Community Organizing for Health
584 CHSC
Fall 2001
Monday 1 to 4 p.m.

Prerequisite: CHSC-480, Health Education and Promotion, equivalent course, or instructor's consent.
Instructor: Jesus Ramirez-Valles, Ph.D., MPH.
Phone Number: 312-996-6346
E-mail: valles@uic.edu
Office: SPHPI 679, M/C 923
Office Hours: Monday 10 to 12; Wednesday 1 to 4 pm; and by appointment.
Teaching Assistant: Amanda Brown, MPH.
E-mail: abrown31@uic.edu

Description
Community organizing is a process by which communities and organizations work together to identify common problems and objectives, acquire and mobilize resources, and create and implement actions to achieve their goals. In this course students will learn the bases of facilitating community organizing processes in health promotion and education contexts. These include theories and conceptual frameworks, basic field work tools, adult and popular education, coalition building, feminist and international perspectives, and research and evaluation of community organizing processes. The format of the course includes group discussions, lectures, and team field work with a local community. Students are expected to actively participate in the classroom, work in teams, prepare and facilitate one class session, write reports, and write and present their field project.

Objectives and Expected Competencies
Upon completion of this course the student should be able to:
1. Explain the relationship between health status and behaviors and social change.
2. Identify the basic characteristics of community organizing approaches to health problems.
3. Define the concept(s) of community.
4. Compare and contrast three different models of conducting community organizing.
5. Analyze health education and promotion programs that have used community organizing approaches.
6. Discuss general principles for evaluating and doing research on community organizing programs.
7. Discuss the roles of health educators in community organizing and their ethical implications.
8. Analyze and report a team field experience on a community-based health promotion program.

Approach
In this course we will follow a seminar format. We will combine group discussions, instructor presentations (3 at the most), in-class small group discussions and exercises, students' presentations, and field experience with a community-based organization. Note that this is not a lecture course. You are here to learn the skills that will help you further your thinking and practice of health promotion. My role is to assist you in this process. I will act as a facilitator and as a resource.

Examinations and Requirements
a) Discussion Questions
For each session you are required to prepare at least three written questions on the readings assigned for the session. These questions will provide the basis for our class discussion and will provide you the opportunity to introduce material you think is relevant for the topic addressed. Your questions are due on the Monday of each session at 10 a.m. You can submit them either in my mailbox or through e-mail: valles@uic.edu (I will not accept e-mails after 10 a.m.). Keep a copy of your questions and bring it to class.

I am looking for three types of questions. You can ask a clarification question. This question refers to something that is unclear or does not make sense to you, or something you did not understand in your reading. You can ask an argumentative question in which you express a disagreement with the author(s). Here you present an opinion against the claims of the author(s), or introduce data or experience that suggests alternatives. Finally, you can ask a question to further knowledge or derive implications for other areas or hypotheses. In this type of question you either introduce other readings you have done on the topic, identify specific areas you want the group to discuss further, or you would like to see more research done.

The questions should be grounded on the readings and demonstrate that you have done a careful and thorough reading. Include direct quotes or page numbers if necessary to make your questions as clear and specific as possible. Maximum length is one double-spaced page (per all the questions).

b) Midterm: A case study essay.

The only exam we have is a midterm essay. This essay is a written report on the case study by Phil Brown and Edwin J. Mikkelsen, No safe place: toxic waste, leukemia and community action. We will analyze and discuss this book in class one week before your written report is due. Your essay should include the following elements:

1. The authors' research question or research problem. What do the authors want us to learn?
2. The most important concepts (e.g., terms, variables, categories, constructs) used in this work. What do these concepts refer to? How do they help (or not help) understand and address the problem?
3. The explanations (e.g., causal relations, hypotheses, theories) proposed by the authors.
4. The type and quality of evidence provided by the authors. Do the data support the authors' conclusions? What other data could have been collected?
5. The type of community organization model proposed by the authors. Is this a community organization approach to public health? Why is it? How does it inform the models and theories we have discussed in class?
6. Implications for health promotion and education. What does the case study tell us about addressing problems of health education and promotion? What aspects of this case study can (or cannot) be applied to other settings (e.g., work place, schools) and issues (e.g., substance abuse, maternal and child health, HIV/AIDS)?

