

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

<b>Course Number:</b>	SW381T	<b>Instructor:</b>	Robert Ambrosino, Ph.D. Robert.ambrosino@utexas.edu
<b>Unique Number:</b>	61480	<b>Office:</b>	On-line (see hours below)
<b>Semester:</b>	Fall 2022	<b>Office Phone:</b>	(210) 268-9043
<b>Meeting Time/Place:</b>	On-line	<b>Office Hours:</b>	T-TH 11:00 am – 12:30 pm 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 (Tuesday, 2:30 pm to 5:30 pm).

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**Dynamics of Organizations and Communities**

**I. STANDARDIZED COURSE DESCRIPTION**

This course examines the reciprocal relationship between human behavior and the social environment at the mezzo and macro levels to prepare students to work in programs, organizations, and communities. 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. Drawing on a variety of frameworks, including, but not limited to, feminist theory, ecological systems theory, critical race theory, the strengths-based perspective, social construction theory, and other theories with an anti-oppressive and antiracist focus, students will identify and critique power structures within policies, procedures and organizational culture that create inequitable access to social services and disparate opportunities for communities marginalized by the dominant culture. Students will apply this knowledge and an antiracism lens to understand how power and oppression impact populations and interventions at multiple levels. Understanding the intersectionality of racialization, ethnic origin, class, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status is an integral part of this course. Students will also practice cultural humility by centering community voices throughout assessment, planning, intervention, and evaluation. The complex tensions between dismantling systems of oppression while working within those systems as agents of change will also be discussed.

**II. STANDARDIZED COURSE OBJECTIVES**

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

1. Explore communities and organizations as a context for social work practice to meet individual needs, build community capacity, and promote social, racial, economic, and environmental justice.

2. Demonstrate knowledge, skills, critical examination, and self-reflection in engaging with value dilemmas and ethical issues confronting social work professionals and their implications for social work practice with organizations and communities.
3. Assess the influence of values and norms, priorities, and competing interests on the social structure of communities and the delivery of human services.
4. Analyze the reciprocal impacts of organizational and community dynamics on client populations and relate those impacts to the participation of clients in organizational and community governance, human service provision, and policy formulation.
5. Gain understanding of the existence of community agency and learning to center on the community's knowledge and determination of its own capacity-building and power.
6. Evaluate strategies for initiating change in organizations and communities, such as planning models, coalition building, community development, direct action, and advocacy at the mezzo and macro levels.
7. Demonstrate knowledge of how bias, power, and privilege as well as personal values and personal experiences may influence assessment, planning, intervention, and evaluation at multiple levels.
8. Compare various evidence-based interventions and emerging approaches for working with organizations and communities.
9. Make use of knowledge and skills in strengths-based approaches to build capacity with client systems, exploring and building on existing individual and community assets.
10. Increase knowledge of internal workings of public and private organizations across the lifecycle.
11. Examine systemic and institutional racism in organizations and institutions in communities, including racial and ethnic representation in the different branches of agencies, analyzing structural elements such as boards, bylaws, and hiring practices of organizations that reinforce white supremacy culture.

### **EPAS Competencies**

The Steve Hicks 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, 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**

Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Outcome 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**

Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals

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

Outcome 9.1: Select and use appropriate methods for evaluation of outcomes

Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Outcome 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 students with a meaningful learning environment through use of multiple methods of instruction (e.g., discussion, lecture, and small-group exercises). Active learning will be emphasized. Students are expected to complete assigned readings prior to each class period and actively participate in class. Class attendance and participation are 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](http://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 TEXT AND MATERIALS

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

Desmond, M. (2016). *Evicted: Poverty and profit in an American city*. Broadway Books.

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

#### V. COURSE REQUIREMENTS

Community/neighborhood ethnographic analysis (signature assignment) 50% of final course grade

Students will work in task groups of 4-5 members each to complete this assignment. Student input will be solicited in determining task group assignments. No two groups will be allowed to complete the assignment for the same community/neighborhood.

