



School of Social Work

Challenging Minds, Leading Change, Transforming Lives

SOCIAL WORK 9230
SW 9230 (3 credit hours)

Instructor:

Tam E. Perry, MSSW, MA, PhD

Office: 300 Thompson Home

Email: teperry@wayne.edu

Phone: (313) 577-4402

Office Hours: Tuesdays 2-3 pm or by appointment

COURSE DESCRIPTION

Theories for Practice & Research with Communities & Organizations

Prereq: Admission to the Doctoral Program in Social Work. Other doctoral students may enroll with consent of instructor and Director of the Doctoral Program. Emphasis on social work practice theory at the macro level. Two perspectives: (1) how “macro” serves as context of Social Work practice at levels of policy, community, organization; and (2) how social work scholars impart content and undertake research at these macro system levels.

COURSE COMPETENCIES

Students should acquire knowledge and skills in the following areas:

1. Conceptualizing macro social work practice, particularly how it is presented in the principal texts of the profession.
2. Identifying various frames of reference relevant to macro practice including ecological systems theory, conflict theory, critical theory, cultural theory, social capital theory, community development theory, organization theory, and interactional theory.
3. Frame practice as a form of action that emerges from and informs theory and that is a product of research and evaluation.
4. Building macro theory within social work practice.

5. Appreciating policy, community, and organizational levels of analysis as context of social work practice.
6. Appreciating policy, community, and organizational factors as drivers and products of social change.
7. Identifying relevant research perspectives and questions.

TEXTS AND REQUIRED MATERIAL

0. Alinsky, S. (1971). Rules for Radicals: A Pragmatic Primer for Realistic Radicals. Random House, New York. (MARWIL BOOKSTORE)
1. Freire, P. (1970). Pedagogy of the Oppressed. The Continuum International Publishing Group, New York. (MARWIL BOOKSTORE)
2. Hardcastle, D. et al. (2004). Community practice: Theories and skills for social workers. (2nd edition) New York: Oxford University Press. (eReader via Wayne State University Library)
3. Additional readings will be assigned and posted on Blackboard, available via the Web, or handed out in class.

INTRODUCTION:

This course focuses on social work theory at the macro level of change. Two perspectives will serve as the focus of the course: first, we will consider how “macro” serves as the context of social work practice at policy, community, and organizational levels; and second we will consider practice with macro systems with an emphasis on how the social work scholar approaches this form of practice through various roles and activities. The scope of the course also incorporates the principal functions of the social work scholar including teaching and research and so we will also consider how the social work scholar imparts content about policy, community, and organizational change as well as undertakes research at this level of practice. This course will expose students to foundational texts and articles that address the uses of theory for emerging contexts.

The course prepares students to actuate a macro perspective as a scholar and teacher and helps prepare students for incorporating into their dissertation work variables or models that emanate from macro practice, whether this is undertaken through communities, policies, and organizations. Thus, a product of this course is the students’ refinement of their research foci as well as their research questions. We will also consider factors of diversity and how these influence practice in policy systems, communities, and organizations.

PERFORMANCE CRITERIA:

Students will be expected to demonstrate their progress in the comprehension and integration of content through:

1. Critical analysis of the macro perspective in principal social work practice texts.
2. Development of a practice model that is evaluable within their area of interest whether this is at the policy, community, or organizational level.
3. Integration of a research perspective into their knowledge base that is relevant to an emerging dissertation area and idea.
4. Critical review of the literature in the student’s domain of research interest and the identification and interaction of macro level practice variables.

GRADING AND ASSIGNMENTS

| Assignment | Percentage |
|--|------------|
| Weekly written responses and class participation | 15% |
| Class Presentations (3) | 30% |
| Paper One | 10% |
| Paper Two | |
| Literature Review (Part A) | 10% |
| Presentation on Paper (Part B) | 5% |
| Final Paper (Part C) | 30% |
| TOTAL | 100% |

Weekly Responses (APA style required in-text; no need to cite references assigned in class; please cite additional references):

In this class, weekly response papers are required. Writing serves as a way to synthesize the ideas of each week’s readings, critiquing the arguments and evidence presented in the readings.

