshaw, “On Defining Need” from N. Gilbert & H. Specht Eds. Social Planning (CPK)

H. Robins. Sixty Ways to Judge the Recovery of Cities: The Need for Objective Standards Social Policy. Winter 1998, pp. 50-59. (Use to show how many different ways to establish criteria for “Success”) (OL)

T. Hancock and M. Minkler, "Community Health Assessment or Healthy Community Assessment: Whose Community? Whose Health? Whose Assessment?" in M. Minkler. Community Organization and Community Building for Health. Rutgers University Press. (Book- CPK)

* J.L. Pippard & Bjorklund, R.W. (2003). Identifying Essential Techniques for Social Work Community Practice. Journal of Community Practice 11 (4), 101-116 (OL)

B. Planning Theories [Handout: Framework for Social Planning Typology]

* John Friedmann, "The Transactive Style of Planning", in N. Gilbert and H. Specht Planning for Social Welfare, 1978, Chapter 8 (CPK). (Participatory model)

* Paul Davidoff, "Advocacy and Pluralism in Planning", in Gilbert and Specht, Chapter 14. (CPK) (Advocacy as a professional function)

* F. F. Piven, "Whom Does the Advocate Planner Serve", Social Policy May-June, 1973, and Rejoinders by S. Rosen and F. F. Piven in the same issue and others in subsequent issues (CPK).
(Radical view from Piven, assumes all planning is cooptative and that only mass mobilization and disruption accomplishes radical change. Others disagree).

* P. Castelloe, T. Watson, C. White. “Participatory Change: An Integrative Approach to Community Practice.” 10 (4) Journal of Community Practice 10(4), 2002; pgs. 7-33 (OL).

Jennings, L.B. et al. (2006). Toward a Critical Social Theory of Youth Empowerment. Journal of Community Practice 14 (1/2) pgs 31-54.

C. Professional and Ethical Issues for the CO & P Practitioner

* M. Reisch & J. Lowe “Of Means and Ends” Revised: Teaching Ethical Community Organizing in an Unethical Society. Journal of Community Practice 7 (1), 2000 pg. 19-38 (CPK)

* D.A. Julian, “Some Ethical Standards to Guide Community Practice and an Example of an Ethical Dilemma from the Field”. Journal of Community Practice.6(1), 1999, pp.1-13 (CPK).

M. Minkler and C.Pies, (2005). "Ethical Issues and Practice Dilemmas in Community Organization and Community Participation." (Chap. 8) in M. Minkler Community Organizing and Community Building for Health -2nd Edition (CPK).

* Mizrahi, T. “Social Work Leadership and Ethics. Presentation at SUNY Stony Brook, 3/27/03 (Blackboard Link)

J. L. Arches. “Challenge and Dilemmas in Community Development” Journal of Community Practice, 6(4) 1999, 37-55.

D. Using Information and Data for Organizing and Planning

Research and Data collection and analysis are tools for community organization and social planning. (The planner is a creator, collector and consumer of information.) Understanding the political as well as technical components of data collection, analysis and dissemination used to document a need/problem. Even the technical aspects of presenting data have an ideological component related to what’s asked and not asked; to whom and how it is asked; etc. who has access to data; who interprets it; etc. It is critical in developing needs assessments, outreach strategies, influencing decision-makers to make your case with “evidence” (qualitative and quantitative data). Students should explore the Internet, ACOSA, and other Website data-bases such as www.infoshare.org.

Required Blackboard Posting: (See assignment above)

* Gutierrez, L. “Participatory and Stakeholder Research. Encyclopedia of Social Work” Supplement 2003-19th Edition, pgs. 115-123 (CPK)

* Chow, J. & Crowe, K. “Community-based Research and Methods in Community Practice” in Handbook of Community Practice—Chap. 33. M. Weil et al., Eds. Sage Publishers, pgs. 604-619 (CPK)

Lohman, R. A. & J. McNutt. “Practice in the Electronic Community.” Chap. 35 In Handbook of Community Practice-Sage, pgs. 636-647 (CPK)

M. Yoshihama & E. Summerson Carr. “Community Participation Reconsidered: Feminist

Participatory Research with Hmong Women.” Journal of Community Practice, 10 (4), 2002 pgs. 85- 103 (CPK)

T. Mizrahi, "The Future of Research Utilization In Community Practice" In Grasso & Epstein Research Utilization In the Social Services : Innovations for Practice and Administration. Haworth Press, 1992, pp. 197-220 (OR)

R.G. Blundo et al., "Internet and Demystifying Power Differentials: A few Women on Line and the Housing Authority." Journal of Community Practice, 6(2) 1999, pp. 11-26 Use of Internet by low income women (CPK)