Your essay is due on October 8 in class. Five points (5) will be deducted for each day a paper is handed in late. The essay should not be longer than 10 double-spaced pages (excluding references), and it should follow the writing style described below.

c) Team Course Project

The course project has three components of a field work experience with a community organizing effort or a community-based organization.

1. Field work. This field work experience consists of working with a team and with staff of a community-based organization. The objective is for you to have a hands-on experience and apply what you are learning in the classroom and through your readings. It will involve about 4 hours per week, from September to November. As a team member, you are expected to participate in team meetings, observe the community and the organizational setting, and carry out a short agreed upon project. Details on this assignment will be explained in class.

In doing this field work you are representing UIC and this course, so you must act accordingly. The quality of your work with a community-based organization has an impact on the organization, its community, and the willingness of the organization to work with students in the future. I will contact the organization staff periodically and I expect you will contact me immediately if any problem arises.

2. Class Facilitation. Students will facilitate a class session in teams and with the assistance of the instructor. For this session students will select a topic related to the field work they are conducting. This assignment will provide you the opportunity to explore a sub topic within the field of community organization that is of your special interest. It will also help develop your group facilitation and presentation skills. In addition, this assignment will help you understand and analyze your field work experience, and get you started in preparing you final report. Each team should submit a brief description (3 to 5 sentences) of the topic to be

presented and schedule a meeting with me to start organizing the session no later than **October 1**. Each team will select 2 articles on the chosen topic for class reading. These articles will provide the bases for your class discussion. Student led sessions will be scheduled for November. More details on this assignment will be discussed in class and in the meetings with me.

      3. Team Written Report and Presentation. Each team is expected to write a final report and make an oral presentation of their field work experience. The written report is due December 3 by noon. This report should include the following aspects:

a. Description of the project and/or organization you worked with.

b. Statement of the problem or research question you addressed.

c. Description of the activities you participated in, including objectives.

d. Analysis of the project, organization, and your activities. In this section I expect you to integrate the knowledge you acquired during the course through our discussions and the readings. You should demonstrate what you have learned in class and your analytical skills.

e. Limitations. What obstacles did you encounter? Why? How could the project have been done differently?

f. Implications and recommendations for both health promotion programs and the organization you worked with.

      The written report should follow the style described below and be no longer than 20 double-spaced pages (excluding references).

      The team oral presentations will be scheduled during later sessions (most probably they will be in the last class session, November 27). Presentations should briefly address the points described above, however, I strongly encourage you to be creative. You can use any type of visual aids. Know you material, use notes or an outline, and please do not read your report in this presentation.

d) Individual Brief Report.

      This is a brief (no more than 3 double-spaced pages) individual reflective essay also due **December 3**. This paper should be written in a personal and reflective style. What I will be looking for includes answers to: a) What did you learn in this course? b) How did this experience change or reinforce your views of health education and public health in general? c) What applications does community organizing have for the professional role you intend to pursue? How will you use what you learned in this class in the future? d) What could be done in the future to improve this course?

On Critical Reading

      The success of this course depends on your active participation based on informed and critical readings. Reading the assigned material is essential for your own and of your colleagues' learning. Therefore, you should come to each class prepared to critically discuss the material. By critical I mean to:

a) State in your own words what the authors are saying.

b) Describe the main concepts (or hypotheses) used by the author.

c) Identify and "unwrap" the theory proposed or used by the author.

d) Identify the values and assumptions of the author's perspective.

e) Evaluate the strengths and weaknesses of the work.

f) Assess the work in light of other readings and your own experience.

g) Derive implications for health education and promotion practice in different settings.

      Note that this type of reading cannot be accomplished in 2 hours before class. Please also read the attachment titled "Preparing for Class Discussion." I strongly suggest you become familiar with it and use it for every single reading.

