



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
Affiliated with the University of Waterloo
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Syllabus Outline

This syllabus was created from another syllabus, the work of Dr. Robert Case who generously gave permission for its use.

Winter 2023

Course Code: SOCWK/SWREN 222R

Course Title: Community Organization 1

Class Times/Location: Mondays 2:30-5:20; REN2106

Instructor: Stewart J. Smith, PhD (c)

Office: REN1701

Office Phone: 519-884-4404

Office Hours: Mondays 1:30-2:20 or by appointment

Email: sj7smith@uwaterloo.ca

Course Description

SOCWK/SWREN 222R is an examination of social work practice as it relates to functional and geographical communities. The course will explore the theoretical foundations of community organization practice as well as a variety of models and approaches.

Cross-listed course: Please note this a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, an SDS/SOCWK cross-list will count in an SDS major average, even if the course was taken under the SOCWK rubric.

Course Objectives and Learning Outcomes

By the end of this course, students should be able to:

- Examine social work practice as it relates to functional and geographic communities, particularly in the Canadian context.
- Explain the principles, basic assumptions, and theoretical foundations of community organization practice.
- Describe a variety of approaches to community organization, their particular application, and their related strategies and skills.
- Critically examine community organization practice in relation to the dynamics of power at the community level, toward the development of a critical approach to social work praxis.

Required Text

You are not required to purchase any texts or courseware. All required readings are available through the course reserves. Some are also available through links provided on LEARN. See weekly schedule below for weekly readings and where to find them.

A Note about Readings

Readings are to be completed prior to the corresponding lecture.

Course Requirements and Assessment

Information on course requirements and assessments.

| Assessment | Date of Evaluation | Weighting |
|--|------------------------------------|-----------|
| 1. Attendance & Participation | 09 January to 03 April 2023 | 15% |
| 2. Weekly Reflection Paper | 16 January to 27 March 2023 | 20% |
| 3. Community organization research (group) | | 20% |
| (a) in class research | 06 February to 06 March 2023 (15%) | |
| (b) in class presentations | 13 or 20 March 2023 (5%) | |
| 4. Community intervention paper | 06 April 2023, 11:55 pm | 20% |
| 5. Final examination | TBA: during exam period | 25% |
| Total | | 100% |

Notes on the various assessments

1. Attendance and participation (15%)

Students are expected to prepare for class by reading and reflecting on the required readings. In class, students are expected to contribute to group learning by being prepared, present and engaged in the discussion by sharing their ideas, reflections, questions, and experiences in a manner that is respectful of others. In-class participation is recognized in this component of the course grade.

Attendance will be taken during each class. Students unable to attend due to illness or other valid reasons must contact the instructor prior to class. Attendance is worth 5% of the overall mark. All students may miss two classes over the semester without penalty.

Participation will be assessed using a combination of self-evaluation and instructor evaluation. Students will be asked to submit a short (half-page) attendance/participation self-evaluation form, stating the score (out of 10) they believe they deserve and their rationale for this mark. These forms will be weighed against the instructor's assessment of the student's attendance/participation. In the case of minor differences in assessment (2 points out of 10 or less), the average of the two assessments or the instructor's assessment, whichever is higher, will be the final participation mark. In the case of significant differences in assessments (2 points or more), the instructor reserves the right to assign the final mark. Participation is worth 10% of the overall mark.

Due date: Completed participation self evaluation forms must be uploaded to LEARN no later than 11:55 p.m. on Monday 03 April 2023.

2. Reflection Papers (20%)

Students complete 8 reflection papers over a 10 week period. Each student decides what weeks they will submit their reflection papers.

The weekly on-line reflection papers encourage students to read and understand the course materials as related to social work practice. In every reflection paper students identify and define one social work practice idea related to community organization, as well as to why they think this idea is important.

There weekly reflection papers begin in the second week of classes with the last one being completed in week 11. Each paper should be

between 300 to 500 words. The weekly reflection papers are submitted electronically.

Each paper is worth 2.5 marks.

Due dates: after class each Monday by 11:55 p.m. each week from 16 January to 27 March 2023.

3. Community organization presentations (group assignment) (20%)

In self-selected groups of 3 to 4, students are to pick a community organization, project, social action, change agent, or social movement (current or historical) to profile in a 10-15 minute, presentation.

The objectives of the presentations are to get students familiar with a concrete example of a community intervention and to share their discoveries with other students. The presentations are to be made in powerpoint and include a reference list.

The presentations should be maximum 15 minutes in duration, and should convey basic information about the community intervention, such as location, general mission and goals, governance structure and who is involved, the kinds of services or activities associated with it, and other points of interest. All group members are expected to contribute to the presentation.

Due dates:

- Weekly small group summaries are submitted each Monday from 06 February to 06 March 2023 by 11:55 p.m. Each report is marked out of 3.
- Presentations powerpoint slides are uploaded to LEARN on Monday 06 March 2023 before 11:55 pm.
- Small group presentations will be in class on 13 and 20 March 2023. Presentation mark is out of 5.

