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Widener University
Center for Social Work Education
Community Theory and Practice

COURSE DESCRIPTION

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| Instructor: Dr. Marina Barnett | 215-821-8522 |
| Office: Bruce Hall Room 224 | |
| Email: mcbarnett@widener.edu | |
| Office Hours: See Calendar https://calendar.google.com/calendar/appointments/schedules/AcZssZ10vr6L9YQ6fG2fVXFyJE04QW5OjfuWONOIROLPLf2WU2OzsB4k58aGEF_5u4vahpo5wNbYNuju | |
| Office Hours Zoom Link: https://widener.zoom.us/my/marinabarnett | |

This course is designed to prepare students to conduct research and interventions at the community level. A key focus of the course help swill be to provide students with tools for understanding and addressing the complex relations of culture, power, and systems of oppression. The goal is to teach doctoral level students the skills needed to engage in social change and social action. The staged approach analyzes social and political movements through various theoretical lenses, introduces students to contemporary social action events, and teaches direct community practice skills associated with the various models of community organizing and empowerment. Students will learn needs and assets assessment, mapping and analysis skills using geospatial mapping tools (GIS), community interventions (coalition building, consensus organizing, and restorative practices), community-based research and evaluation, and social action techniques. *3 semester hours*

Course Objectives:

1. Apply knowledge of the history and values pertinent to advanced community practice.
2. Employ various theories, models, and techniques to work with community partners.
3. Explain the nature of community practice and its place in social work practice, including the development of, participation in, and use of community coalitions, committees, task forces, and community development and revitalization plans.

4. Demonstrate an understanding of the Case-to-Cause process that helps move clients beyond coping with life's challenges to creating sustainable environmental change utilizing social action, advocacy, and community development strategies.
5. Analyze the cultural, social, political, and economic context of the community.
6. Reflect and understand how on-going intersecting elements of racism, sexism, homophobia, and class bias impact on our own organizing efforts.
7. Develop leadership skills to empower diverse communities to facilitate change.
8. Identify community problems and develop a Theory of Change Model that outlines a strategic process for creating change.

REQUIRED TEXTS

- Freire, Paulo, 1921-1997. (2000). *Pedagogy of the oppressed*. New York: Continuum.
- Ohmer, M. L., & DeMasi, K. (2008). *Consensus Organizing: A Community Development Workbook*. SAGE Publications, Incorporated.

COURSE REQUIREMENTS

Grading Considerations

Successful completion of this course requires (1) satisfactory attendance, (2) meeting appropriate academic ethical standards, (3) satisfactory demonstration of the required readings, (4) participation in class activities, and (5) a "B" or better grade in the course. In addition, the course provides an opportunity to enhance your academic writing and critical thinking skills and the opportunity to demonstrate program objective attainment through the assignments.

Course Format/Teaching Methods

This class is designed to be primarily conducted in a seminar fashion; however, a variety of teaching methods and experiences will be used. These may include lectures, class discussions, task assignments, films, experiential exercises, Canvas classroom, article critiques, guest speakers and final presentations with class feedback. Students will be requested to share their reactions to readings and qualitative research experiences for illustrative examples.

Class Preparation, Participation, and Attendance

This doctoral course is fully dependent on each student having read and reflected on the assigned material, attending each class session, and actively participating in class discussions and experiential exercises. Class participation is vital to any productive learning experience and is the basis for monitoring each student's progress.

Contributions to Class

Given that this is a doctoral course, students should make every effort inside and outside the class to help their classmates comprehend as well as develop their qualitative proposals, skills and understanding of the material presented.