Participation:

This course is a theory seminar; therefore completing the reading every week is essential for the learning environment and participating in course discussion in the classroom. Students are expected to engage in respectful discussion of the week’s assigned readings.

Presentations:

Each student is expected to present for three of the class sessions. Students will be responsible for summarizing and synthesizing required readings and leading a discussion based on their critical analysis of the material. The presentation/s will conclude with at least two thoughtful critical thinking questions to be posed to other students in the seminar.

Paper Assignments (APA style required):

1. Paper One compares the philosophies and approaches of Mary Richmond and Jane Addams integrating materials from the readings assigned in classes one to four. (Detailed description to be handed out and discussed in class).
2. Final Paper that critically reviews the literature in the student's domain of research interest (expected review of the literature--minimum 15 academic resources) using two macro theoretical approaches to understanding organizations, community or societal change. Detailed description will be handed out in class and posted in Blackboard.

Grading Policy:

Doctoral students must pass all their courses (social work, cognate, statistics, and research methods) with a B or better in order to progress in good standing within the doctoral program.

Students wanting to progress in the doctoral program will need to retake a course if they received a grade of B- or lower. Students may petition to retake a graduate course once and no more than a total of two courses may be retaken. A Request to Repeat a Graduate Course form, available on the Graduate School website (www.gradschool.wayne.edu) is used to make this request. The Petition must be approved by the Director of the Doctoral Program and then submitted to the Graduate School for approval before the student may register for the course. The original grade for the course will remain on the student's transcript, but only the grade received in repetition of the course will be used in the computation of the student's honor point average. Students will not receive University or School of SW financial aid for repetition of courses.

(From Doctoral Student Handbook, 2013, p. 20)

Grade distribution:

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 100-95 A | 94.9-90 A- | 89.9-87 B+ | 86.9-83 B | 82.9-80 B- | 79.9-77 C+ |
| 79.9-77 C+ | 76.9-73 C | 72.9-70 C- | 69.9-67 D+ | 66.9-63 D | 62.9-60 D- |

This course also abides by the WSU Code of Conduct found at

<http://www.doso.wayne.edu/assets/codeofconduct.pdf>

ORGANIZATION OF THE COURSE

The course will operate as a seminar with considerable expectations placed on students for managing the learning experience and maintaining the discussion and discourse of each session. Each student will be the convener of a portion of a particular session and, therefore, responsible for the content, the design of the learning experience, and the leadership of part of the session. Other students will serve as discussants and responsible for contributing perspectives,

knowledge, and content to the session. Periodically, students will be asked to present their work and papers and so it is incumbent upon them to come prepared to present their ideas. The course will follow the knowledge and skill areas and while we may focus on each area (policy, community, and organization) at a particular time in the seminar we also will talk across areas examining implications of our emerging knowledge and insights for macro practice, macro practice in social work, and research and teaching.

ROLE OF THE STUDENT AND INSTRUCTOR

See University Statement of Obligation of Students and Faculty Members of the teaching – learning process

<http://www.bulletins.wayne.edu/fib/fib2d.html>

The instructor will serve as a facilitator during the semester helping students reflect on their emerging knowledge and understanding and working with individual students to prepare their materials for presentation. In addition, the instructor will assist students to identify the implications of their work for their emerging area of research and to identify appropriate research questions with potential relevance to their dissertations.

Students are responsible for coming to seminar prepared to discuss the materials, but not merely to review them. We are searching for breakthrough insights that can contribute to the identification of new avenues of research and theory building as well as the formation of conceptual frameworks. Thus, students are searching for new insight and for mapping the knowledge base in social work macro practice mindful of the dissertation. Thus, the identification of research questions serves as an on-going backdrop of the course.

