

HUMAN SERVICES PROFESSIONALS AND COMMUNITY SYSTEMS
 Course Syllabus – HSP 404 (4 credits)
 Bellingham – Winter 2010
Western Washington University, Woodring College of Education
Department of Human Services and Rehabilitation

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Meets: Bond Hall 108
 Tuesdays, 4:00 – 7:50

Missed classes (e.g., weather): Meet online using Blackboard

Class meets: January 5 – March 16 (finals week)

CATALOG DESCRIPTION

Study of community systems in relation to human services systems. Emphasis on analyzing theories of community change and examining the roles of human services professionals in communities.

CSHSE National Standards

The standards below are taken from the National Standards for Baccalaureate Degree in Human Services of the Council for Standards in Human Service Education (CSHSE) (<http://www.cshse.org>). Standards are met in more than one course, but specifications may be met in only one course. Below are the specifications that have been designated for inclusion in this course.

Learning Outcomes (same as column below)

1. Summarize the historical roots of community development and organizing, advocacy, and social movements.
2. Analyze community systems and structures, and design and evaluate processes to initiate and sustain change through specific strategies, tactics, activities and social policy advocacy.
3. Record, assess, and reflect on experiences with community and the influence of human services values, attitudes, and ethics in relationship to community change.
4. Analyze the systemic issues related to culture, diversity, and social class in the context of community systems.

National Standards Aligned with Outcomes, Readings, and Assessments

Standard 11: The Curriculum shall include the historical development of human services.

Specifications	Learning Outcomes	Learning Activities	Assessment
Skills to analyze and interpret historical data for application in advocacy and social change. (g)	1. Summarize the historical roots of community development and organizing, advocacy, and social movements.	-Assigned reading -Weekly reflections and dialogue -Research report panel discussion	-Weekly reflections and dialogue -Research report and Panel discussion -Final paper

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems

Including: individual, interpersonal, group, family, organizational, community, and societal.			
Specifications	Learning Outcomes	Learning Activities	Assessment
An understanding of the capacities, limitations, and resiliency of human systems. (e)	2. Analyze community systems and structures and design and evaluate processes to initiate and sustain change through specific strategies, tactics, activities and social policy advocacy.	-Dialogue -Meeting assessment -Assigned reading -Concept papers -Research report - Presentation - Strategic Plan and Photo Essay - Final paper	- Concept papers -Meeting Assessment -Research report - Presentation - Strategic Plan and Photo Essay - Final paper
Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism. (g)			
Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems. (k)			
Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.			
Specifications	Learning Outcomes	Learning Activities	Assessment
Skills to effect and influence social policy. (g)	2. Analyze community systems and structures and design and evaluate processes to initiate and sustain change through specific strategies, tactics, activities and social policy advocacy.	-Dialogue -Meeting assessment -Assigned reading -Concept papers -Research report - Presentation - Strategic Plan and Photo Essay - Final paper	- Concept papers -Meeting Assessment -Research report - Presentation - Strategic Plan and Photo Essay - Final paper
Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.			
Specifications	Learning Outcomes	Learning Activities	Assessment
Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing. (i)	2. Analyze community systems and structures and design and evaluate processes to initiate and sustain change through specific strategies, tactics, activities and social policy advocacy.	-Dialogue -Meeting assessment -Assigned reading -Concept papers -Research report - Presentation - Strategic Plan and Photo Essay - Final paper	- Concept papers -Meeting Assessment -Research report - Presentation - Strategic Plan and Photo Essay - Final paper
Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.			
Specifications	Learning Outcomes	Learning Activities	Assessment

