

1

Overview of the Practice of Macro Social Work

The Mission of Social Work

Social work's mission should be to build a meaning, a purpose and a sense of obligation for the community. It is only by creating a community that we establish a basis for commitment, obligation, and social support. We must build communities that are excited about their child care systems, that find it exhilarating to care for the mentally ill and the frail aged, and make demands upon people to contribute, and to care for one another.¹

Harry Specht and Mark Courtney

My Brother's Keeper

If anything human is foreign to me, I am myself, by just so much, less human.... It is a fact of man's makeup ... that I am indeed my brother's keeper; the voice of my brother's blood cries out to me from the ground, because, in the most significant sense, his blood is my very own.

As the range of our fellow-feeling contracts, the boundaries of the self close in, and become at last the walls of a prison. As we withdraw from the problems of the aged, the young, the poor, from suffering humanity in any part of the world, it is our own individualities that shrink.²

Abraham Kaplan

Ideas in This Chapter

DEATH COMES TO FRANCISCO

WHAT YOU WILL LEARN IN THIS CHAPTER

THE PLACE OF MACRO PRACTICE IN THE FIELD OF SOCIAL WORK

A BRIEF HISTORY OF MACRO SOCIAL WORK

Social Work and the Progressive Era (1865–1915)

The Great Depression (1929–1939)

The Conservative 1940s and 1950s

Professionalization and Specialization (1950–1970)

Generalist and Specialist Social Work (1970–1990s)

Expansion and Integration (1990s to the Present)

WHAT IS MACRO SOCIAL WORK?

Macro Social Work Practice

Helping Individuals and Groups

Solving Problems and Making Social Change

Community Social Work

Organizational Social Work

Societal Social Work

CONCLUSION AND A CHALLENGE FOR YOU

QUESTIONS FOR DISCUSSION

ADDITIONAL READING

DEATH COMES TO FRANCISCO

Francisco Martinez is dead. One of millions of faceless and insignificant laborers in our country, his passing will scarcely make a ripple in the course of world affairs. But “when his friends chew over the events of that morning, they taste the bile of being strangers in a strange land, the mules pulling agriculture’s plow,” writes Alex Pulaski. To his friends, Francisco’s death is symbolic of the hypocrisy of American culture. Searching for a better life, Francisco, a young Triqui Indian, came to the United States from the state of Oaxaca, Mexico, but as Filemon Lopez, an advocate for the Triqui Indians said, “the end of all this, for many, is death.” Each year the numbers of Triqui Indians swell in California when summer farm work calls. The many who remain in the United States often must live in caves or in the open. Francisco, however, was more fortunate than most. Part of a vine-pruning crew, he was one of 14 men and their wives and children who shared an unheated brick shed owned by rancher Russell Scheidt.

On a cold winter morning, however, Francisco’s fortune changed. Waking for work at about 5:00 a.m., Augustin Ramirez found Francisco on the floor, his breathing labored, appearing near death. Augustin woke two of Francisco’s friends, who ran to the ranch house to ask Scheidt to use the phone. Roused out of bed, Russell Scheidt was exhausted, having just returned at midnight from a Caribbean vacation in Jamaica. Mario Ramirez told him in Spanish that Francisco was dying and they needed to call the police. Scheidt’s response, according to Ramirez, was that they had cars, and they could take him to the hospital if they wished. Then he shut the door in their faces. Later Scheidt said “I can’t really remember what I told them.... I was kind of incoherent, to tell the truth.”

Desperate for help, Francisco’s friends sped into Kerman, a nearby town. Stopping at a service station, they talked an attendant into calling the Kerman police. They explained their problem to the officer, who asked several questions and then called the Sheriff’s department. The friends waited 22 minutes for the Sheriff’s deputies to arrive. Wasting more precious time, the deputies drove to the shed, where they found Francisco

at 6:15 a.m., already dead. Finally, they called the ambulance.

Francisco died of acute alcohol poisoning, which caused his brain to shut down his lungs. Tom Stoeckel, manager of the Valley Medical Center’s emergency unit in Fresno, said that paramedics can often revive victims of alcohol poisoning by simply giving them oxygen. However, death can result if the supply of oxygen to the brain has stopped for even a few minutes. The official report makes no mention of Scheidt or his refusal to allow the workers to call an ambulance. It stated that Francisco was already dead when the workers found him that morning.

The afternoon of the day Francisco died, Scheidt returned with a translator and told the Triqui men, women, and children to leave the property. The translator reportedly told them that housing inspectors were coming and the shed was not fit for human habitation. Scheidt said later that the men had finished their work and were basically squatters.

Francisco was buried two weeks later, a victim of human indifference, powerlessness, and poverty. His friends, now unemployed and homeless, gave him the best funeral they could buy with the \$861 they collected. Four of his friends attended the service. Russell Scheidt did not come.³

Francisco Martinez died a victim of alcohol poisoning. But his death was ultimately brought on by the social conditions of poverty, racism, and indifference, as well as the exploitation of an entire group of people. Even in the United States, many are impoverished economically and socially for the benefit of a few. When social abuse such as this occurs, our entire society is diminished and degraded.

WHAT YOU WILL LEARN IN THIS CHAPTER

This overview introduces you to the practice of macro social work. You will discover who macro social workers are and explore a brief history of macro social work. Then you will look at a definition of the practice of macro social work and see how different aspects of macro social work practice are covered in this book. You will be challenged to consider your own role as a macro social worker.

EXERCISE 1.1

Who Is to Blame?

Indifference to the plight of others in pain allows “man’s inhumanity to man” to thrive. When we are simple bystanders—spectators rather than actors in human affairs—we become devoid of social responsibility and retreat into a world of indifference, exploitation, and greed. We become socially and ethically numb, giving tacit assent to a host of social ills that eat at the heart of our well-being.

Macro social workers are people who insert themselves actively into the lives of others, not allowing social ills to go unchallenged. We want to make a difference in people’s lives where oppression, intolerance, and insensitivity exist. We work to correct conditions that cause human misery. We struggle to get at the root of social problems by calling attention to injustice, discovering where unfulfilled human needs cause deprivation, and we help forge people together to build communities of mutual responsibility with one another to increase strength and empowerment.