POLICIES FOR THIS COURSE

Attendance policy

(from School of Social Work Bulletin)

“Students are expected to attend all sessions of courses for which they are registered and to notify the instructor or the instructor's secretary prior to the class session, if possible, when the student may be absent due to illness or similar emergency. Each instructor may specify an attendance policy in the course syllabus, and announce it at the beginning of a course. Consistent or extended absences may jeopardize the student's grade in the course and, possibly, the student's enrollment in the School.”

Class attendance is expected to engage with the class materials. This is a learning community where members of the community are expected to contribute to every class session. Students are permitted to miss no more than one class before point deduction on the final grade for the course. For each additional class missed, three points will be deducted from the final grade.

Given weather conditions, some students might occasionally arrive late. Considering that possibility, students are permitted two late class arrivals before losing attendance points. For every subsequent late arrival, students will lose one point from their grade.

This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor.

Late or missing assignment

Students will establish the due date & time for the response papers to be posted. If responses are posted after the deadline, this may be counted against a student’s participation/weekly response grade.

For each day a written assignment (Paper One & Paper Two) is turned in late, 5 points of the grade is subtracted.

For those who do not present on their assigned date, they will receive a 0 for their presentation grade. In case of sickness or other emergencies, students must create a video thread of their class presentation distributed to the other students within one week of the date of their presentation.

VII. Course Outline

| | |
|----------|--|
| Unit One | <p>Introduction: Reciprocity of ideas</p> <p>Mauss, M. (1990 [1925]). <i>The gift: the form and reason for exchange in archaic societies</i> (W. D. Halls, Trans. Forward by Mary Douglas ed.). New York: Norton. (Selections: Read Forward, Introduction, Chapter 1, Conclusion)</p> <p>Single, P. B. (2009). <i>Demystifying dissertation writing: a streamlined process from choice of topic to final text</i>. Sterling, Va.: Stylus. (Selections: Ch. 2)</p> <p>Soydan, H. (2012). Understanding social work in the history of ideas. <i>Research on Social Work Practice</i>, 22(5), 468-80.</p> |
| Unit Two | <p>Paradigms and Ecologies: Social and historical dimensions of the sciences and professions</p> <p>Popper, K. (1998). <i>Science: Conjectures and refutations in philosophy of science: The central issues</i>. NY: W. W. Norton & Company. (Read pp. 3-10)</p> |

| | |
|------------|---|
| | <p>Kuhn, T. (1998). <i>Logic of discovery or psychology of research?</i> NY: W. W. Norton & Company.</p> <p>Kuhn, T. (1996). <i>The structure of scientific revolutions</i>. Chicago, IL: University of Chicago Press. (Read “III. The Nature of Science” through “V. The Priority of Paradigms.”)</p> <p>Abbott, A. (1988). <i>The system of professions</i>. Chicago, IL: The University of Chicago Press. (Selections: Ch. 2, “Professional Work”)</p> <p>Abbott, A. (1995). Boundaries of social work or social work of boundaries? The social service review lecture. <i>Social Service Review</i>, 69(4), 545–562.</p> |
| Unit Three | <p>Foundations of Social Work: Mary Richmond and professional identity</p> <p>Richmond, M. (1899). <i>Friendly visiting among the poor: A handbook for charity workers</i>. New York, NY : The Macmillan Company. (Selected Readings: Introduction, Relief (IX) and The Friendly Visitor (XI))</p> <p>Richmond, Mary (1922). <i>What is social case work? An introductory description</i>. New York, NY : Russell Sage Foundation. (Selected Readings: Introduction, The forms of Social Work and their Interrelations (X))</p> <p>Murdach, A. D. (2011). Mary Richmond and the image of social work. <i>Social Work</i>, 56(1), 92-4.</p> <p>Reisch, M. (1998). The sociopolitical context and social work method, 1890–1950. <i>Social Service Review</i>, 72(2), 161–181.</p> <p>Adams, G. B. (1993). Ethics and the chimera of professionalism: The historical context of an oxymoronic relationship. <i>The American Review of Public Administration</i>, 23(2), 117–139.</p> <p>Additional Reading: Richmond, Mary (1922). <i>What is social case work? An introductory description</i>. New York, NY : Russell Sage Foundation. Social Case Work in Being (II & III), The forms of Social Work and their Interrelations (X), Case Work and Democracy (XI) and Conclusion</p> |
| Unit Four | <p>Foundations of Social Work (cont’d): Jane Addams and the practice of democracy</p> <p>Bryan, M.L. M. et al. (2003). <i>The selected papers of Jane Addams / edited by Mary Lynn McCree Bryan, Barbara Bair, and Maree De Angury</i>. Urbana : University of Illinois Press. (Selections as follows: Philanthropy and Social Progress The subjective necessity for social settlements (Jane Addams)</p> |

