



COURSE TITLE/SECTION: 21193

SOCW 7397 Selected Topics In Social Work:
Strategies for Community Development

TIME: Thursday 9:00- 12:00 p.m.

FACULTY: Steven Applewhite, Ph.D.

OFFICE HOURS: Thursday 12:00-3.00 p.m.

E-mail: sapplew@central.uh.edu

Phone: 713.743.8099

FAX: 713.743.8149

I. Course

A. Catalog Description

Knowledge and skills in community development, social planning, and building healthy communities.

II. Course Objectives

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

1. Identify ideological assumptions underlying community development theories with attention to sociopolitical influences affecting development.
2. Identify and articulate models of community development, social planning, advocacy, community building, and social action.
3. Identify the role of advocacy in community practice.
4. Discuss the regional, national, and global context of community development issues.
5. Apply analytical skills in the assessment of community infrastructures, resources and patterns of sustainability.
6. Identify principles and strategies for facilitating the involvement of diverse ethnic and community groups in community development initiatives.
7. Discuss technologies such as Geographic Information Systems (GIS) Community Mapping, Census Tracking and Asset Mapping and their relationship to assessment.
8. Plan and conduct a community needs assessment.
9. Develop skills for building healthy communities.

10. Analyze the impact of community development initiatives on the social, economic, and political viability of local communities.

III. Course Content

This course will include content on the following topical areas:

- Values and Ethics in community practice
- Theories and approaches to community practice
- Strength perspective in building sustainable communities
- Social and human capital and global connectedness
- Community organizing, community building and advocacy
- Asset mapping and GIS technology
- Multicultural community practice and empowerment.

IV. Course Structure

This course is a combination of didactic and experiential work combining class discussion, media, guest lectures, group work and community visits. Readings will be reviewed each week focusing on major themes, key concepts, terminology, and practice applications. Please keep up with readings and come prepared to actively participate in class discussion. Supplementary and recommended readings can easily be accessed through UH library holdings.

V. Textbooks

Required

Netting, F.E. Kettner, P.M. & McMurty, S.L. (2008). *Social work macro practice* (4th edition). New York: Allyn and Bacon.

Supplementary

Weil, M. (Ed.). (2005). *The handbook of community practice*. Thousand Oaks, CA: Sage Publications

Recommended

Brown, M. J. (2006). *Building powerful community organizations*. Arlington, MA: Long Haul Press.

Hardcastle, D.A., Powers, P.R. & Wenocur, S. (2004). *Community practice: Theories and skills for social workers* (2nd edition). New York: Oxford University Press.

Dalton, J., Elias, M.J. & Wanderman, A. (2007). *Community psychology: Linking individuals and communities* (2nd edition). Thompson-Wadsworth.

Grobman, G.M. (2007). *An introduction to the nonprofit sector* (2nd ed). Harrisburg, PA: White Hat Communications.

Healy, L.M. (2008)(2nd ed.) *International social work* (2nd ed.). New York: Oxford.

Long, D. D., Tice, C.J. & Morrison, J. D. (2006). *Macro social work practice: A strengths perspective*. Belmont, CA: Brooks/Cole.

Mapp, S.C. (2008). *Human rights and social justice in a global perspective*. New York: Oxford University Press

VI Course Requirements

A. Community Needs Assessment and Intervention Plan 50%

The purpose of this assignment is to enable each student to develop skills in needs assessment and asset mapping in order to plan, implement and evaluate an effective intervention strategy. The assignment is a two-part paper due at the end of the semester. The paper should be 18-20 pages in length, double spaced, Ariel 12 font, with one-inch margins, using APA style format.

The first half of the paper, Part 1, is the Community Needs Assessment. Part 1 should focus on identifying and documenting community needs and a target population. The second half of the paper, Part 2, is the Intervention Plan. Part 2 should provide a comprehensive intervention plan addressing a community need identified in Part 1.