Imagine for a moment that you are a social worker with migrant farm workers in Kerman, California. The news of the death of Francisco Martinez reaches you. The plight of the Triqui Indians is all too familiar to you: wrenching poverty, oppression, prejudice, miserable living conditions, lack of educational opportunities for children, alcoholism, language barriers, health problems, long hours of backbreaking labor in fields where temperatures often pass 100 degrees for days on end, and worst of all, for many, the continual aching fear of deportation and separation from family and loved ones. Who or what is ultimately responsible for Francisco’s death? Where is the balance between personal and community responsibility?

After you have reached some conclusions, turn to the section “A Challenge to You” at the end of this chapter and read it. As a macro social worker, what method or combination of macro social work methods would you employ to address the problems of the Triqui Indians? What is your sense of the quote by Specht and Courtney at the beginning of this chapter? Come to some conclusions about what genuine social work practice consists of, then discuss them in class.

THE PLACE OF MACRO PRACTICE IN THE FIELD OF SOCIAL WORK

Social work is among the more altruistic human service professions in existence today. Social work not only takes a lead in providing clinical services to individuals and families, the arena of micro practice, but assists in engaging people in improving social conditions as a whole, the focus of macro social work.⁴ According to the National Association of Social Workers (NASW), all social workers, therefore, have a double orientation: to individual clients as well as to the broader society.⁵ Even if macro level social work is outside one’s day-to-day professional obligation, helping make a better society is not only an expectation of all social workers, but ought to be part of every social worker’s personal commitment as a citizen and member of one’s community. In many different ways, all social workers ought to exercise their civic consciousness by volunteering and becoming active in expanding the social commons, the arena where social goods, benefits, and opportunities flourish.⁶

Every social worker, for example, ought to be open to efforts to help people in their neighborhoods engage in conscientious planning for social betterment; promote projects of community economic, political, and social development; and, where possible, become active in community organizing efforts to overcome social injustice and solve social problems.⁷

Some of you may have an opportunity to contribute to building the social infrastructure of your community by leading social groups for youth or young adults, for example, or volunteering in one of the many nonprofit social organizations that exist in your community. You may use your social work skills to help develop a new community-based social organization or serving on its board. At the larger societal level, others may be motivated to become involved in movements for social justice, or become engaged in the political process, advocating for particular social programs or policies to help make our society more humane, caring, and compassionate. You may even become involved in helping remediate global social problems, becoming affiliated with and supporting organizations such as Oxfam, CARE, UNICEF, and Amnesty International that are dedicated to refugee, relief, international community development, and human rights.

Whether your occupational goal is clinically based practice or macro social work, therefore, this textbook is intended to inspire you and give you information that will equip you to engage in social change and social justice as part of your professional calling and personal lifestyle. It will assist you to discover how to apply your idealism, compassion, and altruism in daily acts of social change. The information in this book can help you build a foundation of knowledge so you can make a difference and help make the world a better place.

A BRIEF HISTORY OF MACRO SOCIAL WORK

By about 1850, voracious economic corporations of the day and laissez-faire U.S. democratic government encouraged rampant wealth accumulation and exploitation, not only of natural resources but of the nation's human population as well. What made this era especially harrowing were the "evils of unrestricted and unregulated capitalism," says David Cannadine.⁸ The imperialistic possessive mentality even extended beyond national borders, as Britain and other nations including America enslaved human beings and in the process appropriated much of the remaining territory of the globe for their own use.

The result was the rise of unimaginable power for a few and abysmally inequitable deprivation for many. The harnessing of entire families to a dreadful existence in factories and work houses where life, as Thomas Hobbes so aptly put it, was "solitary, poor, nasty, brutish, and short,"⁹ was a condition that for some came to be seen as "natural" and, what was more chilling, as the way things ought to be.

For some citizens, however, such conditions were far from natural. Many of these people were the first social workers, who saw the destruction of family and community life as an egregious horror that needed to be corrected. Beatrice Webb, one of the most respected social workers and commentators of late 19th-century Britain asserted that 'for four-fifths of the entire population, the 'Industrial Revolution' ... must have appeared ... as a gigantic and cruel experiment which, insofar as it was affecting their homes, their health, their subsistence and their pleasure, was proving a calamitous failure.'¹⁰

Social Work and the Progressive Era (1865–1915)

Early social workers in the United States and Canada, in spite of all odds against them, challenged the dominant ideology of the day and struggled to recapture a vision of a society where cohesive social relationships, concern for others, and communal social well-being would again be the norm. In so doing they worked to restore humanity to its ideal condition of mutual benefit, forging within the emerging profession of social work a particular concern for community.

Progressive social workers were at the forefront of every major social movement in an era that was filled with reform efforts. Whether involved with individuals and families as charity organization workers, or with groups and community as settlement workers, they were tireless fighters for social justice, helping to mobilize people who were desperate for social change. They worked on behalf of labor, child welfare, progressive politics, and pacifism, seeking social reform, not revolution. They advocated for social change wherever and whenever the necessity arose. Early social workers, as Harry Specht and Mark Courtney assert, "were concerned about every corner of darkness, despair, and deprivation on earth. They sought to aid criminals, alcoholics, the poor, children, and people suffering from mental or physical disability. They worked to improve food and drug safety, sanitation, playgrounds, and slums."¹¹

They mobilized individuals and groups, conducted research, helped improve communities and organizations, and were involved in social change at the local, state, and national levels. A few even became involved in international issues.

Social Work with Individuals and Groups Social workers in the Charity Organization Society and Settlement House movements engaged individuals in their own neighborhoods. Friendly visitors of the Charity Organization Society, for example, invented social case-work to assist individuals, many of whom were impoverished immigrants trying to raise families in slums, young men who could not find work, and others who were struggling to adapt to conditions in the new country.

Settlement house social workers invited individuals to join settlement activities, programs, and services.

They understood the value of groups in empowering people. They pioneered the use of social clubs and discussion groups to address citizenship issues, promote educational and arts classes, develop leadership, solve common problems in their local neighborhoods, and they engaged in social activism.

Social Work Research Early social workers realized that if they were to make a difference, they needed to base their efforts on verifiable social research. Charity organization workers, for example, examined the way charity was distributed, the extent of poverty in cities, and the causes and correction of impoverishment, laying a foundation for evidence-based social work practice. But the major efforts of research and reform were carried out by settlement social workers. Jane Addams, founder of Hull House in Chicago, for example, understood that in order to solve problems, one must first understand them. Settlement house social workers collected, analyzed, and based their solutions on evidence, exemplified by the “3 Rs” of the Settlement House movement: residence, research, and reform.

