The University of Texas at Austin
School of Social Work

SW393T16: SOCIAL WORK LEADERSHIP IN HUMAN SERVICE ORGANIZATIONS
Course Number: SW393T16; Unique Number: 62870
Semester: Spring 2012; Course Time: Sat, 9am-5pm; Class Location: SSW 2.132
Instructor: Dnika J. Travis, MSW, PhD (Office Hours: by appointment)
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COURSE DESCRIPTION

Driven to enhance the wellbeing of individuals, families, and communities, human service organizations rely on competent and skilled workers—at all levels—to exercise leadership skills. At the same time, these organizations are faced with a host of challenges spawned by rapidly changing economic, political, social, and technological environments. As a required course in the Community and Administrative Leadership Concentration, this course is an in-depth study of:

(1) leadership and communication strategies to foster change, innovation, and learning in multiple settings;
(2) theories and models of effective leadership and organizational management; and
(3) tools to enhance one's own leadership development and effectiveness.

Specifically, the course focuses on theories and strategies for effective leadership to inspire, influence, and create change; align individuals, groups, and communities to action; and bridge differences and foster inclusivity. This educational experience also provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote social work values; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients in a variety of settings. Strategies to combat discrimination, oppression, and economic deprivation are examined, as well as those that promote social and economic justice in organizations and community environments. Course readings, assignments, and activities are interdisciplinary and grounded in social work knowledge and practices.

COURSE OBJECTIVES

By the end of the course, students will be able to:

1. Critique organizational processes from an eco-systems perspective as well as specific strategies for effectively leading others based on social work values, ethics, and social and economic justice; **CAL/APB1; CAL/APB2**

2. Analyze the role of leader within multiple settings to distinguish critical skills and strategies for leadership at all levels, including board members, the management team, supervisors, and direct service staff in human service organizations; **CAL/APB1**

3. Critically examine and apply theories of leadership and organizational management within the context of human service organizations; **CAL/APB7**

4. Analyze value dilemmas and ethical issues in the leadership and management of human service organizations; **CAL/APB2**

5. Develop and practice leadership and communication skills to enhance one's toolkits to inspire, influence, and create change, align others to action, and **CAL/APB10a**

6. Learn leadership skills to bridge differences and foster inclusivity across age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, or physical and mental ability. **CAL/APB2; CAL/APB10a**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP2.1.1 Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.
CAL/APB1 Evaluate professional roles and boundaries
Objectives 1,2
Assignments: Personal Development Plan, Personal Inventory, Final Integrative Application Paper

EP2.1.2 Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.
CAL/APB2 Refine ability to manage value differences and ethical dilemmas
Objectives 1, 4, 6
Assignments: Leadership Memo, Final Integrative Application Paper

EP2.1.7 Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.
CAL/APB7 Synthesize and select human behavior and the social environment theories to develop effective macro interventions
Objective 3
Assignments: Personal Inventory & Final Integrative Application Paper

EP2.1.10a Engagement
   CAL/APB10a Engage with key stakeholders through active listening and constructive dialogue
   Objectives 5, 6
   Assignments: Blackboard Discussion Forum, Leadership Memo, Peer Feedback and Consultation, In-class Leadership Activity

