

**WENNEW YORK CITY COLLEGE OF TECHNOLOGY
CITY UNIVERSITY OF NEW YORK
HUMAN SERVICES DEPARTMENT
(718) 260-5135**

HUS 2307 - COMMUNITY ORGANIZING & DEVELOPMENT

Course/Section Number: 2307-W655 Instructor: Dawn H Schuk, MHA

E-mail address: : DaSchuk@citytech.cuny.edu Office hours: Saturday 11:30 am -12:30 pm

Prerequisites: HUS 1101 Credits: 3 hours, 3 credits

Course description: Community organization theory and practice in human services, community assessment, change strategies, empowerment skills, and planning techniques in the profit, non-profit, and public sector are emphasized. Case presentations, skill development assignments, and community projects are required.

Required text:

1) Shepard, Benjamin (2014) *Community Projects as Social Activism: From Direct Action to Direct Services* California: Sage

2) Community Toolbox at <http://ctb.ku.edu/en>.

Additional readings as assigned by the professor in Blackboard.

Attendance: Instructors are required to submit student attendance to Financial Aid and Registrar.

Minimum course requirements:

1. Attendance as described in the college catalogue
2. Group collaboration to study a community problem and to develop advocacy/lobby plan
3. Community organizing advocacy project
4. Assignments – web-based, in-person, and written
5. Active class participation – includes punctuality and demeanor
6. Mid semester and Final examination
7. Compliance with CUNY's Academic Integrity Policy (attached to this syllabus)

Final grade distribution: A 70 –76.9 (C) average or better must be achieved to pass HUS2307

Mid semester exam	20%
Final exam	20%
Advocacy/Lobby group project	20%
Assignments (Total 4)	30%
Participation	10%

Participation: Student participation is evaluated by instructor, when computing the final course grade. Students are expected to participate in discussion and in-class activities, regularly administrated by the instructor. To ensure a learning environment, that supports quality student participation, unapproved technology/cell during class is not permitted.

HUS2307 Course Objectives and Assessment: Knowledge

LEARNING OBJECTIVES	ASSESSMENT TOOLS	LEARNING ACTIVITIES
Describe models of community organizing and development	Exam questions	Readings, video clips Class lecture and discussions
Identify a community need (social policy issue) and conduct an in-depth study on the issue	Completion of and relevance of Web-based and library research on a community problem/need and stakeholders	Readings: Text, NY Times, articles Community needs worksheet Visit to an advocacy organization Library and Web research Review of social welfare laws and pending bills Small group discussion Public Radio, internet radio, blogs
Differentiate from among various advocacy roles, strategies, and tactics	Completion of implementation and “Getting the word out” (social marketing) plan for the advocacy/lobby project Exam questions	Readings Small group discussions Lectures Web-based research
Describe the legislative process and the role of elected officials in community change	Enrollment in elected official(s) e-mail list to receive information Letter to elected official Preparation of position paper Class presentation Exam questions	Readings Handout: How a bill becomes a law Hearing or community meeting a Community Board visit Elected official’s websites Review of social welfare legislation
Demonstrate social and civic knowledge [regarding social, political, economic, and historical issues]. Describe the resources needed for effective community organizing	Advocacy/lobby project implementation plan Class presentation Exam questions	Readings Class lecture and small group discussion Community needs worksheet
Explain a variety of advocacy strategies for social policy change, including community organizing, policy research, lobbying, media relations, social networking, and coalition-building.	Position paper “Getting the word out” plan and marketing/outreach materials Advocacy/lobby project implementation plan Class presentation Exam questions	Readings Web-based assignments Group meetings Class discussion

HUS2307 Course Objectives and Assessment – Skills

LEARNING OBJECTIVES	ASSESSMENT TOOLS	LEARNING ACTIVITIES
Describe models of community organizing and development	Exam questions	Readings, video clips Class lecture and discussions
Demonstrate research, leadership, and communication skills required for effective public policy advocacy on community problems.	Class presentation Electronic communications with elected officials Written advocacy/lobby plans Reflection paper on lessons learned Peer review Exam questions	Readings Internet radio, social networking sites, public radio Video clips: NYC Council meetings NYCCT club meetings

HUS2307 Course Objectives and Assessment – Values

LEARNING OBJECTIVES	ASSESSMENT TOOLS	LEARNING ACTIVITIES
Adopt standards of responsibility as specified by the National Organization of Human Services	Assignment #1 “Human Service professional responsibility to the community” Class participation, Exam questions	NOHS Website Small group discussion NOHS Professional Standards