In 1895, the Hull-House Association published *Hull-House Maps and Papers*,¹² examining the health conditions of tenements, poor sanitation, and crowded slums. They correlated these conditions with tuberculosis and other diseases and used that research to press local government to correct unhealthy conditions in tenements, improve health care and housing, create playgrounds, and develop legislation for consumer protection.

Community Social Work Charity organization social workers helped pioneer community social work, creating the field of community social welfare planning, rationalizing philanthropy, and improving the effectiveness and efficiency of social service delivery. Settlement house workers sought to mobilize neighborhood forces, and a few tried to help residents develop self-directed associations. In Boston, for example, settlement workers helped organize 16 district improvement societies, which chose delegates to citywide United Improvement Associations. Settlements formed their own federations.

Early social workers pioneered what has come to be termed community organization. While other types

of neighborhood organizing existed during the Progressive Era, says Robert Fisher, the “social work [community organizing] approach, best exemplified in the social settlements, dominated the era,”¹³ and until the 1930s was the most effective means by which people connected with each other to deal with the issues that affected their neighborhoods. “They played a positive role in delivering needed services, raising public consciousness about slum conditions, and called for collective action to ameliorate problems.”¹⁴

The settlement assumed a “special responsibility for all families living within a radius of a few blocks of the settlement house [and] it sustained a general relationship to the larger district encircling the neighborhood,”¹⁵ bringing about needed changes through direct efforts, mobilization of local resources, and democratic social action.¹⁶

Organizational Social Work Charity and settlement house social workers were simultaneously active in organizational social work as well. Charity organization societies pioneered local social service administration, establishing agency networks, organizing new councils of social agencies to coordinate services city-wide, and creating community chests, precursors of the United Way.

Settlement house social workers became experts in public administration and government. They knew that public administration must be placed on a neutral foundation that eliminated favoritism. They advocated government reform, designing a new city manager form of local government that was adopted by many cities across the nation. Early social workers, along with others, pressed government to eliminate organizational corruption at the national level, and they succeeded in obtaining passage of the Pendleton Act of 1883, creating the Civil Service Commission, eliminating nepotism in federal administration. Mary Parker Follett, a settlement house social worker, was then and remains today one of the outstanding pioneers in organizational theory.

Societal Social Work As settlement workers got to know their neighborhoods and the needs of residents, many of them were drawn into social change at the societal level. They became involved in child

welfare, reform of the democratic process, and wider social movements.

Child Welfare Settlement workers were prime advocates in the child welfare movement, pushing for child welfare legislation. In 1902 Lillian Wald and Florence Kelley mobilized 32 settlement houses in New York City to abolish the horrors of child labor, stimulating the 1903 Conference of Charities and Corrections, which built opposition to child labor on national lines. Wald and Kelley organized the first White House Conference on Child Dependency in 1909, bringing the issue of dependent children before the entire nation. The White House Conference was instrumental in developing the Children's Bureau, established in 1912, the first child welfare agency of the federal government.

Settlement workers successfully developed proposals for a new juvenile criminal justice system, advocating and obtaining a separate court for juvenile offenders, with laws to protect children from overly punitive sentencing and prison conditions. They provided leadership in establishing the first probation service in Chicago and the Juvenile Protective Association.

Democratic Political Process Working through small groups and clubs, settlement house social workers encouraged government to play a larger role in providing for the public welfare through policies, programs, and regulatory efforts. Social workers helped break the back of political machines in local government that colluded with business to distort the democratic process by means of bribery and favoritism.

Progressive social workers pressed for more direct democratic participation in political choice by advocating for laws mandating citizen-sponsored initiatives, the referendum, and the recall of ineffective politicians at the state level. Along with other social activists at the national level, they won the right of people to participate in choosing presidential candidates by means of the direct primary and for direct election of senators.

Social Movements and Social Reform Progressive social workers pressed for government regulation of big business. They advocated for better wages, hours, and working conditions for men, women, and children, and advocated for federal laws in consumer protection.

Hull House workers organized the Immigrant Protective League, easing immigrants' adjustment to their new country, helping to prevent political exploitation

of immigrants by corrupt political machines. Settlement workers fought for laws to protect employed women, helping organize the National Women's Trade Union, and picketed with women workers in strikes against sweatshop owners.

Florence Kelley was instrumental in establishing the constitutionality of the 10-hour work day. Jane Addams was a leader in the creation of the State Boards of Conciliation and Arbitration in Illinois. Settlement workers formed the Municipal Voters League, provided national leadership to the General Federation of Women's Clubs, and were in the forefront of passage of the Women's Suffrage Amendment to the Constitution in 1919. Progressive policy advocates, using evidence-based practice, pressed for enforcement of pure food and drug laws, and advocated for regulatory agencies such as the Food and Drug Administration.

Social workers engaged in social protest and were active in some of the momentous social movements of the time, including the labor movement, women's suffrage, temperance, and the peace movement, helping to win amendments to the U.S. Constitution allowing women to vote and prohibiting alcohol consumption.

The Great Depression (1929–1939)

During the Great Depression the crisis in the national economy spurred many social workers to increased activity, especially at the national level. Social work associations pressured government to reverse its "hands off" policies toward the economy and provide programs to assist destitute families with jobs, relief, and protection from economic fluctuations. "The American Public Welfare Association and the American Association of Social Workers lobbied hard in the early 1930s for federal public works and employment relief... Social workers never showed more interest in public welfare than they did in the Depression years,"¹⁷ asserts James Patterson.

Many social workers were recruited to serve in ranking positions in the Roosevelt administration formulating plans, making proposals, and carrying out policies and programs. They included Ewan Clague, administrator of the Social Security Administration; Jane Hoey, director of the Bureau of Public Assistance; Frances Perkins, Secretary of Labor; Wilbur J. "Mr. Social Security" Cohen, author of the Social Security law and later Secretary of Health, Education, and Welfare. The Works Progress Administration was

mobilized by social worker Harry Hopkins (1890–1946), one of the great humanitarians of that period, who also served as director of the Federal Emergency Relief Administration (FERA) and Secretary of Commerce.

As a result of the dedicated efforts of both micro- and macro-oriented social workers, along with others, a number of groundbreaking pieces of legislation were passed including the Social Security Act (SSA) of 1935, which provided assistance to aged; unemployment insurance; Aid to Families with Dependent Children; Maternal and Child Welfare; public health services; and services to the blind. The SSA was the most significant piece of social welfare legislation ever devised, the largest government program in the world, and, at the time, the single greatest expenditure in the federal budget.