Netiquette Guidelines:

- Use first names or something like “to everyone” if you want to address your group or the whole class.
- Offer compliments, support, & assistance to each other.
- Courtesy is required. Refer issues to the professor rather than making negative remarks to the person.
- If unsure what someone means when they post, ask before reacting in a negative way.
- Use italics to emphasize a word. ALL CAPS is considered to be online “yelling.”
- Use of humor can be misunderstood as sarcasm or fact (facial expression is unavailable). You may use a symbol e.g. J to emphasize emotion.
- Wait patiently for replies. Due to work and home responsibilities, it may take up to a day or more for some students to respond.
- Write in full sentences & remember that spelling counts (posting online is an assignment).
- Avoid abbreviations & texting shorthand (e.g. TTYL).
- Use APA formatted citations when quoting or paraphrasing someone else's work.
- Expect & respect cultural diversity.
- Instructor Availability
- If you need help, ASK!
- Questions about assignments and/or content can be asked in the Questions about Assignments forum.
- Answers/responses will be made during the week (M-F) and may take up to 24 hours or 48 hours if posted after 5 pm Friday.
- Questions, concerns, requests, and/or problems can also be emailed to your instructor.

- If you have an urgent issue that needs to be resolved, please write “URGENT” in the subject line of the email to your instructor. She/he will try to address your issue as quickly as possible.
- Phone appointments can be scheduled via email.

Mental health and wellness are key factors to your success. Your wellbeing is important to me. I am available to meet with you and listen; please reach out. I respect your privacy and will identify resources that could help the situation. If you would like mental health support, call Counseling and Psychological Services (CAPS) at 610-499-1261 or type “breathe” into the Search Bar of myWidener for resources.

POLICIES

Standards for Academic Integrity

Students must adhere to the Widener University policy on Academic Integrity as written both in the current Widener Student Handbook and the PhD Student Manual. The standard clearly outlines the fact that cheating, plagiarism and all other forms of academic fraud are serious and unacceptable violations of university policy and gives the penalties for any such violations. Students are advised to utilize the current Publication Manual of the APA (6th Edition) as a resource for correct citation and paper formats. In addition, it is a violation of the standards of academic integrity to either use or submit the paper of another student in order to complete the writing assignment(s) in a course. It is the responsibility of the student to be familiar with the Standards for Academic Integrity as outlined both in the current Widener Student Handbook and the PhD Student Manual.

Late Papers

Late papers are discouraged; however, the instructor will accommodate students with extenuating circumstances. Please be cognizant of the fact that your assignments are designed to build upon one another and assist in developing the groundwork for your research project and discussions in class. I encourage all of you to submit your tasks assignments on time so that you can receive timely feedback. Please notify the professor to obtain approval for due date extensions.

Revision Policy

Papers with a grade of “B-” or lower may be revised with the permission of the instructor. In this case you will have the opportunity to revise your paper one time based on feedback. All revisions are due one from when you receive the graded paper back from the instructor. The final grade for this revised paper cannot exceed a grade of “B”. Revised papers must have the revised and/or added material highlighted. If the revised material is not highlighted, the instructor will return the paper ungraded.

Incompletes

An incomplete is not a student's right. You must request an incomplete based upon significant reasons using the Incomplete Grade Completion Form. Please note that it is the instructor's discretion to grant or refuse a request for an "incomplete." You and the instructor must arrange a realistic date for submission of outstanding work. If you do not adhere to this mutually arranged due date, you will automatically receive an "F" for the course. Incompletes are pre-established arrangements between instructor, student and registrar.

Professional Behavior

All social work students are expected to display professional standards of behavior at all times. This includes online, in the classroom, in the field, and on campus. Based on the National Association of Social Workers (NASW) Code of Ethics (1999), "professional standards of behavior" means that we, as social workers, behave in a trustworthy manner.

The Code of Ethics states:

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated. Respectful, responsible, and appropriate interactions online are expected at all times.

Americans with Disabilities Act (ADA)

If you need accommodations to maximize your learning needs in this class, it is your responsibility to contact the Disability Services offered at Widener and subsequently submit your documentation to the instructor. This course and the university may be able to assist in making accommodations for students with physical/ and/or learning differences.

Syllabus Adjustment

The instructor reserves the right to adjust the syllabus and assignments as necessary.

Successful completion of this course requires (1) satisfactory attendance (2) meeting appropriate academic ethical standards (3) satisfactory demonstration of the required readings (4) participation in class activities and (5) "B" or better effort on all required assignments.

