SW 8551-Community Assessment and Intervention

Part I: Course information
SW 8551-Community Assessment and Intervention
4 credits
Faculty Contact:
Name: 
Email: 
Phone: 
Office Location: 

Short Description: 
Provide an overview of the field of community practice, including community organizing, policy advocacy, and social service and social change leadership.

Long Description: 
This course is geared for students who have a passion for social change, and the course hopes to nourish this passion by providing a conceptual framework for organizing and advocacy, policy practice and social service and social change leadership. It focuses on the role of the professional in community advocacy and organizing settings, problem analysis and problem framing, an overview of theories of community and social justice, and community and organizational assessment methods, all while keeping ethics in mind. The course explores theories, models and approaches to organizing, advocacy and community development; and emphasizes the organizing skills necessary to empower people so they can improve their communities. It introduces advocacy skills, with an emphasis on legislative advocacy and direct action as tools for social change. Finally, it covers various aspects of community leadership. The course explicitly translates social work values into community-level practice, with a keen focus on self-determination and empowerment and attention to the power imbalances in society.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   SW 5051 - Human Behavior and the Social Environment
   SW 5801 - Policies and Programs in American Social Welfare
   SW 8151 - Social Work Practice Methods: Individuals and Systems
   SW 8152 - Social Work Practice Methods: Families and Groups
   SW 8153 - Models of Community Intervention
2. If you are not a Social Work student, you need permission of the instructor

**Clinical Licensure Hours:**
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>15</td>
<td>5</td>
<td>30</td>
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**Part II: Course outcomes**

**Course Objectives**
After successfully completing this course, students will be able to:

1. Critically examine the role of the community organizer, policy advocate and social service leader in the community, including professional values and ethics that are relevant to community practice.
2. Understand the theoretical basis of community practice social work, including theories of social justice, communities, and organizations.
3. Distinguish between and apply different community organizing strategies, including social action, asset-based development, community development, grassroots organizing, and neighborhood revitalization, based on the specific community context.
4. Productively employ a community analysis and/or organizational analysis.
5. Demonstrate the ability to apply coalition-building strategies across diverse communities, especially among single-interest groups and historically antagonistic groups.
6. Delineate and develop proficiency in the major tasks, processes and technologies of community organizing and advocacy.
7. Understand the need for culturally sensitive community organizing strategies for affecting real social change.
8. Engage in issue analysis, lobbying, direct action and coalition building as they apply to the establishment and maintenance of social change.
9. Understand the theories and skills of nonviolent social protest as an approach to achieving social change.
**Social Work Practice Competencies**

Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</th>
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<tbody>
<tr>
<td>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
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<tr>
<td>• Apply knowledge of social services, policies and programs relevant to their area of practice</td>
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<thead>
<tr>
<th>Competency: 2.1.2 – Apply social work ethical principles to guide professional practice</th>
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<tbody>
<tr>
<td>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
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<tr>
<td>• Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation.</td>
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</table>

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<thead>
<tr>
<th>Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments</th>
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<tbody>
<tr>
<td>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:</td>
</tr>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice</td>
</tr>
<tr>
<td>• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
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</table>

**EP 2.1.4 Engage diversity and difference in practice**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include
oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice</td>
<td>Weeks 4 &amp; 8</td>
<td>Final Paper</td>
</tr>
</tbody>
</table>

**EP 2.1.5 – Advance human rights and social and economic justice**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.</td>
<td>Weeks 3 &amp; 4</td>
<td>Final Paper</td>
</tr>
</tbody>
</table>

**Competency: 2.1.7 – Apply knowledge of human behavior and the social environment**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>• Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice</td>
<td>Weeks 3, 5, 6, 7, 8 &amp; 9</td>
<td>Theory Activity, Final paper</td>
</tr>
</tbody>
</table>

**Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

<table>
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<tbody>
<tr>
<td>• Understand, compare, analyze,</td>
<td>Weeks 9-11</td>
<td>Lobbying Assignment</td>
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</table>
formulate and advocate for policies in an area of practice