| | |
|-----------|---|
| | <p>The Objective Value of a Social settlement (Jane Addams) The Principles and Chief dangers of the Administration of Charity (Bernard Bosanquet)</p> <p>Democracy and Social Ethics Filial Relations</p> <p>Twenty Years at Hull House First Days at Hull House Problems of Poverty The Value of Social Clubs Socialized Education</p> <p>Elshtain, J. (2002). <i>The Jane Addams reader</i>. New York, NY: Basic Books (Selections: Introduction and Chapter One).</p> <p>Fischer M. et al. (2009). Jane Addams and the practice of democracy. Introduction and section one. (ebrary—from WSU library).</p> |
| Unit Five | <p>Theorizing Social Change and Social Justice: Community organizing beyond “skills”</p> <p>Alinsky, S. (1971). <i>Rules for Radicals: A Pragmatic Primer for Realistic Radicals</i>. Random House, New York.</p> <p>Zirakzadeh, C. (2009). Crossing frontiers: Theoretical innovations in the study of social movements. <i>International Political Science Review</i>, 29 (5), 525–541.</p> <p>Fisher, R., Brooks, F., & Russell, D. (2007). Don't be a blockhead: ACORN, protest tactics, and refund anticipation loans. <i>Urban Affairs Review</i>, 42(4), 553-553.</p> <p>Reisch, M. (2002). Defining social justice in a socially unjust world. <i>Families in Society</i>, 83(4).</p> |
| Unit Six | <p>Theorizing Social Change and Social Justice (cont'd): Functions of the welfare state</p> <p>Piven and Cloward (1979). <i>Poor people's movements: Why they succeed, how they fail</i>. New York: Pantheon Books (Selected Readings: Introduction, Chapter 1, Chapter 4).</p> <p>Piven and Cloward (1972). <i>Regulating the Poor</i> Regulating the poor; the functions of public welfare. New York: Pantheon Books. (Selected Readings: Introduction, Chapter 1)</p> <p>Schram, Sanford (2002). <i>Praxis for the poor: Piven and Cloward and the future of social science in social welfare</i> (electronic book). (Selected Readings:</p> |

