CARLETON UNIVERSITY
SCHOOL OF SOCIAL WORK

SOWK 5608 Studies in Community Social Work

Time: Tuesdays 0830 – 1130
Location: 317 Southam

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Office hours: Tuesdays 0730-0830. Additional hours TBA.

Description

This course introduces students to the theory, methods, and practice of anti-oppressive social work with communities. The course considers theoretical models and practical methods of social work within communities, community organisation and organising, social-economic contexts, ideological approaches to social change work, social change efforts, globalisation, and corporate rule. Students have an opportunity to gain a fuller and in-depth understanding of the way in which communities function and the limits and possibilities of achieving inclusive, anti-oppressive communities.

Community social work and community development work (often called 'community organising') can be very different areas and modes of practice. Arguably the strongest link is the need for the social worker to analyse, understand, and adapt to the community's uniqueness, its strengths, its problems, and the capacity of its members for social self-improvement. After contrasting these two approaches, the course addresses community social work and community development work as sequentially as possible, but never trying to make a clear separation.

As a classroom course it is neither proxy nor substitute for practice which needs to be gained from actual community interaction. Accordingly this course provides theoretical and practical knowledge necessary to organising, working for, and working with communities within Canadian society as a fundamental component of social work. Lectures based on extensive slide presentations, class discussions, a group analytical project, an individual critical analysis paper, and a brief test on the readings comprise the methods of instruction and evaluation.

Objectives

By the end of the course students will:

1. Understand the social and political context in which social change is attempted.
2. Understand theories of community work and social action, including theories of social change and community work.
3. Engage with theoretical critiques of community practice.
4. Understand the implications for community practice from various perspectives.

5. Understand the basics of community assessment, relationship building, organising, social action planning, building coalitions, participatory decision making, social action tactics and evaluation, and other core practical knowledge necessary to community practice.

Electronic Technologies

Apart from meetings and telephone discussions, the students, instructor, and any teaching assistants will communicate with one another through Carleton's web-based resources. Please ensure that you have a Carleton computing account, and access to web tools particularly CuLearn, and that you know how to use these things. Do NOT e-mail me outside the Carleton e-mail system. Send e-mails from your Carleton account to my Carleton account. This is Carleton policy and it ensures that course communications do not get lost.

You will receive course announcements and other information by e-mail so check your e-mail at least twice daily.

The use of computer technologies (laptops, netbooks, smart phones) in the classroom is encouraged if it augments academic learning. However in this class few students will have a *bona fide* need since everyone will receive copies of the extensive PowerPoint presentations. Students are also reminded that social work is necessarily *social*, so engagement and listening are key skills to be mastered. Your client with vital issues and a half-hour time slot will not appreciate you looking every few minutes at your smartphone or computer, or worse, actually fiddling with the device. As Foucault liked to say - This is worth thinking about.

The receipt and response to text and voice electronic communication in the classroom should be restricted to family and work emergencies and not used for social purposes. Put your phone on 'vibrate' and sit by the door if you expect an urgent and important call. Students do not like other students causing distraction. If this occurs, or if your attention is visibly and discourteously elsewhere, you may be asked to cease and if necessary to leave.

The production of recordings of classroom interactions is expressly prohibited unless authorized and approved by the instructor and by all class participants. The use of such recordings is subject to guidelines for ethical professional use. Unauthorised web posting of such recordings constitutes a serious violation of members' privacy and confidentiality rights. Unless given permission by the School of Social Work or the practicum supervisor, students are not authorised to speak on behalf of the School or their practicum agency. Moreover, students should not give the impression that they can speak on behalf of the School of Social Work or the practicum agency. Students must not share information that is explicitly confidential about the School or confidential information about their practicum setting, clients, colleagues or other students.

PowerPoint Presentations

The classes are structured around very comprehensive PowerPoint presentations. A copy will be provided soon after each class unless you have a special need to receive it in advance. Students find that the presentations greatly reduce note-taking and make it easier to follow the discussion. Periodically I have received notifications from the Paul Menton Centre about a student requiring a note-taker. After discussions it was always agreed that a note-taker was unnecessary. If you normally have such a need I can provide the PMC with sample slide decks so an informed decision can be made. Student will however need the capacity to jot down important points, questions, announcements, and so on.

