

**THE UNIVERSITY OF TEXAS  
STEVE HICKS SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SW 334	<b>Instructor:</b>	Hydeen K. Beverly, MSW
<b>Unique Number:</b>	60590		hkbeverly@utexas.edu
<b>Semester:</b>	Spring 2019	<b>Office:</b>	3.112, PhD Student Office
<b>Meeting Time/Place:</b>	Tuesdays & Thursdays 12:30pm- 2:00pm Room 2.116	<b>Office Phone:</b>	N/A
		<b>Office Hours:</b>	Wednesdays 1:00pm-2:00pm Other times by appointment

**Social Work Practice in Organizations and Communities**

**I. STANDARDIZED COURSE DESCRIPTION**

This course examines the organizational context within which social services are delivered: how funding, mandate, and organizational arrangements influence service delivery, and factors to consider in efforts to modify existing organizational arrangements. The course emphasizes the interlocking and complex nature of culture and personal identity with content on populations-at risk, examining the factors that contribute to and constitute being at risk. It introduces the student to the obligation that social services meet the needs of groups served and be culturally relevant. This includes equipping students with skills to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds. The course also includes an overview of the development of the community in America and the interaction between communities and service organizations. Attention is given to particular elements of organizational and community dynamics affecting diverse gender and ethnic groups.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course you will be:

1. Familiar with the major concepts and dynamics of formal organizations and their influence on social work practice.
2. Familiar with the impact of the organizational mandate, funding sources, and other constituencies on problem definitions and goal formulation.
3. Able to identify major concepts in organizational theories and to explain how such concepts relate to social work practiced at individual, family, organizational, and community levels, each as a focus of social work practice.
4. Familiar with the influence of community norms, priorities, and competitive community factions on the definition of problem/need and resource allocation for the delivery of social services.

5. Familiar with relevant cultures and how culture shapes individual lives and community processes.
6. Able to understand mezzo and macroeconomic events and how these events impact individual and community welfare.
7. Familiar with the involvement of lay citizen groups as staff supplement and as a potential strategy for change.
8. Familiar with information about special service populations and the participation of such populations in professional settings and community organizations.
9. Familiar with basic planning approaches, their advantages, and disadvantages and be able to utilize an empirical approach and associated tools to gather and analyze data to describe populations and communities and design service programs.

## **EPAS Competencies**

The Steve Hicks School of Social Work (SHSSW) has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

*Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:*

### ***Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities***

*6.2 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.*

### ***Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities***

*7.1 - Collect and organize data and apply critical thinking to interpret information from clients and constituencies.*

*7.3 - develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.*

*7.4 - Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.*

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

8.1 - critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.3 - Use inter-professional collaboration as appropriate to achieve beneficial practice.

8.4 - Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

8.5 - Facilitate effective transitions and endings that advance mutually agreed upon goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

9.1 - Select and use appropriate methods for evaluation of outcomes.

9.3 - Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

9.4 - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### III. TEACHING METHODS

This course is designed to provide you with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises). Experiential learning (e.g. service learning, role playing, & active learning) will be emphasized. You are expected to complete assigned readings prior to each class period. You are expected to participate in class. Class attendance and participation are required and essential for successful completion of this course. This course will use an electronic Canvas site. Canvas will be used for communication between students and the instructor. Some materials, grades, and attendance will also be posted online.

### IV. REQUIRED TEXT AND MATERIALS

Burghardt, S. (2014). *Macro practice in social work for the 21st century: Bridging the macro-micro divide* (2<sup>nd</sup> Edition). Sage Publications.

### V. COURSE REQUIREMENTS

**Assignment #1: Class Attendance and Participation 30pts**

- a) You are required to attend class and actively participate. It is expected that you will attend class sessions in a timely manner and engage in classroom activities, including small and large group discussions. Attendance will be assessed through a sign in sheet. You are expected to sign in for each class you attend. Please notify the instructor by email prior to class if there are any unforeseen emergencies that may require you to miss class (i.e. illness, loss). **15pts**
- b) You should complete and bring to class a typed, critical reflection on the assigned session materials. Reflections should be 1-2 paragraphs (single space) and should summarize your observations, reflections, and any new directions or questions about the assigned materials. These reflections will provide a structured and student-centered focus to discussion of the

assigned materials. There will be time during class to share your reflections in small or large group discussions. Your typed reflection will be collected at the end of each class.  
**15pts**

