The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Seminar in Strategies of Social Change

Course Number:
HR 5063-102

Course Description:
This seminar explores various perspectives, frameworks, and studies concerned with strategies for planned social change (equilibrium, conflict, rise and fall, and resource mobilization theories) of community education, community development and community organization (CE/CO/CD). The understanding of planned social change interventions in the administrative, legislative, and political sectors requires knowledge of CO/CD/CE processes. Knowledge of the field of community education, organizing and development are integral parts of the profession of Human Relations and Human Services.

The seminar will rely on an historical, systems, Chicago School, extension school and related planned change perspective. The end will be from a best practice, lessons learned to model exemplary programs perspective. Critical attention will be given to E. M. Rogers’ *Diffusion of Innovations*. Skills useful for involvement in community outreach, education, and organization and development projects will be explored. Seminar participants will work through three or four case studies. The case studies should allow students to identify, discuss, and critique issues, processes, and consequences in planning, implementing, evaluating, and re-assessing planned social change efforts.

Knowledge of major community outreach, education, organization, and development efforts which have been carried out in the field of child welfare, the civil rights movement, the women’s movement, and other efforts to affect social change will also be covered. Attention will also be focused from the role of “grass roots movements” - one of the more common precipitants of change in American society--to “issues in innovations in organizations” (i.e. moral crusades; innovation and diffusions in organizational change; natural leaders, support, and grassroots change will also be discussed).

Class Dates, Location and Hours:

- **Dates:** March 12-18, 2012
- **Location:** Bldg. D, Offutt AFB, Nebraska.
- **Hours:** Mon-Fri 6:00 p.m.-9:30 p.m.; Sat 8:00 a.m.-4:30 p.m.; Sun 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: February 12, 2012

Site Director:
Molly Cowgill. Phone: 402-291-8879 or 402-294-0649; DSN 271-0649; Fax: 402-291-5402; E-mail: apoffutt@ou.edu

Professor Contact Information:

- **Course Professor:** Alberto G. Mata, Jr., Ph.D.
- **Mailing Address:** Department of Human Relations
  PHSC #721
  University of Oklahoma
  Norman, OK  73019
- **Telephone Number:** (405) 325-1756
- **Fax Number:** (405) 325-4402
- **E-mail Address:** agmata@ou.edu
Professor availability:  The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).


3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Recommended Text: (Not provided by Advanced Programs)


Course Objectives:

Students will become familiar with planned change, including theory, i.e., community education, community development and community organization. They will also explore knowledge and awareness of the common and unique Human Relations skills, processes, values, and ethics utilized in providing services expertise as a means to help them meet their special needs or goals. The end will be to explore knowledge about the variety of roles, tasks, tools, guidelines, techniques, and processes that can be utilized to assist structured task groups make social institutions more responsive to current social problems and collective needs of specific client groups. Ultimately this will facilitate one’s ability to use various planning and research tools, skills and an understanding of their applications to social advocacy problem solving.

We will discuss a variety of functions Human Relations organizers are responsible for enacting to implement effective and efficient social programs and projects. Knowledge of roles in affecting social change; understanding of the skills required for group and community work with clients from differing social, cultural, racial, religious, spiritual, gender, and class backgrounds, and with systems of all sizes; understanding of the basic models of community organization and how to utilize the dynamics of each model; and understanding of the various roles employed by Human Relations and Human Services workers in a community organization setting.
By completing this course, students should:

- understand basic concepts, issues, and models that undergird major strategies and models of planned social change;
- understand the role of community-based organization and grassroots movements as catalysts for planned social change;
- understand the role of professionals and non-professionals as change agents in affecting planned social change efforts;
- develop the ability to identify major strategies for implementing planned social change targeted at issues of age, race, gender, and other special population concerns;
- develop and identify major planned social change resources: institutes, foundations, experts and centers about targeted issues of age, race, gender, and other special population concerns;
- examine issues in designing, implementing, monitoring and assessing planned social change strategies; and promise of Internet for these activities; and
- understand and anticipate the likely intended and unintended, as well as direct and indirect, consequences of planned social change efforts, particularly regarding the role of diverse constituency and opposition groups.

Assignments, Grading and Due Dates:

All students need to read each of the required texts. All assignments will be pre-assigned. Each student will develop at least one chapter oral review, and at least one written critique from each of the required texts. All students’ chapter oral reviews and written critiques (detailed outlines) will be pre-assigned. Each student will develop at least two 10 to 15 minute oral briefing presentations but no more than 3 selected from three of the required texts. The oral reviews and written critiques are due the first day of class.

In this manner, every student’s oral review should include: 1) a brief statement of the author’s statement of the problem(s); 2) a concise overview of the chapter’s key ideas; 3) how the author develops his/her argument or supports it; 4) a summary statement of the chapter’s findings/conclusions; and 5) a “so what” section --- the student critique! Students are advised to develop handouts, overheads, and an outline so that one’s classmates may follow one’s presentation. If students have any questions or would like feedback, they may e-mail or fax it to me.