* S. Balaswanay & H. I. Dabelko, “Using a Stakeholder Participatory Model in Community-wide Service Needs Assessment of Elderly Residents: A Case Study. Journal of Community Practice, 10 (1) 2002, pgs. 55-70.(OL)

* S. Hick, & J. McNutt. (2002). Advocacy, Activism & The Internet. Chicago: Lyceum Press. “ A Conceptual Framework Chapter 1, pg. 3-18 (CPK)

UNIT TWO: COMMUNITY/CLIENT PARTICIPATION (CCP): SOCIAL-POLITICAL AND VALUE DIMENSIONS IN PLANNING Assessing and enhancing mechanisms of citizen participation and control;

A. Introduction: Citizen/Consumer Participation: Grassroots and Advocacy Models

* T. Mizrahi: Models of CCP in the US (March, 2005): Client Participation in the fields of disability, child welfare, welfare/low income and the aging populations, in addition to a section on Citizens-At-Large. Posted on Blackboard.

* R. Fisher (1994) Let the People Decide: Neighborhood Organizing in America, Introduction and Chapter 1.

* Sherry Arnstein, "A Ladder of Citizen Participation", Journal of American Institute of Planners, July 1969 (CPK). Shows how even if at bottom rung, with organization and purpose, groups could move up the ladder from tokenism to partnership. Classic Article.

T. Mizrahi. Strategies for Effective Collaboration in the Human Services. Social Policy, 29 (4). Summer 1999, pp. 5-20. (Changing Client, Community, & Agency Roles (CPK)

* D. Hardina (2003). “Linking Citizen Participation to Empowerment Practice.” Journal of Community Practice 11 (4), 1-10 (OL)

D. Gamble and M. Weil, “Citizen Participation” in Encyclopedia of Social Work, 19th Edition, NASW, 1995.

Itzaky H. & Bustin, E. Promoting Client Participation by Social Workers. Journal of Community Practice, 13 (2), 2005; pgs. 77-92.

B. Historical Overview

In the 60's

R. Fisher. (1994). Let The People Decide: Neighborhood Organizing in America. The Neighborhood Organizing – Revolution of the 60's, Chapter 4

Terry Mizrahi Madison, "The Struggle for Partnership in Health Service Planning - Community Strategies and Professional Roles", Health Law Project Library Bulletin, Nov. 1978 (OR).

Terry Mizrahi "Coming Full Circle: Lessons from Health Care Organizing." Health PAC Bulletin (Summer 1993) (OR).

Ana Dumois, "Organizing a Community Around Health", Social Policy, Vol.1, No.5, January/February 1971 (CPK)

Terry Mizrahi. "Biting the Hand that Feeds Them: Organizing in the Welfare Rights Movement," Health PAC Bulletin, 20 (4) Winter, 1990, pp. 26-30 (OR)

In the 70's

R. Fisher. Chapter 5 The New Populism of the 1970's

A. Lauffer, "Citizen participation in the Planning Process" Chap. 15 (CPK)

Stephen B. Fawcett, et. al., "Involving Consumers in Decision-Making", Social Policy, Fall 1982 (OL)

Celene Krauss, "The Elusive Process of Citizen Activism", Social Policy, Fall 1983

B. Checkoway and M. Doyle. "Public Participation in Health Planning Agencies: Promises and Practice," JHPPL, Vol. 7, Fall 1992, pp. 722-733.

Barry Checkoway and Michael Doyle, "Community Organizing Lessons for Health Care Consumers", Journal of Health Politics: Policy and Law, Vol.5, No.2, Summer, 1980, pp. 215-225 and "The Empire Strikes Back: More Lessons for Health Care Consumers," Journal of Health Politics and Law, Vol. 7, No.1, Spring, 1982, pp.111-122. (OR)

In the 80's

R. Fisher. Chapter 6, Community Organizing in the Conservative 1980's.

S.M. Rose. Community Organizing: A Survival Strategy for Community-Based, Empowerment - Oriented Programs. Journal of Sociology and Social Welfare, 13(3),

1986, pp. 491-506.

Y. Hasenfeld and A.P. Iglehart. "Should Clients Have Control Over the Policies of the Agency? A Debate." in Austin and Lowe, Controversial Issues in Communities and Organizations. Boston: Allyn & Bacon, 1994 (OR)

In the 90's-2000

R. Fisher. Chapter 7: The Potential and Prospects of Neighborhood Organizing.

R.C. Harwood. "Citizen Participation - Is the Public Ready to Decide?" Social Policy 24(3), Spring 1994, pp. 13-23 (OL)

R. Sen. "Building Community Involvement in Health Care." Social Policy 24(3), Spring, 1994, pp. 32-43 (OL)

D.Hardina & Malott, O.W. (1996). Strategies for Empowerment of low income consumers on community-based planning boards. Journal of Progressive Human Services 7 (2), 43-61

