Supplemental Instructor Resources

FOURTH EDITION

COMMUNITY ORGANIZING AND COMMUNITY BUILDING FOR HEALTH AND SOCIAL EQUITY

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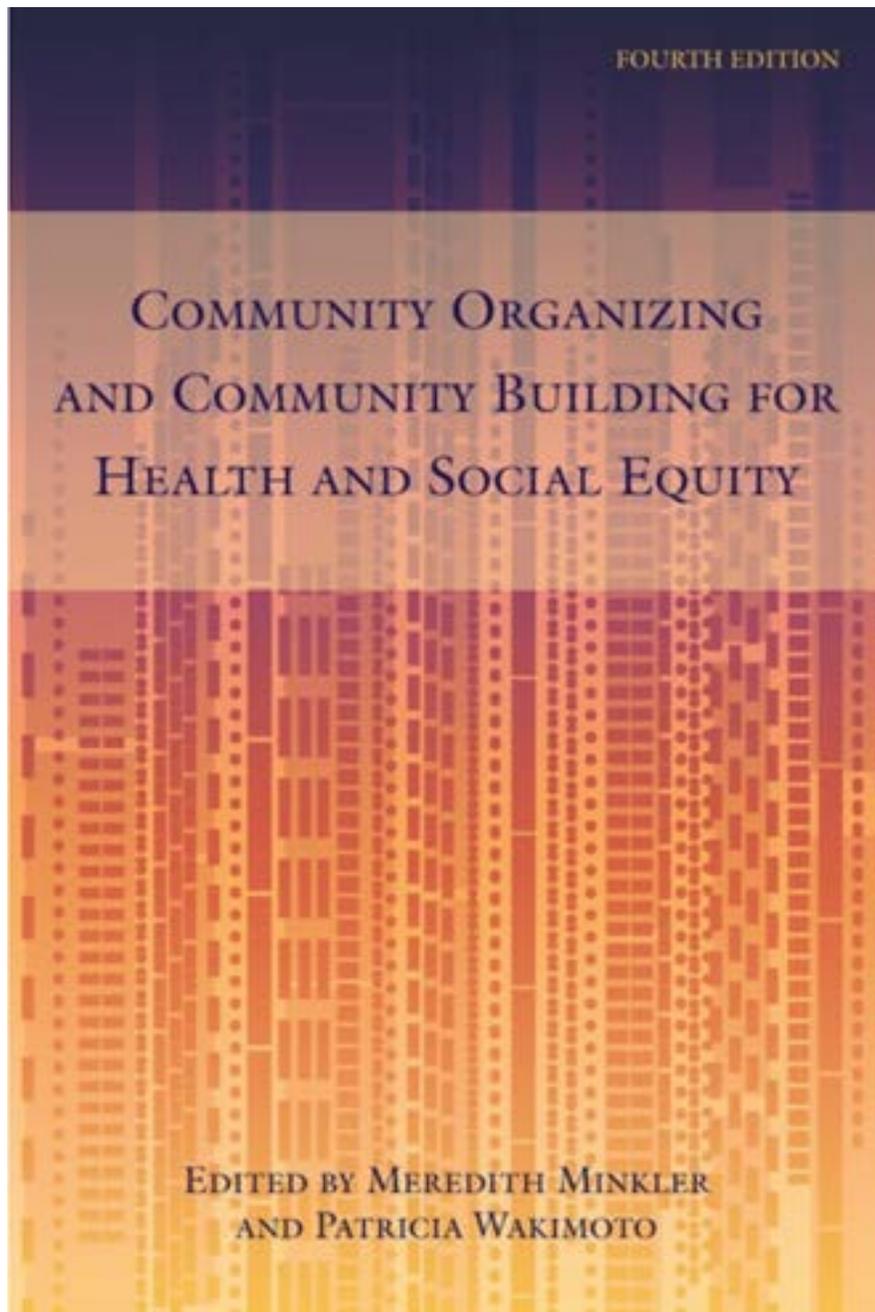
Instructor's Guide

TABLE OF CONTENTS

Instructor's Guide

For use with Minkler & Wakimoto, editors. <u>Community Organizing and Community Building for Health and Social Equity</u>. Rutgers University Press, 2022.