| | |
|------------|---|
| | <p style="text-align: center;">Chapter 1, Last chapter)</p> <p>Piven, Frances Fox. (2008). Can Power from Below Change the World? <i>American Sociological Review</i>, 73(1), 1-14.</p> <p>Piven, Frances Fox. (2012, September 17). Occupy's Protest is not over. It has just begun. <i>The Guardian</i>.</p> <p>Optional Readings: Rawls, J. (1971). <i>A Theory of Justice</i>: Harvard University Press.</p> <p>Sen, A. (2009). <i>The Idea of Justice</i>: Harvard University Press.</p> |
| Unit Seven | <p>The Political Economy of Welfare States: Theoretical perspectives and current developments</p> <p>Esping-Andersen, G. (1989). The Three Political Economies of the Welfare State. <i>Canadian Review of Sociology and Anthropology</i>, 26(1), 10–36.</p> <p>Shen, H.W. (under review). Politics and welfare state development in Taiwan, 1950-2000. <i>Journal of Asian Public Policy</i>.</p> <p>Morgen, S & Maskovsky, J. (2003). The anthropology of welfare reform: New perspectives on U.S. urban poverty in the post-welfare era. <i>Annual Review of Anthropology</i>, 32(1), 315–338.</p> <p>Cruikshank, B. (1994). The will to empower: Technologies of citizenship and the war on poverty. <i>Socialist Review</i>, 23(4), 29–55.</p> <p>Somers, M. R., & Block, F. (2005). From poverty to perversity: Ideas, markets, and institutions over 200 years of welfare debate. <i>American Sociological Review</i>, 70(2), 260–287.</p> |
| Unit Eight | <p>Marxian Approaches</p> <p>Engels, F. (1978 [1884]). <i>The origin of the family, private property, and the state</i>. New York: Norton. (The Marx-Engels Reader, pg. 734-759)</p> <p>Marx, K. (1978 [1844]). <i>Economic and philosophic manuscripts</i>. New York: Norton. (In The Marx-Engels Reader, Selections: pp. 66-81).</p> <p>Marx, K. (1978 [1846]). <i>The German ideology</i>. New York: Norton. (In the Marx-Engels reader “History,” 155-163).</p> |

| | |
|-----------|--|
| | <p>Marx, K. (1978 [1858]). The Grundrisse. In The Marx-Engels Reader. R. Tucker, ed. New York: Norton. (Selections from “Introduction,” pp. 222-232; “The Method of Political Economy,” “Production...,” and “Society and the Individual,” pp. 236-247)</p> <p>Marx, K. (1978) The Communist Manifesto. (Selections: Pt. I “Bourgeois and Proletarians”) (E-book through WSU library)</p> <p>Boggs, G. L. & Kurashige, S. (2011). <i>The next American revolution: Sustainable activism for the twenty-first century</i>. Berkeley: University of California Press. (Selections: Ch. 2: “Revolution as a new beginning”)</p> <p>George and Wilding Chapter 5 on Marxism (Supplementary)</p> |
| Unit Nine | <p>Questioning Perspectives: Knowledge, epistemology, and power</p> <p>Comte, Auguste (1865/1848). A General View of Positivism. Trubner and Company. (“Introductory Remarks” pp. 1-5; parts of Ch. 1 “The Intellectual Character of Positivism” pp. 6-25; parts of Ch. 2 “The Social Aspect of Positivism” pp. 43-54; parts of Ch. 6 “Conclusion. The Religion of Humanity” pp. 236-246) (Background on positivism)</p> <p>Gray, M. (1995). The ethical implications of current theoretical developments in social work. <i>British Journal of Social Work</i>, 25(1), 55–70.</p> <p>Longhofer, J. & Floersch, J. (2012). The coming crisis in social work: Some thoughts on social work and science. <i>Research on Social Work Practice</i>, 22(5), 499–519.</p> <p>Foucault, M. (1995). <i>Discipline and punish: The birth of the prison</i> (2nd ed.). New York: Vintage Books. (Selections: Pt. II Ch. 2 “The Means of Correct Training”)</p> <p>Foucault, M. (1982). The subject and power. <i>Critical Inquiry</i>, 8(4), 777–795.</p> <p>Selections from Reading Foucault for Social Work</p> <p>Supplementary Readings (optional)</p> <p>Foucault, M. (1979). "What is an author". In P. Rabinow (Ed.), <i>A Foucault Reader</i> (pp. 101-120). New York: Pantheon.</p> <p>Foucault, M. (2003 [1963]). <i>The birth of the clinic: An archaeology of medical perception</i>. London: Routledge.</p> <p>Foucault, M. (1991 [1978]). <i>The Foucault effect: Studies in governmentality</i>. Chicago: University of Chicago Press. (Read pg. 87–104)</p> |