HUS 2307 Class Schedule

Week	Topic	Readings
1. 1/28/2023	Understanding the challenge to change Theoretical frameworks: Community change theories Relating community change to professional practice	See article in BB
2. 2/4/2023	Our communities- Neighborhoods and identity-based communities. <ul style="list-style-type: none"> Knowing your community- what can you see what you cannot see! Social, economic, political, cultural and environmental markers 	Forward, Chapters 1,2,3
3. 2/11/2023	Building the organized effort, identifying issues and goal setting. <i>Submit written assignment #1</i>	Chapters 4 and 5
4. 2/18/2023	Research in action Read: https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/intervention-research/main	Read link provided.
5. 2/25/2023	Getting the Word Out, Mobilizing and Spreading the Message, Review for mid-term exam <i>Submit written assignment #2</i>	Chapters 1 and 7
6. 3/4/2023	Mid-term examination	
7. 3/11/2023	Direct action	Chapter 8
8. 3/18/2023	Legal Strategies for Social Movements Submit written assignments #3	Chapter 9
9. 3/25/2023	From Joy to Justice: Mixing Fun and Community Building	Chapter 10
10. 4/1/2023	Strategies, tactics and organizational questions and case studies Submit written assignments #4	Intro to Pt III
11. 4/8/2023	Final group work session and questions about organizations.	Chapters 16-17
12. 4/15/2023	Sustainability and environmental social work practice Group advocacy/lobby project due. Submit group papers. Reflection papers the day you present to class.	Chapters 18,19 and Postscript
13. 4/29/2023	Class presentations: advocacy/lobby projects	
14. 5/6/2023	Class presentations: advocacy/lobby projects. Review for final	
15. 5/15/2023	Final exam	

Assignments

Assignment #1 (Due Date: 2/11/2023)

KNOW YOUR COMMUNITY: TWENTYONE QUESTIONS

Directions: Please type your answers to the following questions about your home community in the column on the left and identify the source consulted for your information in the column on the right. Document is in Word, so scroll down for more space, as needed. Following your walkabouts, be sure to include photos taken of your community and label them as images that “pleased” you, “surprised” you, and “troubled” you.

Questions about your community	Source consulted
1. What is your home zip code?	N/A
2. Does your community have a name? If so, what is it?	
3. What is the number of your Community Board? Briefly state its purpose.	
4. Who is the President of your Community Board?	
5. Who is the District Manager of your Community Board?	
6. Who is your current New York City Council Member, what communities does s/he serve, what Council committees does s/he serve on?	
7. Who is your New York State Assembly Member?	
8. Who is your New York State Senator?	
9. Who are your U. S. Senators?	
10. Who is your U.S. Congressional Representative?	
11. What are the basic demographics of your community (total population, gender, age levels, race/ethnicity, income levels, household sizes, educational levels)	
12. What is the health status of your community?	
13. What are the crime statistics for your community?	
14. Briefly describe the educational/cultural resources (ex: schools, libraries, theatres, museums, movie houses, etc.) of your community.	
15. Briefly describe the recreational resources (parks, sports centers/facilities, public pools, etc.) of your	

community.	
16. Briefly describe the religious/spiritual institutions of your community.	
17. Briefly describe the financial and business institutions in your community (ex: banks, check-cashing businesses, supermarkets, small groceries, real estate agencies, brokerages, travel agencies, clothing stores, drug stores, etc.).	
18. Briefly describe the infrastructure of your community (ex: roads, sidewalk and street pavements, street furniture, street and traffic lighting fixtures, tree care, air quality, buildings, etc.)	
19. Based on your research and walkabouts, identify 3 of your community's strengths or assets: 1) 2) 3)	
20. Based on your research and walkabouts, identify and prioritize 3 issues of concern to you about your community: 1) 2) 3)	
21. Human services ethical standards speak about our profession's concern for individuals, families, communities, and society. Why should human services professionals care about communities and society?	

Assignment #2 Attendance at a community meeting (Due Date: 2/25/23)

Find a meeting on a topic related to your group project. It could be a Community Board Meeting (listed at <http://www.nyc.gov/html/cau/html/cb/directory.shtml>) or any other meeting. Please report on what was discussed at the meeting as well as your impressions of the group dynamics and whichever conclusions were reached at the meeting. Length: 1-2 Pages, include a copy of the meeting agenda.

Assignments #3

Position statement/paper and letter to elected officials (Due date: 3/18/23)

Part-1 Use the facts (reliable sources only) you gathered about the issue/problem your group is studying to write a **position statement** (two-pages, double space, 1" margins, 12 pt. font) that convincingly articulates your stand on the issue. Assume that you will be presenting your position statement at a public hearing. Your statement must include a request for a specific change and action by decision-makers: **to create something new, to improve something that already exists, or to support something that was initiated by others**. Include a reference list (APA style) showing the resources you used to prepare your statement.