This Guide is designed to provide both detailed materials and ideas for additional learning approaches and class components (e.g., an optional service-learning opportunity and Community Assessment midterm) that may further enhance student participation and learning through a course using this text. More detailed discussion of Learning Objectives, grading etc. may be found in the sample syllabus.

Introduction to Text and Suggestions on Developing or Adapting a Course for its Use in the Classroom

The edited 4ᵗʰ edition of this book includes 24 chapters and 12 appendixes that provide new or expanded coverage of conceptual frameworks, methods, skill building exercises, as well as the contexts in which practitioners in many fields operate in the 21ˢᵗ century. The many ethical, methodological and other challenges faced are covered, and ways to anticipate and help address them. Included are new chapters on topics from antiracism in equity-focused organizing to neighborhood organizing to address food insecurity and fundraising to support community organizing while changing the funding environment.

Purpose: The book is designed for courses emphasizing community organization as a major approach to equity-focused change, as well as community dynamics, community building and community engagement in healthy community assessment, participatory action research, policy advocacy and related efforts to improve health and social equity. The course further examines the roles of health educators, social workers and other professionals who work at the interface of health and social systems and communities, with special attention to ethical and other practice issues which arise within this context. Both advancement of conceptual understanding and the development of skills in applying such knowledge are stressed.

Target Audience: This text is aimed primarily at students and practitioners in fields like public health and social work, but also in urban and regional planning, community psychology, sociology, nursing, community medicine and other fields. Although geared primarily to graduate or upper division students, the text also has worked well with lower division classes. Student evaluations have invariably been quite good and the courses using the book well rated.

Learning Objectives: The sample syllabus includes six learning objectives which instructors are encouraged to change or replace as desired to best meet the goals of their course. The learning objectives are written in measurable format, e.g., "By the end of the course, students will be able to: *Identify three ways in which…"*

Recommended pedagogical approach: Classes on this topic and using this text work best when a seminar, rather than a lecture approach is used. The PPTs included for each chapter are designed to aid in overview presentations, but ideally would be followed by discussion and

problem-solving, case study analysis about some aspect of the material covered in the PPT or the readings (see in-class exercises). Given the subject matter of this class, inviting community leaders from grassroots coalitions, nonprofits etc., to present on their work or participate on a panel is an excellent way to increase the real-world relevance of the topics under discussion (*See additional options for increasing high level class participation under guide resources below*.)

Timing: We have included _13 sessions_ (assuming other dates will fall on holidays) with several of the sessions broken into two parts to cover different topics. To accommodate in-class exercises as well as in-depth discussion of the material covered, we recommend that the class be offered ideally as one 3-hour session or two 90-minute sessions weekly. A class meeting for one-hour sessions also is feasible, though that would mean most in-class exercises would be greatly condensed and/or undertaken in the subsequent class session.

Readings: In addition to the text, additional required and recommended readings are provided for a number of sessions and listed on the syllabus. ***Please indicate on the syllabus how these may be accessed by students (e.g., class website? Supplemental reader?)***. Most of the book's appendixes also are assigned under various class sessions and typically add additional tools etc. that also may be useful to students in their midterm or final deliverable and in other learning capacities. All readings should be completed <u>before</u> the session for which they are assigned.

Midterm options: We highly recommend for this class a time-tested midterm option that involves a _community assessment_ that actively engages each student in using a variety of assessment measures discussed in class or the readings to critically assess a geographic or other community in which they are interested. Students keep a narrative/analytical journal making weekly entries on methods they used and illustrative findings, but with an equal or greater emphasis on and strengths and limitations of methods used and challenges faced in using them, etc. (10-12 page typed journal, including references). *See handout on Community Assessment Midterm for more detail*. The second midterm option is a <u>take home</u> exam that includes 7-8 questions which students address using concepts, skills and understandings they have gained through the readings and class discussion, and their own insights. *NOTE: Many of the multi-part questions may include or expand on those included in some of the attached homework and in-class exercises for the first half of the book, so if you use this midterm option, be sure the questions you choose haven't also been used in another capacity*.