Attendance

You are expected to attend all class sessions and to be an active participant in class discussions. Please contact your instructor if you know you will be missing class. More than two unexcused absences will result in the lowering of your course grade.

Mental Health and Wellness: If you are feeling stressed, worried, or down during the semester, or if you notice signs of emotional distress in someone else, please feel free to stop by my office or consider reaching out for support. Here are some campus resources:" [list campus resources]. "If you or someone you know needs to talk to someone right now, text START to 741-741 or call 1-800-273-TALK (8255) for a free, confidential conversation with a trained counselor 24/7."

GRADING

| Assignment | Due Date | Point Value |
|---|-----------------|--------------------|
| Class Participation | | 10 |
| Understanding Community Practice Texts | Week 3 | 15 |
| Identifying Community Issues | Week 5 | 10 |
| Community Analysis: Step 1 Analysis of Community Resources | Week 7 | 15 |
| Step 2: Understanding Internal Community Resources | Week 8 | 15 |
| Step 3: Analysis of External Community Resources | Week 9 | 15 |
| Step 4: Developing and Evaluating a Strategy | Week 10 | 20 |

Grading criteria

Grades on each written assignment will range from an "A" to a "C". Incompletes may be granted for all assignments but only with advance permission of the instructor. Grading criteria for all assignments is as follows:

"A": This grade is given when 1) all questions are answered; 2) no grammatical or organizational problems are found; 3) evidence of class readings as well as additional literature sources are incorporated into the paper; 4) integration of the class material with the student's chosen topic area of choice is demonstrated. Any minor deficiency with these criteria will result in an "A-".

"B": This grade is given when at least three of the four above criteria are met. Any minor deficiency with these criteria will result in a "B-".

"C": This grade is given when at least two of the four above criteria are met. Any minor deficiency with these criteria will result in a "C-".

COURSE OUTLINE

Session 1: Introductions and Understanding the Context of Community Practice in Social Work

- Topic: Why do social workers engage in community practice? Moving from micro to macro- Moving from “what happened”, “to what are you going to do about it?”

Freire, Paulo, 1921-1997. (2000). *Pedagogy of the oppressed*. New York: Continuum

Fisher, R., & Corciullo, D. (2011). Rebuilding Community Organizing Education in Social Work. *Journal of Community Practice*, 4, 355–368. <https://doi.org/10.1080/10705422.2011.625537>

Reisch, M. (2016). Why Macro Practice Matters. *Journal Of Social Work Education*, 52(3), 258-268. doi:10.1080/10437797.2016.1174652

Abramovitz, M. 1993. Should all social work students be educated for social change? *Pro. Journal of Social Work Education*, 29: 6–13.

Abramovitz, M., & Sherraden, M. S. (2016). Case to Cause: Back to the Future. *Journal Of Social Work Education*, 52(sup1), S89-S98. doi:10.1080/10437797.2016.1174638

Brady, S. R., & O’Connor, M. K. (2014b). Understanding How Community Organizing Leads to Social Change: The Beginning Development of Formal Practice Theory. *Journal of Community Practice*, 1–2, 210–228. <https://doi.org/10.1080/10705422.2014.901263>

Session 2: Theories of Community Practice

- Topics: Systems Theory, Social Learning Theory, Constructed Reality, Social Change Theory, Social Capital and Power, Interorganizational Theory, Ecological and Critical Theories

Cnaan, R. A., & Boehm, A. (2012). Towards a Practice-based Model for Community Practice: Linking Theory and Practice. Retrieved from https://repository.upenn.edu/spp_papers/155

Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2004). *Community practice: Theories and skills for social workers*. Ch. 2 Theory-Based, Model-Based Community Practice Oxford: Oxford University Press. <http://resources.css.edu/library/docs/cp2.pdf>

Practice Theory in Community Organization. (1958). *Social Work*. <https://doi.org/10.1093/sw/3.2.49>

MacNair, R. H. (1996). Theory for Community Practice in Social Work: *Journal of Community Practice*, 3–4, 181–202. https://doi.org/10.1300/j125v03n03_07

Sawyer, J. M., & Brady, S. R. (2022). A Critical Community Practice Theory for Forging Alliances across Difference. *Journal of Progressive Human Services*, 1–21. <https://doi.org/10.1080/10428232.2021.2012742>

Session 3: Models of Community Practice (Choose 4 articles to read)

- Topic Understanding methods of community practice, planning and development.

