

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

Course Number: SW334
Unique Number: 59735
Semester: Spring 2022
Meeting Time/Place: On-line*

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Office Hours: T-TH 10:30 am to noon
and by appointment via Zoom

*This class will be conducted using a combination of synchronous (group learning via Zoom) and asynchronous (independent learning on one's own) formats. All Zoom classes will be conducted during the regularly-scheduled class time (TTH 12:30 pm – 2:00 pm).

Social Work Practice with Organizations and Communities

I. STANDARDIZED COURSE DESCRIPTION

In this course you will become familiar with the macro context of social work practice. It examines the reciprocal relationship between human behavior and social environments. The course emphasizes the interlocking and complex nature of culture and personal identity with content on populations-at-risk, while examining the factors that contribute to and constitute being at risk. It also introduces you to the obligation that social services has to meet the needs of groups served and are culturally relevant. This includes equipping you with skills to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. You will learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds. This course examines the impact of social structure and other societal factors on one's personal life chances in relation to equity, fairness, opportunity, and other issues of social and economic justice. Drawing on a systems ecological perspective, this course will help you develop skills in using systems thinking approaches to understanding organizations and communities with special emphasis on their application to a variety of oppressed and disadvantaged populations and multiple levels of intervention. Special emphasis is given to the development of assessment skills and intervention methods that are relevant to empowerment, capacity building and social change within organizations and communities. Understanding the role of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability is an integral part of this course.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, you will be able to:

- Discuss communities and organizations as a context for professional practice to meet individual needs, build community capacity, and promote social and economic justice.
- Demonstrate an understanding of the value dilemmas and ethical issues confronting social work professionals and their implications for social work practice with organizations and communities.
- Assess the influence of community norms, priorities, and competitive community factions on the social structure of communities and the delivery of human services.
- Assess various evidence-based intervention approaches for working with organizations and communities.
- Discuss and describe the impact of organizational and community dynamics on populations at risk and relate those impacts to the participation of such populations in organizational and community governance, human service provision, and policy formulation.
- Discuss and describe alternative strategies for initiating change in organizations and communities, including planning models, coalition building, community development, direct action, and legislative advocacy.
- Discuss and describe the relevance of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability in social work practice that is grounded in social and economic justice.

EPAS Competencies

The Steve Hicks School of Social Work (SHSSW) has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. 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 (discussion, lecture, and group exercises). Experiential learning (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. To reach your class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access (UT EID and password). The Help Desk available through the UT home page (www.utexas.edu/its/help) or at 475-9400 can assist you with computer and Canvas questions. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. REQUIRED TEXTS AND MATERIALS

Kirst-Ashman, K. K., & Hull, J. G. H. (2017). *Generalist practice with organizations and communities* (7 edition). Cengage Learning.

Moskowitz, P.E. (2018). *How to kill a city: Gentrification, inequality, and the fight for the neighborhood*. Bold Type Books/Hachette Book Group.

Additional reading material will be posted on the Canvas site for the course.

V. COURSE REQUIREMENTS

ASSIGNMENT #1 - Organizational analysis - 30 % of final class grade

Using a Critical Race Theory (CRT) lens each student will be required to conduct an organizational analysis of a social service agency. The organizational analysis will be of the student's field agency (or another agency with *prior approval* of the course instructor if a student is not in a field placement while taking this course). Students will make use of multiple sources to gather information necessary to complete this assignment. The paper completed as part of this assignment must provide the appropriate commentary as well as evidence to support conclusions drawn about the organization.

Topics to be addressed by the organizational analysis:

- History of organization
- Agency brand
- Mission, vision, values, and operating principles (must attach copy of strategic plan)
- Leadership style of chief administrator (CEO, Executive Director, President)
- Organizational culture
- Structure of organization (must attach organizational chart)
- Programs and services (must attach program and services brochures)
- Human resource development (HRD)
- Sources of funding (attach copy of current operating budget)
- Fundraising activities (other than grants and contracts)
- Challenges and opportunities

The paper completed as part of the organizational analysis should be *approximately 12 –14 pages in length*, exclusive of references and attachments.

The due date for the organizational analysis assignment is **April 19.**

ASSIGNMENT #2: Neighborhood Ethnographic Analysis - 35% of final course grade (25% for class presentation and 10% for portfolio)

Students will work in task groups of 4-5 members each to complete this assignment (see breakout of individual and group activities below). Group membership and assignment of neighborhood to group will be determined by student preferences.

Each group will study a place-based neighborhood located in the Greater Austin area. Each neighborhood will have specific geographic boundaries that encompass at least one zip code. Group members will employ ethnographic interviewing in culturally sensitive ways to gather information required for this assignment, including engaging one or more “cultural guides” to

help gain access to the neighborhood and its residents as well as to guide group members in their efforts to learn about the area.

