Integration of Community Organizing Curriculum and Content on Chicano Activism: An Instructional Approach in South Texas

Noe Ramirez*

Abstract

This paper presents an instructional approach that is being used to prepare students for community organizing practice. The approach integrates social work community organization curriculum with content on Chicano/a organizing in the delivery of instruction. The paper addresses the need to enhance direct practice interventions, which have become the norm utilized by social workers to provide assistance, with community organizing practice in order to maximize the profession's effectiveness in addressing conditions affecting communities and at-risk populations, such as Latinos. Examples of content on community organizing in the profession, including models, strategies and tactics, and Chicano/a organizing in South Texas are presented to highlight the instructional approach that is being implemented in a University in this area (UTPA Social Work, 2013). The paper presents and discusses recommendation for educators to consider in preparing students for greater involvement in community organization practice as part of their professional development and as community activists. Towards this aim, the instructional approach is characterized by the educator's use of the integrative method in social work education and an experiential approach with creation of learning environments. This approach to delivery of instruction is supported with students' completion of "Community Organizing Proposal," and "Community Organization News Journal & Reporting" assignments and the educator's role in delivery of community organizing instruction.

Resumen

Este artículo presenta un método de enseñanza que se utiliza para preparar a estudiantes para práctica de organización comunitaria. El enfoque integra currículo de trabajo social organización comunitaria con contenido sobre organización Chicano/a en la entrega de instrucción. El documento aborda la necesidad de mejorar las intervenciones directas de la práctica, que se han convertido en la norma en trabajo social, con práctica de corganización comunitaria con el fin de maximizar la efectividad de la profesión en el tratamiento de condiciones que afectan a las comunidades y poblaciones en riesgo, como los Latinos. Se presentan ejemplos de contenido de organización comunitaria en la profesión, incluyendo modelos, estrategias y tácticas, y contenido derivado de organización realizado por Chicano/as en el sur de Texas para poner de relieve el enfoque instruccional que se está implementando en una universidad en esta área. El artículo presenta y discute recomendación para educadores a considerar en la preparación de

* *Ph.D., LCSW, Associate Professor, UTPA Social Work Department, e-mail: noermz@utpa.edu*

los estudiantes para una mayor participación en la práctica de organización comunitaria como parte de su desarrollo profesional y rol de activistas en la comunidad. Hacia este objetivo, el método de enseñanza se caracteriza por el uso del educador del método integrador en la educación de trabajo social y un enfoque experiencial con la creación de entornos de aprendizaje. Este método en la entrega de la instrucción es compatible con la terminación de los alumnos de unas asignaciones de "Propuesta de Organización Comunitaria," "Reportaje de Noticias/Eventos Relacionado a Organización de Comunidades," y el papel del educador.

Palabras clave/Key Words:

Educadores, trabajo social, nivel macro instrucciones, activismo Chicano, organización comunitaria, entrega de la instrucción, organizar modelos de prácticas, estrategias y tácticas, asignaciones de/educators, social work, macro-level instruction, Chicano/a activism, community organizing, delivery of instruction, organizing practice models, strategies and tactics, assignments.

Introduction, Scope of the Problem & Justification

In the social work profession the importance of enhancing student involvement in community organizing is justified for various reasons. Presently, many students in social work programs select to specialize in direct practice settings, working with individuals (micro practice), rather than with communities (macro practice), providing indirect service (i.e., community organizing) to groups of persons residing in localities (Hepworth, Rooney, & Larsen, 2002; Payne, 2005; Rothman, Erlich, & Tropman, 1995; Segal, Gerdes, & Steiner, 2004; Whitaker, Weismiller, & Clark, 2006). As found in a randomized workforce study (N=10,000) representing licensed social workers, the roles comprising the least spend time in included research (19%), policy development (30%) and community organizing (34%) (NASW, 2004). Further, relatively few social workers devote more than 20 hours per week to any role other than direct services to clients (61%), while mental health was the largest practice specialty area, representing nearly 37% of all practitioners, and the most common role spent any time in is direct practice to clients (96%), followed by consultation (73%) and administration/management (69%) (NASW, 2004).