4. Community Intervention – Individual Paper

The purpose of this assignment is to get students working with course readings and class discussions in imagining a context and the process through which a community intervention might be planned and organized. Highest marks will be assigned to those papers that not only demonstrate some creativity and an understanding of community intervention process, but which in so-doing also demonstrate an understanding of course materials and an ability to apply course

materials in appropriate and novel ways. A grading rubric will be posted on LEARN to outline more specific priorities for grading.

Instructions

Describe a situation in which a community organization would be an appropriate social work intervention, and then describe and justify the approach you would take. Assume that you have been contracted as a community organizer to help with this issue, and:

1. *Community description.* Briefly describe the issue you have been contracted to work on and the community context in which you will be working, and explain the relevance and role of community intervention in addressing it (as opposed to an individual or family-focused intervention) (1-2 pp)
2. *Mode of intervention.* From the course readings materials and class discussions, imagine an intervention (project or process), and select an approach to community organization that you believe would be effective in addressing the issue. Identify which of Rothman's modes your approach most closely resembles, and justify your selection with reference to Rothman's "practice variables". Bring other course readings into this discussion as you find appropriate. (1-2 pp)
3. *Purpose and objectives.* Articulate the purpose and objectives of the intervention (1 page or less; bullet lists are acceptable)
4. *Describe the process.* Drawing on examples in the course readings, identify the steps/stages in the community organizing intervention in this situation, and outline the methods and approaches you would use in each step/stage. Highlight how your choice of methods coincide with your chosen approach (mode and practice approach), and provide an explanation/justification for your choices where they depart from the mode or practice approach you have selected. Students are strongly encouraged to draw from the Community Toolbox which can be accessed from <https://ctb.ku.edu/en/table-of-contents> in addition to assigned course reading, as a resource for this assignment. (3-4 pp).
5. *Participants and roles.* Either integrated with #4 above or separately, describe your role(s) in the intervention and the role(s) of the intended beneficiaries, and explain how those roles fit with your chosen approach and how they related to core course concepts. Be sure to draw on course readings and lectures to make describe explicitly how your approach

reflects, adapts, or departs from concepts and ideals described in the course materials. (1-2 pp)

6. Suggest some obstacles you might encounter and some strategies you might use. Imagine some potential outcomes at the conclusion of your contracted involvement. (1 page)

Present the above in a paper of 8-10 double-spaced pages (Times New Roman 12 pt or equivalent; 1-inch margins). **Use APA style for your citations and reference list.** Be sure to number your pages. Please submit your file via the associated drop-box on LEARN (preferably in Word or rtf format).

Due date: Thursday 06 April 2023 at 11:55 p.m. (last class)

6. Final Exam (25%)

The final exam will take place during the exam period, covering all areas of course content (inclusive of readings, class discussions, guest lectures, and other presentations). The exam consists of four sections of questions. Part A of the exam consists of 25 multiple-choice questions (worth 25% of the exam mark). Part B includes 12 short answer questions, of which students will be required to select and answer 7 (worth 35% of the exam mark). In Part C, students will be asked to critique a case study of a community intervention, drawing on key articles from the course readings (worth 40% of the exam mark).

Exam date: TBD (during the exam period 13 to 28 April 2023)

Course Outline

| Week | Date | Topic | Readings |
|------|-----------------|---|--|
| 1 | 09 January 2023 | Introduction An introduction and overview of course content, style, and overview of assessments | No readings |
| 2 | 16 January 2023 | Definitions and Assumptions in Community Intervention | Definitions & Assumptions Ross, Murray (1967). <i>The meaning of community organization</i> . Choudry, A., Hanley, J., and Shragge, E. (2012). <i>Introduction: Organize! Looking back, thinking ahead</i> . |

| Week | Date | Topic | Readings |
|-------------|------------------------|---|---|
| 3 | 23 January 2023 | Jack Rothman's Multi Modes of Intervention at the Macro Level | Rothman's Multi Modes Rothman, J. (2001). <i>Approaches to community intervention.</i> |
| 4 | 30 January 2023 | Mode 1: Locality Development | Locality Development Yan, Miu Chung (2004). <i>Bridging the fragmented community: revitalizing settlement houses in the global era.</i> Jaffe, P., Berman, H., & MacQuarrie, B. (2011). <i>A Canadian Model for Building University and Community Partnerships: Centre for Research & Education on Violence Against Women and Children</i> |
| 5 | 06 February 2023 | Mode 1: Locality Development Community Economic Development | Community Economic Development Lo, Jenny and Halseth, Greg (2009). <i>The practice of principles: an examination of CED groups in Vancouver, BC.</i> Drolet, J. L., & Sampson, T. (2017). Addressing climate change from a social development approach: Small cities and rural communities' adaptation and response to climate change in British Columbia |
| 6 | 12 February 2023 | Mode 2 Social Planning and Policy Advocacy | Social Planning Anderson-Butcher, D., and Ashton, D. (2004). <i>Innovative models of collaboration to serve children, youths, families, and communities.</i> Kania, J., and Kramer, M. (2011). <i>Collective Impact.</i> Social Planning Toronto. https://www.socialplanningtoronto.org/ |
| | | 19 February 2023 | READING WEEK |
| 7 | 27 February 2023 | Mode 3 Social Action | Wotherspoon, T., & Hansen, J. (2013). <i>The "Idle No More" Movement: Paradoxes of First Nations Inclusion in the Canadian Context.</i> Noonan, J. (2013). <i>The Historical and Contemporary Life-Value of the Canadian Labour Movement.</i> |