The least intrusive intervention in the least restrictive environment. (a)	3. Record, assess, and reflect on experiences with community and the influence of human services values, attitudes, and ethics in relationship to community change.	-Dialogue -Meeting assessment -Assigned reading -Concept papers -Research report - Presentation - Strategic Plan and Photo Essay - Final paper	- Concept papers -Meeting Assessment -Research report - Presentation - Strategic Plan and Photo Essay - Final paper
Client self-determination. (b)			
Belief that individuals, services systems, and society can change. (e)			
Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.			
Specifications	Learning Outcomes	Learning Activities	Assessment
Conscious use of self. (a)	3. Record, assess, and reflect on experiences with community and the influence of human services values, attitudes, and ethics in relationship to community change.	-Dialogue -Meeting assessment -Assigned reading -Concept papers -Research report - Presentation - Strategic Plan and Photo Essay - Final paper	- Concept papers -Meeting Assessment -Research report - Presentation - Strategic Plan and Photo Essay - Final paper
Awareness of diversity. (c)	4. Analyze the systemic issues related to culture, diversity, and social class in the context of community systems.		
Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency). (e)	3. Record, assess, and reflect on experiences with community and the influence of human services values, attitudes, and ethics in relationship to community change.		

GRADING CRITERIA AND COURSE POLICIES

- **Attendance and Participation:** Students are expected to sustain the learning community through the use of active listening skills, dialogue, empathy, genuine interest, and unconditional positive regard for each other as well as respect for diversity of perspectives, ideas, cultures, and abilities. Students contribute to the learning community by raising issues and concepts related to the reading, the course learning outcomes, context, and materials, and by being enthusiastic and committed learners. The critiquing of ideas is welcomed as part of the learning process—a process best served by giving up the need to be right. Students are expected to dissociate themselves from ideas that, once stated, are allowed to take a direction of their own. Students are expected to engage in critical thinking skills during dialogue, writing assignments, and collaborative projects. Critical thinking skills include (but are not limited to) analysis, comparison, contrast, evaluation, assessment, and logic. Students are expected to complete all assigned reading prior to the beginning of class, to bring the text and their notes to class with them, and to be ready to engage in stimulating dialogue that contributes to the understanding and professional development of self and peers.
- **Writing Assignments:** Writing assignments should be typed and double-spaced. Spelling, grammar and punctuation are to be correct, and students should proof read assignments before submitting them. References, quotes, and citations are to be done in accordance with APA conventions, including a reference page. It is not necessary in this course to include a running head, title page, table of contents, or abstract. Academic dishonesty is taken very seriously by the University, Department, and faculty. Plagiarism is NOT limited to quotations, but includes the ideas, constructs, and terminology of others. Any student caught in academic dishonesty is in danger of failing the assignment or course and expulsion from the University (see the University Bulletin and paragraph below).

- **Instructor Feedback:** Feedback on assignments falls into three categories. (a) Dialogic comments regarding your ideas are intended to challenge your thinking and do not affect your grade. (b) Comments and corrections regarding writing mechanics, APA conventions, organization, or presentation and logic are intended to improve your writing skills. Failure to incorporate corrections in following assignments may result in a lower grade. (c) Comments regarding the misapplication or misunderstanding of course materials and their relationship to the learning outcomes are intended to clarify the materials in the context of human services and CSHSE National Standards and may affect your grade.
- **Grading:** Grading is not based on ability, effort, or improvement; it is based on quality of output. Grading criteria for each assignment is listed with the assignment details. Students should contact the instructor with any questions they may have regarding assignments or grades.
- **Late work:** Writing assignments should be submitted to the Digital Drop Box by 4:00 pm (WWU time stamp) on the date due. Assignments are considered late after 4:00 and will lose 10% of the possible grade regardless of the reason it is late. Work will not be accepted more than one week after the due date. Rare exceptions may be made based on the instructor's approval or proof of illness (see WWU Bulletin). It is the responsibility of the student to contact the instructor when work is late. No work will be accepted after March 16.

REQUIRED TEXTS

Homan, M. S. (2008). *Promoting community change: Making it happen in the real world* (4th ed.). Belmont, CA: Thompson, Brooks/Cole.

Sargent, L. T. (2006). *Contemporary political ideologies: A comparative analysis* (13th ed.). Belmont, CA: Wadsworth/Thomson Learning.

*** Websites, lectures, handouts, and articles as assigned. Each student will read one additional book from the list (see separate handout).