The slides are an excellent study aid – provided you attend class – but assuredly not a substitute for attendance because the information is complex and some will only be delivered verbally.

Participation

This is an advanced graduate seminar combining 'soft' and 'hard' knowledge. Besides theoretical frameworks to apply to the world around you, community work requires knowledge of constitutional rights, NGO governance, accountability obligations upon NGOs, communications, winning public opinion, building support and lobbying, the laws which govern charities and charitable tax exemptions, and other 'hard' but important topics. This fundamentally new material will be difficult to grasp without diligent attendance.

The expectation is not only that you attend and stay for every class, but that you arrive on time, having read the material and prepared to contribute to classroom discussion. This course is organised around the idea that we are building new knowledge about theory and practice.

No grade is assigned to participation. However, if you miss more than two classes, you will lose 2% of your final grade for every additional class missed, except in exceptional and documented circumstances. **A sign-in sheet will be circulated at each class. It is your responsibility to sign it. If you have not signed it I shall assume that you did not attend the class.**

If the class is busy and I forget to circulate the sign-in sheet, someone please take the initiative and do so, with my thanks!

Do not hesitate to approach me privately if you are beset by sickness, calamity, or obligation which prevents attendance or otherwise complicates your studies. You will find me quite approachable and there is often a work-around in such circumstances. The key is to approach me in a timely manner so options can be considered.

Finally, your active participation in the group project is expected. You must pull your weight in relation to the effort of your peers. In the unlikely event that there is indication otherwise, I shall convene a meeting of the group to inform a decision about whether each group member should receive the same mark.

Course Readings

The Course Outline, the weekly PowerPoint presentations, and other documents will be posted for you to download from the course CuLearn homepage. You are responsible to learn, from Computing Services, how to access these documents.

The 'Required Readings', listed for each class, are mandatory. You are expected to become thoroughly familiar with all of the Required Readings, and indeed, your grade will necessarily reflect that level of familiarity.

Appended to this Outline is a list of additional readings for students with a special interest in aspects of the course. Those readings are optional.

The Required Readings consist of the following:

1. <u>Text book</u> - *Social Work in the Community: Making a Difference.* Barbra Teater and Mark Baldwin. (Bristol: The Policy Press, 2012). This is a British text but readily understood in the Canadian context. It is a clear, straightforward approach to understanding community work and its history, underlying theories and variations.

2. <u>Text book</u> – *Pragmatics of Community Organizing*. Bill Lee. (Mississauga: CommonAct Press, 4th ed. 2011) A handy, Canadian, practical guide to community organising to refer to now and in actual community work practice after your graduate.

3. <u>Course pack</u> – SOWK 5608 Course Pack of Readings, Fall 2013.

    Alinsky, Saul D., 1971. *Rules for Radicals: A Practical Primer for Realistic Radicals*. (New York: Random House). Selected pages.

    Botes, Lucius and Dingie van Rensburg, 2000. "Community Participation in Development: Nine Plagues and Twelve Commandments", *Community Development Journal* 35(1), pp. 41-58.

    Fiske, Jo-Anne, 1990. "Native Women in Reserve Politics: Strategies and Struggles" in Ng, Roxana, Gillian Walker and Jacob Muller (eds). *Community Organization and the Canadian State*. Toronto: Garamond Press. pp. 130-145.

    Moyer, Bill, 2001. *Doing Democracy*. B.C.: New Society Publishers. Chapter 3: The Eight Stages of Social Movements". pp. 37-89.

    O'Grady, W., 2007. "Crime and Social Exclusion", Chap. 6 of *Crime in Canadian Context: Debates and Controversies* Don Mills., ON: Oxford University Press.

    Rothman, Jack. "Three Models of Community Organisation Practice" in: Rothman, J., J.L. Erlich and J. Tropman (eds), 1995. *Strategies of Community Intervention: Macro Practice*. Itasca, Illinois: Peacock Publishers. pp. 20-36.