| Week | Date | Topic | Readings |
|-------------|---------------|---|--|
| | | | King, Martin Luther Jr. (1992/1963). <i>Letter from Birmingham jail.</i> |
| 8 | 06 March 2023 | Social Action — Building Power Through Relationships | Building Power Through Relationships Alinsky, S. (1971). <i>Rules for Radicals: A Pragmatic Primer for Realistic Radicals.</i> pp. 125-165. |
| 9 | 13 March 2023 | Solidarity and Allyship | Solidarity and Allyship University of Waterloo Office of Indigenous Relations. https://uwaterloo.ca/indigenous/engagement-knowledge-building/resources-allyship/allyship-general-knowledge-building Walia, H. (2014). <i>Decolonizing together: Moving beyond a politics of solidarity toward a practice of decolonization.</i> |
| 10 | 20 March 2023 | Participation and Social Change | Participation & Social Change Castelloe, P., Watson, T., and White, C. (2002). <i>Participatory change: An integrative approach to community practice.</i> Smith, SJ. (2020). <i>Challenging Islamophobia in Canada: non-Muslim social workers as allies with the Muslim community.</i> |
| 11 | 27 March 2023 | Social Networks and Other Community Assets | Social capital, social networks & ABCD Social Capital Research & Training (also available online at www.socialcapitalresearch.com): <ul style="list-style-type: none"> • Introduction to social capital research • Definitions of social capital • Dimensions: Structural, cognitive, relational social capital. • Functions: What is the difference between bonding and bridging social capital? • Criticisms of social capital theory: And lessons for improving practice McKnight, J. and Kretzmann, J. (1996). <i>Mapping Community Capacity.</i> |
| 12 | 03 April 2023 | Moyer's Four Roles of Social Activists | 4 Roles of Social Activists Calhoun, A., Wilson, M. G., & Whitmore, E. (2014). <i>Activist resistance in neoliberal times:</i> |

| Week | Date | Topic | Readings |
|------|------|-------|-----------------------------|
| | | | <i>stories from Canada.</i> |

Late or Incomplete Work

Assignments are to be submitted electronically on the due date and time provided. Late assignments will have 5% deducted on the first day and 2% for each subsequent day (including weekend days) for one week, after which the paper will not be accepted. Requests for extensions (with valid reason) must be negotiated prior to the due date, in order to avoid late penalties.

Coursework Submission Policy

All the assignments/coursework must be submitted to meet the minimum requirements to pass the course. The course requires students to electronically submit to the LEARN course site their participation, reflection, community outreach, and community papers. It is the responsibility of the student to notify the instructor, in the first week of term or at the time assignment details are provided if they wish to submit an alternate assignment. The final exam for the course will be written on campus on the date determined by the Registrar's Office.

Policy on Plagiarism

"Policy 71's glossary defines plagiarism, in part, as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one's own in any work submitted whether or not for grading purposes"...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry."

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: Policy 71 - Student Discipline.

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo's policy on Fair 25 Dealing is available at uwaterloo.ca/copyright-guidelines/fair-dealing-advisory Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 - Student Discipline.

Please note that Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students'

submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

Electronic Device Policy

Students may have and use electronic devices in class at their discretion. Please ensure all ringers and notifications are on silent before coming to class. Heavy users are asked to be mindful of those beside and behind them and to manage their use (and where they sit in the classroom) to minimize distraction to others. The professor reserves the right to limit or withdraw an individual's use of electronic devices in the classroom if they become disruptive to that or any other student's learning.

Audio or video recording of lectures and other class activities are not permitted without the consent of the professor.

Attendance Policy

Each student is responsible for their own learning of the course material. There is an attendance and participation mark for this course.

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

For the Winter 2023 term, the established examination period is from **13 to 28 April 2023**. The schedule will be available at the end of September. Students should be aware that student travel plans are not

acceptable grounds for granting an alternative final examination time.
See: <https://uwaterloo.ca/registrar/final-examinations>

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the UWaterloo Academic Integrity webpage at uwaterloo.ca/academic-integrity and the Arts Academic Integrity webpage at uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity website at uwaterloo.ca/academic-integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check the Guidelines for the Assessment of Penalties.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student

Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

Academic Integrity Office (uWaterloo): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

AccessAbility Services is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term. Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

Intellectual Property Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4096
- MATES: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

- Health Services – Student Medical Clinic: located across the creek from Student Life Centre

Off Campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Empower Me: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

Full details can be found online at the Faculty of ARTS website

Download UWaterloo and regional mental health resources (PDF)

Download the WatSafe app to your phone to quickly access mental health support information.

A Respectful Living and Learning Environment for All

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development,

educational workshops, conflict mediation and dispute resolution, and organizational culture audits. 28
For additional information see Renison's Harassment, Discrimination, and Abuse policy