ASSIGNMENTS

READING SCHEDULE

Spend 1 hour each week reviewing the websites in the appropriate weekly folder found in [External Links]. All of the folders are currently open, so you can work ahead if you like.

<i>Complete Reading</i>	Book	Read
Jan 12	<i>Community Organizing (Homan)</i>	Chapters 1-4, Preface thru p. 92 (Part I)
Jan 19	<i>Community Organizing (Homan)</i>	Chapters 5-7, pp. 93 - 178 (Part II)
Jan 26	<i>Community Organizing (Homan)</i>	Chapters 8-10, pp. 179 – 288 (Part II)
Feb 2	<i>Community Organizing (Homan)</i>	Chapters 11-12, pp. 289 - 364 - (Part II)
Feb 9	<i>Community Organizing (Homan)</i>	Chapters 13-15, pp. 365 - 430 (Part III)
Feb 16	<i>Contemporary Political Ideologies (Sargent)</i>	Review Intro & Chs. 1-5, thru p. 141 Read ch. 12 and 13, pp. 255-280
Feb 23	<i>Reading & discussion</i>	From list of books
Mar 2	<i>Reading & discussion</i>	From list of books
Mar 9	No new reading (dead week)	Philosopher's Café & Movie!
Mar 16	[None]	[None]

WRITING AND OTHER ASSIGNMENTS

Writing assignments should be submitted to the Blackboard digital drop box found in [Student Tools], Please do NOT send assignments as email attachments unless Blackboard is down. Unless otherwise stated, assignments are due by 4:00 pm WWU time on the date stated. Late assignments (after 4:00 pm) lose 10% regardless of the reason they are late.

1 – Class Participation – 10 points

Nothing never happens. Core classes provide the opportunity for practicing skills that are critical to professional and academic development. If you miss class due to illness, you should speak to the instructor regarding possible make-up work. Grades will be based on contribution to learning community during class.

2 –Concept Papers - 12 points, 2 points each. Due Jan 12, 19, 26, Feb 2, Feb 9, Feb 16

** Consider including this assignment in your portfolio **

Articulate a concept from the assigned reading that is of interest to you. Include (a) a brief summary of the concept (include page numbers) and (b) how the concept relates to one or more of the learning outcomes. No more than 2 pages.

3 -- Meeting Assessment Paper – Due February 23 (15 points)

Attend a meeting and assess the structure of the meeting for accomplishing the stated purposes. Don't wait until your paper is due on **February 26 23** to find a meeting to attend. If the meeting you plan to attend is cancelled or you cannot attend for some reason, you will need time to find another meeting.

OPTION 1: Attend Human Services Lobby Day in Olympia on **February 15** (many students across the program will be attending). The program will be taking a bus (\$5 cost to students), or you can arrange private transportation.

OPTION 2: Attend a meeting in the community (e.g., city or county, council meeting, grassroots organizing meeting, advocacy group, political meeting). The meeting must include the opportunity for citizen action and participation. In other words, attending a speaker or conference does NOT count! If you are uncertain about the meeting, ask!

• Before the meeting:

- ✓ Obtain a copy of the agenda.
- ✓ Choose one issue that is on the agenda and prepare a fact sheet of pros and cons.
- ✓ Formulate your opinion on the issue based on the facts.
- ✓ Prepare a checklist to remind you of things you want to observe during the meeting.
- ✓ Turn in the fact sheet and checklist with your paper. Combine them into one document.

• During the meeting:

- ✓ Observe the meeting.
- ✓ Take notes on the meeting (refer to your checklist).
- ✓ Actively participate in the meeting (not required).

• Write a 2-4 page paper regarding the meeting that includes:

- ✓ Information regarding the meeting(s) you attended (who, where, when, focus of meeting, purpose/goals of the organization);
- ✓ Observations regarding: use of physical space and seating arrangements, power structures, style of interactions, opportunities for citizen involvement, potential for advocacy and/or social change;
- ✓ Evaluation of the diversity of participants (including leadership) and the potential for increased inclusion of diverse participants that are representative of the community involved;
- ✓ Analysis of the potential for the group to be effective in meeting its own goals; and,
- ✓ Suggested strategies for improving effectiveness.
- ✓ Your paper should be explicitly tied to course materials. See grading criteria for writing assignments.
- ✓ Submit this paper, checklist, and fact sheet (combined into one document) to the [Digital Drop Box] no later than 4:00 pm on February 23.