Three alternatives for final class deliverable: These include (1) a *traditional term paper option*, (2) a *retrospective analysis* in which a student describes and critically analyzes an earlier organizing experience or one they wish to explore (both 12-15 pages including references) and (optional) (3) *an analytical journal based on a service-learning field placement* undertaken during the semester, and to which the study applies insights from the readings and class discussions etc. *All are discussed in some detail in the syllabus and not repeated here, with the exception of some additional information on finding field placements and sample examples of such placements if this option is included in the course*.

Grading: This class works well with either a letter grade or pass/ not pass, with the great majority of students typically seeking the former. Although we include in the Guide and the sample syllabus rough suggested percentages of the grade linked to particular class components (class participation, midterm, final deliverable etc.) these are intended only as an example.

Further, *if the community assessment midterm is used, we recommend substantially reduction in the number of homework assignments included, and correspondingly, the % of grade based on homework, in order to provide increased time for students to undertake all aspects of the detailed assessment project, and correspondingly increased credit for that assignment.*

 4th unit optional community-engaged service-learning: For students who are interested in obtaining more experience outside the classroom, I usually provide a list of some names and contact info for community agencies, health department project staff or community coalitions that would be willing to have one or more students volunteer for 4 hours a week *(see list of sample placement).* More on this option (which also involves keeping a narrative/analytical journal to be submitted in lieu of a term paper) can be found below.

Overview of Guide Contents

(1) **A detailed sample syllabus,** which covers the chapters and topics largely in the order in which they appear in the text and includes additional required and/or recommended readings, including many of the book appendixes. The syllabus also includes learning objectives, course deliverables, session-by-session reading assignments, etc.

Sample Syllabus 1

For use with Minkler and Wakimoto (Eds.) text

Community Organizing & Community Building for Health and Social Equity

Course # and Semester, Year

Course Title:

Faculty:

Time:

Place:

Units: 3

Grading: Letter grade or P/NP

General Purpose

This course emphasizes community organizing as a major approach to equity-focused change, as well as community dynamics, community building and community engagement in policy advocacy and related efforts to improve health and social equity. The course further examines the roles of health educators, social workers and other professionals who work at the interface of health and social systems and communities, stressing, in particular, those values and ethical issues which arise within this context.

Both advancement of theoretical knowledge and the development of skills in applying such knowledge in the areas of community organization and community building are stressed. A community-engaged service-learning course, (optional) the class also promotes learning "from the grassroots" through the midterm, one or more presentations by community leaders of coalitions and other local organizing and community building efforts, and numerous case studies of community-engaged partnerships for research, organizing and change in the readings and class discussion.

LEARNING OBJECTIVES

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

- Identify and discuss four basic concepts underlying community organizing and community building practice.

- Identify and describe three key dimensions of community as these bear on public health and social inequities.

- Describe the role of systemic racism, sexism and other isms in perpetrating health and social inequities, and the utility of anti-racism praxis in helping to understand and address such inequities.

- Identify and describe three ethical challenges that can arise in community organizing, community building and/or participatory research, drawing on a case study from class or your own experience to illustrate each challenge and how it was or might be addressed.

- Define and explain the difference between *cultural humility* and *cultural competence* and how each may help outside professionals improve our practice in community building and community building with groups or communities that differ from our own.

- Identify and describe, with reference to one or more case studies, three strategies that public health, social work, and other professionals have used to identify informal community leaders and help build their capacity and skills through training and authentic engagement.

Course Design Requirements

The class will emphasize a seminar rather than a lecture approach to the extent possible, given class size. Lectures and overview presentations by faculty, students and guests will be integrated with small group problem-solving, case study analysis and discussion. Students will be expected to engage in intensive reading, class discussion and analytical thinking reflected in both written and in-class assignments.