4. <u>Electronic readings</u> shown in the Outline, posted for download on CuLearn or accessible through links provided.

5. <u>The PowerPoint slide decks</u> which are arranged as study notes, and which contain information not found in the other readings.

The printed readings are fairly light and not overly expensive. They will be available, from Octopus Books at Bank Street and Third Avenue when classes begin. I will send registered students an e-mail advising when they are available.

I reserve the right to update the electronic readings and to add additional or alternative Required Readings. This will not pose additional costs or significantly increase your readings burden.

See the section OUTLINE OF SESSIONS for the Required Readings. Reading them all carefully, taking notes, and reading them again is a recipe for solid grades.

Evaluation

This course requires you to assimilate a considerable volume of what will be, to all of you to varying degrees, interesting but alien theory and technical information. There is a lot to cover. I have found that the best way to convey this type and amount of information is through a combination of kinetic lecture with problem-posing and questions-and-answers (Qs&As).

The balance of assignments and grading is appropriate to a professional degree graduate course where social participation, and analytical and writing abilities, are important:

1.	Community Study and Profiling Group Assignment	40%
2.	Critical Analysis Paper	50%
3.	In-class Test on the Readings	10%
		100%

If you miss the test, with satisfactory reason, a make-up test will be arranged for you outside of class hours. The make-up test will be entirely short essay format – No multiple-choice etc.

A grade of F will be issued if not all of the course work is submitted, unless an alternative arrangement is approved in advance under University Policies.

1. Community Study and Profiling Group Assignment
Due Week 8 (5 November, first class after reading week) - 40%

Following ideas from Chapter 6 of the Teater and Baldwin text (although time will not permit you to engage completely in a community profile exercise described in chapter 6) and from other material in class you will, in teams of five, engage in an exercise to understand and identify a community and a problem within the community. A beginning strategy to address the problem will also be developed. We shall discuss this more thoroughly in the first class – but each group, outside the classroom, will explore a community, take notes, photographs, conduct informal interviews, etc. in developing an overall understanding of a community.

This will require one or two days, from each of you not just one of you, out in the community assessing the situation. As graduate students you are expected to organise yourselves to deliver on this assignment. Unfortunately there is insufficient class time for all students to have a role in presenting the results of the exercises. Instead, the written assignment report will include a summary for circulation to class members. We shall use summaries to inform a class discussion about lessons learned.

The group report will consist of 10-12 substantial pages as follows:

- 12 pt. Times Roman font.
- 1.5 (not double) line spacing.
- One inch margins.
- Minimum length does not include cover page, appendices, and so on.

In the professional world it is rare to encounter double-spaced documents, even drafts. The 1.5 line spacing, in this assignment, will produce a tighter and more professional-looking document which leaves me sufficient space in which to write comments.

Apart from the line spacing I want this assignment to be in **MLA style using end notes (not foot notes).** The APA method was designed for psychology. It is widely used in the social work literature but it does not lend itself to most social work professional applications, e.g., writing reports and funding requests for community organisations. The APA method tends to clog up the body text with citations in brackets. Endnotes on the contrary are neat. They allow for the inclusion of additional information which, if in the body text, would disrupt the flow or make the document read onerously. If you are unfamiliar with MLA endnotes style, do not worry, since by putting your heads together you will soon catch on.

Refer extensively and accurately to your readings, particularly the Teater and Baldwin book. Plenty of exact citations will communicate mastery of the readings.

Altogether this assignment is not an onerous burden for a group. Work out a system of contributions and – important – quality control over the final product. In professional practice it is almost always good to have at least another set of eyes review your analytical products. The assignment is due the first class after reading week.

An Assignment Specification document will be uploaded to CuLearn. This will set out, in detail, the expectation for this assignment.

2. Critical Analysis Paper
Due Week 12 (3 December) - 50%

This paper will be a solo effort. It will be a critical analysis, written specifically for this course, of **one** of the following aspects of community practice:

1. The practice of community and collective change as a means to address a social problem.
2. A particular Canadian social movement or community organisation.
3. Community development or community organisation: is either one better?
4. Citizen participation: empowerment and democratic rights.
5. A particular challenge/issue in community work (e.g., paying community members for their work; finding a key mobilising issue).
6. The impact of the internet on community work, organising, mobilisation.

