

Course Guide

Some Questions to Get Us Started...

(How would you answer them?)

- Why are we talking about change?
- Is community and organizational change desirable?
- Is community and organizational change possible?
(And if it is both desirable and possible:)
- Should we attempt to bring change about?
(And if so:)
- For what purpose? What is the end goal of change?
- What obstacles might prevent us from reaching that goal?
- How can those obstacles be overcome?

Some Course Goals

1. To answer the above questions to our fullest and best ability
2. To learn techniques that will maximize the chances of success when undertaking change attempts
3. To learn (or relearn) more about the personal qualities that will maximize the chances of success when undertaking change attempts
4. To become more fully aware of value and ethical issues when undertaking change attempts
5. To identify barriers to community and organizational change in the real world, and strategies for overcoming them

In addition to the goals above, you may have your own personal goals for the course. If so, that's good! What might they be? I hope you can design your work in this course so that you can achieve them.

Accomplishing Course Goals

We'll aim to accomplish our goals through several different methods, including:

1. Reading
2. Discussing
3. Listening
4. Writing
5. Thinking

Some details on each of these methods are given below.

1. Reading

There are six required books in the course, to introduce you to a variety of perspectives in the field. In the rough order that we'll read them, they are:

1. Mark S. Homan, Promoting Community Change: Making It Happen in the Real World. (3rd ed.) Pacific Grove, CA: Brooks/Cole, 2004. (A textbook on the topic, and the primary course book.)

2. Paul Mattessich and Barbara Monsey, Community Building: What Makes It Work: A Review of Factors Influencing Successful Community Building. St. Paul, MN: Amherst H. Wilder Foundation, 1997. (A concise summary of principles, based on the actual research in the field.)

3. John P. Kotter and Dan S. Cohen, The Heart of Change: Real-Life Stories of How People Change Their Organizations. Boston: Harvard Business School Press, 2002. (Can someone – can you – learn to be a great organizational leader? What does it take?)

4. Suzanne Morse, Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future. San Francisco: Jossey-Bass, 2004. (Considers the community as a whole. Can it really be “smart”? What is involved here?)

5. David Bornstein, How to Change the World: Social Entrepreneurs and the Power of New Ideas. New York, Oxford University Press, 2004. (Deals with change on a global level, and suggests ways in which a single person can make a positive global difference.)

6. Ram Dass and Paul Gorman, How Can I Help?: Stories and Reflections on Service. New York: Knopf, 1985. (Focuses on the personal qualities involved in action and service.)

Additional short readings may be assigned as the course progresses.

Beyond this (if you're ready!) there is plenty of other material on community and organizational change. If you're looking for sources in a particular area, please let me know, and I may be able to point you to some of them.

2. Discussing

Our classes will proceed in large part through discussion. Why? Because for this material, and for graduate students such as yourselves, that is generally how people learn best. I will have some material to present on the main topic of the week; but your own thoughtful contributions will always be expected, solicited, and valued.

More specifically, for most weeks beginning about the second week of class, I will plan to pose some questions bearing upon the topic of the week. You'll be asked to respond to at least one of those questions in writing, and to share your response with other class members, before the next class period. To make this process work most effectively, we'll plan to do this by e-mail – both for your own responses and any comments you may have on the responses of others.

In this way, we'll have a variety of thoughts already on the table when class discussion time comes. In class, we'll discuss the question and your different responses to it, with the goal of arriving at the best possible answers. These discussions will be led by small groups of you, on a predetermined and rotating basis.

3. Listening

It's also possible that we will get a chance to hear about different community issues from different community guests. If we go forward with this concept, we'll need to set up these sessions ahead of time. We can talk together about the possible details, and I'll keep you posted if this idea gets developed.

4. Writing

Discussion question responses. Much of your writing for this course will consist of your responses to the discussion questions posed in class, noted above. Length guideline for these responses: 300 words, or roughly equivalent to a double-spaced printed page. These responses will be required, though not individually graded; they will be collectively assessed on a pass-fail basis. In such assessment, for these class purposes, I'll be less concerned with perfectly-formed prose (though that's always to be valued), than with the thoughtfulness and insight of your ideas.