Part-2 Use the facts in your position statement to write a letter (one-page, single space, business format, and 12 pt. font) to one of your representatives asking for specific support in solving the problem you presented in your position paper. Your letter should clearly state the issue, why you believe he/she should assist in improving the situation and what specific action you want the elected official to take. Be sure to describe how your representative's support will benefit the need community. Your letter should be formal and free of errors.

Assignment #4 – (Due Date: 4/1/23)

Read article assigned by your professor and write an essay on the following:

- 1) Why is community building and community organizing relevant to the human service profession. (100 words)
- 2) Write a reflection on the "The Parable of the River" and the ensuing discussion in the article. What are your own reactions. Be honest and candid about your reaction. (100 words)
- 3) Which components of community organization listed in the article do you find yourself attracted to and why? (100 words)
- 4) Which aspects of community organization are you apprehensive about and why? (100 words)
- 5) Conclusion (100 words)

Group advocacy/lobby project (Due Date: 4/15/23)

Learning objectives:

Upon completion of this project you will be able to:

- Learn skills to conduct an in-depth study of a community issue to assess “community power” and develop an advocacy/lobby plan
- Use the Internet, the library, and other information resources to research organizations, government agencies, advocacy groups, professional associations, and elected officials to identify sources of resistance and support
- Identify resources needed for effective community organizing and prepare a plan to generate support for a community change effort.
- Learn to communicate with decision-makers and elected officials to advocate on behalf of a community.
- Value community organizing, advocacy, research, lobbying, media relations, social networking, and coalition-building as professional roles.
- Have compiled the research from your group into a final paper, with all these themes laid out in the instructions

Project description:

You will be assigned to a “lobby” group to work on an advocacy/lobby project. Three group planning meetings will be held during class time: (1) At the beginning of the semester to set the structure of the group and develop a timeline, (2) at mid semester to review the progress of the group, and (3) to prepare the class presentation. Research and other work will be completed outside class. Be sure to determine when and where and how your group will communicate to exchange information and plan your project. You are expected to demonstrate respectful teamwork. 4) Compile research in group paper based on the following outline. No more than ten pages, documented group participation in the community project of your choice. APA citations required. 5) The group paper must read as one coherent single paper with contributions from each participant.

Instructions:

For your final presentation and paper, conduct an **in-depth study** of a **problem** (fact finding) that affects a specific community and prepare an advocacy/lobby plan. Refer to Shepard’s *Community Projects*.

- 1) **The issue/problem:** Gather facts on a **specific issue** that affects a community. Your group will research the history of the problem, its incidence, and its prevalence. Use reliable sources.
- 2) **The need community:** Gather facts on the **need/benefit community**. You will engage in extensive fact finding about this community. Learn as much as possible about this community to understand its strengths, needs, and wants.
- 3) **What is in place now to solve the problem?** Who is doing/has done what to address the problem? Answering these questions will help you identify the target for change. What is the general public opinion about the problem? Check Public Opinion Polls. What laws (local, state, federal) are in place now to address the problem?

Are there any pending bills to address the problem? If so, who is the sponsored of the bill?
What is the current status of the bill?

Are there any legislative committees responsible for this problem?

What government agencies, advocacy organizations, community groups, or agencies exist now to address the problem? What have they've done or are doing now to address the problem?

Are there any other individuals, groups, or organizations doing something about the problem?

The target for change: Use your research (Answers to questions 1 – 3) to identify the target for change. What or who needs to change? An organization? A social welfare agency? A law? A procedure? A specific individual or group? Keep in mind that you should identify a **specific policy objective**. This step requires a lot of discussion among group members.

4) **Strategies and tactics:** Prepare your **advocacy plan**.

Describe the **tactics and strategies** you will use to achieve the policy objective.

What kind of campaign will you run and why? For example, is this an electoral campaign or a direct-action campaign and why? Explain your **rationale** about your strategies and tactics. Are you confident that by choosing these strategies your group will garner the **power** necessary to achieve your policy objective?

5) **Implementation:** Taking action

Describe the steps you have take to **implement** your advocacy/lobby plan.

Note, this is not theoretical. Only write what you have actually done to achieve this plan.

List the resources needed to implement each strategy and tactic you selected

What obstacles did you face? Describe your use media and community experience.

6) **Getting the word out:** What media did you use to **make your efforts known to stakeholders and generate support for your cause?**

7) **Power Point class presentation of the group's research and advocacy/lobby plan.** You may use graphics, case illustrations, and other presentation aids. No video clips.

8) **Each group member** will prepare an **individual presentation outline as well as a one-page reflection paper** on their role in the project, the challenges, and their support for the group project.