**Assignment #2: Social Work in the Media 10pts**

- a) You will sign up for a class period to discuss your observation of how organizations, communities or groups (cultural, gender, racial) are being framed in mass media. By media, I mean newspapers (e.g., Statesman, NY Times, USA Today, etc.), television (news, sitcoms, reality shows, etc.), magazines, online, blogs, music, creative literature, and so on. You are to pay attention to how organizations, communities, or groups are being discussed in the media, the contexts, and what does this mean in terms of social work practice. These observations will give you the opportunity to keep your colleagues up to date with important triumphs or issues that may not be discussed in the course materials.
- b) On your assigned day, you will share 4-5 sources, summarize them briefly, and discuss how it relates to social work practice in organizations and communities.
- c) Please post links of sources to the discussion board on Canvas for colleagues to review.

**Assignment #3: General Community Assessment Survey 20 pts  
(Measuring Competencies 6, 7, 8, & 9) DUE February 26th**

**Part One:** Ride or walk through a target community or neighborhood, observing the condition of residential areas, availability of parks and other areas used for recreation, retail and other businesses (including grocery stores), schools, places of worship, health care facilities, social services agencies, and entertainment venues.

**Part Two:** Visit a local business, school, or religious institution to learn about how the organization views the community/neighborhood, what they think they contribute to it, and what they see as strengths, challenges, and opportunities reflected by the community/neighborhood.

**Part Three:** Write a five-page reflection that includes

- a) a brief description of how you conducted your survey, and who you spoke with
- b) a brief description of the physical neighborhood or community,
- c) discuss and describe the populations you observed in the community and those you spoke with
- d) identify two strengths of the community
- e) identify two specific challenges you think would confront a social worker professional working in the community,
- f) identify an unmet social service need in the community and propose a possible intervention (such as coalition building, community development, direct action, or legislative advocacy) that aims to address the need – include three goals for the intervention
- g) identify potential collaborators in the community and clearly describe how their involvement would benefit the proposed intervention

- h) discuss what actions you imagine taking to begin the proposed intervention, how long you think it would last and how it might end
- i) suggest two potential strategies for evaluating the intervention and discuss how the evaluations would measure the initial goals you proposed
- j) reflect on how the community norms would influence social service delivery in the community at the micro, mezzo, and macro levels

**Assignment #4: Community Profile**

Working collaboratively with other colleagues in a team, you will develop a profile of a selected community that is underserved or disenfranchised. Your profile will be created using a combination of qualitative and quantitative data. The profile will consist of a **presentation** and **executive summary report** which, for the purposes of this assignment you are developing for a group of concerned citizens and elected officials.

**The assignment has four main purposes:**

- a) To learn the skills necessary for understanding and analyzing a community;
- b) To gain experience engaging in reflective practice at the community level;
- c) To learn and practice skills important to working in a team; and,
- d) To learn how to present your analysis in a professional manner.

**The assignment is broken into four elements. Each is explained further below.**

- a) Pre-profile Memo and Work Plan – **due March 5th**
- b) A 15 to 20 minute in class presentation to a hypothetical group of community members and elected officials. Presentation includes information from the executive summary and a visual component (e.g. PowerPoint, slides, video, website)
- c) An Executive Summary that includes quantitative and qualitative data;
- d) A team report that includes all planning documents (i.e., work plans), meeting minutes, and process evaluation

**A complete description of the assignment will be posted on Canvas.**

**VI. GRADES**

94.0 and Above	A	74.0 to 76.999	C
90.0 to 93.999	A-	70.0 to 73.999	C-
87.0 to 89.999	B+	67.0 to 69.999	D+
84.0 to 86.999	B	64.0 to 66.999	D
80.0 to 83.999	B-	60.0 to 63.999	D-
77.0 to 79.999	C+	Below 60.0	F

**VII. CLASS POLICIES**

**1. Conduct and Civility:** Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their

conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

**2. Readings and Preparatory Assignments:** Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

**3. Professional Communication and Interactions:** Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable. Electronic Devices: All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

**4. Class Attendance Policy:** Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. A pattern is considered three or more late arrivals and early departures during the semester. Late arrivals and early departures are defined as student arriving 10 minutes after class starting or prior to class ending. Missing more than two classes may result in loss of a letter grade. It is your responsibility to sign the class attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

**5. Assignments and Grades:** Assignments should be turned in online on the date they 5 are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

**6. Writing Style:** The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

**7. Use of Canvas:** The professor uses Canvas Web-based course management /collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

**8. Course Modification:** To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

## VIII. UNIVERSITY POLICIES

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.



