SW/UP 651: Planning for Organizational and Community Change

Course Description

This course examines planning as a process for organizational and community change in a diverse democracy. It analyzes the sociopolitical context in which change operates, major models and methods of practice, and practical tools to promote public participation and social justice, including tools for assessing communities, making action plans, building support for program implementation, and evaluation as forms of empowerment. Special emphasis is placed on participatory planning with groups in social disadvantaged and economically disinvested areas.

Course Objectives

1. Distinguish among major approaches to planning for organizational and community change;

2. Demonstrate knowledge of analytical and interactional skills to assess community conditions, formulate action plans, and build constituency support for program implementation;

3. Describe factors which facilitate and limit planning in community-based organizations, civic agencies, and other settings;

4. Conduct an assessment and formulate a plan at the organizational or community level; and

5. Identify issues of ethics and values arising in the field.

Course Responsibilities

Learning activities include readings, discussions, written assignments, experiential exercises, and problem-solving and planning activities related to objectives. Community resource persons may be invited to participate in ways which complement curricular content.
**Course Schedule**

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Course Assignments

Short Papers

Write three short papers in which you critically discuss themes from the readings.

Each short paper should be 2-3 double-spaced typewritten pages and is due at the session in which the readings will be discussed.

The first paper should critically discuss Youth of Oakland United as an example of community change, due January 14. (5 percent)

The second should describe a problem or issue that affects a particular population group and that you think needs changing, summarizes some core concepts for creating the needed change, and compares your approach with others encountered in the readings, due January 21. (10 percent)

The third should discuss which of the three change models – movement, municipal, or neighborhood - has the most potential for empowering a population group that you care about, due February 11. (10 percent)

Part of the assignment is concerned with your ability to use and refer to readings, organize your thoughts, and make a specific point.

Assessment Paper

Assess a planned effort to create organizational or community change in terms of the extent to which it addresses a problem or issue affecting a population group.

Describe the change effort, the problem it addresses, and the group it affects. Evaluate the scope and effect of change, summarize your own methodology, and draw general conclusions. 5-7 pages due March 10. (25 percent)
Planning Paper

Formulate a plan to create organizational or community change that addresses a problem or issue affecting a population group. Describe the change, the problem it addresses, and the group it affects. Formulate the plan, summarize your own methodology, and identify some of the issues that might arise in implementation. 5-7 pages due April 13. (25 percent)

Final Exercise

This take-home exercise will involve one or more questions which allow you to synthesize what you have learned. The exercise will be concerned with your ability to use and refer to specific readings, organize your knowledge, and present this in a concise manner. The exercise will be due 24 hours after its availability on April 13. (10 percent)

Class Participation

Class participation contributes to individual and group learning. It might include involvement in discussions, volunteering, cocurricular activities, and other initiatives. (10 percent)

Combined Option

Instead of the assessment and planning assignments, you may choose to prepare a single term paper in which you both assess an effort to create change and also formulate a plan to strengthen change. Consider the same elements as in the assessment and planning assignments above. 12-15 pages due April 13. (50 percent)

If you choose the combined option, please prepare a one-page proposal, including what you will study and the methods you will employ, due February 4.

Paper Revision Policy

You may revise and resubmit any paper for reevaluation until the last session. Papers are due on assigned dates unless prearranged with the instructor. Late papers will be penalized.

Assignments may be undertaken by individuals or groups. Group papers should demonstrate exceptional effort. They will receive a single grade and should include information on the nature of your collaboration.
Name:

Address:

Telephone:

e-mail:

UM program:

Professional goals:

Community experiences:

Why do you want to learn more about planning for change:

Experience which might be useful to the group:

What is a population group that you care about?

What is a problem or issue that affects a group and that needs changing?

What is an organization or community that is positioned to create change?
Course Readings

Core Concepts


Multicultural Perspectives


Movement Change


**Municipal Change**


**Neighborhood Change**


Murphy & Cunningham, Chapters 3,4.


**Starting with People**

Homan, Chapter 4.


**Defining the Community**


**Assessing Communities**

Homan, Chapter 6.

Henderson & Thomas, Chapter 3, Appendix.


**Making Action Plans**


Henderson & Thomas, Chapter 4.

Homan, Chapter 8.

Murphy & Cunningham, Chapters 8,9.

**Getting Organized**

Homan, Chapter 12.

Henderson & Thomas, Chapters 6,8,9.


**Building Support**


**Evaluation for Change**


**Advocacy Planning**


**Multicultural Planning**