**NOTE.** The grade for this assignment will be comprised of two component grades: a *team grade* (65% of the total); and an *individual grade* (35% of the total). All members of each task group will receive the same team grade. The individual grade will be based on peer ratings using a form provided by the course instructor and posted on the course Canvas site.

Each task group will study a place-based neighborhood or community located in the Greater Austin area. Each community/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 community/neighborhood and its residents and guide group members in their efforts to learn about the area.

**NOTE.** Completion of this assignment will involve face-to-face interactions, telephone or Zoom interviews, email exchanges, visiting agency/organization websites, downloading relevant information from credible sources, and the like.

Each task group is expected to complete the tasks shown in the following table as part of this assignment.

<b>Community/Neighborhood Ethnographic Analysis Tasks</b>
<p><u>Obtain demographic information about the neighborhood or community</u> using Census and 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.</p>
<p><u>Tour the neighborhood/community</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.</p>
<p>Interview a <u>resident</u> of the neighborhood or community, asking the individual about what s/he considers the positive aspects of the neighborhood or community as well as challenges</p>
<p>of living there. The cultural guide(s) who helped orient the group to the neighborhood or community 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 or community, a person of color, a member of a marginalized population such as someone who is experiencing homelessness or who identifies as being LGBTQIA+, a neighborhood or community leader, a member of the clergy, an agency staff member, or an owner of small neighborhood or community business.</p>
<p>Interview someone from a <u>local business, school, and religious institution</u> (3 separate interviews) to learn about how each entity views the neighborhood or community, what the entity thinks it contributes to the community, and what it sees as strengths, challenges, and opportunities reflected by the neighborhood or community.</p>
<p>Interview the <u>City Council member</u> (or their representative) for the district in which the neighborhood or community is located to learn about the most pressing issues or problems facing residents of the district as well as what priorities have been established or actions taken (by the Council member's office) to address them.</p>
<p><u>Multi-media class presentation.</u> Prepare a <i>20-minute</i> multi-media presentation to be shown on Zoom about the target neighborhood or community to include the following information (students are encouraged to use photographs, video, digital images, or quotes to highlight the material presented):</p> <ul style="list-style-type: none"> <li>▪ Name or nickname such as the Dove Springs area of east Austin, or the St. John's area of north-central Austin</li> <li>▪ Location (include map or other drawing)</li> <li>▪ Demographic <u>snapshot</u> taken from Census and other data referenced above</li> <li>▪ Strengths/assets, threats/challenges, and opportunities</li> </ul>

- *Three (3)* recommendations for strengthening the neighborhood or community
- *Five* things that were learned through this assignment that would inform social work macro practice in communities

The presentation *must include a photo or video tour of the neighborhood or community accompanied by captions or narration and some form of music*. The tour should be theme-based and not just a stream of disconnected images. At a *minimum*, the following themes are to be included in the presentation:

- Where people, live, work, and play
- Where people worship
- Where people go to obtain social and other services
- Forces of change affecting the neighborhood or community, such as those brought about by rapid population growth, changes in the composition of the population, or gentrification

Class presentations are scheduled for **November 15** and **November 29** (three presentations and two presentations, respectively).

Portfolio to accompany class presentation. Each group will create a portfolio of materials compiled in connection with this assignment. Items to be included in the portfolio include:

- One-page summary of each interview conducted (5 interviews total). 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/community.
- URLs of materials describing programs and services available to members of the target neighborhood or community
- Electronic copy of the Power Point slides used in the final class presentation
- URLs of all source documents used to develop the demographic profile of the target neighborhood/community

The portfolio is to be submitted on **November 29** (last day of class).

## **ASSIGNMENT #2**

Book analysis - 25% of final course grade

Students are to read the book *Evicted* by Matthew Desmond and prepare a four- to five-page paper, exclusive of the cover page and the reference page. The paper should be a *Word* document, be *double-spaced* and use *Times Roman 12-point font*.