OVERVIEW OF COURSE REQUIREMENTS

Assignment	Requirement	Due Date	Total Points
Blackboard Discussion Forum	**Weekly BB Postings** (individual assignment, starting 1/28)	• Due weekly on Fridays by 10am. • Original or response post acceptable. • A minimum 1 per week counts.	**100**
	Critical Issues Forms (group assignment)	• Completed in class after BB posting deadline (due on Saturdays at 9:30am)	
Leadership Challenge Project (Individual Assignment)	**Personal Development Plan**	• Due Saturday, Jan 28th the start of class • Bring two hard copies (1 for the instructor and 1 for your consultation group)	**75**
	Personal Inventory	• Due electronically to instructor by Monday, February 13th by noon. • Submit electronic copy via blackboard to instructor.	**250**
	Final Integrative Application Paper	• Due by Monday, March 12th by noon. Feel free to submit earlier. • Submit electronic copy via blackboard.	**300**
Leadership Memo & Peer Consultation (Individual assignments)	**Draft memo**	• Due Saturday, February 4th. • Submit hard copy of draft to instructor and 2 team members. • Credit/No credit (*non-submission will result in 100 point deduction from final memo*).	**200**
	Written Peer Feedback	• Due Saturday, February 11th. • Bring two hard copies of each feedback to class. (*25 points each*)	
	Final Memo	• Due Saturday, February 18th. • Must include (a) final version, (b) draft version, and (c) list of 4-6 references and a brief statement of how each article helped to inform your memo. • Submit electronically via BB	
In-Class Activity (Team assignment)		• **Due accordingly to schedule**	75
Total			**1000**

NOTE:
   • All assignments are due according to the dates specified above. Assignments that need substantial revisions will be returned for resubmission. Late assignments may be accepted, but at the discretion of the instructor.

- If a late assignment is accepted, 30 percent of the points allocated for the specific assignment per day may be deducted. The 30% penalty applies to weekends as well as weekdays. Should such an emergency occur, the student should notify the instructor as soon as reasonably as possible.

DESCRIPTION OF COURSE REQUIREMENTS

BLACKBOARD DISCUSSION FORUM (CAL/APB10a)

We will use blackboard as a means to facilitate dialogue guide our class discussions and activities. As such, all students are required to participate in weekly discussions via Blackboard and a related in-class activity based on your insights about the assigned readings. To this end, two weekly deliverables are required. All two of these deliverables are worth a total of 100 points total. Scores will be combined and weighted equally. No points will be allocated for late postings or incomplete/late critical issues forms. Also, if a student is more than 10 minutes late to class, no points will be allocated for that individual in developing a critical issues form (The assigned group members, can however receive credit).

❶ *Weekly BB Blackboard Posting* – due on <u>Fridays</u> by 10am.Five submissions are required over the semester (starting the 2nd week of class). Each posting should contain

> (a) A summary of insights, paradoxes, or lessons learned from the readings, especially as they pertain to the student's own leadership project and development.

> (b) 2-3 key questions that the readings raise, again especially as they pertain to the student's own work or interest area.

> (c) One brief passage worth quoting and sharing with others.

Note you only have to respond to the readings taken together. That is, you may not have something to say about every single reading, although the summary should engage most of them. Recognizing that you may have something to say in response to your peers' posting, you may have several postings in one week. However, all of your postings that pertain to a specific unit need to occur by the deadline AND should total approximately 300-350 words. This, hopefully, will stimulate deep reflection and dialogue. The postings will be graded on the extent to which responses are well-developed, thought-provoking and reflective (individual assignment) (Due: 1/27, 2/3, 2/10, 2/17, 2/24).

❷ *Critical Issues Form* – Once the posting deadline has occurred and prior to class (between Fridays at 10am to Saturdays at 9am), each student is required to review all the BB postings. Then, at the start of each class, students are required to work in assigned groups to (a) unpack the critical issues and (b) generate questions for class discussions based on the readings AND the BB comments. Groups will have 30 minutes to complete this in-class assignment. Six critical forms will be due over the semester. The first one will not be graded and considered an in-class activity. The remaining critical issue forms will be graded. [due 1/21 (not graded), 1/28, 2/4, 2/11, 2/18, 2/25]

<u>**LEADERSHIP CHALLENGE PROJECT**</u>

The Leadership Challenge Project is designed to boost individual leadership skills as well as knowledge and experiences with the change process. During the semester, individuals are required to submit three interrelated assignments:

1. *Personal Development Plan (CAL/APB1)* - Consider an area of your life that you wish to enhance or gain insight on during this semester. Then, design a targeted, small wins development plan that you can focus on during the course of the semester. As part of your plan, you will create a unique leadership vision, model, and log that will guide and inspire your journey. This assignment is worth 75 points.