| | |
|-------------|---|
| Unit Ten | <p>Questioning Perspectives (cont'd): Understandings of oppression and empowerment</p> <p>Freire, P. (1970). <i>Pedagogy of the oppressed</i>. The Continuum International Publishing Group, New York.</p> <p>Israel, B. A. (2005). <i>Methods in community-based participatory research for health</i>. San Francisco: Jossey-Bass.</p> <p>Minkler, M., Blackwell, A. G., Thompson, M. & Tamir, H. (2003). Community-based participatory research: Implications for public health funding. <i>American Journal of Public Health</i>, 93(8), 1210-1213.</p> <p>Change from whose perspective? Change for whom? Checkoway, B. (1997). Core concepts for community change. <i>Journal of Community Practice</i>, 4(1), 11-29.</p> <p>Gutierrez, L. M., DeLois, K. A., & GlenMaye, L. (1995). Understanding empowerment practice: Building on practitioner-based knowledge. <i>Families in Society</i>, 76(9), 534-534.</p> <p>Evans, E. N. (1992). Liberation theology, empowerment theory and social work practice with the oppressed. <i>International Social Work</i>, 35(2), 135-147</p> |
| Unit Eleven | <p>Classical Social Theory: Accounting for social order</p> <p>Durkheim, E. (1982 [1895, 1st ed., 1901, 2cd ed.]) <i>In the rules of the sociological method</i>. New York: Free Press. (Introduction, Ch. 1, Ch. 2.)</p> <p>Durkheim, Émile (1893). <i>The Division of Labor in Society</i>. (Selections)</p> <p>Goffman, E. (1959). <i>The presentation of self in everyday life</i>. New York: Anchor Books. (Selections)</p> <p>Goffman, E. (1962). <i>Asylums: Essays on the social situation of mental patients and other inmates</i>. Chicago: Aldine Pub. Co. (Selections)</p> <p>Goffman, E. (1963). <i>Stigma</i>. London: Penguin (Selections)</p> <p>De Montigny, G. (2007). Ethnomethodology for social work. <i>Qualitative Social Work</i>, 6(1), 95–120.</p> |
| Unit Twelve | <p>Classical Social Theory: Meaning in social action and social organization</p> <p>Weber, Max (1958). <i>The Protestant ethic and the spirit of capitalism</i>. New York: Scribners. (Selections: “Author’s Introduction” pp. 13-33; “Religious</p> |

| | |
|------------------|---|
| | <p>"Affiliation and Social Stratification" pp. 35-46; "Asceticism and the Spirit of Capitalism" pp. 153-185)</p> <p>Weber, Max (1946). <i>Bureaucracy: Essays in sociology</i>. New York: Oxford Press.</p> <p>Lipsky, M. (1980). <i>Street-level bureaucracy: The dilemmas of individuals in public service</i>. New York: Russell Sage Foundation. (Selections)</p> <p>Hasenfeld, Y. (2000). Organizational forms as moral practices: The case of welfare departments. <i>Social Service Review</i>.</p> |
| Unit Thirteen | <p>Organizational Studies: Sociological and ecological approaches to organizations</p> <p>Jaffee, D. (2001). <i>Organization theory: Tension and change</i>. New York: McGraw-Hill. (Selections: Ch. 9)</p> <p>Schmid, H. (2004). Organization-environment relationships: Theory for management practice in human services organizations. <i>Administration in Social Work</i>, 28 (1).</p> <p>M.D. Cohen, J.G. March and J.P. Olsen "A Garbage Can Model of Organizational Choice" ASQ (1972)</p> <p>M.T. Hannan and J. Freeman, "The Population Ecology of Organizations" AJS (1977)</p> <p>M.T. Hannan and J. Freeman, "Structural Inertia and Organizational Change." ASR (1984)</p> <p>Singh, J. V., Tucker, D. J., & House, R. J. (1986). Organizational legitimacy and the liability of newness. <i>Administrative Science Quarterly</i>, 31(2), 171-193.</p> |
| Unit Fourteen | <p>Wrap Up: Emerging issues and new approaches</p> <p>(Divide Sites readings)</p> <p>Sites, W. (1998). Communitarian theory and community development in the United States. <i>Community Development Journal</i>, 33(1), 57-65.</p> <p>Sites, W. (2000). Primitive globalization? State and locale in neoliberal global engagement. <i>Sociological Theory</i>, 18(1), 121-144.</p> <p>Sites, W., Chaskin, R. J., & Parks, V. (2007). Reframing community practice for the 21st century: multiple traditions, multiple challenges. <i>Journal of Urban Affairs</i>, 29(5), 519-541.</p> <p>Chaskin, R. J. (1997). Perspectives on neighborhood and community: A review of the literature. <i>Social Service Review</i>, 71(4), 521-547.</p> |