Students are to select *one* of the eight families highlighted in the book and respond to the following questions:

- Describe the family's situation as presented in the book.
- Briefly describe the family's experience with poverty and oppression. Use appropriate examples from the book to support your response.
- Using the ecological systems framework discussed in class and in supplemental materials posted on course Canvas site, discuss the factors at the four levels of the environment that contributed to the family's poverty and oppression. Use specific examples from the book to support your response.
- Briefly describe the strengths of the family that are enabling the family to survive.
- Identify *at least three* ways that those strengths can be used to overcome poverty and oppression.
- What recommendations do you have to help this family and others in similar circumstances move out of poverty?

This due date for the book analysis assignment is on **October 25**.

### **ASSIGNMENT #3**

Common assignment - 25% of final course grade

#### Option 1

Working in task groups of three to five students each, students will *simulate* engaging with and assessing a community of their choice, identifying concerns expressed by members of the community, and proposing an intervention to address one of those concerns, coupled with an evaluation of that intervention.

#### Option 2

Working in task groups of three to five students each, students will (actually) conduct either an organizational or community needs assessment, choose a project or intervention to participate in, and execute an intervention.

Additional information on this assignment is forthcoming.

The due date for the common assignment is **November 29** (last day of class).

A summary of assignments and associated due dates is shown in the table on the next page.

Summary of course assignments and associated due dates

Assignment	Due Date	Weight
<i>Evicted</i> Book analysis	10/25	25%
Community ethnographic analysis		50%
Class presentations	11/15 and 11/29	35%
Portfolio	11/29	15%
Common assignment	11/29	25%
Total		100%

**VI. CLASS POLICIES**

**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.

**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.

**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.** Students may use communications devices such as laptop and notebook computers and smart phones to support classroom learning. Use of such devices for other purposes is discouraged as it may detract from the learning experience.

**Class Attendance Policy.** Class attendance is critical to maintaining an active learning community and a dynamic learning environment. Therefore, it is expected that students will attend all classes. Students are to inform the instructor in advance (if possible) if they will not be attending class as well as the reason for the absence.

**Assignments and Grades.** Assignments should be turned in on the date they are due. Students are to inform the instructor if they are unable to meet an assignment deadline and the reason for missing the deadline.

**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 Coop.

**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.

**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.

## **VII. UNIVERSITY POLICIES**

**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>.

**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 <https://cmhc.utexas.edu/>.

**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.

**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.

**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.

**Class recordings.** Class recordings are reserved only for students in this class for educational purposes and are protected under The Family Educational Rights and Privacy Act (FERPA) found at <https://studentprivacy.ed.gov/ferpa>. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

**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/>.

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

**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>.

**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>.

**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

**VIII. COURSE GRADING**

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

**IX. COURSE SCHEDULE**

<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
<b>WEEK 1</b>			
8/23	<u>First day of class:</u> <ul style="list-style-type: none"> <li>• Welcome</li> <li>▪ Review of course structure and requirements</li> <li>• Community/neighborhood task group options</li> <li>• My community of origin small-group exercise</li> </ul>	<u>Week 1 Module</u> in Canvas	
<b>WEEK 2</b>			
8/30	<p><b>Asynchronous (learn on your own) class preparation</b></p> <ul style="list-style-type: none"> <li>• Generalist practice with organizations and communities</li> <li>• Overview of the ecological/systems framework</li> <li>• Role of the social worker in the community</li> </ul> <p><b>Zoom class</b></p> <ul style="list-style-type: none"> <li>• Instructor and student commentary about the week’s course content</li> <li>▪ In-class application exercise</li> </ul>	<u>Week 2 Module</u> in Canvas	Individual ranking of community/neighborhood study options (upload to Canvas)