Second, all students will also develop at least one written detailed outline of the chapter from each text. The detailed outline should consist of: 1) the chapter key ideas and thesis statement of the chapter(s); 2) a concise overview and review of the chapter’s key concepts and contributions to know; 3) how chapter is develops and supported; 4) a summary statement of the chapter’s finding/conclusions; and 5) a “so what” section - the student’s assessment and critique. In short the detailed outline’s aim is to develop a succinct, concise review of each chapter. Please give me a hard copy and send to each of your classmates. Regardless of your word processing system, (Word, WordPerfect, etc.), you may want to e-mail them to me for feedback. The oral and written outline will be due as per assigned readings. I will then review them as you submit or in class. If additional work is required, the student will have two weeks after class is over to make the changes. You may want to turn them in before class for some feedback!

Students will go through an example of assessing a major movement or leader for planned change. This could be a grassroots community group, CBO, organization, and agency. The seminar and exercise will allows us to view the Power of One, Profiles of Courage and great souls. All students should be prepared to discuss readings when assigned. Attendance is mandatory and all written assignments are due the first day of class. Oral presentation handouts and/or overheads will also be due the first day of class.
The second day of class I will provide an example final exam. *For those of you not wanting to take the final, you may opt for an alternative to it.* The Alternative to the in-class Final Examination: The student may choose to complete one of three options: A) an expert testimony position; B) planning report; or C) a portfolio, rather than take the final. Should a student not want to take the final in-class exam, she/he may opt to complete the alternative below.

**A. Expert Testimony:** Write a six to eight page testimony that should be prepared as if you were presenting it before a Legislative Subcommittee at federal/national/state or local level, or national/state/local commission. You may choose a piece of a federal, state, or local government program, or some issue that you want passed, challenged or redirected by some decision-making body. Minimally, the testimony must include:

1. a clearly articulated statement of the problem;
2. a coherent set of reasons why the particular legislation or program you are advocating will help ameliorate or solve the problem;
3. identification of the key assumptions or tenets position. Are these ones that members of the committee are likely to support, or heed?; and
4. suggestion(s) of how such a piece of legislation or program can be made acceptable to the general public, particularly given an increasing concern about major social problems coupled with fiscal austerity and scarce resources.

**B. A Community Human Relations work group plan to deal with emerging public interest issues:** Here the end is to suggest how to deal with internal organizational, agency, or departmental matters (i.e., self/organizational assessment, dealing with sensitive community relations issues like racial/ethnic; hate group; right to life or right to die; school violence; group homes and family care giving).

**C. Portfolio:** Prepare a 7 to 10 article portfolio. At least one article should refer: 1) to a change strategy; 2) to change leadership (i.e. change roles, development of leadership, types of leadership, etc.); 3) innovation in organizational issues, problems, or contributions; 4) the role of training, education, or technology transfers; and (5) one monitoring and evaluating change effort. Each article should allow the student to address at least four of seven course objectives. You may use chapters, articles, or other readings from required or recommended readings.

Whether one opts for portfolio, planning report, or expert testimony, it is due two weeks after the last class session. Any three grammatical errors or tardiness will automatically drop the assignment by one grade level. You will need to let me know by the first day of class which option you have chosen.

**Grading:** This is a letter-graded course: A, B, C, D, or F. The student’s evaluation will consist of:

- a) At least two but no more than three written assignments 30 % of total grade
- b) An in-class final essay exam 30 % of total grade
- c) At least two but no more than three oral presentations 30% of total grade
- d) Attendance and participation in class 10% of total grade

**NOTICE:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
Other resources:

- CI has entered an alliance with The Health Forum to provide technical assistance for the Outcomes Toolkit and the ACT National Outcomes Network, a collaborative of community leaders and institutions working to advance the planning and practice of health and quality of life improvement through evidence-based action, learning and research. The Outcomes Toolkit is a dynamic planning, collaboration, action and analysis tool available on the web exclusively through the ACT National Outcomes Network: www.act-toolkit.com.

- Rebuilding Communities Initiatives-The Annie E. Casey Foundation. The program is designed to provide the support needed to help transform troubled, economically disenfranchised neighborhoods into safe, supportive and productive environments for children, youth and their families: http://www.aecf.org/initiatives/rci/rci.htm.

- The Coalition for Healthier Cities and Communities is the US network of the healthy cities and communities movement. Here you will find stories, tools and access to the states’ network: www.healthycommunities.org.

- International Healthy Cities Foundation - a place where people interested in addressing urban and community issues along with concerns about health and quality of life issues in their communities can join and share information. Resources are printed in Spanish, Portuguese and Japanese: http://www.healthycities.org.


- The California Center for Health Improvement (CCHI) is an independent, impartial, not-for-profit, prevention-focused health policy center. See Policy Matters with its accurate and easily understood information about community health and healthcare issues and policies: http://www.cchi.org/cgi-bin/cchi/default.asp.