Members of each group are to complete the tasks shown in the table below as part of this assignment. Please note the column of the table labeled “Responsible Party.” This column identifies *who* (entire group or individual group members) is responsible for completing the various parts of the assignment.

Activities reserved for individual group members constitute a *common assignment* that is to be completed by all students across all sections of the course.

Task	Responsible Party
<u>Obtain demographic information about the neighborhood</u> using Census or other data. Students should refer to the Power Point presentation on gathering demographic data posted on the course Canvas site for guidance in completing this task.	Group
<u>Ride or walk through the target neighborhood</u> 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. <u>Note that while this is a group assignment, the information gathered here will also be used in the individual reflection assignment.</u>	Group
<u>Each group member</u> will interview a <u>resident</u> of the neighborhood, asking the individual about what s/he considers the positive aspects of the neighborhood as well as challenges of living there. The cultural guide(s) who helped orient the group to the neighborhood should be used to obtain suggestions about persons to be interviewed. Individuals to be interviewed might include someone who has lived in the neighborhood or community for a long time, a newcomer to the neighborhood, a person of color, a member of a marginalized population such as someone who is experiencing homelessness or who identifies as being LGBTQ, a neighborhood leader, a member of the clergy, an agency staff member, or an owner of small neighborhood or community business. Group members should coordinate with one another to avoid the same individual being interviewed by more than one student. <u>Note that while this is an individual assignment, the information gathered here will also be used in the group’s in-class multi-media presentation and portfolio.</u>	Individual group members
<u>Each group member</u> will interview someone from a <u>local business, school, and religious institution</u> (3 separate interviews) to learn about how each entity views the neighborhood, what the entity thinks it contributes to the neighborhood, and what it sees as strengths, challenges, and opportunities reflected by the neighborhood. Group members should coordinate with one another to avoid the same entity	Individual group members

Task	Responsible Party
<p>being visited by more than one student.</p> <p>The total number of interviews will equal 4 times the number of individuals in the group. For example, if there are four members in a group, the total number of interviews to be conducted is $4 \times 4 = 16$.</p> <p><u>Note that while this is an individual assignment, the information gathered here will also be used in the group's in-class multi-media presentation and portfolio.</u></p>	
<p>Each group will prepare a <i>20-minute</i> multi-media class presentation (Power Point slide show with embedded audio and video) about the target neighborhood to include the following information (groups are encouraged to use photographs, archival information, or testimonials from one or more community members to highlight the material presented):</p> <ul style="list-style-type: none"> ▪ Name or nickname such as the Dove Springs area of east Austin, or the St. John's area of north-central Austin ▪ Location (include map or other drawing) ▪ Demographic snapshot ▪ Strengths/assets, threats/challenges, and opportunities ▪ <i>Three</i> (3) recommendations for strengthening the neighborhood ▪ <i>Five</i> things that were learned through this assignment that would inform social work macro practice in communities <p>The presentation <i>must include a photo or video tour of the neighborhood accompanied by captions or narration and some form of music</i>. The tour should be theme-based and not just a stream of disconnected images. At a <i>minimum</i>, the following themes are to be included in the presentation:</p> <ul style="list-style-type: none"> ▪ Where people, live, work, and play ▪ Where people worship ▪ Where people go to obtain social and other services ▪ Forces of change affecting the neighborhood, such as those brought about by rapid population growth, changes in the composition of the population, or gentrification <p>Class presentations are scheduled for April 28 and May 3 (order of presentations to be determined by the course instructor).</p>	Group

Task	Responsible Party
<p><u>Portfolio to accompany class presentation.</u> Each group will create a portfolio of materials compiled in connection with this assignment. Items to be included in the portfolio:</p> <ul style="list-style-type: none"> • <u>One-page summary</u> of each interview conducted. In addition to a synopsis of the interview, these summaries are to include the date of the interview, name of the student conducting the interview, name/pseudo-name) of the person interviewed, and role(s) of that person in the neighborhood. • Copies of materials (relevant URLs will suffice here) describing programs and services available to members of the target neighborhood • Copies of materials (relevant URLs will suffice here) used to announce neighborhood meetings or other events attended as part of this assignment • Electronic copy of the Power Point slides used in the final class presentation • Copies or URLs of all documents used to develop the demographic profile of the target neighborhood <p>The portfolio is to be submitted on May 5 (last day of class).</p>	<p>Group</p>

ASSIGNMENT #3: Book analysis (15% of final course grade)

Students are to read the book *How to Kill a City* by P.E. Moskowitz and prepare a 3- to 5-page paper, exclusive of the cover page and the reference page. The paper should be double-spaced and use Times Roman 12-point font.