Please speak with me about your proposed topic and obtain my concurrence. The paper that you submit must be the paper which you have undertaken to write.

The paper must comprise 12-15 substantial pages of analysis, using 1.5 line spacing and 1" margins, excluding cover page, references, end notes, appendices, etc. It will be properly written and devoid of space-wasting practices such as bullets or extensive lists.

As per the group assignment, the format of the paper will be MLA style with end notes. Your group assignment provided an easy introduction to MLA style in the event you were unfamiliar with it.

Unlike the assignment this is an academic paper, and so, you have wide licence to develop and explore the hypothesis. The paper must be directly relevant to the course content and reflect the readings and issues discussed throughout the term. Please refer extensively and accurately to your readings. Plenty of exact citations, of multiple sources, will communicate mastery of the readings. Also be thorough and meticulous in your citation of additional sources.

This paper is **not** an Internet exercise. I expect to see sound evidence that you have researched the topic including from the printed literature. This includes the Library.

The minimum number of references – not citations - is 20. Half of these **may** include readings from the course.

A couple of sample papers will be uploaded to CuLearn. These were written by students in years past who gave permission for their papers to be used as models. These model papers illustrate the depth, quality, and level of detail associated with a high A-range mark.   In particular you will see evidence of thorough research and extensive, accurate citation.

Finally, as with the group assignment, an Analytical Paper Specification handout will be uploaded to CuLearn. This will set out in detail what is expected and how the paper will be graded. Follow this carefully, applying plenty of diligence and intellectual effort, and you should be very pleased with your mark.

3. In-class Test on the Readings.
Week 10 (19 November) - 10%

This small test is intended to ensure that you do ALL the readings including review of the PowerPoint slides. Furthermore, it is a reality that, while only a few School of Social Work courses lend themselves to tests, examinations are increasingly the norm in securing professional employment. For this alone a little course test is useful preparation.

This test will consist of 10 multiple-choice or fill-in-the-term questions (0.5% each). There will also be one written response question (5%) which asks you to provide a thorough summary of one reading. You will not know which reading until the test is before you. *Prima facie* this may seem daunting to some. However, experience shows that you should do well if you keep up with your readings, take notes as expected of a graduate student, and have a review the night before.

Important! It is standard academic practice to refer to readings by author and year, and by title in the case of reports (etc.). This will ensure you are not stumped if, for instance, you are asked to summarise Moyer (2001). You should also be able to recall the basics of a chapter of one of the two texts, i.e., if you are asked to summarise Teater and Baldwin's chapter entitled "Community Development".

Grading Guidelines and Questions about Grading

The grading of the group assignment and the paper will be according to the Specifications handouts which will be posted online. If you follow these diligently, and apply plenty of intelligent effort, you guarantee yourself of good marks.

The group assignment – being an assignment rather than a paper – requires a particular structure so that certain theoretical constructs are addressed. Analysing a community problem and developing a remedial strategy does not lend itself to essay format wherein you propose and test a hypothesis. Otherwise the assignment reflects the grading criteria of the final paper.
Below is an overview of the quality expectations used at the SSW in assessing academic papers. Note two important things. Firstly, graduate students tend to maintain high grades – i.e., above the average of 'C' - because they have proven capable of earning high grades. In this course, as

in others, there is no entitlement to a high grade so do not spare the effort in your course work. Remember also that a 'C' or 'D' might carry in undergrad studies but not in graduate studies. As graduate students you face a higher expectation in terms of academic quality and effort.