Instructions for Part 1 – Community Needs Assessment

Select a community [or a Super Neighborhood] in Houston/ Harris County as your *arena for change* and provide the following information:

- **Introduction**. Provide a general overview of the community/neighborhood with selective characteristics and a brief history of the community. Include a condition statement identifying a: 1) target population, (2) geographical boundary, and (3) problem area facing the target population that will be the focus of your assessment.
- **Community Profile**. Provide an in-depth geographical description of your community, including physical boundaries, population density, landmarks, commerce, industry and recreational sectors, schools, government, transportation and social service systems.
- **Target Population**: Provide a demographic profile of the target population, including subpopulations within this group. Rely on current U.S. Census data and other reliable data sources.
- **Asset Mapping**: Provide an inventory of community assets including stakeholders/community leaders, formal institutions, and informal organizations.
- **Problem Area & Social Indicators**: Discuss interlocking problems and issues affecting your target population leading to one major overarching problem that

constitutes the focus of your intervention. In this section, describe the nature of the problem, underlying causes, duration, intensity, frequency, and urgency of the problem, a continuum of perspectives, implications of not addressing this problem, and a hypothesis of etiology. Documentation of the problem should be based on three reliable social indicators from at least three separate data sources.

An example of a **Problem Area** could be **Housing** and **Social Indicators** could include statistics on 1) adequate, affordable, available, and/or fair housing; 2) substandard housing by type of housing, location, occupancy by race/ethnicity, age, income, etc.; 3) reported incidents of housing discrimination by type of housing, type of violation, race/gender; and 4) incidence of crime in public housing by type of crime, location, patterns. In this example, statistics should come from reliable data sources such as the Houston Department of Housing and Urban Development; City of Houston Police Department; U.S. Census Bureau; and City of Houston, Planning and Development Department..

Similarly, a **Problem Area** could be **Education** and **Social Indicators** such as statistics on 1) number and type of schools by enrollment patterns and special education/instructional programs; 2) federally subsidized meal programs by schools, poverty levels, race/ethnicity, etc.; 3) enrollment, attendance, advancement, graduation and dropout rates by race/ethnicity, by gender, and limited English proficiency could be retrieved from reliable sources such as HISD, Texas Department of Education, U.S. Department of Education, and U.S. Department of Agriculture.

Instructions for Part 2 – Intervention Plan

Develop an Intervention Plan to address one or more identified need discussed in Part 1. The Intervention Plan should follow Netting's Chapters 4, 6, 9, 10, and 11 and demonstrate a working knowledge of the relevant content of these chapters. The Intervention Plan is to be developed as a feasible, comprehensive plan that could be implemented. The Intervention Plan should flow logically from the information presented in Part 1 – Community Needs Assessment. The Intervention Plan must include the following:

- Intervention Hypothesis. The Hypothesis of Etiology is identified in Part I and is graphically presented and discussed.
- Participant Systems and Systems Representatives. Participant systems are discussed with definitions and representatives, and graphically presented.
- Strategy for Change. Discussion provided on the strategy for the intervention with Pros and Cons for selecting this strategy. No table required.
- Goals, Objectives, Timeline, and Logic Model – Discussion on the purpose of the intervention followed by two goals, each with two outcome objectives with two corresponding process objectives. A Gantt chart (timeline) for implementing goals and objectives should be included and a logic model to reflect the overall Intervention Plan.
- Evaluation Component. A narrative of the evaluation component is included.

B. Class Presentation**15%**

Students will deliver a brief 15 minute power point presentation at the end of semester on their community assessment and intervention. Develop a one page handout to accompany your power point.

C. Civic Awareness or Agency Visit Due**25%**

In order to gain a better perspective on the community and target population for your study, students have an option of attending a civic meeting or a community agency.

Community Civic Meeting. You may attend a civic meeting in your designated community such as a meeting of a civic organization, city council, school board or PTA, a county commissioners meeting, neighborhood association meeting, grassroots organization meeting, coalition meeting, or a public hearing.

Agency Visit. The second option is an agency visit to a community health or social service agency, legislative office, or any formal organization providing social services or advocacy initiatives to your target community. Meet with a director, administrator, supervisor, board member, advocate, community liaison, or political representative to learn about the community and social needs.

Upon completion of your visit or meeting, please submit a four–five page double spaced synopsis in Ariel 12 font with one-inch margins addressing all the points listed below. Integrate concepts, principles and theories from the readings to link your observations with the literature. Provide a minimum of five references in APA format.

Agency Visit Synopsis should include:

1) type, purpose, mission, philosophy, size, client populations; 2) organizational structure, departments and operations; 3) approaches used to assess community issues, needs and gaps in services; 4) strategies used to involve constituents and empower community residents; 5) your impressions of the agency ability to respond to emerging needs and gaps in services to diverse populations.