4a and b – Research Report (due Feb 2) and Presentations (Feb 16 and 23) (23 points)

** Consider including this assignment in your portfolio **

• 4a – Research Report, Due 2/2, 15 points

Each student will explore a specific topic and write a 5-7 page paper on the topic (15 points). Students will participate in a panel discussion (5 points) as a means of presenting information to the class. This assignment includes:

- (a) Researching an aspect of the topic by reading one book and other academic resources.
- (b) Every student writes a paper individually, 5-7 pages (15 points).
- (c) **All** papers are due on **February 2**. Your paper should be submitted to the [drop box] by 4:00 pm on February 2 (WWU time stamp).
- (d) Each group should meet with the instructor on or before January 26.

Topics Feb 16

- Suburbia
- Physical space in communities
- Third Places

Topics Feb 23

- Sustainability and community health
- Community resiliency
- History of community organizing

- **4b – Group Presentation – Feb 16 and 23 (8 points)**

Each group should meet with the instructor on or before January 26. Each group will combine information from the individual papers to present their topics to the class and lead a discussion of why the topic is important in the context of community development, organizing, human services, and professional development. The intent of this assignment is to add information to that included in the texts. All individual papers are due on February 2. Presentations will be done February 16 and 23.

5 – Strategic Plan and Photo Essay – Due Mar 2 - 20 Points

** Consider including a copy of this assignment in your portfolio. **

This is a group project. You will work in a group of four students to evaluate the assets and needs of the community and propose a strategic plan for improvement. You will file a formal proposal including photographs to support your findings and recommendations. The proposals will be shared in class on March 2, the date due. You can either analyze the needs of a geographic community or examine the needs of a specific population within the community. You must get instructor approval *of the community by meeting together (whole group)* by January 26. Your paper should include:

- A brief history of the community, its location, and demographic information, how the community is organized, and how decisions are made within the community.
- A needs assessment.
- An asset map.
- Summary of interviews (minimum of 6).
- Recommendations for meeting needs. This section must be tied to no less than two journal articles that support your recommendations by demonstrating similar actions that were successful in other communities.
- Photographs that document and support your findings and recommendations.
- A strategic plan for accomplishing the recommendations (must be tied to Homan's text).

Each group will talk a little about their proposal during class on March 2 (10-15 minutes per group).

6 -- Final Paper Exam -- Due Mar 16 (20 points)

The final paper will be a take-home exam. The exam will be directly related to the learning outcomes. I will post the exam on the Blackboard site by March 2, so you will have two weeks to complete it. It will be due in the Digital Drop Box by 4:00 pm (WWU time stamp) on March 16.

Summary of Assignments

1	Participation in class	Weekly	10
2	Concept Papers, 6 papers, 2 pts each	Jan 12, 19, 26, Feb 2, Feb 9, Feb 16	12
3	Meeting Assessment Paper	February 23	15
4a	Research Report	February 2	15
4b	Group presentation of research topics	February 16 and 23	8
5	Strategic plan & photo essay (group project)	March 2	20
6	Final Paper, take-home exam	March 16	20
		Total	100

GRADES

Grade	Grade (percentage/points range)
	At least (not rounded)...
A	95
A-	90
B+	87
B	84
B-	80
C+	77
C	74

C-	70
D+	67
D	64
D-	60
F	60 or below

University and Department Policies

ATUS Equipment Loan Center

Students can check out various types of equipment from the ATUS Equipment Loan Center in Miller Hall 155. You must have a signed card from the instructor (or have the Program Coordinator sign) to check out equipment. You can keep equipment over the weekend.