R. Starr and R. Schachter (1993). "Rebuilding the Human Services: The Profession Mobilizes for Social Work In Public Education" T. Mizrahi and J. Morrison (Eds.) Community Organization and Social Administration, pp. 147-168. (OR)

Linhorst, D. M. et al., "Promoting Participation in Organizational Decision-making by Clients with Severe Mental Illness." Social Work 50 (1), Jan. 2005, 21-30 (OL)

UNIT THREE: COMPLEXITIES IN ORGANIZING AND PLANNING

Identification of potential professional, organizational and ethical issues facing the planner; delineation of constraints facing social planners in the context of deprofessionalizing, devolution, downsizing and privatization; issues of race, class, gender, sexual orientation, age and disability i.e. "the isms," that affect planning processes and outcomes. An understanding of the multiple, and often conflicting constituencies/communities to whom the social planner is (or should be) accountable; Strategies are discussed to respond, readjust, and project hope, accomplishment and opportunity in spite of divisions, difficulties and contradictions.

A. Issues of Race, Gender, Ethnicity, Sexual Orientation, Age, Disability, and Social Class

Students will select one marginalized or oppressed group in U.S. society and team up with other students to discuss what you think your classmates need to know about that group. Post relevant readings and other materials on Blackboard.

T. Mizrahi "Strengths and Struggles of Women Organizers: A Longitudinal Study". Affilia 2007, 22 (1), 39-55..

T. Mizrahi & Lombe, M. Perspectives from Women Organizers: views on Gender, Race, Class and Sexual Orientation. *Journal of Community Practice*, 14 (3), 2006, 93-118.

Paper posted on Blackboard. See also Women on The Advance, ECCO, 1991. (use with Video: *Women, Organizing and Diversity: Struggling with the Issues*) ECCO. Download from: www.hunter.cuny.edu/socwork/ecco

- * Lorraine Gutierrez & E. Lewis "A Feminist Perspective on Organizing With Women of Color," in F.G. Rivera & J.L. Ehrlich (Eds.) Community Organizing in a Diverse Society. 3rd Edition, Boston: Allyn & Bacon, 1998 (CPK).

M. Lazzari, H.R. Ford, & K. J. Haughey. Making A Difference: Women of Action in the Community .in Social Work March 1996, pp. 197 - 205; Plus responses by T. Mizrahi and the authors in Social Work, Nov. 1996 (OL) .

- * A.M. Shillington and W.L. Dotson; A.D. Faulkner. "Should Only African-American Community Organizers Work in African-American Neighborhoods? A Debate". In M. Austin and J. Lowe (Eds.) pp. 129-141 (CPK)
- * C. Tully; T. Craig and G. Nugent. "Should Only Gay and Lesbian Community Organizers Operate in Gay and Lesbian Communities? A Debate." In M. Austin and J. Lowe (Eds.) pp. 86-96 (CPK).

Wehbi, S. (Ed.) (2004). Community Organizing Against Homophobia and Heterosexism: The World Through Rainbow-Colored Glasses. NY: Haworth Press (Read Selectively).

- * G. Rotello, "Gay and Lesbian Rights: Social Advancement, Political Peril." Social Policy, 28 (3) Spring 1998, pp. 56-59 (OL)
- * A. Hsiao. The Hidden History of Asian American Activism in NYC. Social Policy 28 (4) Summer, 1998, pp. 23-31 (OL)
- D.Z. Fleisher & F. Zames. Disability Rights: Becoming More Political, Coalescing with Other Movements. Social Policy, 28,3, Spring 1998 (OL)
- R.E. Zambrana. "The role of Latino/Hispanic Communities in health services research: Strategies for Meaningful Partnership. Journal of Medical Systems. 20, 5,1996, pp. 317- 328
- * C. Hyde "Feminist Community Practice." In Handbook of Community Practice-Chap. 19, pgs. 360-371 (CPK)

B. Power and Conflict Issues in Organizing and Planning

Examination of conflicts inherent in social change efforts; understanding of theories of power and change in organizations and communities; planning and assessment of strategies for coalition, constituency and leadership building to effect change.

- * D. Hardina, "Power Analysis" Chapter 7, pgs. 158-175 (CPK)
- * D. Jones, "Not in My Community: The Neighborhood Movement and Institutionalized Racism", Social Policy, Sept/Oct. 1976 (CPK)
- M. Piat. "The NIMBY Phenomenon: Community Residents' Concerns about Housing for Deinstitutionalized People. Health and Social Work 25 (2), 2002, pg. 127-138 (OL)
- * C. Hamilton, "The Struggle For Community : Race, Class & The Environment". Social Policy, 1990, 21 (2) pp. 18-26. (OL)
- M. Miller, "Negotiations: To Be or Not To Be At the Table." Social Policy, Spring 33 (3) 2003 pg. 12-18 (OL)
- * M. Reisch & F. Rivera. Ethical and Racial Conflicts in Urban-based Action Research. Journal of Community Practice, 6(2), 1999, pp. 49-62 (CPK)
- F. Bruni, "A Decade-Old Activism of Unmitigated Gall is Fading (ACT-UP against AIDS). New York Times, March 21, 1997 A 1.