Civic Organization Meeting Synopsis should include:

1) name and description of organization, meeting type, purpose, location, duration, and agenda, 2) structure of the meeting, leadership traits, decision-making process, community or member participation, and outcomes; 3) impressions of the effectiveness and impact of civic group on immediate and long term change in the community; 4) community advocacy measures used to address community issue; 5) your impressions of the organizations ability to respond to emerging needs of diverse populations.

D. Attendance & Class Participation**10%**

Students are required to attend class on time and actively participate in class discussion and group activities. All absences must be accompanied with documentation and are limited to two for the semester. Habitual tardiness (3 equal one absence) or early departure will be recorded and factored into the final grade. A total of three absences will result in lowering of your final grade one letter. Cell phones and laptops are not allowed in class.

VII Evaluation and Grading

Community Assessment Paper	50%
Presentation	15%
Civic/Agency Visit	25%
Attendance & Participation	10%
TOTAL:	100%

The following standard grading scale has been adopted for all courses taught in the college. This scale is used to assign final course letter grades.

A = 96- 100	C+ = 76- 76.9
A = 92- 95.9	C = 72- 75.9
B+ = 88- 91.9	C- = 68-71.9%
B = 84- 87.9	D = 64-67.9%
B- = 80-83.9%	

VIII. Policy on Grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. The mutually agreeable arrangements for an Incomplete must be worked out in order for students to complete the course requirements NLT early the next semester. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements. A grade of "I" must be changed by fulfilling course requirements within one year of the date awarded or it automatically revert to "F" (or "U" -Unsatisfactory- in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements; the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

IX. Policy on APA Format and ACADEMIC DISHONESTY or PLAGIARISM

To avoid any confusion regarding plagiarism, please consult and use the APA style manual. The contents of ALL papers must use APA format and be fully and properly referenced, with credit given to any authors whose ideas you use. If you use direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation format. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. This also applies to any online non-journal-referred sources used. Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using papers from students who have previously taken this course as the basis for your work. This includes, but is not limited to

submitting the same paper to more than one class. It also includes looking at another person's quiz or exam during testing. I will be using University licensed software or websites to check for plagiarized contents on selected papers. IF there is any doubt in your mind, you may be self accountable by using similar methods (i.e. TurnItIn.com) in advance of turning your paper in. IF you do so, confirm with me that you have done so and what percentage of your paper contains direct quotes. Papers with over 40% direct quotes are considered questionable creative graduate student efforts, even if referenced properly. The University Policy on Academic Dishonesty can be found in your UH Student Handbook. Any graduate student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an Incomplete for the class and will be referred to GCSW for a college level hearing with the recommendation that a grade of F be assigned for the course. Other actions may also be taken by the College to suspend or expel a student who engages in academic dishonesty.

X Consultation

Office hours are Tuesday Wednesday and Thursday, 12:00 – 1:00 Alternate consultation can be arranged with instructor.

XI Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

BIBLIOGRAPHY

Books

- Cohen, R. & Cohen, J. (2000). *Chiseled in sand: Perspective on change in human services organizations*. Belmont, CA: Brooks/Cole.
- Rothman, J., Erlich, J. L., & Tropman, J.E. (2008). *Strategies of community intervention* (7th ed.). Dubuque, IA: Eddie Bowers Publishing.
- Ezell, M. (2001). *Advocacy in the human services*. Belmont: CA: Brooks/Cole.
- Fellin, P. (2001). *The community and the social worker*. Itasca, IL: F.E. Peacock.
- Fisher, R. & Karger, H.J. (1997). *Social work and community in a private world: Getting out in public*. White Plains, NY: Longman.
- Kettner, P. M. (2002). *Human service organizations*. Boston, MA: Allyn & Bacon.
- Haynes K.S. & Mickelson, J.S. (2006). *Affecting change* (6th). New York: Allyn and Bacon.
- Jackson, R. L. (2001). *The clubhouse model: Empowering applications of theory to generalist practice*. Belmont: CA: Brooks/Cole,
- Kirst-Ashman, K.K. & Hull, G. H. (2001). *Generalist practice with organizations & communities* (2nd ed.). Belmont, CA: Brooks/Cole.
- Moore, J. & Pinderhughes, R. (Eds.) (1993). *In the barrios: Latinos and the underclass debate*. New York: Russell Sage Foundation.
- Rivera, F.G. & Erlich, J. L. (1998). *Community organizing in a diverse community* (3rd ed.). Boston, MA: Allyn and Bacon.
- Rubin, H. J. & Rubin, I. S. (2001). *Community organizing and development* (3rd ed.). Needham Heights, MA: Allyn and Bacon.
- Schneider, R. L. & Lester, L. (2001). *Social work advocacy: A new framework for action*. Belmont, CA: Brooks/Cole.
- Tropman, J.E., Erlich, J.L. & Rothman, J. (2001). *Tactics and techniques of community intervention* (4th ed.). Itasca, IL: F.E. Peacock.
- Westerfelt, A. & Dietz, T.J. (1997). *Planning and conducting agency-based research*. White Plains, NY: Longman Publishing.
- Winer, M. & Ray, K. (1997). *Collaboration handbook: Creating, sustaining, and enjoying the journey*. Saint Paul, MN: Amherst H. Wilder Foundation.