Students in community engagement placements also will be asked to share relevant experiences as these relate to various theories, methods, and other topics under discussion in class. A separate group meeting for these students also will be held every 3-4 weeks with the instructor and/or teaching assistant to share experiences as a group and help problem solve around issues in the field.

Readings and Reader:

1. Minkler, M & Wakimoto, P. (editors) <u>Community Organizing and Community Building for Health & Social Equity</u> 4th Edition. New Brunswick, NJ: Rutgers University Press, 2022.

2. Supplemental required readings are available at….

3. Additional recommended readings are available at….

Written Assignments

The two major written projects are an important part of this class.
Following is an overview of each project and the date it is due. Additional homework may also be assigned.

Prospectus for Research Paper or Project – DUE WEEK 3 or 4

One page outline or brief (1-2 paragraph) narrative description of proposed final project (this is not graded, but useful in getting feedback on your topic and relevant readings (e.g., some chapters and readings you may want to review ahead of the date for which they are assigned etc.). If deciding between two separate topics, please share both in the prospectus for ideas on which may be most feasible and/or feedback on each.

Midterm: Community Assessment –DATE TBA

(Recommended midterm option*—see alternative, more traditional midterm in the Guide): This midterm project provides students an opportunity to refine their skills at observing, researching, and understanding a community bounded by geography and/or shared identity. After choosing the community they wish to assess, each student uses 3-5 assessment methods discussed in the readings (e.g., chapters 10, 11, 16 and 17, and/or in several of the appendixes), to learn about the community. They then write a critical analysis, including what they learned (using some concrete examples to illustrate) but, more importantly about *the strengths and drawbacks of the different* methods for finding different types of information, and what other methods might have been helpful in retrospect (paper length: 8-10 pages; *see handout for details*).

Paper or Project – DUE LAST DAY OF CLASS DATE TBA

Each student is expected to undertake and complete a semester-long project, which will advance his/her own knowledge and skills in community organizing and/or community building as

approaches to helping grow community capacity while also promoting health and social equity. The project can take one of the following forms:

1.   A literature and web-based research-type project culminating in a term paper, 12-15 double spaced pages in length, plus references. Any topic of interest to you and that enables you to dig deeper into an aspect of community organizing or community building or other topics introduced in class, or to explore a new case study using an analytic lens and applying relevant readings, is appropriate for this project.

2.   A retrospective analysis in which students describe and critically analyze one of the following, culminating in a final paper, also ~ 12-15 pages

   (a)   An earlier organizing effort in which you were involved, tying in relevant concepts and readings from class and other literature as appropriate.

   (b) An organizing experience in which you were not personally involved but which you may study by using interviews, websites, publications, and other sources to conduct a retrospective analysis of the project. The emphasis here would also be on critically examining the case study in terms of the extent to which principles and practices of community organizing and community building were followed, offering recommendations for improvement etc.

3.   OPTIONAL A community-engaged service-learning project in which a student volunteers 4 hrs/week in a community-based field setting and keeps a narrative/analytical journal. After briefly describing the agency, coalition or other group with which they are volunteering, its mission etc., the student describes the main activities in which they are involved. But more importantly, the journal analyzes successes, problems and dilemmas faced, and lessons learned, drawing on concepts and principles from the readings and class, and the student's own observations. *Students selecting this option will also meet as a group once per month for ~ 45 minutes with the instructor and/or teaching assistant to share and discuss issues and concerns and engage in shared reflection, analysis, and thoughts on problem solving.* NOTE: *I have found these meetings, which typically are held after class, an excellent learning opportunity for students, as well as for some community building within the small group. MM*

Regardless of which of the above final projects is undertaken, the following criteria should be met:

a.   The problem addressed is of theoretical and practical significance to community organizing or community building practice, and to working for health and social equity.

b.   The paper or journal provides a critical analysis of an organizing project or concept, including the relevance of one or more conceptual frameworks, as well as 4-5 key core principles of community organizing and community building.

c.	Clear implications are drawn for health education, social work, nursing, urban and regional planning, community psychology and/or for the student's major discipline.

d.	References to the literature, including class readings, are cited using APA or other accepted referencing style.
https://guides.lib.berkeley.edu/publichealth/style

All written work must be typed and all assignments should be submitted on time.