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<thead>
<tr>
<th>Competency: 2.1.9 – Respond to contexts that shape practice</th>
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<tbody>
<tr>
<td>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:</td>
</tr>
</tbody>
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<th>Assessed</th>
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<tbody>
<tr>
<td>• Assess the impact of historical and contemporary contexts on practice and policy in their area of practice.</td>
<td>Weeks 3 &amp; 4</td>
<td>Community Assessment Assignment</td>
</tr>
<tr>
<td>• Organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in their area of practice.</td>
<td>Weeks 5-8</td>
<td>Midterm Exam Final Paper</td>
</tr>
<tr>
<td>• Use community or program analysis processes to understand and appraise the nature of groups, organizations or communities in a local, regional, national or global context.</td>
<td>Weeks 3 and 4</td>
<td>Community Assessment</td>
</tr>
<tr>
<td>• Engage in local, regional, national or global partnerships to design and employ community-based participatory approaches for understanding community issues.</td>
<td>Week 4 &amp; 9</td>
<td>CBPR Online Activity</td>
</tr>
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<thead>
<tr>
<th>Community Practice Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</th>
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<tbody>
<tr>
<td>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</td>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Employ diverse strategies to engage with individuals, families, groups, organizations or communities.</td>
<td>Weeks 4-8</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>• Assess groups, organizations or communities within their local to global contexts to determine a range of effective and appropriate interventions.</td>
<td>Weeks 3 – 4</td>
<td>Community Assessment</td>
</tr>
<tr>
<td>• Identify strengths and assets that</td>
<td>Weeks 3 – 4, 8</td>
<td>Community</td>
</tr>
</tbody>
</table>
exist within communities and groups and employ intervention models that build upon them | Assessment, Midterm Exam

- Employ knowledge, skills and appropriate conceptual frameworks and theories to tailor a range of evidence-based interventions at organizations and various levels of communities | Weeks 4-8, Weeks 10-11 | Final paper Midterm Exam

- Apply research skills to analyze, monitor and evaluate and improve programs for community practice interventions. | Weeks 4 & 9 | Final Paper

- Communicate and disseminate research and evaluation results to a variety of local, regional, national or global audiences. | Weeks 4 & 9 | Final paper

| Part III: Course requirements |

### Texts and Materials

**Required Texts:**


Brown, M. (2006). *Building powerful community organizations: A personal guide to creating groups that can solve problems and change the world*. Long Haul Press. 0977151808


There are other readings listed on the syllabus. These will be available online through a link or on our course Moodle website through e-Reserves.

Assignments:
Requirements for successful completion of this course and their relative proportion of your final grade are as follows: More assignment information and instructions is available on the course Moodle page.

Participation
Students are expected to attend all class sessions having read assigned materials and actively participate in class discussions and activities. Students who come habitually unprepared for class, miss classes, or come late to classes may lose up to 10 points from their final grade. Students who miss a total of 3 or more class sessions will not receive credit for the course.

An Organizers’/Advocate’s Autobiography
Students are to write a description of their “political” self. What are your earliest memories of politics or being involved in organizing or advocacy? How have you been involved politically, in an advocacy role or in an organizing role, if at all? If you have, why? If not, why not? How do you expect to be politically involved in the future as a professional? 750-1250 words (~3-5 pages)

Community Assessment
Individually or in a small group (no more than 3) students are to complete the first step of a community assessment. Students will choose a neighborhood in the Twin Cities (or other city) or small town to study. Students will observe and describe the neighborhood, as well as conduct some basic research on the community and community demographics. This assignment does NOT constitute a complete community assessment; rather, it is an introductory activity towards a community assessment. A complete assessment would also integrally involve collaboration with community members and leaders. You are free to supplement your report with interviews if desired. More information will be given in class.

At least 1,500 – 1,750 words (~6-7 pages), double-spaced, not including appendices

Social Justice Theory Reflections
Students will write three 300 word reflections on theories of social justice, applying them to their own practice experience.

