Course Title:
Strategies of Social Change

Course Number:
HR 5063-101

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: January 3-5 & 10-12, 2014
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.
Last day to enroll or drop without penalty: December 5, 2013

Site Director:

Cathy Yeaman. Assistant: Kathie Nicoletti. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:

Course Professor: Alberto G. Mata, Jr., Ph.D.
Mailing Address: University of Oklahoma
Department of Human Relations
PHSC #721
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 OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK. Orders can be placed online at www.oklahoma.bkstr.com. Faxed orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fheg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)


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: Follett 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 Follett.

Recommended Text:


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 under gird 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Total Grade</th>
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<tbody>
<tr>
<td>At least two but no more than three written assignments</td>
<td>30 %</td>
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<tr>
<td>An in-class final essay exam</td>
<td>30 %</td>
</tr>
<tr>
<td>At least two but no more than three oral presentations</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and participation in class</td>
<td>10%</td>
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</tbody>
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**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.
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. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. 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.

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local 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. Advanced Programs does not provide duplicating services or office supplies.

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.

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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 5100  Gangs, Drugs & Violence
• HR 5113  Grant Writing & Proposal Dev.
• HR 5100  AIDS and Substance Abuse
• HR 5413  Chemical Dependency
• HR 5100  Juvénille Justice
• HR 5063  Non for Profit Organizations
• HR 5013  Current Problems in Human Relations
• HR 5100  Volunteerism  Volunteer Organizations & Volunteering

Major Areas of Teaching and Research Interest

• Strategies for Change;  Not For Profits
• US/Mexico Border: Drugs and Violence;  Latino In American Society
• 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
- SSPP
- NACS
- PAHO