An 'A' paper has a polished style, sound judgment, effective organization, and an argument of substance. It often has a special flair, a something extra which distinguishes it from a competent B-plus paper: for example originality or profundity, a special way with words, exceptionally sound research. An A paper is rich in content and has a sophisticated analysis. A reader has the sense of being significantly taught by the author, sentence after sentence, paragraph after paragraph. Stylistic finesse is another keynote: the title and opening paragraph are engaging; the transitions are artful, the phrasing is tight, fresh and highly specific. Finally, an A paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

A 'B' paper displays a good job of meeting all the criteria of the assignment. It is typically competent but undistinguished: although basically sound in content, style and organization, it lacks the stylistic finesse and richness of the content characteristic of an A paper. The paper demonstrates an ability to analyze as well as describe the subject matter. The paper expresses sound ideas and imparts substantial information, which is by no means devoid of interest. It will state a reasonably clear thesis or organizing principle early in the argument: subsequent points will support that thesis or principle and be ordered logically. Diction will be much more concise and precise than that of the C paper and the text will be relatively free of grammatical and stylistic errors.

A 'C' paper is average or acceptable piece of work that does a good job of meeting some, but not all of the criteria. It often exhibits distinct lapses in style, organization and content. In one way and other the paper has shortcomings which suggest that although it has something to say it has not fully come to terms with its subject or expressed its insights clearly enough. It generally demonstrates a good ability to describe the subject matter but is weak in the area of analysis. A number of papers fit the C classification: those in which the ideas and information though present, seem thin and commonplace; those in which the writing style falls clearly short of reasonable expectations; those which stray from the assigned topic; those which deal with the topic, but are too perfunctory; those which are rambling and disorganized; those which involve a good deal of padding; and so on.

A 'D' paper is fair. It shows a weak comprehension of the concepts, and/or the topic may not be relevant, and/or it has weak links to the material and/or no critical analysis, a weak or unclear description, poor organization or citation of sources.

An 'F' paper has considerable faults in style, organization and content. There may be glimmerings of an argument, but these will be obscured by faulty logic, garbled prose, frequent mechanical errors, and lack of any discernible principle of organization. Papers, which require the marker to guess at the meaning behind the writer's words, are F papers. So do papers, which although they may make sense of some kind, bear little or no relation to the topic. Other possibilities: slapdash papers which make one or two points, but are obviously superficial efforts with no serious thought behind them; papers which do little more than string quotations together with a few lines of introduction. Plagiarism will result in a mark of zero and academic discipline.

Considerable time and care is given to marking course work according to the objective grading templates. If you are concerned about a mark for an assignment during the year, except the final paper, please contact me. An appointment can be made to discuss concerns only following receipt in writing of a statement indicating why you believe the grade should be changed.

For the final paper, and for the final grade, University procedure means that you cannot meet with me. Should you wish to appeal you have access to the appeals procedure, which provides an opportunity for another faculty member to make an independent evaluation of your work. The same grading criteria will apply. Note that the appeals procedure can result in a lower mark than that assigned by the course instructor as the reviewer's mark prevails.

Drafts and Re-Writes

Students wishing to do so may submit to me a draft, of the assignment or paper, **two full weeks** before the due date. This is an option and certainly not an expectation.

I will return it within the week and students will have the opportunity to address any of the concerns that I raise. I do not read drafts as closely as I do final copies and, as such, I focus on general comments that ensure you are in the right direction. If I suggest that the paper looks good it does not mean you will get an A, but it does mean that you have met my expectations. I **will not** correct grammar or spelling issues in the draft. These aspects of your paper can significantly impact your grade. I will only assess the general direction of your work.

The opportunity to rewrite a paper is only given in **exceptional circumstances** and at a professor's discretion. If such an option is provided, the student will have one week from the time the paper is returned, to resubmit their work. The grade on the second copy will be the final grade. If the rewrite is not submitted within a week, it will not be considered, and the original grade will stand. Do not submit rushed or otherwise shoddy work in anticipation that a re-write will be allowed.

Deadlines and Submission of Course Work

Handing in assignments late is unfair both to other students who hand them in on time and the instructor who must submit grades on time. In exceptional circumstances such as illness or family emergency, it may be difficult to meet the deadline. In such cases, you must contact me before the work is due. Extensions to the due date will only occur with appropriate documentation.