On Discussion

      The following are the ground rules for in class participation and discussion (D'Andrea V. 1990, Discussion in the College Classroom, ed. D'Andrea V., ASA, pp. 31).

a. Each individual has the right to participate or not participate.

b. Discussion should relate to the here and now --not to the there and then.

c. Don't deny data --your own or others.

d. Reduce myths by facts.

e. Be descriptive in feedback to others regarding their expressed thoughts and feelings. Do not be judgmental.
f. Be experimental; take risks.
g. Be open.
h. Be caring.
i. Seek explanations of statements made.
j. Provide constructive feedback.
Please read and use the attachment titled "Preparing for Class Discussion."
And have fun while learning!

On Writing Style
The written assignments in this course have two objectives: a) To help you develop your ideas and understanding of the main concepts in community organizing. b) To help you improve your writing skills. Each written assignment should be organized as follows:
a. Title page including title, course title and number, your name and department, and the date.
b. Pages should be numbered (excluding title page) in the bottom right corner of the page.
c. A running heading with your name (except in title page).
d. Regular white paper; typed double-spaced with one inch margins; and font size 12 point.
e. Staple the pages on the top left corner.
Although points will not be taken off for incorrect grammar and spelling, you should be aware that grammar and spelling affect clarity of communication. For these issues as well as for general style and citations please use either the latest edition of the MLA Handbook for Writers of Research Papers, The Publication Manual of the American Psychological Association, or The Craft of Research by Booth Wayne et al., 1995. For documentation of sources and list of references you should follow the abbreviated APA format.

Grading

Individual Work Points
       Discussion Questions 10
       Midterm 25
       Individual Written Report 10

Team Work
       Class Facilitation 15
       Team Written Report 25
       Team Presentation 15

Total 100

Points	Grade
100-90	A
89-80	B
79-70	C
69-60	D
59 and below	E

Office Hours
I strongly encourage you to meet with me at least once during the term, preferably during the first month of the term. You can come individually or in pairs and may talk about anything that is on your mind. My office hours are listed on the front page and I have an open door policy; you are welcome to stop by my office anytime I'm there. For those of you who cannot meet during the scheduled office hours, we can arrange alternative times either via e-mail, telephone, or after class. I can best be reached by e-mail.

Texts
Minkler, Meredith (Ed.). Community organizing and community building for health. New Brunswick, NJ, Rutgers University Press, 1997.
Phil Brown and Edwin J. Mikkelsen. No safe place: toxic waste, leukemia and community action. Berkeley, University of California Press. 1990.
Freire, Paulo. Pedagogy of the Oppressed. Continuum, 1986.
Set of readings.

Course Outline and Readings

8/20   Introduction and course overview
8/27   Defining Community

Hawe, P. 1994. Capturing the meaning of community in community intervention evaluation: some contributions from community psychology. Health Promotion Intl. 9, no. 3.

Cox, Fred M. 1987. Communities: alternative conceptualizations of community: implications for community organization practice. In Strategies of Community Organization: Macro practice (Fourth edition). Cox, Fred M, Erlich, John L, Rothman, Jack. & Tropman, John. (eds), pp. 232-243. Itasca, Ill: F.E. Peacock Publishers, Inc.

Jewkes, Rachel and Murcott Anne. 1996. Meanings of community. Soc. Scie. and Med 43(4): 555-563.

Community Organizing in Public Health
Minkler, M. Introduction and Overview. In Community Organizing and Community Building for Health, M. Minkler (ed.). New Brunswick, NJ, Rutgers University Press, 1997.

Brown, R. and Margo, G. 1978. Health Education: can reformers be reformed? Intl. Jo. Health Serv. 8(4): 3-26.

Health Promotion in the City. 1997. Prepared for the United States Centers for Disease Control and Prevention by N. Freudenberg. Chapter 4, An Analysis of the limitations of current approaches to urban health promotion.