This trend is not surprising since the social work profession has become less social reform-oriented (Specht & Courtney, 1994) although reform was intended in its mission during its onset in the late 1800s and early 1900s (Reisch & Andrews, 2002). It is also supported in finding that only a small percentage of the nation's half a million social workers count advocacy, a major task performed in community organizing, as their primary job duty (NASW, 2015). Further, the declining interest in community organizing practice is also

evident in this author's courses wherein most students, primarily of Latino Mexican-American/ Chicano/a origin, select to work with individuals rather than with communities as their practice specialty. In addition, only a small number of these students report being familiar with community organizing that was realized by Chicano/as in general and, particularly, in South Texas, where the instruction is being delivered (UTPA Social Work, http://portal.utpa.edu/utpa _ main/ daa_home/hshs_ home /sw_home), even though there is vast evidence of its realization in this area (Ramirez, 2012).

The decline in community organizing practice in the profession is evident in the post-Chicano Movement era as the professionalization of Latino students has increased with greater opportunities to acquire a college education. Although Chicano/a activism presently remains active (National Association of Chicana and Chicano Studies, http://www.naccs.org/naccs/default.asp), primarily involving non-direct community organizing (i.e., speaking forums in conferences, and promotion of Mexican-American Studies), as stipulated in Gutierrez (1998), during the last 30 - 40 years Chicano/as have professionalized in ever-growing numbers and, as a result, they are less engaged in collective community organizing. Since the Chicano Movement organizing of the late 1960s began to subside in early 1980's, with the onset of the Reagan Administration (1981-1989), the community organizing activists'---persons working to bring about social change (Barker, 1995)---activities declined with retrenchment of funding for social services programs under this administration (Karger & Stoesz, 1994). This finding is also evident in this author's research on the Chicano Movement in South Texas as Chicano activists have reported in video-taped interviews (N=19) (Ramirez, 2007). This scope of the problem merits addressing because the Movement generated considerable knowledge about community organizing----an "intervention process used by social workers and other professionals to help individuals, groups, and collectives of people with common interests or from the same geographic areas to deal with social problems and to enhance social well-being through planned collective action" (Barker, 1995, p. 69)---- that can be utilized by educators in their delivery of instruction to promote its practice in areas such as South Texas, or in other communities experiencing unmet needs.

This current practice outcome in the social work profession and in the post-Chicano Movement era justifies the importance of social work practitioners engaging in community organizing on behalf of communities, especially Latinos, wherein multiple conditions (i.e., socio-economic related linked to health issues and poverty) have not been alleviated, primarily, through direct practice roles performed by social workers. As such, it is conceivable that the profession's impact in addressing conditions affecting communities is not as comprehensive as it would be if a greater number of students selected, and worked in, community organizing as a practice specialty.

South Texas' Rio Grande Valley ("EL Valle")

South Texas has four counties located in its southernmost region of the state adjacent to the Mexico border, an area referred as the Rio Grande Valley, or "El Valle," Spanish translation of "the valley" (Gillis, 2013). This area, populated primarily with Hispanic/Latinos of Mexican-American/Chicano/a origin, is rapidly growing (US Census, 2012). As of 2010 the combined population for this area totaled 1,264,091 with approximately 89% comprising Latinos (US Census, 2012).

South Texas experiences conditions that warrant community organizing interventions: for example, unemployment, school drop-out (especially in higher education), chronic health problems such as diabetes and heart disease, illiteracy, poor access to health and other services, crime and gang involvement, drug abuse, substandard housing, poor infrastructure (especially in rural unincorporated and unregulated communities known as "colonias"), shifting cultural values and acculturative stress, the fragmentation of the family, child abuse, teen pregnancy, etc.. As found in a study conducted by the University of Texas School of Public Health at Houston, an estimated one (1) million people in the Rio Grande Valley live below the federal poverty level and about one-third of residents over 25 do not have a ninth-grade education, while the national average is .05 percent (Brezosky, 2004). South Texas is considered among the unhealthiest area to reside in as reported in a study sponsored by Texas Universities and government agencies, which finds high rates of cervical cancer and childhood obesity in the area (Brezosky, 2004). Said still, the area is designated as an "underserved area" in that it lacks sufficient number of medical providers, including mental health professionals and facilities, to effectively serve the region (Perkins, Zavaleta, Mudd, Bollinger, Muirhead, & Cisneros, 2001), especially, rural areas where "colonias" number well over 500 (Migrant Health Promotion, 2013; Lower Rio Grande Valley Development Council, 2012).