Except in uncommon instances when an extension is granted in advance, the hardcopy versions of the Assignment and the Paper are due <u>at the beginning</u> of the class the day they are due. If the hardcopy is handed in later that day it will be considered late and will be penalised as such.

You are **also** responsible to e-mail me the electronic copy, of the assignment and the paper, by midnight. Even if I receive the hardcopy on time a late penalty will apply until the electronic version is submitted. Experience shows that receipt of the electronic copy is a useful date stamp – protection in fact - if the hardcopy is mislaid in transit or is missing a page or two.

Please ensure that the <u>files are named as specified in the handouts</u>; it is very troublesome to have to open half a dozen attachments, named all 'paper1.doc', in order to find a student's submission. Likewise I prefer one file per submission, not a bunch which I am expected to stitch together.

Work submitted after the final date, without prior discussion and approval of me, will be deducted <u>5% for each day the paper is overdue</u> (including weekends).

Work handed in after the due date will be given to the people who work in the main Social Work Office, who will date-stamp the work. Please do not slip course work under my door.

Student Conduct

Students at Carleton University have a clear set of rights and responsibilities that can be found at http://www6.carleton.ca/secretariat/policies/student-rights-and-responsibilities-policy/. Students in the School of Social Work are expected to behave in accordance with this document.

In addition, social work is a profession, meaning that social workers are educated to exercise judgement in the face of complex and competing interests and claims (CASW, 2005). The educational programs of the School of Social Work at Carleton University have been developed to prepare students to become members of the social work profession. As such, students must conduct themselves in a professional manner both in class and in the community. This means that students must be familiar with and adhere to the CASW Code of Ethics. They must also treat everyone in the school including staff, professors, field supervisors, and each other professionally.

The rights and responsibilities document and the code of ethics outline, among other things, the foundation upon which we have developed processes to deal with conflict. If conflicts arise, it is expected that people will address their concerns or complaints directly with the people involved in a constructive and respectful manner. If the conflict cannot be resolved at this level, only then would it be appropriate to involve the graduate supervisor who will either deal with the situation or refer it on to the most appropriate person in the university. At no time would it be acceptable to post details of the concerns on-line or on a social media website.

Plagiarism

Plagiarism is a serious offence with serious consequences. It occurs when: (1) you directly copy another's work without acknowledging it; (2) you closely paraphrase the equivalent of a short paragraph or more without acknowledging it; (3) you borrow without acknowledgment, any ideas in clear and recognisable form in such a way as to present them as your own thoughts, where if they were your ideas they would contribute to the merit of your work; (4) when you use direct quotations without quotation marks (or indenting and single-spacing) and references. Students are expected to read and understand the University's full policy on plagiarism and other instructional offences at: http://www1.carleton.ca/senate/ccms/wp-content/ccms-files/Academic-Integrity-Policy.pdf

Instructional Offences

Regulations

The Senate of the University has enacted the following regulations for instructional offences: Any student commits an instructional offence who:

- cheats on an examination, test, or graded assignment by obtaining or producing an answer by deceit, fraud or trickery, or by some act contrary to the rules of the examination;
- submits substantially the same piece of work to two or more courses without the prior written permission of the instructors from all courses involved. Minor modifications and

   amendments, such as changes of phraseology in a paper, do not constitute a significant
   and acceptable reworking of an assignment;
- contravenes the regulations published at an examination or which are displayed on the reverse side of a properly authorized examination booklet;
- commits an act of plagiarism (which for the purpose of this regulation shall mean to use and pass off as one's own idea or product work of another without expressly giving credit to another);
- disrupts a class or other period of instruction if he or she: (a) is a registered member of the class or period of instruction; and (b) is warned to discontinue any act or behaviour reasonably judged by the instructor of the course or period of instruction to be detrimental to the class.

General Information

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy Obligation: Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www2.carleton.ca/equity/.

Religious Obligation: Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www2.carleton.ca/equity/.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course contact the PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If already registered with the PMC, have your PMC co-ordinator send me your *Letter of Accommodation* at the beginning of term. After requesting accommodation you should meet with me to ensure accommodation arrangements are made. For processes and deadlines see the PMC website at: http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/.