Journals

Administration in Social Work
Community Development Journal
Global Social Work Policy
International Social Work
Journal of Social Work
Journal of Community Practice
Journal of Social Work Research and Evaluation
Social Work
Qualitative Social Work

Websites

U.S. Census Bureau (See end of bibliography for instructions on retrieving data)
<http://2010.census.gov/2010census/> <http://www.2010census.gov>

Texas State Data Center and Office of the State Demographer
http://txsdc.utsa.edu/abt_sdc.

Texas Health & Human Services Commission
<http://www.hhsc.state.tx.us/research/index.html>

DADS annual report 2008
<http://www.dads.state.tx.us/providers/reports/sb190/index.html>

Texas Department of State Health Services Data & Reports
<http://www.dshs.state.tx.us/datareports.shtm>

Texas Department of Family and Protective Services Data Books
http://www.dfps.state.tx.us/About/Data_Books_and_Annual_Reports/default.asp

DARS Annual Report 2009 (PDF format)

City of Houston Housing and Development Plan
<http://www.houstontx.gov/housing/pdf/2008consolidatedactionplan-infobook.pdf>

City of Houston
<http://mycity.houstontx.gov/public>

City Data
<http://www.city-data.com>

United Way Helpline. (2009). Health and Human Services Commission Listings.
<http://referral.uwtgc.org>

Google Maps.
<http://maps.google.com>

St. Luke's Community Health Information Systems
<http://www.slehc.org/CHI/CHIS/Index.cfm>

City of Houston, Planning and Development Department
<http://www.houstontx.gov/planning/planning>

City of Houston. Superneighborhood
http://www.houstontx.gov/planning/nbhd_svces

About Houston Government, City of Houston,
<http://www.houstontx.gov/about/houston/citygovt.html>

City of Houston. (2000). *Census 2000: Poverty Status in 1999 by Race/Hispanic Origin*.

Houston Hope: About Us.

<http://www.houstonhope.org/AboutUs/History/tabid/57/Default.aspx>

Houston Parks and Recreation Department

<http://www.houstontx.gov/parks/pdf08/WinterSpringActivitiesCatalog2008-2009.pdf>

Harris County Flood Control District. The home buyout program.

<http://hcfcd.org/buyoutlasp?flash=yes>

Houston Association of Realtors

<http://www.har.com/>

Houston-Galveston Area Council. Demographic Data Query Tool.

<http://censusforecast.h-gac.com/>
www.houstontx.gov/planning/nbhb_SVCES/techcntrinfo)

Metropolitan Transit Authority of Harris County, Houston Texas. (2008).

Transportation options and assistance.

<http://www.ridemetro.org>

Houston Parks and Recreation <http://www.houstontx.gov/parks/ouparksA-F.html>

Religious Congregations and Membership in the United States. (2000). Collected by the Association of Statisticians of American Religious Bodies (ASARB) and distributed by the Association of Religion Data Archives

www.theARDA.com.

Social Explorer. (2008). American Community Survey.

<http://www.socialexplorer.com.ezproxy.lib.uh.edu/pub/reportdata/htmlresults.aspx?ReportId=R4547118>

Texas Children's Pediatrics

www.texaschildrenpediatrics.org

U.S. Census Bureau. (2000). Annual ZIP Code Business Patterns.

<http://censtats.census.gov/cgi-bin/zbpnaic/zbpsect.pl>

U.S. Census Bureau. (2000) <http://www.bls.gov/bls/proghome.htm#inflation>

U.S. Census Bureau. (2000). Percent distribution of household income.

<http://www.bls.gov/bls/proghome.htm#inflation>

U.S. Census Bureau. (2000). Percent of occupied housing units that are owner-occupied, map by 5-digit zip code tabulation area.