Students are to follow the instructions below in preparing their response to this assignment:

- Identify three (3) reasons why gentrification should be of concern to social workers.
- Choose one of the communities highlighted in the book (New York City, Detroit, New Orleans) and describe the historical antecedents of gentrification in that community. Use at least three (3) examples from the book to support your response.
- Using the ecological systems framework discussed in class and in supplemental materials posted on Canvas, discuss the factors at the four levels of the environment that contribute to gentrification. Use at least three (3) examples from the book to support your response.
- Choose one of the communities highlighted in the book (New York City, Detroit, New Orleans) and briefly describe strengths of the community that could be mobilized to ameliorate the effects of gentrification as described in the book. Use at least three (3) examples from the book to support your response.
- Identify five (5) strategies that you could use to help prevent gentrification in communities like New York City, Detroit, and New Orleans.

Note that no references or sources beyond the book itself are needed.

The due date for the book analysis assignment is **March 10**.

ASSIGNMENT #4: Common assignment (20% of final course grade)

Each student will write a *five- to six-page* reflection paper based on information gathered through the individual assignments delineated in the table above. The paper should include the following content shown below. Note that the information required for the first bullet can be taken directly from the portfolio described above. The information required for the second, third, and fourth bullets can be taken directly from the material compiled for the final class presentation.

- Summary of each interview conducted including the date of the interview and name (or pseudo-name) of the individual interviewed (note that this information can be taken directly from the portfolio described above)
- Brief description of the physical neighborhood or community, and the people that live there
- Two strengths of the neighborhood or community
- Two challenges faced by the neighborhood or community you think would confront a social worker professional working in the community
- Identify an unmet social service need in the community and propose an intervention (such as coalition building, community development, direct action, or legislative advocacy) that aims to address the need – include three goals for the intervention
- Identify potential collaborators in the community and clearly describe how their involvement would benefit the proposed intervention
- Discuss what actions you imagine taking to begin the proposed intervention, how long you think it would last and how it might end
- Suggest two potential strategies for evaluating the intervention and discuss how the evaluations would measure the initial goals you proposed
- Your thoughts on how the neighborhood or community norms would influence social service delivery in the community

Note that no references or sources are required for this assignment.

The due date for the common assignment is **May 5** (last day of class).

Summary of assignments and due dates

A summary of course assignments and respective due dates is shown in the following table.

Assignment	Due Date	Weight
<i>How to Kill a City</i> Book analysis	3/10	15%
Organizational analysis	4/19	30%
Neighborhood ethnographic analysis		
Class presentations	4/28 and 5/3	25%
Portfolio	5/5	10%
Reflection paper	5/5	20%
	Total	100%

VI. GRADES

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

VII. COURSE POLICIES

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 UT-Austin 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.

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 the material is covered in class or not. 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.

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 in which 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.

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. The instructor should be notified in advance of any planned absences and as soon as possible in the case of an unforeseen, serious emergency.

Class attendance will be taken via Zoom throughout the semester. Students who attend at least 90% of classes will receive two "bonus points" to be added to the student's point total for the course.

A student who misses more than three classes without a valid, verifiable excuse will be subject to a penalty of *one letter grade*. For example, a student who misses four classes without a valid and verifiable excuse and whose grade based on course assignments is an "A," will receive a final grade of "B" in the course.

In no case will a student be allowed to miss more than five classes throughout the semester.

Assignments and Grades: Assignments should be turned in online on the date they are due barring serious, unforeseen medical illness or family emergencies. Penalties for late assignments will factor into the grade achieved for the assignment.

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 University Co-op.

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, and campus and public libraries.

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

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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://diversity.utexas.edu/disability/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 <https://cmhc.utexas.edu/>.

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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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

The course schedule is shown in the following table. Updates/revisions to the schedule will be posted to the course Canvas site in the case that any such updates/revisions are made.