Related Literature

From the late 1960s-mid-1980s community organizing by Chicano/a activists in South Texas led to the formation of community-based organizations, some of which included: (1) Los Troqueros Cooperative, promoted fair labor practices for crew leaders/truckers involved in recruiting labor and transporting harvested-crops to markets; (2) The Hidalgo County Health Care Corporation (currently Nuestra Clinical del Valle) and (3) Su Clinica Del Valle, provided indigent health care; (4) Union Y Dignidad, served "colonias" with trash-collection services; (5) Valley Investment & Development Association (Project VIDA), focused on economic development on behalf of "colonia" communities; (6) La Coperativa (The Cooperative), developed greenhouses and a Spanish-style market

(Mercado) to employ farmworkers during periods of seasonable unemployment; (7) The Texas Farmworkers Union, organized local farmworkers and strikes; (8) Organizaciones Unidas, formed coalitions with other organizations to coordinate funding and organizing strategies; (9) The Military Highway Water Supply Corporation, created potable water services in rural communities ("colonias"); (10) Colonias Del Valle, provided social services to rural communities; (11) The Southwest Voter Registration Project, registered persons to vote and educated voters about candidates running for office; (12) The Migrant Council, provided child care centers for migrant workers; (13) Cameron Willacy County Community Projects, provided social services to rural communities; (14) Jacinto Trevino College, delivered higher education to residents from South Texas; (15) Farmworker Credit Union, provided loans and banking services to farmworkers; and (16) Rural Ambulance Emergency Services (name unknown), provided emergency services to rural residents (Ramirez, 2007).

Other organizations and events were also involved and realized in South Texas through community organizing by Chicano/as activists. They included, but were not limited to: (1) involvement of the National Council of La Raza, which provided technical assistance to rural towns to build infrastructure and economic development; (2) The Brown Berets, provided security for organizers and promoted social services; (3) El Movimiento Estudiantil Chicano de Aztlan (MEChA), organized college students; (4) El Sol, printed a news-letter at Pan American University to educate students on issues affecting Chicano/as; (5) the Farmworker March to Austin from San Juan (1977); (6) La Casita Melon Strike (Star County, 1966-67); (7) the Elsa-Edcouch Student Protest (1968); (8) the Pharr Riots (1972); and (9) the Onion strike in Raymondville (1979) (Ramirez, 2007).

For the most part, the momentum realized through the organizing by Chicano/a activists in South Texas, in creating organizations and generating events to direct attention to local conditions, has ceased. For example, of the 16 above-listed organizations only four (25%) remain in existence at the present time (Ramirez, 2007), outside organizations that assisted local communities have left the area and protesting events sponsored by Chicano/as have subsided almost entirely. Consequently, in addressing local conditions the utilization of community organizing interventions used by social workers and other activists in this area (i.e., strategies, including coalition-building, protests/walk-outs, strikes, marches, negotiation, demonstration, confrontation, use of media, etc.) has also declined in the last 30 years. Presently, in this area the organizing strategy that has prevailed in the post Chicano Movement era, perhaps, has centered on organizing on behalf of candidates running for political office. However, this venue for organizing has divided the community collective, rather than unite it, in that Chicano/a candidates, often, having varying ideologies and political affiliations, may seek political offices more for

individual self-interest, power and prestige rather than to collectively address unmet needs in communities (Ramirez, 2007).

Activism---"planned behavior designed to achieve social or political objectives through such as activities consciousness-raising, developing a coalition, leading voter registration drives and political campaigns, producing propaganda and publicity, and taking other actions to influence social change" (Barker, 1995, p. 5)---was evident in South Texas, perhaps, as far back as the first major battle of the Mexican-American War, which occurred at "Palo Alto" (area north of the city of Brownsville) on May 08, 1846 (Bauer, 1994; Wikipedia, 2013; Ramirez, 2007). Although it involved local communities participating in armed resistance, this battle may have marked the event that mobilized the local population to organize around common issues. Subsequent events occurring through the early 1900s in South Texas, involved "Tejanos-Mejicanos" (Texans-Mexicans) organizing to respond to oppressive conditions stemming from military encroachment along the border, Texas Rangers confrontation with local residents, and commercial interests which often took lands, through use of law enforcement entities, legal and illegal means, belonging to the local population (Arreola, 2002; Johnson, 2003; Larralde, 1976). Notably, as organizing by local residents was utilized in South Texas, organizers used strategies similar to those employed by social workers during earlier eras of reform (Ramirez, 2012; Reisch & Andrews, 2002).