<http://factfinder.census.gov/servlet>

King, L. O. (2006). Houston Sustainability Indicators Project.
<http://www.houston-indicators.org/images/unemp.pdf>

National Association of Realtors (2008). Monthly Average Temperatures, Nature Risks and Pollution Index,
<http://neighborhoods.realtor.com/TX/Houston/Sunnyside/478959/Weather/>.

Rodriguez, L. (1991, March 10). Census tracks rapid growth of suburbia. *Houston Chronicle*, p. 1.
http://www.chron.com/CDA/archives/archive.mpl?id=1991_768298

Rodriguez, L. (2005, May 2). Shifting demographics/Latinos bringing change to black neighborhoods/Newcomers are finding acceptance comes gradually. *Houston Chronicle*, p. 1.
http://www.chron.com/CDA/archives/archive.mpl?id=2005_3866881

U.S. Census

Instruction on Retrieving Census Data

2000 Census: To retrieve data for the 2000 Census go to the link below:

http://factfinder.census.gov/servlet/DTGeoSearchByListServlet?ds_name=DEC_2000_SF3_U&_lang=en&_ts=112088970900

Select Geographic Type

“Census Tract” (allows you to look specifically at smaller geographic areas)

“Place” (to collect data, for example, for the City of Galveston)

Select a State

“ Texas ”

Select a County (for census tract search only – for place search cities will come up)

“Harris”

Select your Census Tracts

Add all census tracts you are interested in using control or shift

Select “Next”

Select Tables and Click Add for all tables interested in

Select “Show Result”

*Note: You can access census tract numbers for the 2000 Census and for your area of interest through the GIMS website of the City of Houston , go to

<http://pwegis.pwe.ci.houston.tx.us/website/gims/viewer1.htm>

Houston/Harris County Communities

Northside	Near Northside Village	Settegast
Magnolia	Spring Branch	Denver Harbor
1 st Ward	Sunnyside	South Houston
2 nd Ward	Eastside	Little York
3 rd Ward	Southside	Freedmans Township
4 th Ward	Gulfton	Heights
5 th Ward	Rosenberg	Pasadena

Class Schedule and Readings

Date	Topic	Readings	Assignment & Evaluation
<p>Week 1 Jan 20</p>	<p>Course Overview Introduction to Community Practice</p>	<p>Netting Ch 1: An Introduction to Macro Practice in Social Work</p> <p>Netting Ch 5: Understanding Communities</p> <p>Weil, Ch 1: Introduction: Contexts and Challenges</p> <p>Hardcastle, Ch 1: An Introduction – Attn: Ethics, Advocacy and Community Practice</p> <p>Hardcastle Ch 4: The Concept of Community in Social Work Practice</p> <p>Weil, 26, Community Economic and Social Development</p>	<p>Discussion Exercise</p>
<p>Week 2 Jan 27</p>	<p>Historical Context, Theories, & Models of Community Practice</p>	<p>Netting Ch 2, Historical Roots of Macro Practice</p> <p>Weil, Ch 2 History, Context and Emerging Issues for Community Practice</p> <p>Hardcastle Ch 2: Theory-Based, Model-Based Community Practice</p> <p>Weil, Ch 6: Evolution, Models, and the Changing Context of Community Practice.</p> <p>Weil, Ch 7: Development Theory and Community Practice.</p> <p>Hardina, D. (2003). Linking Citizen Participation to Empowerment Practice: A Historical Overview. <i>Journal of Community Practice</i>, 11(4), 11-38.</p>	<p>Videos: Ernesto Cortez</p>

<p>Week 3 Feb 3</p>	<p>Assessing Communities and Assets –Based Community Building;</p>	<p>Netting Ch 6: Assessing Communities</p> <p>Hardcastle, Ch 7: Using Assessment in Community Practice</p> <p>SRDC Publication: Mapping the Assets of your Community http://srdc.msstate.edu/publications/227/227_asset_mapping.pdf</p> <p>Hardcastle, Ch 5: Community Intervention and Programs: Let’s Extend the Clan (Attn: <u>Types of Assets</u>)</p> <p>Hardcastle: Ch 3: The Nature of Social and Community Problems.</p> <p>Stoecker: Head and Hand Together: A Project-Based Research Model</p> <p>Stoecker: The Goose Approach to Research</p>	
<p>Week 4 Feb 10</p>	<p>Building a Base of Support for Planned Change</p>	<p>Netting Ch 9: Building Support for the Proposed Change</p> <p>Checkoway, B. (1997). Core Concepts for Community Change. <i>Journal of Community Practice</i>, 4(1), 11-29.</p> <p>Checkoway, B. (2007). Community Change for a Diverse Democracy. <i>Community Development Journal</i>, 44(1), 5-21.</p>	<p>Coal</p>
<p>Week 5 Feb 17</p>	<p>Implementing a Community Intervention Strategy</p>	<p>Netting: Ch 11: Planning, Implementing, Monitoring, and Evaluating the Intervention</p> <p>Hardcastle, Ch 5: Community Intervention</p>	