Brady, S. R., & O'Connor, M. K. (2014a). Understanding How Community Organizing Leads to Social Change: The Beginning Development of Formal Practice Theory. *Journal of Community Practice*, 1–2, 210–228. <https://doi.org/10.1080/10705422.2014.901263>

Hyde, C. (1996). A Feminist Response to Rothman's "The Interweaving of Community Intervention Approaches." *Journal of Community Practice*, 3–4, 127–145. https://doi.org/10.1300/j125v03n03_05

[Kropf, N. P., & Jones, B. L. \(2014\). When Public Tragedies Happen: Community Practice Approaches in Grief, Loss, and Recovery. *Journal of Community Practice*, 22\(3\), 281–298. <https://doi.org/10.1080/10705422.2014.929539>](https://doi.org/10.1080/10705422.2014.929539)

LaNey, I. (2014) Introduction: African American Community Practice Models: Historical and Contemporary Responses. In *African American Community Practice Models* (pp. 15–20). Routledge. <http://dx.doi.org/10.4324/9781315792941-5>

Rothman, J. (2000). Collaborative Self-Help Community Development. *Journal of Community Practice*, 2, 89–105. https://doi.org/10.1300/j125v07n02_05

Rothman, J. (2007). Multi Modes of Intervention at the Macro Level. *Journal of Community Practice*, 15(4), 11–40. https://doi.org/10.1300/j125v15n04_02

Young Laing, B. (2009). A Critique of Rothman's and Other Standard Community Organizing Models: Toward Developing a Culturally Proficient Community Organizing Framework. *Community Development*, 1, 20–36. <https://doi.org/10.1080/15575330902918931>

Mizrahi, T., & Greenawalt, J. (2017). Gender Differences and Intersectionality in Community Organizing. *Journal of Community Practice*, 3–4, 432–463. <https://doi.org/10.1080/10705422.2017.1356784>

Session 4: Social media, Social Action and Contemporary Social Movements

- Topic: Understanding how social movements start and are sustained.

Boulet, J. (2020). Social-media-weaponized populism and community development. In *Populism, Democracy and Community Development* (pp. 89–108). Policy Press. <http://dx.doi.org/10.1332/policypress/9781447353836.003.0006>

Garrett RK (2019) Social media's contribution to political misperceptions in U.S. Presidential elections. *PLoS ONE* 14(3): e0213500. <https://doi.org/10.1371/journal.pone.0213500>

Hamilton, F. (2016). Strategies to achieve Same-Sex Marriage and the Method of Incrementalist Change. *Journal of Transnational Law and Policy*, 25, 121-153.

Mosher, J. F., & Yanagisako, K. L. (1991). Population behavior change: a theory-based approach. *Journal of Public Health Policy*, 12(3), 345.

#MeToo Movement: A sociological Analysis of Media Representations Modrek, S., & Chakalov, B. (2019). The #MeToo Movement in the United States: Text Analysis of Early Twitter Conversations. *Journal of medical Internet research*, 21(9), e13837. <https://doi.org/10.2196/13837>

Tan, Li & Ponnampalasa, Suma & Gillham, Patrick & Edwards, Bob & Johnson, Erik. (2013). Analyzing the impact of social media on social movements: a computational study on Twitter and the occupy wall street movement. 1259-1266. 10.1145/2492517.2500262.

Williams, J., Mezey, N., and Singh, L. (2021) #BlackLivesMatter--Getting from Contemporary Social Movements to Structural Change, *12 Calif. L. Rev.* DOI: <https://doi.org/10.15779/Z384M91B5T>.