Library Research

Students needing assistance locating books and articles may contact the Human Services librarian, Cecilia Poon, by phone at 360-650-3079 or email her at Cecilia.poon@wwu.edu and you can also obtain a great deal of information from the website at: http://www.library.wwu.edu/lmt/rqs.phtml?subject_id=29. Western's library has interlibrary privileges with other State institutions, and they can generally locate any materials you need.

Student Technology Center

The Student Technology Center is located in Haggard Hall #2. The website is <http://www.wwu.edu/techcenter/> and their phone number is 650-4300. You can obtain assistance with any assignment that requires the use of technology.

Confidentiality

All clients should remain anonymous in all class conversations and assignments. Please provide a pseudonym and change identifying information when referring to a specific individual.

Academic Dishonesty Policy

Western Washington University students are responsible for reading, understanding, and upholding the standards of academic honesty as set forth in the WWU Academic Dishonesty Policy and Procedure (see Appendix D of the University Bulletin).

Reasonable Accommodation Policy

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, student must contact WWU Disability Resources for Students at (360) 650-3844 or at <http://www.wwu.edu/depts/drs>.

WWU Grading Policy

Please familiarize yourself with the WWU Grading Policies on pages 34-36 of the 2004-2005 University Bulletin.

Student Feedback Process

All students will be given the opportunity to formally evaluate the instructor and the content of the course at the end of the quarter. Ongoing feedback is welcome throughout the course.

The Incomplete K-Grade Policy

The following statements regarding the assignment of incomplete grades provide a synopsis of the policy in the Western Washington University General Catalog:

- The student must request the K (incomplete) grade and the course instructor must agree that it is warranted.
- Normally it is given only to a student who has been in attendance and has achieved passing grades until the final two weeks of the quarter when extenuating circumstances beyond the student's control make it impossible to complete course work on schedule.
- To receive a K grade, a student must obtain a contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work completed and the work remaining to complete the course and earn a grade. (**Note:** The contract can be done by email. It must specify exactly what work is to be done and include a deadline for completion.)
- One copy is kept by the student and one by the faculty member.
- Normally, the student removes the K grade (completes the work agreed upon) during the next academic quarter. The instructor submits a grade change after assessing the work.
- If the K grade has not been removed within one year, it automatically converts to a failing grade.

Corresponding by email

All students are expected to use MyWestern accounts for official class email. Official University announcements are sent via WWU email. You can forward your WWU email to a personal account, but please be aware that some free email accounts do not notify you or the sender when mail is not delivered. It is the student's responsibility to make certain that email is received/

RECOMMENDED READING LIST

The following books have contributed to the knowledge base used by the instructor in delivery of this course and are recommended reading for professionals in the field of Human Services.