Date	Topic	Readings	Assignment(s)
Jan			
18	<ul style="list-style-type: none"> ▪ First day of class ▪ Review of course requirements ▪ Neighborhood analysis task group assignments 	Course syllabus	<i>My community of origin</i> (class exercise)
20	<ul style="list-style-type: none"> ▪ Legitimizing principles for social work practice with organizations and communities 	<u>Chapter 1</u> of course text	<i>My model community change agent</i> (class exercise)
25	Lab day	Protected time to work on neighborhood analysis project	
27	<ul style="list-style-type: none"> ▪ Definition of an organization ▪ Theories of organizations ▪ Systems framework of organizations 	<u>Chapter 5</u> of course text	
Feb			
1	<ul style="list-style-type: none"> ▪ Challenges faced by contemporary non-profit agencies ▪ Strategic planning ▪ Mission, vision, values, and operating principles 	<u>Chapter 5</u> of course text <u>Posted on Canvas</u> Examples of strategic plans	
3	<ul style="list-style-type: none"> ▪ Organizational culture ▪ Human resource development (HRD) 	<u>Chapter 5</u> of course text <u>Posted on Canvas</u> Examples of HRD initiatives	
8	<ul style="list-style-type: none"> ▪ Budget matters ▪ Branding the agency 	<u>Chapter 5</u> of course text <u>Posted on Canvas</u> Materials on branding an organization	<i>My organizational brand</i> (class exercise)
10	<ul style="list-style-type: none"> ▪ Women in the workplace 	<u>Posted on Canvas</u> What is “women’s work”? Trends in women’s employment over time Sexual harassment and sexual assault in the workplace <i>Women in the Workplace 2021</i> by LEAN IN	

Date	Topic	Readings	Assignment(s)
		and McKinsey & Company The story of LEAN IN	
15	<ul style="list-style-type: none"> ▪ Continuation of topics from previous class 		
17	Lab day	Protected time to work on neighborhood analysis project	
22	<ul style="list-style-type: none"> ▪ Leadership in organizations 	<u>Chapter 4</u> of course text <u>Posted on Canvas</u> Materials on leaders and followers posted on Canvas	<i>My leadership dilemma</i> (Breakout group exercise)
24	<ul style="list-style-type: none"> • Ethics and ethical dilemmas in organizations 	<u>Chapter 12</u> of course text	<i>My ethical dilemma</i> (Breakout group exercise)
Mar			
1	<ul style="list-style-type: none"> ▪ Decision-making for organizational change ▪ Implementing organizational change 	<u>Chapters 6 and 7</u> of course text	
3	<ul style="list-style-type: none"> ▪ Managing change in organizations 	<u>Chapters 6 and 7</u> of course text	<i>Change has got ahold of me</i> (Breakout group exercise)
8	<ul style="list-style-type: none"> ▪ Types of communities ▪ Theoretical perspectives on communities ▪ Community practice models 	<u>Chapter 8</u> of course text	
10	Lab day	Protected time to work on neighborhood analysis project	<i>How to Kill a Neighborhood</i> book analysis due
15	Spring break (no class)		
17	Spring break (no class)		
22	<ul style="list-style-type: none"> ▪ Action strategies and tactics • Dynamics of power • Advocacy and social action with populations at risk 	<u>Chapter 11</u> of course text	
24	<ul style="list-style-type: none"> ▪ Gentrification 	<u>Posted on Canvas</u> Materials on gentrification and its consequences	
29	<ul style="list-style-type: none"> ▪ Asset development and mapping 	<u>Posted on Canvas</u> Reference materials on asset-based community development	<i>My asset bank</i> (Breakout group exercise)

Date	Topic	Readings	Assignment(s)
	▪ What is an asset bank?		
31	▪ Continuation of topics from previous class		
Apr			
5	▪ Community land trust	<p><u>Posted on Canvas</u> Davis, E. (2010). Origins and evolution of the community land trust in the United States. In Davis, E. (Ed.). (2010), <i>The community land trust reader</i>. Cambridge, MA: Lincoln Institute of Land Policy, pp. 1-47. Davis, E. (2010). The challenge of perpetuity. In Davis, E. (Ed.). (2010), <i>The community land trust reader</i>. Cambridge, MA: Lincoln Institute of Land Policy, pp. 552- 561. City of Austin CODE Next report</p>	<i>My community land trust</i> (Breakout group exercise)
7	▪ Eviction in America	<p><u>Posted on Canvas</u> Various materials on eviction and its consequences</p>	<i>My eviction dilemma</i> (Breakout group exercise)
12	Lab day	Protected time to work on neighborhood analysis project	
14	▪ The affordable housing debate	<p><u>Posted on Canvas</u> Various materials on the lack of affordable housing and its consequences</p>	<i>My affordable housing dilemma</i> (Breakout group exercise)
19	▪ The impact of COVID pandemic on organizations and communities	<p><u>Posted on Canvas</u> Various materials on the impact of COVID-19 on organizations and communities</p>	▪ Organizational analysis due
21	▪ Homeless in America	<p><u>Posted on Canvas</u> Various materials related to homelessness in America</p>	
26	Lab day	Protected time to work on neighborhood analysis project	
28	Group presentations	No readings	
May			
3	Group presentations	No readings	
5	<p>▪ Last day of class ▪ My greatest takeaway from this course</p>		<p>▪ Neighborhood analysis portfolio due ▪ Common assignment due</p>

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