<p>Week 6 Feb 24</p>	<p>Paulo Freire, Popular Education & acro practice</p>	<p>Weil, Ch 13: Participatory methods in community practice- Popular education and participatory rural appraisal.</p> <p>Carroll, J & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. <i>Journal of Community Practice</i>, 8(1), 21-36.</p> <p>Blackburn, J. (2000, January). Understanding Paulo Freire: Reflections on the origins, concepts, and possible pitfalls of his educational approach. <i>Community Development Journal</i>, 35(1), 3-15.</p> <p>Narayan, L. (2000). Freire and Gandhi. <i>International Social Work</i>, 43(2), 193-203.</p>	<p>Video: Paulo Freire</p>
<p>Week 7 Mar 3</p>	<p>Concept Mapping; Internet, & Geographic Information Systems</p>	<p>Riddings, J.W. et.al. (2008). Using concept mapping to promote community development: the African American initiative at Roseland. 16(1), 39-62.</p> <p>Cope , M & Elwood, S. (2009) <i>Qualitative GIS: A mixed methods approach</i>. Los Angeles: SAGE</p> <p>Steinberg, S.J. & Steinberg, S. L. <i>GIS: Geographic information systems for the social sciences</i>. Los Angeles: SAGE</p>	
<p>Week 8 Mar 10</p>	<p>Community Organizing</p>	<p>Weil, Ch 9: The Practice of Community Organizing.</p> <p>Weil Ch 15: Radical Community Organizing</p> <p>Braden, S. & Mayo, M. (1999). Culture, Community Development and Representation. <i>Community Development Journal</i>, 34(3), 191-204</p> <p>Arizmendi, L.G. & Ortiz, L. (2004). Neighborhood and community organizing in</p>	<p>Video: Texas Coal Mines</p>

		<i>colonias</i> : A Case Study in the Development and Use of <i>Promotoras</i> . Journal of Community Practice, 12(1/2), 23-35. Blackboard	
Week 9 Mar 17		SPRING BREAK	
Week 10 Mar 24	Diverse Populations, Ethnic Communities and Multicultural Organizations	<p>Weil, Ch. 3. Diverse populations and community practice.</p> <p>Weil, Ch 18. Multicultural community practice strategies and intergroup empowerment.</p> <p>Holley, L. C. (2003). Emerging Ethnic Agencies: Building Capacity to Build Community. Journal of Community Practice, 11(4), 39-57.</p> <p>Multicultural Organizational Development in Nonprofit Human Service Agencies: Views from the Field. Journal of Community Development, 11(1), 39-59.</p>	
Week 11 Mar 31		SPRING BREAK	
Week 12 Apr 7	Community Advocacy and Empowerment	<p>Cnaan, R.A. & Rothman, Journal of Capacity Development and Building of Community.</p> <p>Saleebey, D. (2003). The strengths perspective in social work practice. Social Work, 4(41), 296-305.</p>	

<p>Week 13 Apr 14</p>	<p>Community Advocacy and Empowerment</p>	<p>Cnaan, R.A. & Rothman, J. Capacity development and building of community.</p> <p>Saleebey, D. (2003). The strengths perspective in social work practice. <i>Social Work</i>, 4(41), 296-305.</p>	<p>Video: From the Bottom Up</p>
<p>Week 14 Apr 21</p>	<p>Political & Social Advocacy from National to Global Change</p>	<p>Weil, Ch 28: Global change and indicators of social development</p> <p>Donelson, A. the role of NGO's and NGO networks in meeting th needs of US colonias. <i>Community Development Journal</i>., 39 (4), 332-344.</p>	
<p>Week 15 Apr 28</p>	<p>Intervention</p>	<p>Presentations</p>	