2. *Personal Inventory (CAL/APB1, CAL/APB7)* - The leadership inventory involves a critical analysis of your strengths, skills, and experiences based on personal interviews and/or skills inventories, leadership theories, and your unique leadership vision. The paper should be no more than 5 single spaced pages (not including references). APA format is required for the in-text citations and your reference. This assignment is worth 250 points.

3. *Final Integrative Application Paper (CAL/APB1, CAL/APB2, CAL/APB7)* - The final paper represents a culmination of your learning in this course through the lens of your personal leadership challenge. The purpose of this self-designed learning exercise is to <u>transfer</u> your learning from the Leadership Challenge Project:

    a. from a personal level to macro level (e.g., in organizations, communities, policy settings) <u>**or**</u>

    b. from a course-specific personal leadership development plan to a longer term development plan.

    You are required to use theory, course readings, and empirical research to guide and deepen your analysis and discussion. Most importantly, be creative, authentic, and deeply insightful. The final integrative application paper should be no more than 10 single spaced pages (not including references). APA format is required for the in-text citations and your reference. This paper is worth 300 points.

<u>**LEADERSHIP MEMO & PEER CONSULTATION**</u> *(CAL/APB2, CAL/APB10a)*

For this assignment, you are required to construct a "memo" to a specific person about a difficult or undiscussable issue. The memo can be informally written depending on the context of the conversation. I encourage you to take a risk, be open to the experience as this process involves learning skills essential to starting a difficult conversation, and open the door for positive change. This, then, translates to communicating effectively to resolve conflicts, enhance interpersonal relationships, and improve organizational effectiveness in any setting.

1. Draft Memo- Your first draft of the memo is due on **Saturday, February 4th**. In this version, use the readings and course exercises to guide the development of the memo content. The draft memo can be about 500 words max. You will submit a hard copy of your draft memo to the instructor and 2 members of your consultation team for feedback. Late draft memos will not be accepted and 50% deduction will be applied to your final memo grade.

2. Peer Feedback and Consultation – Once you receive a draft version of memo from two of your peers, you are required provide written feedback to each team member on the draft memo. There will also be an in-class component and attendance is required for full credit on the peer feedback and consultation. Due to instructor and your team members on **Saturday, February 11th.**

3. The final memo is due on **February 18th**. <u>With the final copy, you are also required to submit a list of 4-6 references and a brief statement of how each article helped to inform your memo.</u>

To better gauge learning and skill development through the memo development process, a final bundled grade will be assigned. Please refer to the assignment packet for more detailed information. In total, the final version, draft version, and peer feedbacks are worth 200 points.

In-class Leadership Activity *(CAL/APB10a)* – Teams will work synergistically to develop an in-class activity geared toward enhancing leadership skills aligned with the course topics. (75 points)

COURSE PREREQUISITES
Admission to the graduate program in social work or by special permission.

REQUIRED TEXTS & READINGS
Course packets are available from Speedway at Dobie Mall.

GRADING SCALE

1000.00 – 940.00 = A	839.99 – 800.00 = B-	699.99 – 670.00 = D+
939.99 – 900.00 = A-	799.99 – 770.00 = C+	669.99 – 640.00 = D
899.99 – 870.00 = B+	769.99 – 740.00 = C	639.99 – 600.00 = D-
869.99 – 840.00 = B	739.99 – 700.00 = C-	599.99 and below = F
	(Class failed/no credit: 739 and below)	

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 IN CLASS

The professor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

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://www.utexas.edu/depts/dos/sjs/).

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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. 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, an examination, a work assignment, or a 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.