As noted above, during earlier eras of reform, strategies utilized by the local population were mostly, but not entirely, confrontive (Ramirez, 2007; 2010). This approach to activism would establish the foundation for more complex-type, perhaps more sophisticated, organizing in subsequent eras, which led to organizational-building strategies which, for instance, resulted in the creation of the League of United Latin American Citizens (LULAC) and the GI-Forum and Labor Unions during the early 1900s (Ramirez, 2007; 2010; Rosales, 2000). Progressively, this earlier activism in South Texas set the stage for activists' implementation of multiple organizing approaches (i.e., utilization of forums, conferences, canvassing and voter registration, demonstration, protest, lobbying, use of media, strikes, marches, creation of associations and coalitions) to address local conditions affecting the population in South Texas (Table 1) (Ramirez, 2007; 2010).

Table 1: Organizing Strategies of Chicano Activism

Era	Model/Strategies	Examples
1. Early Activism (mid-1800s-1915)	Direct confrontation, use of force	Cortina & Garza uprising,
	Intense/Radical	Plan De San Diego, Sabotage
	Collaboration within Mexican	Mutual Aid Societies
immigrants & Mexican-		Formation of Labor Unions
Americans		
	Coalition bldg.	Jovita Idar & El Primer Congreso Mexicanista (1911)
2. Pre-Chic. MVT (late 1910s-1940s)	Confrontive, use of force	Labor MVT, strikes, work
	Collaboration to assimilate	stoppage, Mutual Aid
compromise, cooptation		societies, organization
	building, LULAC, Unions	
3. Pre-Chic. MVT (WWII –early 1960s)	Passive, less confrontive	Organization building,
	Collaboration	PASO, MAPA, GI-Forum
		Use of gov. funding, CSO
4. Chicano MVT (mid 1960s –early 1980s)	Confrontive, use of force	Walkouts, Brown Berets
	Radical, demonstration	involvement, use of media, marches, demonstration, hostage-taking, labor strikes, voter registration
5. Current Activism	Collaboration, Legal	Comm. Based orgnzation-
	Social Planning,	building, NACCS & professional associations,
	Negotiation, Pacifist	student activism, marches, demonstration, integration of opportunities, Legal, advocacy, voter registration, Professionalization of Chicana/os,
	Collaboration, Campaign	Immigration & Student organizing & coalition bldg. media coverage, strength in numbers, internet medium
	Sanctuary MVT	Immigration forums,
		Interfaith groups
Social Planning		NACCS, M/A Studies,
	Canvassing	voter registration, political campaigning

Instructional Approach

As a principle objective in promoting the instructional approach, educators are to prepare students with knowledge and skills to practice community organizing in the context of the profession and Chicano/a activism. The instruction emphasizes learning about community organizing as planned-guided change, with the aim of legitimizing conditions affecting community as problems, address unmet need and improve people's quality of life (Brueggemann, 2002; Hanna & Robinson, 1994; Homan, 2004; Netting, Kettner & McMurtry, 2004). It aims to prepare community organizers . . . . "facilitators of planned efforts to achieve specified goals in the development of a group, neighborhood, constituency, or other community" [who] . . . seek to help community members achieve social justice, economic or social development, or other improvements" (Barker, 1995, p. 69).

The instruction is recommended to include general content related to Chicano/a activism that was realized in areas other than South Texas, and, specific content related to activism actualized in this area. It may include, but

not be limited to, content highlighting the varying forms of activism engaged in by: (1) Dr. Hector Garcia, founder of the GI Forum; (3) Brown Berets; (4) Cesar Chavez, Jose Angel Gutierrez, Reies Lopez Tijerina, and Rodolfo (Corky) Gonzales (referred as the Four Horsemen during the Chicano/a Movement) (Curiel, 1995); (5) Ernresto Galarza, labor activists; (6) Emma Tenayuca-Brooks, labor strike leader; and (7) George I Sanchez, activist in education. The curriculum delivered by educators is recommended to also include content on organizing that was realized in areas outside South Texas and in the profession in order to provide students with an expansive understanding of organizing; for example, content on Jane Addams, Martin Luther King Jr., the teachings of Ghandi, and historian Howard Zinn (Duran & Bernard, 1982). Content on local activists, for instance, may include discussion on Juan N. Cortina's participation in the Mexican-American War, the Catarino Garza Wars, Jovita Idar's use of public media strategies, J. T. Canales' role as a Texas legislator, El Plan De San Diego, the Border "Bandits," and Jacinto Trevino, some of which are commemorated in historical markers in South Texas (Ramirez, 2007).