Councils of Social Agencies provided a necessary intermediary role assisting in the support and development of numerous social programs. So important were these councils that the influential 1939 Lane Report cited them as the only urban community organizations at that time that organized resources to meet community needs.

The Conservative 1940s and 1950s

Many new social service programs were developed after World War II to care for increasing areas of need, including housing and assisting people with physical, emotional, and developmental disabilities. While most social workers engaged in individual social care, some focused on social group work and a few became active in planning, program development, administration, and policy advocacy. With the successes of the 1930s and early 1940s it became clear that an integrated arena of professional social work practice needed to be developed.

Professionalization and Specialization (1950–1970)

In 1955 the National Association of Social Work (NASW) was formed, and formally began to define social work methods. NASW officially recognized social casework and group work as two of its methods, and in 1962 NASW officially included community organization, a precursor to macro social work, as its third specialty. Soon schools of social work began offering coursework in each of these three disciplines as well

as instructing students on professional roles and ethical guidelines common to all social workers.

Social work specialization continued in the decade of the 1960s as more and more caseworkers identified with the practice of clinical psychotherapy and pressed for legislation to allow them to become licensed clinicians on a par with psychiatry and psychology.

Changes in society at large were also having an impact on workers. While many individual social workers became actively involved in and provided leadership to the civil rights, women's rights, and welfare rights movements, community organization social work was still in its early stages of development as a specialty, limiting its impact on social changes that were occurring in this turbulent era. Social group work was transformed into clinically based group therapy or absorbed into community organization, gradually disappearing as a specialty in its own right.

Generalist and Specialist Social Work (1970–1990s)

Clinical social work continued to grow rapidly in the 1970s and 1980s as local NASW chapters pressed for legislation allowing master's-level social workers to establish private clinical practice and receive third-party payments from insurance companies and government providers. So successful were these efforts that in state after state MSW clinical social workers became licensed practitioners. Within a few years social workers dominated the field of psychotherapy, a position that social work continues to hold today.

Other social workers, still concerned about larger social problems, gained skills and increasing competency. Community organization moved beyond its identification as a single method and, according to Jack Rothman and John Tropman, became defined as community social work practice including locality development, community planning, and community organizing.¹⁸

By the end of the 1980s community organization social work made a giant leap as the field claimed four distinct arenas of practice at the community, organization, societal, and international levels and became renamed macro social work. Macro social work practitioners were adding new styles and approaches to many arenas of social reform.

At the same time, however, a reaction to increased specialization was occurring. A number of social work

educators and practitioners were concerned about the bifurcation of social work into individual psychotherapy and social reform.¹⁹ Gradually, the practice of social work, particularly at the BSW level, was reconceptualized as general social work practice. Even though most general social work practitioners concentrated at the micro level, an expectation was established that all social workers at the bachelor's level should be knowledgeable about the role played by macro social workers and, where possible, should apply macro social work methods in the larger scope of change and social betterment.

Expansion and Integration (1990s to the Present)

In the early 1990s the field of macro social work continued to grow. The Council on Social Work Education (CSWE) included social justice and macro-level practice in its expectations for all social work practitioners. Today, macro social work is transforming itself so rapidly that each decade it seems to reinvent itself. While community social work practice only engages about 1% of the total number of NASW members, community practice is key to growing changes that our society is experiencing. Today, for example, community practice includes community planning and policy, community organization, and community development. Community planners and organizers have initiated multiple new practice approaches. Community development has expanded into three arenas of practice: economic, social, and political development.

Moreover, the field of organization social work has also grown to include social administration and organization building, as well as organization development aimed at improving the social health and effectiveness of organizations, although few social workers engage in this form of advanced practice. Nonprofit organizations have become recognized as comprising a new social sector of society, including not only traditional social agencies but social intermediaries, advocacy, and new social enterprise organizations.

Societal social work has moved more assertively into social betterment, including policy advocacy and the use of both modern and postmodern social movements to bring about social change. International social work is becoming an increasingly important field of practice in our global market society. Macro social work is a firmly established field within the profession

of social work. It is one of the most rapidly developing areas of social work today and is seeing increased utility and sophistication of its practice modalities.

WHAT IS MACRO SOCIAL WORK?

Macro social work is the practice of helping individuals and groups solve problems and make social change at the community, organizational, societal, and global levels. Let's look at this definition in more detail.

Macro Social Work Practice

Macro social work is a professional field of *practice*. Most clinical social workers utilize time-tested practice models derived from biological and physical sciences-based systems theory. While macro social work, in general, has not found systems models to be compatible with its theory base, the field has not until now developed a practice model congruent with its unique components. This text corrects this oversight by introducing the action-social model of macro social work practice.

In Chapter 2 you will find that the action-social model is based on a theory of the social as an entity in and of itself and embeds social work within an action frame. You will learn how the action-social model is centered on a form of reason called substantive or social thinking. You will discover how you can utilize its strengths/capacities approach, its assets/resources model, and its empowerment perspective. Most importantly, you will learn how to engage its social justice orientation congruent with the NASW Code of Ethics. You will explore how you can apply the action-social model to your own practice throughout this text.

Helping Individuals and Groups

The way large systems in society affect *individuals and groups* is a concern of all social workers. Where those systems disempower people, create injustice, or threaten to overwhelm the individual, you will learn how you can help individuals and groups apply their collective strengths and resources and help make a better society.

In Chapter 3, you will learn how social groups help improve people's individual character and promote emotional growth and social development. You will discover how your work with people in task groups

helps overcome a condition called “self-oppression.” You will learn that your engagement in project-oriented task groups is a necessary means of working with both communities in which you live and organizations where you work. You will explore how to lead task groups through the first meeting and the life cycle of the group, and you will learn to assist individuals become socially and emotionally healthy by means of “philanthropy.”

Solving Problems and Making Social Change

Solving problems and making social change by means of macro social work practice is the heritage, the present responsibility, and the future promise of the social work profession. It is social work’s commitment to social betterment at all levels that ensures its continued impact in our world today.

In Chapter 4 you will explore a range of human problems that you may encounter in your career, focusing particularly on social problems and their particular dynamics. In Chapter 5 you will learn how you can help solve many of those human problems by means of rational problem solving combined with social thinking. You will explore how you can be a part of helping resolve some of the major social problems of our day by social thinking and making social change.