You can also visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://www2.carleton.ca/equity/.

Outline of Weekly Sessions

The course is designed with flexibility in mind. Sometimes – particularly if we have a lively and productive class discussion - we might not cover all the material scheduled for a given class. In such cases we shall simply catch up later.

Note also that the slides will touch upon many, but not all, aspects of many of the readings. We shall not have time to directly address everything – This is why it is important to come to class fully caught-up on your readings.

Week 1	Tuesday 10 September
Topic:	Introduction to the Course.

- Teater and Baldwin, Chap. 1 – Introduction to Social Work in the Community.
- Lee (2011) – Section 1 (Chaps. 1-3) – Introduction to Community Organising.

Week 2	Tuesday 17 September
Topic:	Community Social Work and Community Development Work Contrasted

- Rothman (1995) - Course Pack – "Three Models of Community Organisation Practice".
- Teater and Baldwin, Chap. 5 – Community Development.
- Teater and Baldwin, Chap. 3 – Historical and Legal Context: Development of Social Work in the Community.
- Lee (2011) – Chap. 4 – Conceptualising and Situating Community Organising Practice.

Week 3	Tuesday 24 September
Topic:	Fundamentals of Community Social Work Practice

- Teater and Baldwin, Chap. 2 – Theories, Values, and Critical Concepts: the Foundation of Social Work in the Community.
- Teater and Baldwin, Chap. 4 – Community Social Work.

Week 4	Tuesday 1 October
Topic:	Community Profiling

- Teater and Baldwin, Chapter 6 – Community Profiling.
- Lee (2011) – Chap. 9 – "Community Research and Analysis".

Week 5	Tuesday 8 October
Topic:	Social Exclusion and Community Work

- O'Grady (2007) - Course Pack - "Crime and Social Exclusion".
- Fiske (1990) - "Native Women in Reserve Politics: Strategies and Struggles".
- Backhouse (2007) - on CuLearn - *The Historical Construction of Racial Identity and Implications for Reconciliation*.

Week 6	Tuesday 15 October
Topic:	Fundamentals of Community Organising

Read the contiguous pages associated with these chapters of the Lee book:

- Lee (2011) – Chap. 5 – "Objectives of a Pragmatic Community Practice."
- Lee (2011) – Chap. 6 – "Roles and Skills in Pragmatic Community Practice."
- Lee (2011) – Chap. 7 – "Pre-Contact."
- Lee (2011) – Chap. 8 – "Contact and Engagement."
- Lee (2011) – Chap. 10 – "Organisation Development."

Week 7	Tuesday 22 October
Topic:	Social Movements and Popular Action

- Moyer (2001) – Course Pack – "The Eight Stages of Social Movements".
- Have all remaining chapters of the Lee book read for this class, particularly Chapter 11 ("Popular Action") which we shall focus upon.
- Alinsky (1971) – Course Pack – Selected pages from the "Tactics" Chapter of *Rules for Radicals: A Practical Primer for Realistic Radicals.*
- Kretzman (2009) – CuLearn - "Community Organizing in the Eighties: Toward a Post-Alinsky Agenda".

READING WEEK – NO CLASSES
28 October to 1 November
This is when your group should be finalising, not just starting, the community profiling assignment.

Week 8:	Tuesday 5 November
Topic:	Core Technical Knowledge for Community Practice

Note: The group assignment is due at the beginning of class.