Term paper on change. In addition to your weekly discussion question responses, you'll be asked to write a longer term paper on community or organizational change. In this paper, you should **propose a situation that in your view needs changing**; and then, drawing in large part upon course material, attempt to **bring about the change that is desired**.

Given the framework of a one-semester course, your change attempt should be relatively small in scale, but also feasible to complete. This paper will be preceded by a written proposal. Minimum length guideline: about 10 pages, in most cases following usual social science report format (i.e., Abstract, Introduction, Method, Results, Discussion).

5. Thinking

This may seem obvious to you, but let's make it explicit: You are encouraged and expected to be ***** thinking about and using the material we study here ***** in other areas of your life, over and above your direct connection to school.

Why is that? Because one of the many great things about community psychology is that the subject matter is always there, whenever you walk out the door. The community is open around the clock; it never closes. So please work at building and strengthening the linkages between what we're studying here and other situations and events in your life outside the classroom.

Grading

Responses to discussion questions (combined) [assessed on pass-fail basis]	--	30%
Term paper on community or organizational change	--	25%
Class participation, which includes: (a) attendance (please see note below) (b) participation in classroom discussions, and (c) classroom initiative	--	25%
Final exam	--	20%

Additional Course Policies

* **Please note that your attendance is expected at all class meetings.** If for some urgent reason you cannot attend a class, please notify me in advance. In addition, your active participation, comments, and questions are both expected and strongly encouraged.

* Late papers are subject to penalty.

* Grades of Incomplete will not normally be given.

* Extra credit work on topics related to the course may be done and is also encouraged. Please check with me before beginning such work.

To Reach Me....

My office is in Mahoney, Room 205. I will usually be there by 1:00 on Wednesday afternoons, before class begins. During the day, you can also reach me by calling my office phone, 934-3655. At other times, you may reach me at home, (781) 646-6319. Written messages can also be left in my mailbox in the Psychology Department office. You can use e-mail (Bill_Berkowitz@uml.edu) as well.

Please feel free to contact me if you have questions, if you would like suggestions for additional reading or source material, or if I can help increase your understanding of the course material in general.

Topical Outline

A tentative outline of course topics, readings, and due dates follows this page. More specific assignments may be made as the course continues.

Please note: Readings should be completed before each assigned topic is discussed in class. Please also be thinking about your best answer to each assigned exercise or problem **before** the relevant class begins.

Topical Outline

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1	Sept. 8	Introduction: The Possibility and Desirability of Change	<u>PCC</u> , Ch. 1-3
2	Sept. 15	An Overview: Some Principles of Successful Community Building	<u>Community Building</u>
<u>Some Major Skill Areas</u>			
3	Sept. 22	Assessment and Issues	<u>PCC</u> , 6, 12 (351-359)
4	Sept. 29	Visioning and Planning	<u>PCC</u> , 8
5	Oct. 6	Participation and Membership	<u>PCC</u> , 9 <u>Paper Proposal Due</u>
6	Oct. 13	Leadership and Action	<u>The Heart of Change</u> <u>PCC</u> , 7, 12 (348-351; 359-395)
7	Oct. 20	Publicity and Promotion	<u>PCC</u> , 11, 5
8	Oct. 27	Advocacy and Conflict	<u>PCC</u> , 13, 16
9	Nov. 3	Evaluation	(TBA)
<u>Applying Principles of Change</u>			
10	Nov. 10	...To Organizations	<u>The Heart of Change</u> (review) <u>PCC</u> , 15
11	Nov. 17	...To the Whole Community	<u>Smart Communities</u>
12	Nov. 24	...To Global Settings	<u>How to Change the World</u>

Sustaining the Work

13	Dec. 1	Personal Qualities	<u>How Can I Help?</u> , 1-4 <u>PCC</u> , 4
14	Dec. 8	Review and Summary: The Prospects for Change	<u>How Can I Help?</u> , 5-8 <u>Term Paper Due</u> <u>Final Exam</u>