Community Social Work

Community social workers must be familiar with the growing diversity of community in today’s modern world. Community social workers help communities strengthen relationships between people, gain empowerment, and overcome injustice by means of social planning, community development, and community organization.

Community In Chapter 6 you will learn that until relatively recently, community has been *the* universal means by which human beings related to one another and developed governance structures. While large social systems structures tend to dominate society today, community not only continues to survive but has taken on a multiplicity of roles in our modern era. You will discover that three forms of community exist: community as locality, as relationship, and virtual

community. You will explore each of these forms and learn how you can help revitalize your urban neighborhood, rural town, or village.

Community Research and Planning *Community research and planning* is one of the most important components of macro social work and is used in every arena of practice. In Chapter 7 you will explore the role of action-social planning and how you can get involved in local community planning projects, working step by step from forming a community planning group through evaluating the process.

Community Development Social workers who help make communities better places for individuals and families engage in *community development*. In Chapter 8 you will discover what community development and community development corporations (CDCs) are. You will explore how to use community economic development (CED), community political development (CPD), and community social development (CSD). You will learn how you can participate in building a CDC and explore a future in community development social work.

Community Organizing Some community social workers help overcome the estrangement and oppression imposed on people by large megastructures of corporate and public life. These social workers are called *community organizers*. Community organization is a process by which you assist people in neighborhoods and coalitions of neighborhoods engage change over the long term. In Chapter 9 you will discover how you can become involved in overcoming economic and political inequality and work to achieve social justice. You will learn how to define your role, identify an issue, forge a community of neighbors, choose a model, develop an organizing structure, carry out action strategies and tactics, and bring the organizing project to a close.

Organizational Social Work

Robert Presthus and others have observed that we live in an organizational society.²⁰ Just as important as community social work, organizational social work is becoming a key core of macro practice. Organizational social workers understand the unique

characteristics of social organizations. They engage in building new social organizations and in social administration.

Social Organizations Nearly all social workers will become employed by one or another form of public or nonprofit social service organization. In Chapter 10 you will explore the rise of new nonprofit *social organizations* in modern society. You will learn why this category of organizations is called “social” and how they are different from corporate business and government bureaucracies.

You will explore four major kinds of social organizations today: traditional nonprofit social service agencies, intermediaries, social advocacy organizations, and new social enterprise organizations. You will learn that social enterprises as yet have no official legal status and are in the forefront of new experiments in the delivery of social services and programs. You will discover that, along with social networks and communities, social organizations comprise an important and necessary arena of the social commons, also known as civil society, where social workers find their professional home and focus of practice.

Building New Social Organizations In Chapter 11 you will discover that you may have the opportunity to participate in *building new social organizations*, including social enterprises. When you help construct a new organization, you have the satisfaction of knowing that you are providing needed services to a number of people and the pleasure of seeing your new agency grow and develop. You will learn how to establish a legal entity, work with the board of directors, develop the organization’s culture and structure, obtain staff and financing, recruit clients, and evaluate the organization/enterprise.

Social Work Administration Social organizations require skilled *administrators* to implement change over the long term. In Chapter 12 you will learn that as a talented social worker you may have the capacity to display your leadership potential. You will discover how you as an administrator may engage in planning, program development, supervision, organizational change, and evaluating the agency, among other tasks.

Societal Social Work

As a social worker you are no doubt concerned with the welfare of our society as a whole, particularly how its economic, political, and social sectors interrelate. In Part 4 you will see how you can help make a better national society and engage in international social work at the global level.

Social Action and Advocacy: Making a Better Society More than any other occupation, social work is a profession whose members work to bring about a better society. In Chapter 13 you will learn how you can participate in social action. You will explore the characteristics of social movements and how you can use social movements to make societal change. You will learn how you can become involved in social advocacy, helping to bring about better social policies and government actions.

Social Work with a Global Reach Social workers not only help make your own society better but reach out to poverty-stricken, war-torn areas of developing countries in Central and South America, Africa, Southeast Asia, and other areas as well. In Chapter 14 you will discover how you as an *international social worker* may become involved in helping people in other nations solve the social problems that confront them.

You will explore how you can partner with indigenous peoples in transforming their own social world, become involved in new international social movements, and be a part of nongovernmental organizations that are bringing about a better, more humane global society. You will learn the fundamentals of how to practice international social work and find out how you too can be part of this exciting world of global social change.

CONCLUSION AND A CHALLENGE FOR YOU

If there is technological advance without social advance, there is, almost automatically, an increase in human misery.

Michael Harrington

As you read the remainder of this text it may become apparent to you that modernity has directed the bulk of human intellectual and creative effort at overcoming physical and biological problems of society. Nearly every day another medical or physical science breakthrough is announced that boggles our imagination. These developments hold the key to extending life and making existence more prosperous, comfortable, and enjoyable for many people.

Yet the genuine wonder of these accomplishments often pales in comparison to the social problems that continue to stretch before us. While physical science and technology promise a world increasingly free of disease and disability, the social science professions have failed to develop a world free of poverty, conflict, violence, hunger, homelessness, crime, oppression, injustice, and ethnic intolerance.

Most social workers understand that the genuine technological accomplishments of the modern age do not constitute the real revolution that is occurring around them. Many recognize that we are living in one of the pivotal moments in history, the hallmark of which is a revitalization of the social sphere.

Others are even now realizing that the struggle for authentic social justice and equality, which has eluded mankind for millennia, is beginning to blossom as a major turning point in the history of the human condition. Social workers and social scientists are beginning to understand that fundamental changes are occurring by the most unobtrusive means, in the most unexpected places, and by the least likely people.

It is gradually becoming evident that a new, post-modern society is being constructed by small communities of people and not by the owners of capitalist corporations or leaders of nation-states. Change is being constructed in the slums, migrant labor camps, barrios, and rancherias of America and in the refugee centers and shantytowns of the underdeveloped nations of the world. Significant changes are being brought about by the forgotten ones—the members of North America's inner cities, the landless peasants of Guatemala, the homeless beggars of India, and the grandmothers of Plaza de Mayo in Argentina.

The poorest people of the earth who suffer the majority of the world's problems are constructing a social revolution. It should not be surprising that fundamental social change is arising from those who have been locked out of the benefits of modernity, who

experience the violence that sustains it, the poverty that supports it, and the oppression that results from it. The simple quest by the least influential of the world for their own humanity is quietly and often unintentionally undermining the foundations of modern market-centered thinking, individualism, modern systems organization, the managerial hierarchy of modern corporations, and paternalistic government bureaucracy.