Advising and Office Hours

The instructors will be available for consultation, discussion and advising outside of class, with appointments made by email or…

Summary of Student Requirements and Deadlines

Complete all readings before the class session for which they are assigned

Contribute to class discussions and activities

Complete all written work by due dates: DATES TBA

Project Paper or Journal – last day of class
Community Assessment – midway through semester
Project Prospectus – 3rd or 4th week of class

Course Grading
Grades will be determined by the instructor, using the following sample guidelines:
Paper of Project..35%
Class Participation. 25%
Community Assessment midterm................30%
Homework assignments …………….…10% (*or more if more traditional midterm is used*)

* NOTE: If the community assessment midterm is used, we recommend having less homework assignments to enable students to spend more time learning through their work in the field. With a more traditional midterm, more weight may be given to the increased number of homework assignments.

<div align="center">Schedule of Class Meetings with Assigned Readings</div>

NOTE: *Please see Instructor's Guide for list of teaching resources (PPTs, homework and in-class exercises) by chapter, as well as notes on particular class sessions.*

Session I: Introduction to Community, Community Organizing and Community Building

Foreword by Anthony B. Iton

Chapter 1. *Community Organizing and Community Building in a New Era* by Meredith Minkler & Patricia Wakimoto

Chapter 2. Obama, B. (1990). *Why organize? Problems and Promise in the Inner City*.

Chapter 3. *Improving Health through Community Organizing and Community Building: Perspectives from Health Education and Social Work* by Meredith Minkler, Nina Wallerstein & Cheryl A. Hyde

Session II: Anti-Racism Praxis: A Critical Approach to Organizing in Today's World

NOTE: *See also Session VII on community organizing by and with people of color*

Chapter 4. *Anti-racism praxis: A community organizing approach to achieving health and social equity* by Derek M. Griffith & Heather Came

Appendix 1. *Critical Reflection on Power and Privilege,* by Cheryl A. Hyde

Chapter 6. *It's all Organizing, it's All Love: Building People's Power in Jackson, Mississippi* by Makani Themba

Recommended:

> **McIntosh, P. *White Privilege: Unpacking the invisible knapsack*, by Peggy McIntosh. Peace and Freedom, July/August 1989, pp. 10-12

**NOTE: *Particularly for undergraduates, the check list in this classic but controversial article also may be useful for a homework or an in-class exercise and discussion and combines well with the exercise in Appendix A* (See also Homework and In-class exercise recommended for this session).

Session III. Contextual Frameworks and Their Applications in Practice: The bedrock Approaches of Saul Alinsky and Paulo Freire

Chapter 5. *Contrasting Organizing Approaches: The "Alinsky Tradition" and Freirean Organizing Approaches* by Marty Martinson, Celina Su & Meredith Minkler

Alinsky, S. "*In the Beginning,*" Rules for Radicals. Random House, 1972, pp. 98-125.

Cavanagh, A., Vanstone, M. & Ritz, S. *Problems of problem-based learning: Towards transformative critical pedagogy in medical education.* Perspect Med Educ **8,** 38–42 (2019). https://doi.org/10.1007/s40037-018-0489-7

Carroll J, Minkler M. (2000). *Freire's Message for Social Workers: Looking Back, Looking Ahead*. Journal of Community Practice 8(1):21-37.