9) Each member will help contribute to a ten-page final paper summarizing your work on the community project, written in the third person in a seamless, coherent paper. *Turn this in on the day of your group presentation.* Remember, no cutting and pasting. This is plagiarism.

Each group will have 20 minutes to present and up to 10 minutes for discussion. Refer to the instructions for class presentations attached to this syllabus.

Suggested communities: Your own geographic community (neighborhood, city, state, district, borough), undocumented immigrants, gays/lesbians, community gardens, homeless families, students, children in Foster Care, low income families, physically disabled, obese children, people who suffer from a particular disease, the unemployed, Black Lives Matters activists, ACT UP, the middle class, women, men, older adults, veterans....**Get the picture of what makes a community?**

GUIDELINES FOR LOBBY/ADVOCACY GROUP CLASS PRESENTATION

(Presentations will take place on 4/29/23 and 5/6/23)

What you should know and do before the presentation

1. Convene one or more team meetings to develop the **Power Point presentation** and **rehearse the class presentation**. You will not be permitted to read your presentation. Reading should be limited to direct quotes of statistics, dates, names, and other information that must be reported verbatim. You may use the Human Services computer lab or a library study room for these meetings. Check with your professor.
2. Each presenter should bring to the planning meeting, all the materials he/she contributed to the group, a **one-page outline of his/her presentation**. The individual presentation outline should focus work completed. At minimum, **each presenter** should report on:
 - a. Methods and resources used to do the research
 - b. Topics researched
 - c. Interesting facts discovered
 - d. How the research contributed to the group's advocacy plan
 - e. Summary of letter to elected official
 - f. Conclusion based on excerpts from your reflection paper
3. Select the strong points from individual position statements to **draft a statement that reflects the group's position**. Include the group's statement in your presentation.
4. Prepare a **one-page agenda for the group presentation**. Staple the individual presentation outlines and references to the group agenda. Make enough copies for class distribution.
 - a. The presentation agenda should include everything that is going to happen during the presentation.
 - b. Topics should be listed in the order in which they will be presented with the speaker's full name next to the topic.
 - c. Allocate time for questions and discussion at the end of the presentation.
 - d. Wear nametags. Names should be clearly visible.
5. Make a list of everything your group will need to complete this project. Assign responsibility for tasks needed. All students are expected to be present during all the presentations. You will not have time to look for paper, markers, tape, or other materials or do a last minute "mad dash to the lab" during class time.

Note: All team members are expected to present the material of any member who is absent or late on the day of the presentation. The absent member will not get credit for the oral part of the project. Latecomers who arrive before their topic comes up will be permitted to present but will not get full credit for the presentation. **All students are required to be present for all the presentations.**

What to do on the day of the presentation

1. Feel confident, as you have already rehearsed this presentation on a number of occasions.
2. Arrive early. If your group is presenting first, plan to arrive 10 minutes before class start time to set up.
3. Turn in your outline to the professor.

4. Prepare the room. If your group plans to distribute printed material, display posters, or use technology as part of your presentation, make sure you have all the materials before the presentations begin. You will not be permitted to leave the classroom during a presentation. Be sure that:
 - a. Seating arrangement is appropriate
 - b. Audio-visuals are in working order
 - c. Posters are visible from all locations in the room.
 - d. Pamphlets and other handouts are ready for distribution at the end of your presentation.

Presentation:

1. **The moderator** will distribute the group agenda and individual presentation outlines and provide a general overview of the project. She/he will introduce each speaker, present the group's position statement, and field questions from the audience.
2. **Presenters** should adhere to the agenda. No rambling! No reading!
3. **DO NOT READ YOUR PRESENTATION.** Rehearse your presentation until you can speak comfortably.
4. E-mail a copy of your group's power point presentation to the professor and post to the Community Organizing HUS 2307 Open Lab Page. Everything else will be collected in class.
5. **Peer Review**. Review how you worked as a group and report back.

PLEASE BE COURTEOUS. Demonstrate appropriate professional demeanor. Your peers, your professor, and guests deserve your attention and respect. Refrain from talking, reading, eating, and doing homework for other classes while the class is in session or presentations are in progress. Silence your cell phones. Turn off and put away your I-Pod, Blackberry, laptop, and other electronic devices. The classroom is a professional setting where you can demonstrate your professional behavior and social skills. Thank you.

ACADEMIC INTEGRITY STANDARDS

CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

NEW YORK CITY COLLEGE OF TECHNOLOGY POLICY ON ACADEMIC INTEGRITY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Bibliography

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Go here <http://library.citytech.cuny.edu/instruction/tutorials/index.php> to get more resources. Recent publications and materials may not yet be available on the Internet. Check with the Reference Librarian.