- Bellah, R.N., Madsen, R., Sullivan, W. M., Swidler, A., & Tipton, S. M. (1985). *Habits of the heart: Individualism and commitment in American life*. New York: Harper and Row.
- Bellah, R.N., Madsen, R., Sullivan, W. M., Swidler, A., & Tipton, S. M. (1985). *The good society*. New York: Alfred A. Knopf.
- Brophy, P. C. & Shabecoff, A. (2001). *A guide to careers in community development*. Island Press.
- Duany, A., Plater-Zyberk, E., & Speck, J. (2001). *Suburban Nation: The Rise of Sprawl and the Decline of the American Dream*. North Point Press.
- Etzioni, A. (1994). *The spirit of community: The reinvention of society*. New York: Touchstone/Simon & Schuster.
- Fisher, R. (1994). *Let the people decide: Neighborhood organizing in America (Updated Edition)*. New York: Twayne.
- Florida, R. (2002). *The rise of the creative class: And how it's transforming work, leisure, Community and everyday life*. Basic Books.
- Grossman, L. K. (1995). *The electronic republic: Reshaping democracy in the information age*. New York: Viking.
- Hesselbein, F., Goldsmith, M., Beckhard, R., & Schubert, R. (Eds.) (1998). *The community of the future*. (Drucker Foundation Future Series). San Francisco: Jossey-Bass.
- Kuntsler, J. H. (1993). *The geography of nowhere: The rise and decline of America's man-made landscape*. New York: Touchstone.
- Lappe, F. M. & Dubois, P. M. (1994). *The quickening of America: Rebuilding our nation, remaking our lives*. San Francisco: Jossey-Bass Inc.
- Loeb, P. R. (1999). *Soul of a citizen: Living with conviction in a cynical time*. New York: St. Martin's Griffin.
- McKnight, J. (1995). *The careless society: Community and its counterfeits*. New York: Basic Books.
- Medoff, P., & Sklar, H. (1994). *Streets of hope : The fall and rise of an urban neighborhood*. South End Press.
- Lykes, M. B., Banuazizi, A., Liem, R., & Morris, M. (Eds.). *Myths about the powerless: Contesting social inequalities*. Philadelphia: Temple University Press.
- Oldenberg, R. (1999). *The great good place: Cafes, coffee shops, bookstores, bars, hair salons, and other hangouts as the heart of a community (3rd Ed)*. Marlowe & Company.
- Oldenburg, R. (2001). *Celebrating the third place: Inspiring stories about the "great good places" at the heart of our communities*. New York: Marlowe & Company.
- Putnam, R. (2000). *Bowling alone: The collapse and revival of American community*. New York: Touchstone.
- Rubin, H. J., & Rubin, I. S. (2000). *Community organizing and development (3rd Edition)*. Allyn & Bacon.

Warren, M. R. (2001). *Dry bones rattling: Community building to revitalize American democracy* (Princeton Studies in American Politics). Princeton University Press.

Zohar, D. & Marshall, I. (1994). *The Quantum Society*. New York: Quill/William Morrow. ISBN 0-688-14230-3

**Calendar of Topics and Assignments
HS 404 – Cyber – Winter 2010**

Note: This schedule is subject to change at the instructor's discretion.

Week	Date	Topics/Websites	Assignments Due
1	Jan 5	Reconnect Review syllabus and assignments Review learning outcomes	#1 – In-class, What's it like to be from...
2	Jan 12	<u>Part I</u> - Responding to the Need for Community Change <u>Websites</u> : Critical thinking	#1 – In-class #2a – Concept Paper: Homan, Chs.1-4
3	Jan 19	<u>Part II</u> - Putting Together the Pieces - Technology / power / planning Strategic Questioning [Online article] <u>Websites</u> : Community change	#1 – In-class #2b – Reflection: Homan, Chs. 5-7
4	Jan 26	<u>Part II</u> - Putting Together the Pieces - Resources / Getting the word out <u>Websites</u> : Power	#1 – In-class #2c – Concept Paper: Homan, Chs. 8-10
5	Feb 2	Part II – Building effort, Strategies and Tactics <u>Websites</u> : Volunteerism #5 - Panel Discussions topics #1 and #2	#1 – In-class #2d – Concept Paper: Homan, Chs. 11-12 #4a – Research reports all topics
6	Feb 9	<u>Part III</u> – Typical Change Contexts - Quality / Formal orgs / Lobbying <u>Websites</u> : Grassroots organizing #5 - Panel Discussions topics #3 and #4	#1 – In-class #2e – Concept Paper: Homan, Chs. 13-15
7	Feb 16	Process for social policy development <u>Websites</u> : History of Community Org. #4b – Presentations (3)	#1 – In-class #2f – Concept Ppr: Sargent, Chs. 1-5,12,13
8	Feb 23	Ideologies & Community - diversity / environmentalism / democracy / economics <u>Websites</u> : Sustainable Communities 4b – Presentations (3)	#1 – In-class #3 – Meeting assessment paper
9	Mar 2	#6 – Share strategic plans with other students <u>Websites</u> : Communities of the Future	#1 – In-class #5 – Strategic Plan & Photo Essay
10	Mar 9	Movie... in-class exercise Philosopher's Cafe	#1 – In-class
Final	Mar 16	Plan to meet if we miss class for snow!	#6 - Final exam, take-home