The instructional approach utilizes two primary assignments to teach community organizing principles utilizing an integrative method: "Community Organizing Proposal" and "Community Organization News Journal & Reporting." The proposal requires students to participate in groups, each group noted as the Community Organizing (CO) group, to develop the community organizing plan, including conducting a community needs assessment and identifying the practice model(s) that will guide the planned-change, strategies and tactics that the group plans to utilize in organizing a community. The group experience generated in the assignment's completion is expected to enhance the students' understanding of the group organizing process, including issues associated with team work, problem-solving and varying perceptions amongst the group on the community needs and plans for addressing them. Students would be required to: (1) brainstorm conditions that warrant community organizing; (2) select a community to target in the change-effort to be delineated in the proposal; and (3) identify the group's organizational structure, corresponding roles and designated tasks or assignments (i.e., the spokesperson, chair, vice-chair, secretary, treasurer, researcher, scheduler, literature reviews, data-collection, stakeholder coordinator, etc.).

From the students' group participation the proposal is completed in two parts. They comprise group reports which delineate the plans for (1) completion of the community needs assessment and plans (2) identifying community organizing model(s) which will guide the planned-change as well as intervention strategies and tactics to be utilized to implement the proposed change. As the assignment progresses, each group is required to develop an outline of their proposed plan and present it, using powerpoint, to the class around the semester's mid-term in order to acquire feedback from other groups

and the instructor and utilize it to improve the assignment for submittal at the semester's end. Its length is to consist of 14-16 pages, plus cover page, references and appendices and the following sections:

Introduction & Overview: Introduces the community (name of the county, town, neighborhood, colonia/unincorporated rural area, its history, demographics, unmet needs) targeted for the change-effort with supportive references (i.e., reporting from the literature, media, key informants residing communities, and local sources, including the Community Social Services Directories (i.e., Community Council, 2010), municipal, county, school, chamber of commerce data).

Assessment of Resources: Presents and discusses the community's available and unavailable resources with focus on conditions stemming from unmet basic needs, including nutrition, health care, shelter, crime and safety, transportation, income assistance, medical, infrastructure, etc.. This section requires references supporting the assessment and reporting the extent to which the condition and unmet need may be associated with oppression of at-risk populations stemming from social policies and/or organizational practices.

Goals and Objectives: Identifies the goals (general) and objectives (measurable) that the proposed plan will achieve. For example; (1) to get the City to provide housing or shelters for its homeless residents; (2) influence the County to provide transportation for elderly living in colonias/unincorporated rural communities to access health services; (3) create an agency that provides comprehensive services and residential placement for abused children; (4) establish a neighborhood crime-watch program to mobilize the community on crime, gangs, drug use prevention and need for law enforcement presence; (5) influence a human service organization to expand its services and/or modify its eligibility requirements for accessing services; (6) create a coalition of professionals or organizations to address the need to coordinate services amongst agencies.

Proposed Intervention Approach: Presents a description of community organizing model(s) the group plans to utilize in crafting their intervention strategies and tactics within the planned change-effort being developed by the group on behalf of the community. The completion of this section requires students to support the appropriate model(s) and intervention(s), including strategies and tactics for the proposed change with literature sources, including social work and Chicano organizing references.

Examples of intervention approaches may include, but not be limited to:
(a) the group utilizing a Social Planning Model with Rational-based strategies to substantiate need and the condition's impact on the community with use of

socio-demographic data and statistics, input from key community informants, government and agency officials; and (b) the change-effort utilizing a Chavez Organizational Linking Model to guide the use of strategies and tactics that will organize community residents to engage in demonstrations, collaboration and negotiation to influence key decision-makers, representing the target system (Netting, et al., 2004), which have authority to allocate resources or introduce policy initiatives in response to the community organizing.