Fundamental social change will never come from the powerful who are at the center of the modern project. Rich politicians and influential corporate bosses are helpless to change the basic structures on which their power and wealth depend. Only the oppressed can save the oppressor and save themselves,²¹ as Paulo Freire asserted. Only those who are aligned and identify with the poor can have a part to play in developing new ways of social thinking, new communal forms, new social organizations, and new social movements of the coming postmodern era. Change always comes from a few, the exceptional, those who see farther, those who are not among the mainstream.

A Challenge for You

Social work is a profession that calls you to creatively use your social intelligence, your ideals, and your leadership in constructing a truly humane society. It is a profession that calls forth actions of the greatest humanity of which people are capable. It is also a calling in which you construct yourself and simultaneously help build your community, just as you assist others in constructing themselves and developing a better world.

Because students such as you have a different vision and your hearts are aligned with the least accomplished, you are marked to help bring about the social changes that our society needs. If it were not so, you would follow the well-worn path that others follow. But social workers, in the main, not only make their own paths but are engaged in helping others make their own as well. You understand what C. S. Lewis meant when he said, "It seems there are no paths. The going itself is the path."

As you become engaged in macro social work, it will be because you already have values and ways of seeing the world that are unique, and that align you with those who seem to be the weakest of the world. Prize this identification. It is your most important ally. This identification will continually help you explore areas of thinking and action that are aimed in the

right direction, beckon you to become the person you were meant to become, and help you walk the way you were meant to go.

Understanding the workings of our social world and intervening in it, therefore, are crucial to the repertoire of every social worker. While all social workers need to be engaged in making the world a better place, there are others for whom macro social work will become a full-time endeavor. I hope that this book may inspire some of you to devote a good amount of your time to macro social work practice or even become a full-time macro social work professional. It is probably safe to say that those social workers who engage in macro social work practice will have a lasting impact on our social environment, helping make fundamental changes in the way we live and guiding the future direction of our society.

Conclusion

In this chapter you explored the problem of Francisco Martinez and some of the questions it raises for macro social work. You learned a brief history of the field of macro social work and a definition of macro social work that you will use in this text. You discovered how different aspects of macro social work practice are covered in this book. And you learned that we are living in a revolutionary age full of challenges for students who enter the practice of macro social work.

QUESTIONS FOR DISCUSSION

1. Do you believe the social sphere is eroding in today's society? Why or why not?
2. What are some indicators that our society has a strong sense of social responsibility? What are indicators that our society has a weak sense of social responsibility?
3. What is the responsibility of social work for the social good? How do social workers produce the social good?
4. Macro-level social workers must often take a moral or ethical stance against social systems that perpetrate injustice. In what ways is the stance of a macro social worker similar to or different from the ethical stance that micro social workers take in working with individual clients?

EXERCISE 1.2

Developing a Learning Contract

One way of ensuring that you learn well is to develop a set of learning objectives for yourself. The way to do this is to describe the learning you want to achieve, what you need to do to acquire that learning, and the behaviors from your classmates and instructor that will either enhance or detract from that learning. At home, answer the following questions and bring your lists to class.

1. What are the most important things I want to learn from this course?
2. What are the things that I need to do to achieve this learning?
3. What behaviors or activities of my classmates and the instructor will enhance my learning?
4. What behaviors or activities of my classmates and the instructor will not be conducive to my learning?

In class, form into groups of three. Your instructor will supply you with newsprint or another method to record your results. First, compare the personal learning you want to achieve. Combine and rank those items in order. They become your group learning objectives. Then look at the things you need to do to accomplish your objectives; these are your learning tasks. Discuss your common learning tasks and combine them.

Finally, examine the learning behaviors that will help or interfere with your learning. Develop a list of positive behaviors and activities and negative behaviors and activities.

Write your group learning objectives, your group learning tasks, and your positive and negative behaviors on newsprint and post them so everyone can see them. See how congruent the learning objectives are with the course objectives described by your instructor. Come to a joint agreement about the goals for the class as a whole. These will become your class objectives. Everyone write these down.

Look at your learning tasks. Come to an agreement on these and record them. These become your individual commitments to the class.

Finally, look at both positive and negative class and instructor activities. After discussing them, make an agreement that these positive behaviors will become the rules or norms of behavior in the class. The negative activities or behaviors will become behaviors to be avoided.

The combined lists become your class contract. Each of you should commit to achieving your personal objectives, class goals, learning tasks, and class norms.

The next class period, your instructor will give out class contracts listing the joint course objectives, learning tasks, and course norms. At home, fill in your own personal learning objectives. Sign your contract, bring it to class, and give to your instructor. Your instructor will review your learning objectives and then cosign your contract. Your instructor may even decide to base part of your grade on the extent to which you have met your objectives, course objectives, learning tasks, and course norms.

Learning Contract

Course _____

Date _____

I will work toward the following:

1. Individual objectives:
2. Course objectives:
3. Learning tasks:
4. Course norms:

Student's Signature

Instructor's Signature

Midway through the course, your instructor may ask your class to review and renegotiate the course contract. At the end of the course you can use the contract to assess the extent to which you and your classmates have met your objectives.

EXERCISE 1.3

Developing Commitment

There are a number of ways that you can individually or as a class confirm your own impressions about the role of being a macro social worker, find out directly what it is like, and explore questions you might have. Choose one or more activities from the following list and report back to class.

1. Visit some local agencies or investigate non-profit or governmental organizations that are

involved in social problem solving. For example, you might choose organizations working with the homeless, gay rights groups, political party organizations, human rights commissions, county boards of supervisors or city councils, action groups, minority rights organizations such as the NAACP, B'nai B'rith, Jewish Anti-Defamation League, Mexican American community action groups, or women's rights organizations such as NOW. Bring literature and describe your experience to your classmates.

2. Bring macro social workers to class who can tell you directly about what they are doing. For example, you could invite macro social workers involved in community development, community organization, or social work research. You could ask macro social workers who have developed programs, social planners, social administrators, organization development consultants, social activists, social policy analysts, international social workers, or others.
3. Interview a macro social worker who is well known in your community or is doing the kind of work to which you are attracted. In class, share what you have learned about the social worker you interviewed.
4. Read articles in current magazines or watch videos about particular social problems, social policy, and community political issues.
5. Read a book that has been instrumental in social change. See the Additional Reading section at the end of this chapter for books written by macro social workers, social activists, novelists, journalists, and "muckrakers." Your instructor may have others to suggest. Choose one to read and report to class.