Session 5: Community Development, Asset Framing and Community Resilience

- Topics: Asset mapping, Coalition Building, Community Assessment, Community Reconciliation, Community Trauma, Restorative Justice

Understanding and Applying the Strategic Principles of Consensus Organizing. (n.d.). In *Consensus Organizing: A Community Development Workbook: A Comprehensive Guide to Designing, Implementing, and Evaluating Community Change Initiatives* (pp. 51–66). SAGE Publications, Inc. <http://dx.doi.org/10.4135/9781452274744.n3>

Rothwell, D. W. (2011). The case for asset-based interventions with indigenous peoples: Evidence from Hawai'i. *International Social Work*, 54(1), 35–50. <https://doi.org/10.1177/0020872810369119>

Bloomberg, L., Ganey, A., Alba, V., Quintero, G., & Alcantara, L. A. (n.d.). *Chicano-Latino Youth Leadership Institute: An Asset-Based Program for Youth* (Vol. 27). PNG Publications.

Maurović, I., Liebenberg, L., & Ferić, M. (2020). A Review of Family Resilience: Understanding the Concept and Operationalization Challenges to Inform Research and Practice. *Child Care in Practice*, 26(4), 337–357. <https://doi.org/10.1080/13575279.2020.1792838>

White, R. K., Edwards, W. C., Farrar, A., & Plodinec, M. J. (2015). A Practical Approach to Building Resilience in America's Communities. *American Behavioral Scientist*, 59(2), 200–219. <https://doi.org/10.1177/0002764214550296>

Session 6 and 7: Understanding Community Needs and Assets Mapping Communities Using Geographic Information Systems Programs

- Topic: Introduction to GIS mapping programs PolicyMap, ArcGIS, and Batchgeo

Ammerman, A., & Parks, C. (1998). Preparing Students for More Effective Community Interventions: Assets Assessment. *Family & Community Health*, 1, 32–45. <https://doi.org/10.1097/00003727-199804000-00006>

Hillier, A. (2007). WHY SOCIAL WORK NEEDS MAPPING. *Journal of Social Work Education*, 2, 205–222. <https://doi.org/10.5175/jswe.2007.200500524>

Hillier, A. (2011). Transforming Communities through Mapping: Harnessing the Potential of New Technologies. In *The Paradox of Urban Space* (pp. 187–203). Palgrave Macmillan US. http://dx.doi.org/10.1057/9780230117204_11

Hillier, A., & Culhane, D. (n.d.). GIS Applications and Administrative Data to Support Community Change. In *The Handbook of Community Practice* (pp. 827–844). SAGE Publications, Inc. <http://dx.doi.org/10.4135/9781412976640.n40>

G.I.S. Training

Session 8: Evaluating Community Practice and Community-Based Participatory Research, Ethical Considerations in Macro Practice

- Topic: Moving the needle in Social Work practice: Evaluating the impact of community practice
- Ethics and Macro Practice.

Chaskin, R. J. (2003). The Challenge of Two-Tiered Evaluation in Community Initiatives. *Journal of Community Practice*, 1, 61–83. https://doi.org/10.1300/j125v11n01_04

Koepsell, T., Wagner, E., Cheadle, A., Patrick, D., Martin, D., Diehr, P., & Perrin, E. (1992). *Selected methodological issues in evaluating community-based health promotion and disease prevention programs*. *Annual Review of Public Health*, 13, 31-57.

Seung Ja Doe, S., & Lowery, D. (2004). The Role of Evaluation in Developing Community-Based Interventions. *Journal of Community Practice*, 3–4, 71–88. https://doi.org/10.1300/j125v12n03_05

Todd, S. (2017) Social Work Ethics in Community Practice. *Rethinking Values and Ethics in Social Work*, pages 164-179.

Hardina, D. (2004) Guidelines for Ethical Practice in Community Organization. *Social Work*, 49(4), 595–604. <https://doi.org/10.1093/sw/49.4.595>

Landers, G. M., Minyard, K. J., Lanford, D., & Heishman, H. (2020). A Theory of Change for Aligning Health Care, Public Health, and Social Services in the Time of COVID-19. *American Journal of Public Health*, 110, S178–S180. <https://doi.org/10.2105/AJPH.2020.305821>

Session 9: Restorative Practices in Community Development

- Topic: Introduction to Restorative Cities Initiative, Metropolitan Christian Council of Philadelphia

Zehr, H. (2015). *The Little Book of Restorative Justice*. Simon and Schuster.