Community Organizing Models– Take-Home Exam
Students will complete a take-home exam covering the models of community organizing discussed weeks 5-8 (Alinsky, feminist, ACORN, faith-based, Asset-Based etc), examining their theoretical basis, and applying them to a real world context. More details in class.

Advocacy/Lobbying Presentation
In groups of 4-5, students will present an advocacy or lobbying technique to the class and lead a class discussion and/or activity in relation to this tactic. Students should present a one-two page handout to their classmates highlighting important points of their presentation, and a one-two page handout discussing their advocacy strategy. (Approximately 15-20 minutes).
**Book Review**
Read one of six books. Students will write a review and critique the book, and discuss book in class with students. Reviews should place the book in the context of class readings and/or discussions, and must specifically discuss how their chosen book relates to theories and models presented in class. Please bring a copy of your review to class on xxx. 400-500 words, single-spaced (about one page)

**Final Project**
Each student will participate in a community organizing and/or advocacy project. Students may initiate their own project through their field placement, with a neighborhood, community or campus organizations or on their own. They may continue a current project or begin a new one. Projects should be designed to achieve measurable outcomes by the end of the semester based on mobilizing the participation of others and/or influencing a local, state, federal, or international issue or problem. Students are expected to spend at least 15 hours on this project (not including writing the paper or preparing the presentation). There are 4 main options:

1) Initiate a project or campaign at your field placement, an organization at which you work or are a member. For those initiating a new project, be sure to address how a new project will be carried forward after the completion of the assignment.

2) Join an existing community organizing or advocacy campaign in the Upper Midwest. This can be any type of organizing or advocacy activity, including political or GOTV organizing for the upcoming elections.

3) Design your own type of organizing/advocacy activity.

To facilitate project design, there will be a brainstorming session during the second week of class. Students must also turn in a one-paragraph, typed project description to the instructor on xxxx. (1- point subtracted from final project grade if not turned in on time – no excuses). Students should keep a log of activities (including date and time) and a weekly journal reflecting on their experiences related to the project. Journals should be included as an addendum to the final project report.

**Final Project Report**
Students will each write a 3000-5000 word (~12-20 pages) final project report, excluding title page, appendices, charts, flyers, photographs, abstracts, excerpts from journal, websites etc. The paper should be doubled-spaced, free from grammatical errors, and use APA style. A key point of the paper is to integrate community experiences with course materials, and therefore papers must significantly incorporate course readings and discussion, as well research literature specific to your particular project. This is due the last day of class, xxxx.

Papers should include, at least, the following sections:

- **A) Overview**: Provide an overview of the organizing project, including the organization or group with which you worked, the issue or problem you were addressing, your general approach to organizing/advocacy, and the outcomes you were hoping to achieve. What is the overall approach to this project?

- **B) Theoretical/Research Basis**
What are the theoretical underpinnings of this project (Theories of social & economic justice, theories of communities/organizations)? What is the research basis? How does this project fit within the broad field of social work (or your own field)?

• C) Strategy: Describe the strategy that underlies your organizing/advocacy activities (using the Midwest Academy Strategy Chart, see Hardcastle, p.xxx, or a similar strategy chart). Include a copy of the completed chart as an appendix.

• D) Project Activities: Detail the activities of your project, from the beginning through the conclusion of your project. Describe the actual steps of the project – what was done, why it was done, and what will be done in the future. Include in an appendix a detailed log of the dates & times of your activities.

• E) Project Evaluation: Provide an evaluation of your project. Discuss the desired outcomes of your project? Did your project achieve these outcomes? What worked? What didn’t work? What would you do differently next time? What needs to happen in the future? What do you believe will be the long-term impacts of the project? Discuss any ethical issues/dilemmas that occurred while carrying out your project, or potential ethical issues related to this project.

• F) Personal and Process Evaluation: Provide an evaluation of yourself as an organizer/advocate during the semester. What were your experiences? What exactly did you do, and how would you evaluate your own performance? What did you learn about yourself as an organizer or advocate? What lessons did you learn overall about the processes/strategies/logistics of organizing or advocacy?

Presentation
Student will also briefly and informally present their final projects to the course on the last day of class.