Tasks & Timeframes: Lists the tasks the group plans to implement in a timeframe of organizing activity, including listing of contingency plans for modification of strategies and tactics as the organizing plan is actualized. For example; (1) beginning in February, 2015: every first Wednesday of each month, or on as needed basis, the CO group will meet to plan, modify and/or evaluate the planned-change until it has been realized; (2) by March 31, 2015: identify the principle tasks that are required to implement the planned-change and assignment of tasks to members of the CO group; (3) during March - April, 2015: identification of the target system(s) to be influenced in realizing the change, formation of committees with CO group members, community members and stakeholders and planning of methods for completion of the community needs assessment; (4) by May 15, 2015: complete the plan for conducting the community needs assessment; (5) during May, 2015: begin data-gathering with literature reviews, community surveys, interviews and focus groups to complete the community needs assessment; (6) during June, 2015: the CO group will schedule meetings with media, members of the target system, stakeholders and supporters of the proposed plan, including representatives from other organizations to generate support for the proposed change; (7) during June and July, 2015: letter-writing campaigns, use of Public Service Announcements, resolutions and letters of support from stakeholders and petitions endorsed by community members will be utilized to direct attention to the condition as the CO group prepares for, or resumes, meetings with the target system prior to the political election of candidates running for office in November; (8) by July 31, 2015: complete the community-needs assessment and present it for approval to the CO group at the August, 2015 meeting; (9) during August and September, 2015: complete the intervention plan with identification of strategies and tactics to be utilized to address the condition and present it for approval to the CO membership; (10) during August - October, 2015: CO group leaders will hold meetings with members of the target system (i.e., City, County, State, School Boards, decision-making officials representing human services organizations, including Chief Executive Officers and Board of Directors) to address the condition and unmet need in the community and request their endorsement of solutions and commitment to helping alleviate the condition with resources and/ or other problem-solving alternatives; (11) during November - December, 2015: evaluate the outcomes of the change-effort and identify contingency strategies and tactics to be utilized to further the change-effort's realization based on

the progress achieved at this time and the responsiveness of target system in accepting, and acting on, the proposed plan.

Projected (Potential) Outcomes: Reports the extent to which the goals and objectives of the proposed plan are likely to be achieved with the model(s) for organizing, strategies and tactics selected by the CO group for the intervention, including reporting what is likely to happen as the plan is implemented, to what extent will the condition(s) be alleviated, the likelihood of the change in the community to take-hold after the plan is implemented and evaluation of the proposed plan once it is realized by the CO group.

Conclusions/Summary Statement: Summarizes the proposal and discusses its potential success in directing attention to the condition targeted by the student group for actualization of planned-guided change through community organizing. This section includes discussion of the group's plan to improve the proposal and actually implement it in the community by presenting it to target systems in South Texas, or other respective areas.

Bibliography: Use of literature required, cite 12-20 references.

The "Community Organization News Journal & Reporting" assignment is completed on an individual basis by each student throughout the semester. Its objective is to enhance the students' learning about community organizing by their review, reporting and discussion of conditions and issues that people and communities, locally, regionally, nationally and/or world-wide are addressing by organizing themselves. The assignment promotes critical thinking (Shearfor & Horejsi, 2006) in students assessing the content of news reports from the perspective of community organizing in the profession and Chicano/a activism. Each journal entry includes students reporting: (1) the issue, condition or problem being reported in medium; (2) the action(s) being taken by persons generating/organizing the event to direct attention to the condition; (3) the key organizer's names, activists or groups undertaking such action; and (4) how the actions generated by the event (i.e., demonstration, protest, marches, lobbying etc.) relate to community organization in social work and Chicano activism perspectives which are derived from course readings and lectures.

Recommendations

In creating learning environments with the assignments, the instructional approach calls for educators to: (1) utilize an integrative-method to delivery of instruction (Barker, 1995; Council on Social Work Education, 2008), which promotes teaching students to integrate social work principles (knowledge, skills, ethics, values) in their practice. This method is supported with the concept of "Consilience," "the unity of knowledge" in all the fields of knowledge

(Wilson, 1998), and an experiential teaching approach wherein educators create learning environments (i.e., via assignments, classroom activities) (Goldstein, 2001; Royse, 2001) to enhance learning by providing students with an experience that would be acquired with their completion of assignments. For instance, educators assigning students to attend and/or participate in a culturally-relevant event, such as places where the community poor congregate (i.e., a flea market, used clothing stores), would constitute experiential learning as students are exposed to the needy and observe the interactions transpiring in such events.