Breaking and Remaking Families: The Fostering and Adoption of Native American Children in Non-Native Families in the American West, 1880–1940. (2019). In *On the Borders of Love and Power* (pp. 19–46). University of California Press. <http://dx.doi.org/10.1525/9780520951341-004>

Lustick, H., Norton, C., Lopez, S. R., & Greene-Rooks, J. H. (2020). Restorative Practices for Empowerment: A Social Work Lens. *Children & Schools*, 42(2), 89–97. <https://doi.org/10.1093/cs/cdaa006>

Richards, D. K. (2014). Locating the Community in Restorative Justice for Young People in Australia. *British Journal of Community Justice*, 12(2), 7–20.

Giles, H. (2019). Toward a theory of justicecraft: language, narratives, and justice in restorative community conversations. *Contemporary Justice Review*, 22(3), 257–279. <https://doi.org/10.1080/10282580.2019.1644626>

Chilenski, S. M., Greenberg, M. T., & Feinberg, M. E. (2007). Community readiness as a multidimensional construct. *Journal of Community Psychology*, 35(3), 347–365. <https://doi.org/10.1002/jcop.20152>

Restorative Practices Training- Metropolitan Christian Council of Philadelphia

Session 10: Wrap Up and Discuss Findings from Community Assessments

COURSE ASSIGNMENTS

Assignment 1: Understanding Community Practice Texts Due Week 3 (20 pts)

As future faculty, you will have to understand the process of analyzing and selecting texts. In order to do this, one must be able to understand that not all texts (although they may cover the same subject matter) are written with the same perspective. Utilizing any two social welfare history texts, please address the following:

- What are the major concepts, and their operational definitions, employed by the authors to describe social welfare? How does the author (s) include information on marginalized or oppressed populations?
- What is the theoretical framework that the author is using to understand the development of community practice in the US? What are the authors' underlying value assumptions about the development of community practice in American society? Discuss the philosophical or theoretical traditions with which the authors' body of work is most associated.
- What is the authors' formulation of the social, political, and economic forces that propels social development throughout history? Using the texts, provide at least 3 examples of the way that a particular concept or historical era has been analyzed differently by the authors. For one of the comparisons, how does the text discuss the development of the social work profession's intervention at the community level. Compare and contrast the information provided.
- At what level would you use these texts? Undergraduate, MSW or Phd? In what ways does the books organization or content lead you to your conclusion? Provide examples of how portions of these text can be used for special emphasis. For example, does one of the authors provide a more thorough discussion of the development of policy for a particular population? Explain. Your paper should be written in paragraph form, contain appropriate references utilize cite using APA guidelines.
- All 4 points referenced above must be included in your analysis.

Assignment 2. Identifying Community Issues - Due Week 5 (10 pts)

Instructions: Identify and research a community organizing effort in your community. If you are unable to identify a community organizing effort, identify an initiative designed to improve low-income communities. Examples include crime prevention programs, comprehensive planning efforts, advocacy campaigns around specific issues, affordable housing initiatives, or community development efforts. You can research community organizing and improvement efforts on local government and community organization Web sites and in local newspapers.

Answer the Following Questions and Be Prepared to Share Your Observations in Class:

1. What issue, challenge, or problem did the program, initiative, or effort attempt to address?
2. What roles did residents have in the initiative or effort you identified? How were these roles similar to and/or different from the roles they might play in a consensus organizing effort?
3. What were the tangible results? How were these results similar to and/or different from the intended results of a consensus organizing effort?

Assignment 3: Community Analysis

Step 1 Analysis of Community Resources Due Week 7 (20 pts)

Instructions: For this assignment, select a neighborhood in which you will conduct an actual community analysis, and subsequently work with residents to design a consensus organizing intervention. You will use the same neighborhood to complete Steps Two and Three of the community analysis in the subsequent assignments. Potential neighborhoods could include:

- the neighborhood where you live and/or volunteer,
- a neighborhood where your employer is located or provides services,
- a neighborhood in which you currently work, and
- a neighborhood you are interested in learning more about.