Total: 100 points

Extra Credit: Publish a Letter to the Editor in a Newspaper
One way of trying to achieve social change is to affect public opinion through having a letter to the editor published in a local newspaper. Choose an issue of interest to you related to social work, social welfare or any broad community topic. Write a letter to your local newspaper, following their guidelines for being printed. This assignment is completed ONLY when a letter of yours is printed in the newspaper. At this point, you will receive 2 extra points. To receive credit, you must bring me a copy of the letter before the last day of the semester. (Credit only possible for one letter, though you are encouraged to write many! You can write a letter with other students, but must divide the EC points among group members)

Grading Structure

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
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### Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>&lt;70</td>
<td>F/N</td>
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### Course Policies

There are many University and School of Social Work policies that govern this course. Please go to [http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.

### Part IV: Course Content

**Session Plan**

**Week 1:**
- **Topic A:** Introduction to the Course, Introduction of Class Members
- **Topic B:** What is community practice? (lecture, discussion)
- **Topic C:** Lovely Acres – A simulation about power (role play)

**Week 2:**
- **Topic A:** Community Practice Ethics (lecture & exercise)
- **Topic B:** Theories of community (systems, social learning, social capital, Interorganizational, conflict etc.)
- **Topic C:** Introduction to theories of Social and Justice (lecture & exercise)
Organizing & Advocacy Autobiography Due

Readings:

Hardcastle Chapter 1, 2,

Capeheart, & Milovanovic. Chapters 2 – 5 (Skim 1)


Fassaut, R. Community organizers have deep roots in democracy. LA Times. (Moodle)

Start Reading Lakeoff, Don’t Think of an Elephant (due Week 3
Start Reading. Alinsky, Rules for Radicals (Due Week 4)

Review Codes of Ethics:
Social Work Code of Ethics
http://www.socialworkers.org/pubs/code/code.asp

Public Health Code of Ethics
http://www.apha.org/NR/rdonlyres/1CED3CEA-287E-4185-9CBD BD405FC60856/0/ethicsbrochure.pdf

Visit our Course Moodle
http://moodle.umn.edu

Week 3

- Topic A: Understanding community (lecture, discussion)
- Topic B: Understanding community & social problems (lecture, small groups)
- Topic B: Framing Issues (small groups)
- Topic D: Role & Tasks of Social Worker in CP (discussion)

Sign-up for Book Review (for December)

Readings:
Lakeoff, Whole Book.

Hardcastle 3, 4 and skim Chapter 10

http://www.abcdinstitute.org/docs/kelloggabcd.pdf


Keep on Reading. Alinsky, S. Rules for Radicals (Due Week 4)
Start Reading: Rogers, Cold Anger (Due Week 6)

For Reference:
See this Blog on “fencing” to complement the Lakeoff book.


Rothman, Approaches to Community Intervention (Assigned SW xxx)


Week 4

**Topic A: Community Assessment (lecture, small groups)**
**Topic B: Organizational Assessment (lecture, discussion)**
**Topic C: Research in Community Practice (lecture)**
Topic D: Assessment Assignment Introduced

****** Final Project Description Due

Readings:
Hardcastle 5 & 6

Week 5:

Topic A: Theories and models of community organizing (lecture/disc)
Topic B: Alinsky approach to organizing (lecture, small groups)

Readings:
Alinsky, S. Rules for Radicals. (Whole book)


Hardcastle, Chapter 2 (39-59), 12 & 13

For Reference:


IAF: http://www.industrialareasfoundation.org/

Week 6

Topic A: View film “The Democratic Promise” (55 minutes)
Topic B: Complete Social Justice Theory Activity
  (social justice theory quiz)
Topic C: ACORN Model – Presentation and video

Readings:
Hardcastle 2 (39-59) (Already assigned – review)

Capeheart, & Milovanovic. Chapters 6-9
Keep on Reading Cold Anger, due Week 6

http://ginsberg.umich.edu/resources/documents/ReflectionsonMovementBuildingandCommunityOrganizingv5_000.pdf

For Reference:


Week 7: 
Topic A: Faith-Based Organizing (lecture, small group)
Topic B: Feminist Organizing (lecture, discussion, small group)

****** Community Assessment Due

Readings:

Rogers, Cold Anger. Whole book


Hardcastle, Chapter 13 (review - already assigned)


For Reference:


**Week 8:**

**Topic A: People of Color and Organizing (lecture, discussion)**
**Topic B: Asset-Based Community Development (lecture, discussion, films)**
**Topic C: Community Economic Development (lecture, discussion, films)**

******Take Home Exam Handed Out: Due to Liz Week 10******

**Readings:**

Hardcastle skim chapter 5 (review 6 & 7, already assigned)

Kretzmann & McKnight (1993). Building communities from the inside out: A Path toward finding and mobilization a community’s assets. Evanston: Northwestern University. Read Introduction. 
http://www.abcdinstitute.org/docs/abcd/GreenBookIntro.pdf


**Review this website:**
http://www.abcdinstitute.org/stories/mercado/

**For Reference:**


Week 9:  
Topic A: Popular Education (Activity/Lesson)  
Topic B: Action/Community Based Participatory Research (presentation)  
Topic C: Social Justice Struggles (small group discussion)  
Topic C: Legislative Advocacy Introduction and exercise  

Readings:  
Hardcastle, 13  
Capeheart, & Milovanovic. Chapters 10-13  
Lightfoot & Lum. Chapter 1. Not Yet Published.  
http://www.webster.edu/~corbetre/philosophy/education/freire/freire-1.html  

How a bill becomes a law in Minnesota.  
http://www.leg.state.mn.us/leg/howbill.asp  
http://www.house.leg.state.mn.us/hinfo/How6bil.pdf  


Week 10:  
Topic A: Legislative Advocacy Continued (Lecture/Discussion)  
Topic B: How a Bill Becomes a Law (Class Activity)  

******Take Home Exam Due******  

Readings:  
Hardcastle, 11  

http://www.conservativeusa.org/lobbykit.htm  

Review the State of MN website
http://www.state.mn.us

Author Unknown. Date Unknown. Five minute handbook for grassroots activists.
http://www.thefiringline.com/Misc/library/RKBA_handbook.html

NRA online.
http://www.nraila.org/ActionCenter/GrassRootsActivism.aspx?ID=87

**For Reference:**
http://www.ihca.com/AcrobatFiles/Grassroots2002.PDF


**Week 11:**

**Topic A: Advocacy, Organizing & Technology (Lecture and Discussion)**

**Topic B: Planning a Campaign, Activity/Worksheet**

**Topic C: Meet with Advocacy Groups**

**Readings:**
http://www.techsoup.org/learningcenter/webbuilding/page4758.cfm?cg=searchterms&sg=web%202.0


http://www.policylink.org/att/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/ClickHereForChange_final.pdf
Week 12:  Topic A: Community Leadership (Lecture/Discussion)  
Topic B: Leading Coalitions (Guest Speaker – Advocacy Coalition)  
Readings:  
Hardcastle, Chapter 12 xxx  
Brown, whole book (weeks 12 & 13)  

Week 13:  Topic A: Student Advocacy Presentations  
Topic B: Community Leadership (Small Group Activity)  

*****Student Advocacy Presentations  
Readings:  
Brown – whole book  

Week 14:  Topic A: Non-Violent Social Action (Thoreau/Gandhi/King)  
(Lecture/video/small groups)  
Topic B: Contemporary Organizing & Advocacy  
(Book Critique Groups)  
Topic C: Open Space Technology  
(Group Choice Activity)  

*****Book Critique Due  

Readings:  
Thoreau: Civil Disobedience  
King: Letter from a Birmingham Jail  
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html  

______________________________  
Selected Book  

*****Book Critique Due
Week 15:  

**Topic A: Organizing and Advocacy in the 21st Century**
Organizing & Advocacy Jobs (lecture)  
Keeping the Passion  

**Topic B: BRIEF Presentations on Projects**

**Topic C: Recent Alumni Panel**

*****Final Project Reports Due*****