EXERCISE 1.4

Getting Involved

This exercise is intended to help you learn more about macro social work. Think of the kind of fields or services about which you want to learn more. Make a contract with your instructor to spend an agreed-upon amount of time gaining some experience in one of the areas described.

Community Development

Community development organizations are active in most communities. One is Habitat for Humanity.

Perhaps your local community has organizations aimed at improving neighborhoods through projects such as eradicating graffiti, planting trees, cleaning neighborhoods, or getting better community services. Try to get involved not only in working on the project itself, but in the planning and decision-making processes by which the project is developed. Report on what you discovered.

Community Organization

Community organizations work to achieve social justice. Find a community organization active in your community. Attend meetings, a training workshop, or engage in a direct action project. Volunteer in your political party to work on a local issue of importance to you. Describe what you learned about community organization.

Organization Building

Is there an unmet need in your community on which people are working? Agencies or action groups in your community may be developing a shelter for battered women, housing for the homeless, programs to eradicate drug abuse, or centers for runaway teens or a social enterprise organization. Attend planning or implementation meetings and report what you learned about building a new social organization.

Social Planning

Social planning organizations are active in most communities and deal with mental health, developmental disabilities, aging, and human rights, among other issues. Visit one of these organizations and attend planning meetings. Attend a local planning commission meeting and report back to class on what happened and what you learned.

Administration

Attend a board meeting of a local social service organization, interview an administrator, or volunteer to carry out an administrative assignment. Tell your class what happened.

Social Policy Advocacy

Social policy issues abound. Abortion, gun control, euthanasia, legalizing drugs, welfare policy, and capital punishment are only a few. Choose an advocacy agency working on one of these or other policy problems. Visit the agency and volunteer to assist in its advocacy efforts and report back to class.

CHECKLIST 1.1

Exploring My Motivation

The following checklist will give you a chance to explore your own motivation for engaging in macro social work. Read over each question and circle the number on the continuum of strongly agree to strongly disagree that reflects your interests.

1. I get concerned when I hear about an injustice perpetrated on others.
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
2. I have feelings for people who generally are the underdog or who have been disadvantaged.
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
3. I want to take up the cause of people who have been wronged.
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
4. I am attracted to particular social issues or problems I feel should be solved.
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
5. I feel that everyone ought to try to get involved in his or her community.
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
6. I feel particularly hopeful that there is something important for me to do in my neighborhood or community—that I can really make a difference.
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
7. I feel I have a role to play in social change, in helping to create a better society.
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
8. I want to become involved in something bigger than myself, larger than my own self-interest.
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
9. I get excited about the idea of being engaged in social renewal and transformation.
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
10. I feel I have creative ideas and can see possibilities for change that others may miss.
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
11. I enjoy working with groups and helping people engage one another.
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

12. Sometimes I think about working in a third- or fourth-world nation.

Strongly Agree 1 2 3 4 5 6 7 *Strongly Disagree*

Draw a line connecting the numbers you have circled.

You have a graph that depicts your interests in a very general way. Does the line you have drawn mostly pass through the 5–7 area? Does it hover around the center?

Does the line generally pass through numbers 1–3?

What does your graph say about your interests in macro social work? Are there specific areas where you strongly agree and others in which you strongly disagree?

What prime motivators lead you to be interested in social change? What detracts you from interest in being a macro social worker? Your instructor will lead you in sharing both motivators and demotivators.

How will you use macro social work skills in generalist practice? In clinical practice? Do you think you might want to make macro social work a career?

With which arenas of macro practice do you feel most comfortable? Least comfortable?

4. Shape a system in the here and now over the long term.
5. Gather information and facts to correct dishonesty or deceit.
6. Develop relationships strengthening communities or organizations.
7. Exert my creativity and ability to see the big picture and try out something new.
8. Fix a broken system by applying my technical skills.
9. Help the underdog obtain redress and empower the powerless.
10. Engage others in constructing a social world and forging social bonds.
11. Be a part of something positive that is larger than myself.
12. Make a tangible contribution by implementing concrete decisions today.
13. Get involved in social action and social justice.
14. Get involved in building community or neighborhood.
15. Get involved in developing new programs, plans, or projects.
16. Get involved in making things happen by implementing the details of decisions.

Place your scores for each sentence in the following columns and add up your answers at the bottom:

A	B	C	D
1 _____	2 _____	3 _____	4 _____
5 _____	6 _____	7 _____	8 _____
9 _____	10 _____	11 _____	12 _____
13 _____	14 _____	15 _____	16 _____
CO/SA	CD/OD	OB/SP	AD/SR

If you scored highest in column A, you may have more interest in either community organization or social policy advocacy. If you scored highest in column B, you may have more aptitude in the areas of community or organization development. If you were higher in column C, you might have more interest in either organization building or social planning. Those of you who were higher in column D could be better at either administration or social research.

What do your scores say about your motivation and stance as a macro social worker? Compare your rankings with those of others in class. Are there patterns that distinguish you from others?

CHECKLIST 1.2

The Stance of a Macro Social Worker

Within the field of macro social work are a number of particular arenas of practice. This checklist will help you discover where your particular strengths may lie. Look over the following list. On a scale of 1 to 5, with 1 being the lowest and 5 the highest, mark the ones that are especially meaningful for you, placing them in the columns below. For example, if the statement describes you to a high degree, assign a 5. If it is generally descriptive, assign a 4. If it is sometimes descriptive of you, give it a 3. If it is rarely descriptive of you, give it a 2. If it is not descriptive of you, give it a 1.

It is important for me to:

1. Take part in a movement to bring an end to injustice.
2. Become involved with a community helping mold the destiny of a people.
3. Use my vision to look for possibilities in the future.

MANUELA RIVAS AND MACRO SOCIAL WORK

Read the following vignette. Then respond to the questions at the end.

"I knew that I needed to get people to trust and like me, and my singing and playing my guitar at the services helped a lot," said Manuela Rivas, a young and talented second-year macro social work student at the University of Massachusetts School of Social Work. Manuela had been raised as a in a charismatic church in Costa Rica and was convinced that organizers can tap into the spiritual directive that believers have to do "God's work" and enable the "brothers" and "sisters" to be more effective in their personal lives, congregational activities and in helping others.