9/3   Labor Day
9/10   Basic Tools: Community Assessment
Hancock T. and Minkler, M. Community Health assessment or healthy community assessment. In Community Organizing and Community Building for Health, M. Minkler (ed.). New Brunswick, NJ, Rutgers University Press, 1997.

Eng, E. and Blanchard, L. Action-oriented community diagnosis procedure. Appendix 1 in Community Organizing and Community Building for Health, M. Minkler (ed.). New Brunswick, NJ, Rutgers University Press, 1997.
McKnight J.L. and Kretzmann J.P. Mapping Community Capacity. In Community Organizing and Community Building for Health, M. Minkler (ed.). New Brunswick, NJ, Rutgers University Press, 1997.

Kretzmann, John P and John L. McKnight. 1993. Building Communities from the Inside Out: A Path Towards Finding and Mobilizing Community's Assets. Chicago, ACTA Publishing.

Wang, C. and M.A. Burris. 1997. Photovoice: concept, methodology, and use for participatory needs assessment. Health Ed. Beh. 24 (3): 369-387.

9/17   Theories and Conceptual Frameworks I: Social Action
        Rothman, Jack with Tropman John E. (1987). Three models of community organization and macro
        practice perspectives: Their mixing and phasing. In Strategies of Community Organization: Macro
        practice (Fourth edition). Cox, Fred M, Erlich, John L, Rothman, Jack. & Tropman, John. (eds), pp. 3-
        26. Itasca, IL: F.E. Peacock Publishers, Inc.
        Fisher, R. Social Action Community Organization. In Community Organizing and Community Building
        for Health, M. Minkler (ed.). New Brunswick, NJ, Rutgers University Press, 1997.
        Randy Shaw. The Activist's Handbook: a premier for the 1990s and beyond. Berkeley, University of
        California Press, 1996. Chapter 7, pp. 212-250.
        Wolfe, Maxine. 1994. The AIDS Coalition to Unleash Power (ACT UP): a direct model of community
        research for AIDS prevention. In J. P. Van Vugt (Ed). AIDS Prevention and Services: Community
        Based Research. Begin & Garvey. Westport, CT, pp. 217-247.
        Williams, R.T. & Witte, R.L. Education as a force for change in mental health settings. Community M.
        Health Jo. Vol. 14, 2, 123-132, 1978.
        Khinduka, S. K. (1987). Community development: potentials and limitations. In Strategies of
        Community Organization: Macro practice (Fourth edition). Cox, Fred M, Erlich, John L, Rothman, Jack.
        & Tropman, John. (eds), pp. 353-362. Itasca, Ill: F.E. Peacock Publishers, Inc.
        Video in Class: Voices from the Front.
        If you are interested on learning more about ACT UP's model, see the video "Stop the Church." It's
        interesting, exciting, and controversial. The video is in the LHS on reserve for our class use.
9/24   Theories and Conceptual Frameworks I: Consciousness Raising and Popular Education
        Freire, Paulo. Pedagogy of the Oppressed. Continuum, 1986.
        Minkler, M. & Cox, K. (1980). Creating critical consciousness in health: applications of Freire's
        philosophy and methods to the health care setting. Intl. J. Health services, 10 (2).
        Werner, D. The village health worker: lackey or liberator? World Health Forum 2: 46-68, 1981.
        Kennedy, W.B. Highlander praxis: learning with Myles Horton. Teachers College Record, 83(1):105-
        118, 1981.
        Video in Class: Four Voices.
10/1   Social Action: A Case study
        Phil Brown and Edwin J. Mikkelsen. No safe place: toxic waste, leukemia and community action.
        *Last day to submit topics for class facilitation.
10/8   *Midterm essay due
        Building and Working with Coalitions
        Kass, D. and Freudenberg N. Coalition Building to prevent childhood lead poisoning: a case study from
        New York City. In Community Organizing and Community Building for Health, M. Minkler (ed.). New
        Brunswick, NJ, Rutgers University Press, 1997.