**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related

communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>	<b>Readings</b>
Jan 22 <sup>nd</sup> <b>(Tuesday)</b>	Introduction to the course. Review of syllabus: course purpose, format, norms, and assignments.		
Jan 24 <sup>th</sup> <b>(Thursday)</b>	Brief introduction to theories and historical frameworks relevant to social work practice with organizations and communities.  <b>Discuss community profile assignment and form groups. Handout Memo and Work Plan worksheet.</b>		<b>Read:</b> Bennet and LeCompte, (1990). <b>Due:</b> Critical reading reflections.
Jan 29 <sup>th</sup> <b>(Tuesday)</b>	Defining gender and privilege.		<b>Read:</b> deMarrais, (2000). McIntosh, (1989). <b>Due:</b> Critical reading reflections.
Jan 31 <sup>th</sup> <b>(Thursday)</b>	Defining race.		<b>Read:</b> DiAngelo, (2018), pgs 1-38 <b>Due:</b> Critical reading reflection
Feb 5 <sup>th</sup> <b>(Tuesday)</b>	Critical race theory and cultural competence in social work.		<b>Read:</b> Abrams and Moio, (2009). <b>Due:</b> Critical reading reflections.
Feb 7 <sup>th</sup> <b>(Thursday)</b>	Understanding theories in community practice.		<b>Read:</b> Reed, (2005). <b>Due:</b> Critical reading reflections.
Feb 12 <sup>th</sup> <b>(Tuesday)</b>	Pre-engagement.		<b>Read:</b> Chapters 1 & 2 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
Feb 14 <sup>th</sup> <b>(Thursday)</b>	Engagement.		<b>Read:</b> Chapters 3 & 4 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
Feb 19 <sup>th</sup> <b>(Tuesday)</b>	Engaging communities.		<b>Read:</b> Staples, (2001). Hollingsworth et al., (2009).

			<b>Due:</b> Critical reading reflections.
Feb 21 <sup>st</sup> <b>(Thursday)</b>	Engaging communities.		<b>Read:</b> Arizmendi, (2004). Balestrery, (2012). <b>Due:</b> Critical reading reflections.
Feb 26 <sup>th</sup> <b>(Tuesday)</b>	Engagement and assessment.	<b>ASSIGNMENT DUE: General Community Assessment Survey</b>	<b>Read:</b> Chapters 5 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
Feb 28 <sup>th</sup> <b>(Thursday)</b>	Skill development.		<b>Read:</b> McKnight and Kretzmann, (2005). <b>Due:</b> Critical reading reflections.
March 5 <sup>th</sup> <b>(Tuesday)</b>	Relationship building.	<b>ASSIGNMENT DUE: Pre-profile Memo and Work Plan</b>	<b>Read:</b> Chapters 6 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
March 7 <sup>th</sup> <b>(Thursday)</b>	Relationship building.		<b>Read:</b> Chapters 7 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
March 12 <sup>th</sup> <b>(Tuesday)</b>	Interventions.		<b>Read:</b> Chapters 8 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
March 14 <sup>th</sup> <b>(Thursday)</b>	The Democratic Promise: Saul Alinsky and His Legacy.		<b>Due:</b> Critical documentary reflections (in class).
March 19 <sup>th</sup> <b>(Tuesday)</b>		<b>SPRING BREAK</b>	
March 21 <sup>st</sup> <b>(Thursday)</b>		<b>SPRING BREAK</b>	
March 26 <sup>th</sup> <b>(Tuesday)</b>	Interventions		<b>Read:</b> Chapters 9 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
March 28 <sup>th</sup> <b>(Thursday)</b>	Interventions		<b>Read:</b> Chapters 10 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
April 2 <sup>nd</sup> <b>(Tuesday)</b>	Interventions		<b>Read:</b> Chapters 11 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
April 4 <sup>th</sup>	Self-care.		