Session IV: Building Effective Partnerships with Communities and anticipating and Addressing Ethical Challenges

Prospectus Due

Chapter 7. *Community, Community Organizing and the Forming of Authentic Partnerships: Looking Back, Looking Ahead* by Ronald Labonté

Appendix 6. *A Ladder of Community Participation in Public Health* by Mary Anne Morgan & Jennifer Lifshay

Chapter 8. *Ethical Issues in Community Organizing and Capacity Building* by Meredith Minkler, Cheri Pies, Patricia Wakimoto and Cheryl A. Hyde

Chapter 9. *Communities Driving Change: A Case Study from King County's Communities of Opportunity* by Roxana Chen, Kirsten Wysen, Blishda Lacet, Whitney Johnson & Stephanie Farquhar

Session V: Community Assessment and Mapping Community Capacity

Chapter 10. *Community Health Assessment or Healthy Community Assessment: Whose Community? Whose Health? Whose Assessment?* by Meredith Minkler & Trevor Hancock

Chapter 11. *Mapping Community Capacity*, by John L. McKnight, John P. Kretzmann & Lionel J. Beaulieu

Appendix 3. *Action -oriented Community Diagnosis Procedure* by Eugenia Eng & Lynn Blanchard.

Appendix 4. *Community Health Indicators* by Human Impact Partners

Session VI: Issue Selection in Community Organizing

Chapter 12. *Selecting the Issue* by Lee Staples & Rinku Sen

Appendix 8. *Issue Selection Worksheet* by Rinku Sen

Appendix 10. *Using Force Field Analysis, SWOT Analysis and Power Mapping as Strategic Tools in Community Organizing* by Meredith Minkler, Angela Ni, Chris Coombe & Jennifer Falbe

"Risk Mapping Method" by Marianne Brown (handout)

Section VII: Community Organizing and Community Building within and Across Diverse Groups

Chapter 13. *Education, participation, and capacity building in community organizing with women of color* by Lorraine Gutierrez & Edith Lewis

Chapter 14. *Mobilizing Black Barbershops and Salons to Eliminate Health Disparities: Learning Lessons on the Road to Health Equity during a Global Pandemic* by Laura Linnan, Stephen Thomas and Susan Passmore

Chapter 15. *Popular education, participatory research and community organizing with immigrant restaurant workers in San Francisco's Chinatown: A case study* by Charlotte Chang, Alicia L. Salvatore, Pam Tau Lee, Shaw San Liu and Meredith Minkler

Fulton, B. R., & Wood, R. L. (2017). *Achieving and Leveraging Diversity through Faith-Based Organizing* in <u>Religion and progressive activism</u> (pp. 27-55). New York University Press.

Session VIII: Using the Internet and the Arts as Tools for Community Organizing and Community Building

Chapter 16. *Creating an Online Strategy to Enhance Community Building and Organizing: Harnessing the Power of the Internet* by Nickie Bazell & Evan vanDommelen-Gonzalez

Appendix 2. *Community Mapping and Digital Technology: Tools for Organizers* by Jason Corburn, Josh Kirschenbaum, Maria Ruiz Asari and Josh Kirschenbaum

Chapter 17. *Using the Arts in Community Organizing and Community Building: Overview and Case Studies* by Caricia Catalani, Anne Bluethenthal, Dierdre Visser, Maria Elena Torres & Meredith Minkler

Appendix 5. *Skywatchers' Values-based Methodology and Guidance for Practice* by Anne Bluethenthal, Deirdre Visser, Nancy Epstein & Clara Pinsky

Session IX Building, Maintaining and Evaluating Coalitions and Community Organizing Efforts

Chapter 18. *Community Coalition Action Theory: Designing and Evaluating Community Collaboratives* by Frances D. Butterfoss & Michelle C. Kegler

Chapter 19. *Neighborhood Organizing to Address Food Insecurity and Tobacco Control: A Case Study Using Community Coalition Action Theory and Principles for Equity and Justice by Patricia Wakimoto, Susana Hennessey Lavery, Meredith Minkler & Jessica Estrada*

Appendix 7. *Member Assessment of Coalition Processes and Outcomes* by Tom Wolff

Session X: Open session on a topic to be determined by the class and with 3-5 volunteers helping plan and conduct the session with the instructors

Note: *I have found these sessions to be an excellent opportunity for students to decide on a topic of shared interest, with a small group then gaining experience in helping plan, co-facilitate and evaluate a class, as well as identifying and utilizing relevant readings and class exercises or*