| | |
|--|--|
| | <p>Kemp, S. P. (2011). Recentering environment in social work practice: Necessity, opportunity, challenge. <i>British Journal of Social Work</i>, 41(6), 1198-1210.</p> <p>Coulton, C. (2005). The place of community in social work practice research: Conceptual and methodological developments. <i>Social Work Research</i>, 29(2), 73-86.</p> <p>Midgley, J. (1986). Industrialization and welfare: The case of the four little tigers. <i>Social Policy & Administration</i>, 20(3), 225-238.</p> <p>Ferguson, J. (2009). The uses of neoliberalism. <i>Antipode</i>, 41(1), 166–184.</p> <p>Fairbanks, R. P. (2009). <i>How it works: Recovering citizens in post-welfare Philadelphia</i>. Chicago: University of Chicago Press.</p> <p>(Selections: “Introduction,” “Ch. 1, The Making of AHAD,” and “Ch. 6, Statecraft/Self-craft: Policy Transfer in the Recovery House Movement.”</p> |
| | |

Supplemental Bibliography

- Amidei, N. (1982). How to be an advocate in bad times. *Public Welfare*, 40, 37-42.
- Austin, M.J., & Lowe, J.I. (Eds.). (1994). *Controversial issues in communities and organizations*. Boston, MA: Allyn & Bacon.
- Chen, H.T., & Marks, M.R. (1998). Assessing the needs of inner city youth: Beyond needs identification and prioritization. *Children and Youth Services Review*, 20 (9/10), 819-838.
- Fellin, P. (1987). *The community and the social worker*. Itasca, IL: F.E. Peacock.
- Fisher, R. (1984). *Let the people decide: A history of neighborhood organizing in America*. Boston, MA: Hall.
- Gutiérrez, L. (1990). Working with women of color: An empowerment perspective. *Social Work*, 35 (2), 149-153.
- Gutiérrez, L., Alvarez, A.R., Nemon, H., & Lewis, E. (1996). Multicultural community organizing: A strategy for change. *Social Work*, 41 (5), 501-508.
- Horwitt, S. (1989). *Let them call me rebel: Saul Alinsky--His life and legacy*. New York: Knopf.
- Johnson, A.K. (1994). Linking professionalism and community organization: A scholar/advocate approach. *Journal of Community Practice*, 1 (2), 65-86.
- Kahn, S. (1992). *Organizing: A guide for grassroots leaders* (2nd ed.). New York: McGraw-Hill.
- McKnight, J.L., & Kretzmann, J. (1997). *Mapping community capacity: A report of the neighborhood innovations network funded by the Chicago Community Trust*. Evanston, IL: Center for Urban Affairs and Policy Research, Northwestern University.
- Medoff, P., & Sklar, H. (1994). *Streets of hope: The fall and rise of an urban neighborhood*. Boston, MA: South End Press.
- Mondros, J.B., & Wilson, S.M. (1994). *Organizing for power and empowerment*. New York, NY: Columbia Univ. Press.
- Netting, F. E., Kettner, P.M., & McMurtry, S.L. (1993). *Social work macro practice*. NY: Longman.
- Payne, C. (1989). Ella Baker and models of social change. *Signs*, 14 (4), 885-899.