At this stage of the community analysis, gather census data, information on community resources, and historical information. In addition, conduct both a “walking” and a “windshield” survey of the targeted neighborhood. For the walking survey, choose a location that is an active area of the community (e.g., preferably a business district) and walk through the area during the daylight hours. For the windshield survey, drive through the community and get a visual picture of the community. Create your own tables to present the demographic information from the census data comparing the data over time (e.g., the year 2005 with 1995). Use Tables 6.1, 6.2, and 6.3 in the text to assist you in conducting this step of the community analysis.

Use the following questions to write up an overall summary of your findings, including:

1. What tentative inferences or conclusions can you draw from the information you have gathered so far?
2. How does the factual data (i.e., census data) compare with what you observed?
3. What do you think are the potential strengths of the community?
4. What are some of the issues that residents and other community stakeholders might want to address?
5. Are there important institutions or organizations that you should consider in addressing community problems? If so, which ones? What makes these institutions important?

Step 2: Understanding Internal Community Resources - Due Week 8 (15 pts)

Instructions: At this stage of the community analysis, you will gather information on the internal resources of the target neighborhood you selected in Chapter 6. Gather information about the self-interest of individuals representing internal community resources, as well as information about the community's strengths and weaknesses, major issues, and solutions to problems. To carry out this assignment, you will use a variety of methods, including:

- interviewing members of internal community resources from the seven constituent circles,
- doing a follow-up windshield survey to identify the community's visible assets and resources,
- gathering data from the Internet or other community sources about agencies and other organizations in the community, and
- going to at least one community meeting.

Choose at least two individuals representing each of the community's internal resources and interview them using the sample interview questions provided in Table 7.2. In addition, gather information from community Web sites, newspapers, government, and other sources about the internal resources of the community. Use the questions in Table 7.1 to write up the results of your interviews and summarize information gathered about the community's internal resources.

For the community meetings you attend, gather the following information:

- Date, time, place, and duration of meeting
- Purpose of the meeting (e.g., business, information, action, other). Was there an agenda and did the agenda reflect the purpose of the meeting? Was there informal or unstated business, and how was that evident?
- How was the meeting organized? Who was invited and how were they notified? Who attended (how many, where they lived, demographics)?
- How was the meeting conducted? Who chaired the meeting? Who spoke? Was there broad participation and discussion or limited involvement from attendees? Was the meeting conducted in a formal or informal manner (give examples)? Was there conflict, and if so, who managed it? What were the issues? Was there consensus, and if so, how was it reached?
- In what ways did the meeting achieve or fail to achieve its purposes? In what ways did the meeting serve or fail to serve the mission or purpose of the organization?

Use Table 7.1 and the following questions to write up an overall summary of your findings, including:

1. What are the major strengths, assets, and weaknesses of the community? How do residents and other internal community resources see the neighborhood? What do they describe as its strengths and weaknesses? How do older residents see the community differently than younger residents? How do residents see it differently than nonresidents or differently than service providers? How has the community changed over time, according to residents who have been there for a while?
2. What is the nature of the relationships among members of internal community resources? Who is respected and trusted? Why?
3. What is the self-interest of the members of the community's internal resources? Is there any overlap? Are there any mutual or common interests?
4. What are the major issues identified by the community, and can you identify the source of these issues? Is there any overlap?
5. What are the current solutions, strategies, and/or programs are being used to address one or two of the issues you described? What do individuals think of these solutions? What solutions were proposed that have not been tried yet?
6. How does the demographic and other data gathered in Step One of the community analyses shed light on the major community's mutual self-interest, issues, and solutions?
7. What questions arise at this stage of the community analysis that you would want to ask during the analysis of external community resources (e.g., members of the power structure, including government officials, philanthropists, and corporate leaders)?
8. Can you draw any initial conclusions from your analysis in Step Two? What preliminary consensus organizing strategies would you propose for this community?