- Civic Practices Network (CPN) is a collaborative and nonpartisan project bringing together a diverse array of organizations and perspectives within the new citizenship movement: http://www.cpn.org/home.html.

- The Sustainable Communities Network links citizens to resources and one another in creating healthy, vital and sustainable communities. A rich resource: http://www.sustainable.org.

- The Corporation for Enterprise Development (CFED) fosters widely shared and sustainable economic well-being. CFED promotes asset-building strategies, primarily in low-income and distressed communities, that bring together community practice, public policy, and private markets in new and effective way: http://www.cfed.org.

- The Grove Consultants International is a process-consulting firm committed to advancing the art and practice of collaboration, with enormously productive visual approaches for achieving these results: http://www.grove.com.

- The National Civic League (NCL) is a 105-year-old nonpartisan, nonprofit organization headquartered in Denver. Best known for the annual All-America City Awards, NCL also works directly with communities to foster cross-sector collaboration and grass roots problem solving. Check out their New Civic Index! http://www.ncl.org.

- Asset-Based Community Development (ABCD) Institute focuses its efforts on the production of resources and tools for community builders involved in the process of capacity-based initiatives, helping them identify, nurture, and mobilize neighborhood assets: http://www.nwu.edu/IPR/abcd.html.

- Health Forum provides an integrated portfolio of communications, information, education and research products and services that advance leadership for health: http://www.healthforum.com/default.html.
• Health Research and Educational Trust (HRET) focuses on the critical issues affecting health care finance, delivery, and access, as well as community health: http://www.aha.org/hret/default.html.

• Livable Communities is a source of information, tools, and resources o programs to help your community grow in ways that ensure a high quality of life and strong, sustainable economic growth: http://www.livablecommunities.gov/.

• Search Institute collaborates with others to promote long-term organizational and cultural change that supports the healthy development of all children and adolescents: http://www.search-institute.org/.

• VHA, Inc. is a nationwide network of community-owned health care systems and their physicians: http://www.vha.com.

• The Institute for Alternative Futures helps individuals and organizations develop their own images of the future and design more effective strategies to shape the future they prefer: http://www.altfutures.com.

• The Healthy Community Initiative of Greater Orlando is a grassroots collection of individuals businesses and organizations working to create a new sense of community which leads to an environment where all individuals and families flourish: http://www.hciflorida.org
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
- assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Alberto G. Mata, Jr., Ph.D.

Education
• 1970 B.A. in Political Science, University of Oklahoma
• 1971 M.H.R. in Human Relations, University of Oklahoma
• 1978 Ph.D. in Sociology & Anthropology, University of Notre Dame
• 1982 Post-Doctoral work in Community Mental Health, The University of California, Los Angeles
• 1986 Post-Doctoral work in Health Promotion, The University of Texas, School of Public Health

Current Positions
• Advanced Programs Professor since 1992
• Professor, Department of Human Relations, University of Oklahoma
• Research Associate, UTHSC Hogg Mental Health Foundation, WHO Collaborating Center for Mental Health

Frequently Taught Advanced Programs Courses
• HR 5013 Current Problems in Human Relations
• HR 5100 Volunteerism and Volunteer Organizations
• HR 5100 Gangs, Drugs & Violence
• HR 5113 Grant Writing
• HR 5100 AIDS and Substance Abuse
• HR 5413 Chemical Dependency
• HR 5100 Juvenile Justice & Delinquency Prevention
• HR 5063 Non for Profit Organizations & Voluntary Action

Major Areas of Teaching and Research Interest
• Strategies for Change
• US/Mexico Border: Drugs and Violence
• Social Welfare Policy
• Community Field Studies
• Community Health Interventions

Representative Publications and Presentations
• “Next Big Steps for BEWG.” Border Epidemiology Research Workgroup. N. Kozel, Editor, Rockville, MC. (1999).
• “Four Life History of Heroin in Laredo, TX.” with A. Valdez, M. Banes-Sanchez, and Martha Loustaunau, Editors, Asi Es La Vida, Bergin and Garvey, Westport, CN. (1999).

Representative Honors and Awards Received

• VA/PAHO Recognition Award - El Paso, TX
• Midwest Latino AIDS Consortium Award - Chicago, IL
• Austin Police Dept. Victim Assistance Award - Austin, TX
• Surgeon General Service Appreciation Award - Los Angeles, CA
• Midwest Latino Substance Abuse Leadership Award – East Lansing, MI

Fellowships:

• Center for Health Promotion UTHSC-Houston
• NDVIR Survey Research and Spanish-Speaking Mental Health Research Center, UCLA
• Community Mental Health Evaluation Program, UCLA
• ISR/LEAA Program, University of Michigan

Major Professional Affiliations

• American Public Health Association
• American, Midwestern and Southwestern Sociologic Associations
• US/Mexico Border Health Association
• National Council De La Raza
• COSSMHO
• SSSP
• NACS
• PAHO