- Perlman, R. (1984). *Alinsky starts a fight*. In Ecklein, J., (Ed.), *Community organizers* (2nd ed.). New York, NY: John Wiley & Sons. 43-55.
- Raheim, S. (1996). Micro-enterprise as an approach for promoting economic development in social work: Lessons from the self-employment investment demonstration. *International Social Work*, 39, 69-82.
- Reed, B.G., et al. (1997). Interpersonal practice beyond diversity and toward social justice: The importance of critical consciousness. In Garvin, C.D. & Seabury, B.A. (Eds.). *Interpersonal practice in social work: Promoting competence and social justice* (2nd ed., pp. 44-78). Needham Heights, MA: Allyn & Bacon.
- Reisch, M., & Rivera, F. (1999). Ethnic and racial conflicts in urban-based action research. *Journal of Community Practice*, 6 (2), 49-62.
- Ristock, J. L., & Pennell, J. (1996). *Community research as empowerment: Feminist links, postmodern interruptions*. Don Mills, ON: Oxford University Press.
- Rivera, F. G., & Erlich, J.L.(eds.). (1995). *Community organizing in a diverse society* (2nd ed.). Needham Heights, MA: Allyn and Bacon.
- Specht, H., & Courtney, M.E. (1994). *Unfaithful angels: How social work has abandoned its mission*. New York, NY: The Free Press.
- Staples, L. (1984). *Roots to power: A manual for grassroots organizing*. New York: Praeger Publishers.
- Stout, L. (1996). *Bridging the class divide and other lessons for grassroots organizing*. Boston, MA: Beacon Press.
- Tropman, J. E., Erlich, J.L., & Rothman, J. (eds.). (1995). *Tactics and techniques of community intervention* (3rd ed.). Itasca, IL: F.E. Peacock.
- Wang, C.C., Yi, W.K., Tao, Z.W., & Carovano, K. (1998). Photovoice as a participatory health promotion strategy. *Health Promotion International*, 13 (1), 75-86.
- Marti-Costa, S., & Serrano-Garcia, I. (1987). *Needs assessment and community development: An ideological perspective*. In McKillip, J. (Ed). *Needs analysis: Tools for the human services and education* (pp. 267-277) Newbury Park, CA: Sage Publications.

Weaver, H. (1997). The challenges of research in Native American communities: Incorporating principles of cultural competence. *Journal of Social Service Research*, 23 (2), 1-15.

Weil, M. O. (1996). Community building: Building community practice. *Social Work*, 41(5) 481-499.

Werner, D., with Thuman, C., & Maxwell, J. (1992). *Where there is no doctor: A village health care handbook*. Palo Alto, CA: The Hesperian Foundation.
(read pp. w1-w28, 1- 11)

Schedule of Assignments and Presentations

| | | | |
|---|----------|---|--|
| 1 | 9/3/13 | No presenters | |
| 2 | 9/10/13 | Handout assignments 1. 2. 3. | |
| 3 | 9/17/13 | 1. 2. 3. | |
| 4 | 9/24/13 | No presenters Voice Thread Discussion Paper One Due | |
| 5 | 10/1/13 | 1. 2. 3. | |
| 6 | 10/8/13 | 1. 2. 3. | |
| 7 | 10/15/13 | Literature Review Due 1. 2. 3. | |
| 8 | 10/22/13 | 1. 2. | |

| | | | | |
|----|----|----------|---|--|
| | 9 | 10/29/13 | 3. 1. 2. 3. | |
| | 10 | 11/5/13 | 1. 2. 3. | |
| | 11 | 11/12/13 | Student final paper presentations (Part B) 1. 2. | |
| | 12 | 11/19/13 | Voice Thread Discussion on week's assigned readings Presenters to give voice thread presentation 1. 2. | |
| | 13 | 11/26/13 | No presenters Guest speaker on Faith Based Community Organizing | |
| 14 | | 12/3/13 | No presenters Final Paper Due Monday 12/9 | |