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 to keep the university informed about changes to their 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 among 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

USE OF BLACKBOARD IN CLASS

In this class the professor uses Blackboard—a Web-based course management system with password-protected access at http://courses.utexas.edu—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

FEEDBACK STATEMENT

During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

CLASSROOM PRACTICES

As students enter the UT School of Social Work, they are simultaneously entering into a profession that puts forth a set of ethical responsibilities and values that all social workers must follow. As such, students are held to the NASW ethical mandates and Standards for Social Work Education as outlined in the Student Handbook.

Students are expected to attend class and participate in class discussions and activities. A student is considered absent if they arrive more than 10 minutes late to class, leave early, or are unable to come to class. More than two absences can result in a reduction by one letter grade or failure. Students are responsible for any and all material missed due to absences.

Students are encouraged to contribute to ask questions during class time and contribute to class discussion. If further assistance or guidance is needed, students are encouraged to visit the professor during office hours or make an appointment. Students also can feel free to contact the professor via email with questions, comments, or feedback. Emails and telephone calls will be returned in a timely manner based on the instructor's availability.

The *Publication Manual of the American Psychological Association* is the style manual to be used by all students in this course. Therefore, appropriate referencing is required on <u>all </u>written assignments. If you are unfamiliar with this resource, a copy of the manual is available in the LRC (SWB 1.218)

DETAILED COURSE SCHEDULE & READINGS

Unit 1 (January 21)
What is Social Work Leadership?

Part I:
- Holosko, M. J. (2009). Social Work Leadership: Identifying Core Attributes. *Journal of Human Behavior in the Social Environment, 19*(4), 448-459.
- Higgs, M., & Rowland, D. (2010). Emperors with clothes on: The role of self-awareness in developing effective change leadership. *Journal of Change Management, 10*(4), 369-385.

Part II:
- Burrus, D. & Mann, J.M. (2011). Skip your biggest problem. *Leader to Leader, 61: 29-35.*
- Boyatzis, R., & McKee, A. (2006). Intentional change. *Journal of Organizational Excellence*, 25(3): 49-60.
- George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review,* 85(2): 129-130, 132-128, 157.
- Martin, V. (2006). Learning to lead. *Continuing Professional Development, 12(9): 34-37.*

Unit 2 (January 28)
Leadership and Organizational Change: Theories and Models

Part I: Leadership
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. 2009. Leadership: Current theories, research, and future directions. *Annual Review of Psychology,* 60: 421-449.
- Denhardt, Denhardt, & Aristigueta. (2009). Leadership in public organizations. In *Managing Human Behavior in Public and Nonprofit Organizations* (pp. 167-206). California: SAGE Publications.
- Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. *American Psychologist, 65,* 157–170. doi:10.1037/a0018806

Part II: Organizational Change
- Prochaska, J. M., Prochaska, J. O., & Levesque, D. A. (2001). A transtheoretical approach to changing organizations. *Administration and Policy in Mental Health*, 28(4): 247-261.
- Robinson, L/ (2009). A Summary of Diffusion of Innovations. *Enabling Change*. Available from http://enablingchange.com.au/Summary_Diffusion_Theory.pdf .
- Rock, D. & Schwartz, D. (2006). The neuroscience of leadership. *Strategy and Business.* Retrieved December 11, 2007, from http://www.strategy-business.com/media/file/sb43_06207.pdf

Recommended:

- Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal leadership: The hidden driver of great performance. *Harvard Business Review,* 79(11): 42-51.
- Morrison, T. (2007). Emotional intelligence, emotion, and social work: Context, characteristics, complications, and contributions. *British Journal of Social Work*, 37: 245-263.
- Pearce, C.L., Manz, C.C., & Sims, Jr., H.P. (2009). Where do we go from here? Is shared leadership the key to team success? Organizational Dynamics, 38(3): 234-238.
- Spears, L. C. (2004, Fall). Practicing Servant-Leadership. *Leader to Leader*. *34*:7-11.
- Dunning, D., Johnson, K. Erlinger, J., & Kruger, J. (2003). Why people fail to recognize their own incompetence. *Current Directions in Psychological Science*, 12(3): 83-87.