        Butterfoss Frances D, Goodman Robert M, Wandersman Abraham. 1993. Community Coalitions for
        health promotion and disease prevention. Health Ed Research, 8: 315-330.

        Wandersman, A., Goodman R.M., and Butterfoss, F.D. Understanding Coalitions and how they operate.
        In Community Organizing and Community Building for Health, M. Minkler (ed.). New Brunswick, NJ,
        Rutgers University Press, 1997.
        Guest speaker to be announced.
10/15   Feminist Perspectives
        Rose, Hillary. 1990. Activists, gender and the community health movement. Health Promotion
        International, 5(3): 209-218.
        Abrahams, Noami. 1996. Negotiating power, identity, family, and community: women's community
        participation. Gender and Society, 10, no. 6, 768-796.
        Strother Ratcliff, Kathryn. 2002. Health Care Activists. In Strother Ratcliff, Kathryn, Women and
        Health: Power, Technology, Inequality, and Conflict in a Gendered World. Allyn and Bacon, Boston,
        MA: 284-7.

Burt Ruzek, S. and Becker, Julie. 2000. The Women's Health Movement in the United States: From Grass-Roots Activism to Professional Agendas. In Strother Ratcliff, Kathryn, Women and Health: Power, Technology, Inequality, and Conflict in a Gendered World. Allyn and Bacon, Boston, MA: 293-302.

International Perspectives

Morgan, Lynn M. 1993. Community Participation in Health: The Politics of Primary Care in Costa Rica. Cambridge: Cambridge Univ. Press. Chapter 1.

Ugalde Antonio. 1985. Ideological dimensions of community participation in Latin America health programs. Soc. Sci. Med. 21(1): 41-53.

Ramirez-Valles, J., Zimmerman, M., Suarez, E., and De la Rosa, G. (1998). A Patch for the quilt: HIV/AIDS, homosexual men, and community mobilization on the U.S-Mexico border. In G. J. Power and T. Byrd (Eds.), U.S.-Mexico Border Health: Issues for Regional and Migrant Populations (pp. 103-118). Thousand Oaks, CA: Sage.

10/22 APHA Meeting.

10/29 Student led session

11/5 Student led session

11/12 Research and Evaluation

Roe, K.M., Berenstein C., Goette, C. and Roe K. Community Building through empowerment evaluation. In Community Organizing and Community Building for Health, M. Minkler (ed.). New Brunswick, NJ, Rutgers University Press, 1997.

Goodman, Robert M. 1998. Principles and tools for evaluating community-based prevention and health promotion programs. J. of Public Health Management Practice, 4(2), 37-47.

Park Peter (1993). What is participatory research? A theoretical and methodological perspective. In Park Petter, Brydon-Miller M., Hall Budd, and Jackson Ted (eds). 1993. Voices of Change: Participatory Research in the United States and Canada. Westport, CT: Bergin & Garvey, pp. 1-19.

Guidelines for Participatory Research in Health Promotion. Institute of Health Promotion Research, University of British Columbia, CA.

Rahnema. M. (1990). Participatory action research: the last temptation of saint development. Alternatives, XV: 199-226.

Instructor's Presentation: An HIV/AIDS prevention project for Mexican homosexual men: an empowerment approach.

11/19 The Health Educator's Role and Ethical Issues (or the politics of health promotion).

Stoecker, R. (1999). Are Academics Irrelevant? American Behavioral Scientist. 42(5):840-854.

Susser, M. (1974). Ethical components in the definition of Health. Int. J. Health Serv., Vol 4, 3: 539-548.

Labonte, Ronald. Community, Community development, and the forming of authentic partnerships. In Community Organizing and Community Building for Health, M. Minkler (ed.). New Brunswick, NJ, Rutgers University Press, 1997.

Minkler, M. and Pies Cheri. Ethical issues in community organizing and community participation. In Community Organizing and Community Building for Health, M. Minkler (ed.). New Brunswick, NJ, Rutgers University Press, 1997.

11/26 Team Presentations on field work experience.

12/3 Team and Individual final reports due by noon (12 p.m.).