Step 3: Analysis of External Community Resources - Due Week 9 (15 pts)

Instructions: Gather information on external community resources for the same neighborhood you targeted in Steps One and Two of the community analysis. Gather information using a variety of methods, including data from the Internet about local government, philanthropic organizations, and corporate giving, and by interviewing external community resources that have a relationship or could potentially have a relationship with the targeted community. In addition, attend at least one legislative meeting, such as a town or city council meeting, a community meeting for a government program such as the Community Development Block Grant, or other government program. Use Tables 8.1 and 8.2 in the text to guide your interviews and information gathering process. Use this exercise to help you get started on Step Three of the community analysis. If you are implementing the community analysis as

part of a larger program initiative or project, it will be important to interview a larger number of individuals representing each of the external community resources and attend a greater number of community meetings.

For the legislative meetings you attend, answer the following questions:

- State the type of legislative meeting you attended and why, and the date, time, and location of the meeting.
- What was the purpose of the meeting? Was there an agenda and did it reflect the purpose? Did the meeting achieve its purpose?
- How was the meeting organized? How many people attended the meeting? Who attended the meeting (e.g., demographic and other characteristics)? Were there community residents and other stakeholders present?
- How was the meeting conducted? Who chaired it? Who spoke? Was there broad or limited participation? Was it formal or informal? Was there conflict, and if so, how was it handled? Was consensus reached on any issue? If so, how? If not, why not?

Use Tables 8.1 and 8.2 and the following questions to write up an overall summary of your findings:

How do members of the external community see the targeted neighborhood? What do they describe as its strengths and weaknesses? Are there any similarities between the views of residents and other internal community resources regarding the community? Are there any differences? Describe the similarities and differences.

1. What common interests do members of the external resources share with each other? Is there any overlap among them? What common interests do members of the external resources share with the individuals you have been interviewing during the internal community analysis?
2. What are the major issues identified by the members of external community resources? What common issues do members of the external resources share with each other? What common issues do members of both the external and internal community resources care about?
3. Describe current solutions, strategies, and/or programs either underway or proposed by external community resources to address one or two of the issues you described. Is there any overlap among the solutions proposed by members of the internal and external community resources? Describe solutions to problems that are similar among the individuals you have interviewed for the internal and external community analysis.
4. What conclusions can you draw based on Steps 1, 2, and 3 of community analysis that you have conducted so far? What organizing strategy and tactics would you propose if you were the consensus organizer working in this

community? What members of the internal and external community resources would you engage? Why? How?

Step 4: Developing and Evaluating a Strategy - Due Week 10 (20 pts)

Instructions: Now that you have gathered information on your targeted community's history and characteristics, and internal resources and external resources, you are ready to pull this information together to develop a consensus organizing strategy for the neighborhood. The box on page 211, Sample Outline for Community Analysis Reports, provides an outline for community analysis reports that you can follow to write up your findings. In addition, consider the following questions in your analysis:

1. What do you think are the major areas for collaboration and partnership (based on mutual interests) among neighborhood residents and stakeholders and external players? Why?
2. What potential red flags did you identify? Describe the red flags and indicate how they might present obstacles for the organizing initiative in the neighborhood, and how you might work with internal and external players to overcome them.
3. Whom would you engage? Why? What contributions could they make? How would you engage them?
4. Where do you think would be the best place to start your organizing efforts, and what would you hope to accomplish?
5. What issue or issues would you begin organizing around? Why? How?
6. Given the issue or issues, analysis of community assets and strengths, and your own skills, what strategies and tactics would you use in the earliest stage of organizing?
7. At the end of the first year, what would you have hoped to accomplish and why?
8. Develop a theory of change model and identify
 - a. Pathway of change (at least one long-term goal for your community)
 - b. Indicators: Who or what is the target population of change? How much change must occur on this indicator for you to claim to have successfully reached the outcome? How long will it take to bring about the necessary change in this indicator in this target population.
 - c. Interventions: what interventions are required to bring about change identified in your outcomes?
 - d. Assumptions: explain how change will occur in your proposed intervention. What are the connections between preconditions and the

long-term goal? Explain how and why the interventions will bring about the outcomes identified.