<b>(Thursday)</b>			
April 9 <sup>th</sup> <b>(Tuesday)</b>	Transitions and Evaluation.		<b>Read:</b> Chapters 12 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
April 11 <sup>th</sup> <b>(Thursday)</b>	Tribal Justice		<b>Due:</b> Critical documentary reflections (in class).
April 16 <sup>th</sup> <b>(Tuesday)</b>	Transitions and Evaluation.		<b>Read:</b> Chapters 13 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
April 18 <sup>th</sup> <b>(Thursday)</b>	I Am Not Your Negro		<b>Due:</b> Critical documentary reflections (in class).
April 23 <sup>rd</sup> <b>(Tuesday)</b>	Conclusion.		<b>Read:</b> Chapters 14 Burghardt, (2014). <b>Due:</b> Critical reading reflections.
April 25 <sup>th</sup> <b>(Thursday)</b>	Group work.		<b>In Class</b>
April 30 <sup>th</sup> <b>(Tuesday)</b>	Group work.		<b>In Class</b>
May 2 <sup>nd</sup> <b>(Thursday)</b>		<b>ASSIGNMENT DUE: Community Profile Presentations</b>	
May 7 <sup>th</sup> <b>(Tuesday)</b>		<b>ASSIGNMENT DUE: Community Profile Presentations</b>	
May 9 <sup>th</sup> <b>(Thursday)</b>		<b>ASSIGNMENT DUE: Community Profile Presentations</b>	

## X. BIBLIOGRAPHY

Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, 45(2), 245-261.

Arizmendi, L. G., & Ortiz, L. (2004). Neighborhood and community organizing in

- colonias: A case study in the development and use of promotoras. *Journal of Community Practice*, 12(1-2), 23-35.
- Balestrery, J. E. (2012). Intersecting discourses on race and sexuality: Compounded colonization among LGBTTTQ American Indians/Alaska Natives. *Journal of Homosexuality*, 59(5), 633-655.
- Bennett, K., & LeCompte, M. (1990). Theoretical and historical overview of the purposes of schooling. *How Schools Work: A Sociological Analysis of Education*, 1-34.
- Burghardt, S. (2014). *Macro practice in social work for the 21st century: Bridging the macro-micro divide* (2<sup>nd</sup> Edition). Sage Publications.
- deMarrais, K. B. (2000). Gender. Chapter 18.
- DiAngelo, R. J. (2018). *White fragility: Why it's so hard to talk to white people about racism*. Beacon Press.
- Hercules, B., & Orenstein, B. (1999). Documentary movie. United States: *The Democratic Promise: Saul Alinsky and His Legacy*. Berkley Media, LLC.
- Hollingsworth, L., Allen-Meares, P., Shanks, T., & Gant, L.M. (2009). Using the Miracle Question in Community Engagement and Planning (Research Note). *Families in Society: The Journal of Contemporary Social Services*, 90(3), 332-335.
- Makepeace, A. (2017). Documentary movie. United States: *Tribal Justice*. Bullfrog Films.
- McIntosh, P. (2004). White privilege: Unpacking the invisible knapsack. *Race, class, and gender in the United States*, 6, 188-192.

- McKnight, J. L., & Kretzmann, J. P. (2005). Mapping community capacity. In Minkler, M (Ed.2), *Community Organizing and Community Building for Health* (pp. 158-172). Rutgers University Press.
- Peck, R., Baldwin, J., Grellety, R., Aigui, A., Jackson, S. L., Deluxe, S., & Barbéris, M. H. (2017). *I am not your Negro*. Magnolia Home Entertainment.
- Pollard, S., & Bernard, S. (1990). Documentary movie. United States: *Two Societies*. Kanopy.
- Reed, B. G. (2005). Theorizing in community practice: Essential tools for building community, promoting social justice, and implementing social change. *The Handbook of Community Practice*, 84-102.
- Staples, L. H. (2001). Insider/outsider upsides and downsides. *Social Work with Groups*, 23(2), 19-35.