- Read Sections 91, 92, and 93 of the *Constitution Act* (1982), .pdf uploaded to CuLearn. Get a sense of the distribution of federal and provincial powers.
- Read the *Charter of Rights and Freedoms* which is an annex to the *Constitution Act* (1982). Note the rights that Canadians have – also noting 'rights' which are not guaranteed by the Charter – and observe the provision for positive discrimination.
- The annual tax returns of registered charities are **publicly available at the website of Canada Revenue Agency** (CRA) (http://www.cra-arc.gc.ca/chrts-gvng/lstngs/menu-eng.html). Explore this database, starting by typing in 'shepherds of good hope' which will immediately show you the financial statistics for this registered charity.
- StatCan: "National Survey of Giving, Volunteering and Participating, 2010" – CuLearn. Read the introductory and summary pages 7-9. Scan through the document's table to get a sense of the magnitudes involved.
- Explore StatCan's "Society and Community – Volunteering and Donating" web page in order to get a sense of the statistical data available for the systematic study of volunteering and donating generally and in particular regions or localities. National and regional summary data is available free from StatCan, but for a fee one can order custom tabulations by municipality, sex, postal code, age...you name it. (http://www5.statcan.gc.ca/subject-sujet/subtheme-soustheme.action?pid=75&id=80&lang=eng&more=0)
- Scott's (2003) *Funding Matters: The Impact of Canada's New Funding Regime on Nonprofit and Voluntary Organizations*. This Canadian Council on Social Development report is uploaded to CuLearn.

Week 9	Tuesday 12 November
Topic:	Reflections on the Community Study and Profiling Group Assignment

Note: Film – East Side Showdown.

- No readings for today, but we shall again be discussing Teater and Baldwin on community profiling when reflecting on the experiences of your assignments.
- The documentary film, set in Toronto in the recent past, is an extremely educational study of a community conflict between organisations reflecting the wealthy and the poor. As you will see, 'the good guys' do not always win. Ask yourself this provocative question: Did the anti-poverty coalition *deserve* to win? Keep your emotive self in check and use the objective lens of whether some things ought to have been done differently, to better effect.

Week 10:	Tuesday 19 November
Topic:	Working with Volunteers and Boards

- No readings for today.

Note: 10% quiz.

Week 11	Tuesday 26 November
Topic:	Global Perspective on Community Social Work

- Teater and Baldwin (2012) – Chap. 7 - Social Work in the Community: Global Perspectives.
- Botes, Lucius and Dingie van Rensburg, 2000. "Community Participation in Development: Nine Plagues and Twelve Commandments", *Community Development Journal* 35(1), pp. 41-58. This classic paper concerns dos and don'ts in international community development. Many of the lessons ring true in Canada.
- Gamble, Donald J., 1986. "Crushing of Cultures: Western Applied Science in Northern Societies", Arctic 39(1), March 1986, pp. 20-23. (.pdf uploaded to CuClearn.) Gamble's short paper illustrates how pointless a major, externally driven social development project can actually be. Social workers might not apply heavy handed civil engineering like Gamble did, but as Midgely wrote in *Professional Imperialism: Social Work in the Third World* (1981), their 'professional imperialism' can achieve the same end. This is a very good book by the way.

Week 12	Tuesday 3 December
Topic:	Can Social Workers make a Difference in Community Practice?

Notes: **(1)   50% analytical paper is due in class.**
(2)   Pot luck brunch.

- Teater and Baldwin (2012) – Chapter 7 - Social Work in the Community: Global Perspectives.

Bibliography for Further Study

The following bibliography lists a number of classic and influential texts, and key sources, for further study and perhaps for your paper.

General: Community Development; Community Organizing; Ideology/Theory; Citizen Participation

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- Canadian Social Policy Review.
- Canadian Dimension – online at http://www.canadiandimension.com/ (see below).
- Critical Social Work.
- Canadian Women's Studies.

Electronic Resources (Besides those indicated in the readings)

The Social Planning and Research Council of British Columbia offers a number of useful online resources for community social planning, including organising events: http://www.sparc.bc.ca/.

Canadian Dimension: a multi-disciplinary resource and exchange site for a wide variety of activists and community organisers:
http://canadiandimension.com/articles/category/community-organizing/

A Canadian site about how to organise to promote clean air and reduce air pollution: http://www.cleanair.ca/toolkit_community.html. This is obviously about environmental organising but nevertheless some good practical material can be found here.

An Ontario site for tenants who want to organise because "both because it is easier to educate groups of people rather than individual-by-individual, and for the great power there is in numbers. And finally, tenants need to stand up for their human rights, make their demands, and fight for social justice": http://www.ontariotenants.ca/activism/tenants-associations.phtml

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