Unit 3 (February 4)
Strengths-based leadership: Theories and Tools

- Anacona et al. (2007). In praise of the incomplete leader. *Harvard Business Review*. February: 92–100.
- Barker, A, & Schaufeli, W. (2008). Positive organizational behavior: Engaged employees in flourishing organizations. Journal of Organizational Behavior, 29, 147-154.
- Bushe, G.R. (2006). Sensemaking and the problems of learning from experience: Barriers and requirements for creating cultures of collaboration. In S. Schulman (Ed.) *Creating Cultures of Collaboration* (pp.151-171). San Francisco: Jossey Bass.
- Froman, L. (2010). Positive psychology in the workplace. *Journal of Adult Development, 17*(2), 59-69.
- Roberts et al. (2005). How to play to your strengths. *Harvard Business Review,* 1-6.

Unit 4 (February 11)
Tools for Effective Communication and Conflict Management

- Cannon, M. D., & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. *The Academy of Management Executive, 19*(2), 120-134.
- Gerzon, M. (2010). Leading through conflict: The mediator. In G.R. Hickman (Ed.)*Leading Organizations: Perspectives for a New Era*. 2nd Edition. Chapter 42, pp. 538-544.
- Hoppe, M. (2007). Lending an ear: Why leaders must learn to listen actively, 27(4): 11-14.
- Putman, L. (2004). Transformations and critical moments in negotiations. *Negotiation Journal.* 275-295.
- Ryan, K. D. and Oestreich, D. K. (1991) Chapter 12: *How to discuss the undiscussables (p. 209-232)*. In *Driving the Fear out of the Workplace: How to Overcome the Invisible Barriers to Quality, Productivity, and Innovation*. San Francisco: Jossey-Bass.
- Vassallo, P. (2004). Turning emotional energy into purposeful writing. *ETC: A Review of General Semantics*, 61(1): 159-167.

Recommended:

Manzoni, J.F. & Barsoux, J.L. (1998). The set-up-to-fail-syndrome. *Harvard Business Review,* 76(2):101-13.

Unit 5 (February 18)
Workforce Diversity and Inclusion: Theories and Tools

- Eagley, A.H. & Chin, J.L (2010). Diversity and Leadership in a Changing World. *American Psychology, 65*(3): 216-224.
- Kish-Gephart et al. (2009). Silenced by fear: The nature, sources, and consequences of fear at work. *Research in Organizational Behavior, 29: 163-193.*
- Mor Barak, M.E. (2006). Chp. 7: Vive la différence? Theoretical perspectives on diversity and exclusion in the work place. In Managing diversity: Toward a globally inclusive workplace. Thousand Oaks: Sage.
- Meyerson, D.E. (2001). Who tempered radicals are and what they do. Chapter 1 Excerpt from *Tempered Radicals*. Harvard Business School Press. Available from http://www.hanleytrust.org/hld/2009/Tempered%20Radicals.pdf

Recommended:

Meyerson, D.E. (2001). Radical change, the quiet way. *Harvard Business Review,* 92-100.

Unit 6 (February 25)
Change Management Tools

- Fernandez, S., & Rainey, H. G. (2006). Managing successful organizational change in the public sector. *Public Administration Review, 66*(2), 168-176.
- Greene, A.D. & Latting, J.K. (2004). Whistle-Blowing as a Form of Advocacy: Guidelines for the Practitioner and Organization. Social Work, 49(2): 219-230.
- Henry, P. (1997). Overcoming resistance to organizational change. *Journal of the American Dietetic Association*. S145-S147.
- Johnson, G. & Leavitt, W. (2001). Building on success: Transforming organizations through an appreciative inquiry. *Public Personnel Management, 30(1)*: 129-136.
- Latting, J.K. & Ramsey, V.J (2009) Chapter 7: Initiating Change. In *Reframing Change: How to Deal with Workplace Dynamics, Influence Others, and Bring People Together to Initiate Positive Change* (p. 161-184). Santa Barbara: Praeger.