UNIT FOUR: COALITIONS, COLLABORATIONS AND COMMUNITY PARTNERSHIPS: LINKING THE GRASSROOTS to SOCIAL MOVEMENTS, POLITICAL PROCESSES, AND COMMUNITY BUILDING

[HANDOUTS: Summary of "4 C's of Coalition Building; Managing Dynamic Tensions (Mizrahi & Rosenthal)] Also Posted on Blackboard

A. Contemporary Practice in Coalition-Building and Collaborations

- B. Rosenthal and T. Mizrahi versus T. Simpson. "Should Community-Based Organizations Give Priority to Building Coalitions Rather than Building Their Own Membership?: A Debate." In Austin & Lowe, pp. 9-22. (CPK)
- * T. Mizrahi (2001) Complexities of Coalition Building: Leaders' Successes, Strategies, Struggles and Solutions. Social Work. (January) 46 (1) 63-78 (OL)
- E.A. Mulroy, "Building a Neighborhood Network: Interorganizational Collaboration to Prevent Child Abuse and Neglect. Social Work, 42,3, May 1997, pg. 255-265 (OL).
- * E.A. Mulroy, K.E. Nelson, & D. Gour "Community Building & Family-Centered Service Collaboratives. In Handbook of Community Practice. 2005 (CPK).
- D. Bailey and K. M. Koney. "Interorganizational Community-based Collaboratives: A Strategic Response to Shape the Social Work Agenda. Social Work, 41,6, Nov. 1996, pgs. 602-621 (OL).

C. Cannon Poindexter, Promises in the Plague: Passage of the Ryan White Act as a Case Study for Legislative Action. Health & Social Work 24 (1) Feb. 1999, pgs. 35-41 (OL)

L.J. Cornelius, M. Battle, J.H. Kryder-Coe, & D. Hu. Interventions to Developing Community Partnerships for HIV Prevention Planning: Successful Macro Applications of Social Work Principles. Journal of Community Practice.6(1) 1999, pp. 15-32.

B. Trends and New Directions in Community-based Interventions

- * E.O.Cox. Community Practice Issues in the 21st Century: Questions and Challenges for Empowerment-Oriented Practitioners. Journal of Community Practice, 9 (1), 2001, pp.37-56 (CPK).
- *B. Rosenthal & T. Mizrahi (2005). Coalitions and Collaborations: Essential Tools for Organizing. Chap. In L. Staples. Roots to Power-2nd Edition. Greenwood Press (CPK)
- * P. W. Murphy & J. V. Cunningham (2003) Chap. 3-“ Community Development Corporations & the Resurgence of Organizing.” Organizing for Community Controlled Development: Renewing Civil Society. Sage Publishers, pg. 38-52 (CPK).
- * M. Reisch. Community Practice Challenges in a Global Economy. Chap. 29. In Handbook of Community Practice

C. Case Studies and Practice Models

- *H.J. Rubin, "Being the Conscience and the Carpenter: Interpretations of the Community-based Development Model." Journal of Community Practice. 4,1, 1997 pp. 57-90 (CPK).
- * J. Midgley & M. Livermore. Social Capital and Local Economic Development: Implications for Community Social Work Journal of Community Practice. 5, 1/2 1998, pp. 29-40 (CPK).
- E. A. Mulroy & H. Lauber. Community Building in Hard Times: A Post Welfare View from the Streets. Journal of Community Practice. 10 (1) 2002 pgs. 1-16 (OL).
- H. Rubin & M.M. Sherraden (2005). Community Economic and Social Development. In Handbook of Community Practice- Chapter 26 pgs. 475-493 (CPK)
- W. C. Farrell (2005) Investing in Socially and Economically Distressed Communities: Comprehensive Strategies for Inner-City Community and Youth Development. In Handbook of Community Practice- Chapter 26 pgs. 494-507 (CPK)
- M. Waysman & R. Savayra (2004) Coalition-based Social Change Initiatives: Conceptualization of a Model and Assessment of Its Generalizability. Journal of Community Practice 12 (1/2), 123 (OL)

P. Quinn (2004). Home of Your Own Programs: Models of Creative Collaboration. Journal of Community Practice 12 (1/2), 37- (OL)

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