Date	Topics	Readings	Assignments
<b>WEEK 3</b>			
9/6	<p><b>Asynchronous (learn on your own) class preparation</b></p> <ul style="list-style-type: none"> <li>• Understanding neighborhoods and communities</li> <li>• Theoretical perspectives for community change</li> <li>• Community practice models</li> </ul> <p><b>Zoom class</b></p> <ul style="list-style-type: none"> <li>• Instructor and student commentary about the week's course content</li> <li>▪ In-class application exercise</li> </ul>	Week 3 Module in Canvas	
<b>WEEK 4</b>			
9/13	<p><b>Asynchronous (learn on your own) class preparation</b></p> <ul style="list-style-type: none"> <li>• The power of civic engagement</li> <li>• Developing a logic model</li> <li>• Working with stakeholders to bring about community change</li> </ul> <p><b>Zoom class</b></p> <ul style="list-style-type: none"> <li>• Instructor and student commentary about the week's course content</li> <li>▪ In-class application exercise</li> </ul>	Week 4 Module in Canvas	
<b>WEEK 5</b>			
9/20	<b>Lab day</b> (no class)	Protected time to work on neighborhood/community project  No readings	

Date	Topics	Readings	Assignments
<b>WEEK 6</b>			
9/27	<p><b>Asynchronous (learn on your own) class preparation</b></p> <ul style="list-style-type: none"> <li>• Gentrification</li> <li>• Community land trusts</li> </ul> <p><b>Zoom class</b></p> <ul style="list-style-type: none"> <li>• Instructor and student commentary about the week's course content</li> <li>▪ In-class application exercise</li> </ul>	<p><u>Week 6 module</u> in Canvas</p>	
<b>Week 7</b>			
10/4	<p><b>Asynchronous (learn on your own) class preparation</b></p> <ul style="list-style-type: none"> <li>• Asset development and mapping</li> <li>• Asset-based community development (ABCD)</li> <li>▪ Case study of Braddock, PA</li> </ul> <p><b>Zoom class</b></p> <ul style="list-style-type: none"> <li>• Instructor and student commentary about the week's course content</li> <li>▪ In-class application exercise</li> </ul>	<p><u>Week 7 module</u> in Canvas</p>	
<b>Week 8</b>			
10/11	<p><b>Asynchronous (learn on your own) class preparation</b></p> <ul style="list-style-type: none"> <li>• Organizational theories/frameworks</li> <li>• Systems framework of organizations</li> <li>• Organizational culture</li> <li>• Human resource development (HRD)</li> </ul> <p><b>Zoom class</b></p> <ul style="list-style-type: none"> <li>• Instructor and student commentary about the week's course content</li> <li>▪ In-class application exercise</li> </ul>	<p><u>Week 8 module</u> in Canvas</p>	



Date	Topics	Readings	Assignments
Week 9			
10/18	<b>Lab day</b>	Protected time to work on neighborhood/community project  No readings	
Week 10			
10/25	<b>Asynchronous (learn on your own) class preparation</b> • Women in the Workplace  <b>Zoom class</b> • Instructor and student commentary about the week's course content ▪ In-class application Exercise	<u>Week 10 module</u> in Canvas	<i>Evicted</i> book analysis
Week 11			
11/1	<b>Asynchronous (learn on your own) class preparation</b> • Leadership in Organizations  <b>Zoom class</b> • Instructor and student commentary about the week's course content ▪ In-class application Exercise	<u>Week 11 Module</u> in Canvas	
Week 12			
11/8	<b>Asynchronous (learn on your own) class preparation</b> • Decision-making for organizational change • Managing change in organizations • Using power to advance organizational goals • Ethics and ethical dilemmas in organizational settings	<u>Week 12 module</u> in Canvas	

Date	Topics	Readings	Assignments
	<b>Zoom class</b> <ul style="list-style-type: none"> <li>Instructor and student commentary about the week's course content</li> <li>In-class application exercise</li> </ul>		
Week 13			
11/15	<b>Group presentations</b> (3) via Zoom (order of presentations to be announced)	No readings	Power Point presentation on community ethnographic analysis
Week 14			
11/22	Fall break/Thanksgiving holiday- <b>No class</b>	No readings	
Week 15			
11/29	Last day of class <b>Group presentations</b> (2) via Zoom (order of presentations to be announced)  The future of social work macro practice with organizations and communities	No readings	<ul style="list-style-type: none"> <li>Power Point presentation on community ethnographic analysis</li> <li>Community ethnographic analysis portfolio</li> <li>Common assignment paper</li> </ul>

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