Notably, the educator's use of an experiential approach may be implemented in the classroom setting with the use-of-self (i.e., educators as a facilitators of instruction supported with their educational credentials, cultural-ethnic heritage, awareness of the issues, experience, knowledge and teaching strategies) to strengthen the students' knowledge of community organizing. The approach can be supported with "Use of Images" and content depicting organizers on powerpoint presentations and discussions in lectures in order to maximize learning utilizing, both, audio and visual methods. Mock demonstrations can be role-played, or enacted by educators leading the students' participation in a mock demonstration around the campus with students alternating in the lead role of the group and directing the vocalization of slogans, created by students and projected in picket signs. Essentially, educators delivering community organizing curriculum would utilize the university setting for promoting the students' involvement in community organizing, as a civic responsibility, in order to expand current use of direct practice interventions in provision of services.

The instructional approach would include educators discussing the professionalization of Chicano/as in the post-Chicano/a Movement era and its continuation in the present era. For example, educators may emphasize that organizing in today's practice setting does not necessarily require utilization of confrontation strategies, as evident in earlier eras of reform in the profession and during the Chicano Movement, while collaboration and collegiality with other professionals, as an alternate strategy to direct attention to conditions, would be promoted for contemporary practice. For example, the instruction may promote utilization of the social planning model (Netting, et al., 2004), which is non-confrontational, guiding the planned change with expansive use of data (i.e., from GPS location of areas experiencing chronic conditions, internet data sources such as weblinks of organizations and target systems which control resources needed to realize change through community organizing) generated through research and statistical analysis.

In contemporary community organizing practice the instructional approach also calls for educators to teach students to: (1) form or join small planning groups to promote community organizing; (2) organize forums,

associations and coalitions to promote organizing interventions in the community; (3) collaborate in formulating resolutions and/or acquiring letters-of-support to identify community support for change; (4) petition & lobby on behalf of communities; (5) write about community conditions via editorials and public service announcements; (6) engage in voter education and registration via canvassing in communities; (7) organize planning meetings for protest and demonstration addressing conditions; (8) organize policy analysis groups to review the effects of policies on communities; (9) join community-based organizations and school boards; (10) organize to support social workers for political office; (11) run for political office, mayor, commissioner, school board, congress; (12) create community-based organizations to address unmet need; and (13) harness the power of the internet (i.e., for lobbying, promoting social workers for election to political offices, organizing local protests, changing laws that adversely affect vulnerable communities, promoting advocacy, mobilizing resources, influencing public opinion and address unmet needs which are linked to social policies).

Implications

This conceptual paper has implications for practice, research, and education. As the instructional approach is adopted by educators it may lead them to refine their delivery of instruction on community organizing by integrating it with content on Chicano/a organizing or, contingent on the educational setting, content relevant to activism realized in areas other than South Texas. This approach to delivery of community organizing curriculum is apt to enhance the students' capacity to integrate social work principles in the classroom and as community organizing practitioners. The paper's theme may lead to development of research on the effectiveness of delivery of instruction on community organizing in social work and Chicano/a activism, research that may have application of these subjects in the social work profession and other fields such as Mexican-American Studies programs. This implication may be realized, for example, by evaluating students' performance on the "Community Organizing Proposal" assignment and its actual implementation in local communities, experientially, as an extension of their class room experience. Moreover, the utilization of recommendations presented in the paper may lead to refinement of competencies and practice behaviors that educators would require students to demonstrate in practice courses in accordance to social work education Accreditation Standards (EPAS) (Council on Social Work Education, 2008). In turn, it is possible that adopting the recommendations presented in this paper may also lead to a greater number of students engaging in macro-level practice as community organizers and Chicano activists.

Conclusions

The instructional approach presented in this paper highlighted the educator's role in integrating content from social work community organizing and Chicano/a organizing in delivery of macro practice curriculum. It presented examples of community organization principles from both fields of study and, particularly, organizing that has been realized by Chicano/a activists in South Texas. Content on these subjects is recommended for educators to integrate with utilization of experiential learning that creates assignments from which students learn about community organization. The theme of this paper is relevant to instruction in higher education in view of the current, primary, use of direct practice interventions which are being employed by social workers in the delivery of services. In the opinion of this author, direct social work practice can be expanded by educators preparing students to engage in community organizing practice in order to maximize   the profession's effectiveness in alleviating conditions and unmet need, particularly, in South Texas where the instructional approach is being utilized.

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