The church's pastor welcomed Manuela's help, seeing her as a nonpaid staff member who also brought university resources to the church. In addition to singing and helping with the church youth group, Manuela visited the homes of people she identified as having leadership potential, and became active with several church committees. Her goal was to gather information, but also to develop closer relationships with them.

After talking to the church elders and other key members, Manuela felt she had some information about what the members needed, but she also decided to confirm those impressions. After getting permission from the pastor and the Board of Elders, she distributed questionnaires to youth groups, women food pantry volunteers, prison visiting committees, and others, asking them to provide information about what they felt their needs were. She asked about members' personal needs, church-related spiritual needs, and community needs.

After gathering this data, she compiled it and wrote a brief report on her findings that she shared with the pastor and president of the congregation. They were pleased with her work and had some ideas about her findings. She then shared with the congregation the issues she had identified and her preliminary recommendations for addressing them. "Some brothers and sisters want to read and write better in Spanish, some want to learn English, and others want help in finding work or better jobs. Some committees want help in functioning better at meetings and others want to know more about how to help people in the community, including the homeless. Youth want to discuss school issues and some church elders wish to learn how to be better leaders in and out of the church. Some of the younger mothers are interested in day care."

Manuela met with the county adult extension staff and learned that they could supply a teacher to help

with literacy in Spanish and English classes for non-English speakers. She organized leadership training workshops and called on Hispanic Studies faculty, community organization students, and community leaders for help. Wherever possible, church members themselves introduced speakers and planned gatherings. She was able to mobilize members to help organize workshops on job training, résumé writing, and interviewing skills. She used videos, films, and other visual aids when talking about conserving energy, applying for jobs, and women's issues. She brought in speakers from the Women, Infants, and Children (WIC) and food stamp programs. Manuela helped organize a self-help day care cooperative in which members traded off providing day care for one another. She brought in an instructor from the School of Social Work to teach elders how to become a more effective board, which led to reorganizing the board structure and better use of committees.

Manuela also chose to work on some more controversial projects. She explained to the church members that since they welcomed drug addicts and worked with prisoners, some had expressed interest in knowing more about the AIDS epidemic. With the help of two members, she organized workshops on AIDS. However, some parents were less than comfortable that Manuela encouraged young people to talk about their feelings of isolation in school and in the community due to the strict moral codes of the church (no hard rock music, makeup, movies, smoking, etc.). When she organized a small group meeting with teenage girls to talk about sexuality, the pastor decided to end the group. Manuela was disappointed, but she learned a valuable lesson.

Reflect on the following questions:

1. What kind of process did Manuela use?
2. What kinds of qualities do you observe in Manuela?
3. Was she successful? Why or why not?
4. Is there anything you would have done differently? Why or why not?

ADDITIONAL READING

Social Compassion

- Bach, George, and Laura Torbet. *A Time for Caring*. New York: Delacourte, 1982.
- Clark, Margaret S., ed. *Prosocial Behavior*. London: Sage, 1991.
- Coles, Robert. *The Call of Service: A Witness to Idealism*. New York: Houghton Mifflin, 1993.
- Loeb, P. R. *Soul of a Citizen: Living with Conviction in a Cynical Time*. New York: St. Martin's Griffin, 1999.

- Luks, Allen, and Peggy Payne. *The Healing Power of Doing Good*. New York: Fawcett, 1992.
- Margolis, Howard. *Selfishness, Altruism and Rationality: A Theory of Social Change*. Chicago: University of Chicago Press, 1982.
- Monroe, Kristen Renwick. *Heart of Altruism: Perceptions of a Common Humanity*. Princeton, NJ: Princeton University Press, 1996.
- Oliner, Samuel P., and Pearl M. Oliner. *The Altruistic Personality: Rescuers of the Jews in Nazi Europe*. New York: Free Press, 1988.
- Wuthnow, Robert. *Acts of Compassion: Caring for Others and Helping Ourselves*. Princeton, NJ: Princeton University Press, 1991.

Social Problems

- Freedman, Jonathan. *From Cradle to Grave: The Human Face of Poverty*. New York: Atheneum, 1993.
- Greider, William. *Who Will Tell the People? The Betrayal of the American Democracy*. New York: Simon and Schuster, 1992.
- Klein, Naomi. *The Shock Doctrine: The Rise of Disaster Capitalism*. New York: Henry Holt, 2007.
- Kozol, Jonathan. *Rachel and Her Children: Homeless Families in America*. New York: Fawcett Columbine, 1988.
- McWilliams, Cary. *Brothers Under the Skin*. Boston: Little, Brown, 1951.
- McWilliams, Cary. *Factories in the Field: The Story of Migratory Farm Labor in California*. Santa Barbara: Penguin, 1971.
- Pharr, Suzanne. *Homophobia: A Weapon of Sexism*. Inverness, CA: Chardon Press, 1988.
- Reiman, Jeffrey. *The Rich Get Richer and the Poor Get Prison: Ideology, Crime and Criminal Justice*, 4th ed. Boston: Allyn and Bacon, 1990.

Social Thinking

- Marcuse, Herbert. *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Beacon Press, 1964.
- Minnech, E. K. *Transforming Knowledge*. Philadelphia: Temple University Press, 1990.
- Schon, Donald. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books, 1985.

Social Leadership

- Block, Peter. *Stewardship: Choosing Service over Self-Interest*. San Francisco: Berrett-Koehler, 1993.
- Oakley, Edward, and Douglas Krug. *Enlightened Leadership: Getting to the Heart of Change*. New York: Simon and Schuster, 1993.

Community

- Boyte, Harry C. *Community Is Possible: Repairing America's Roots*. New York: Harper and Row, 1984.
- Hallman, Howard W. *Neighborhoods: Their Place in Urban Life*, Vol. 154. Beverly Hills: Sage Library of Social Research, 1984.

Community Social Planning

- Forester, John. *Planning in the Face of Power*. Berkeley: University of California Press, 1989.
- Wildavsky, Aaron. *Speaking Truth to Power*. Boston: Little, Brown, 1979.

Community Development

- Perkins, John M. *Let Justice Roll Down*. Glendale, CA: G/L Books, 1976.
- Perry, Stewart E. *Communities on the Way*. New York: State University of New York Press, 1987.

Community Organizing

- Alinsky, Saul. *Reveille for Radicals*. New York: Vintage, 1969.
- Alinsky, Saul. *Rules for Radicals*. New York: Random House, 1971.
- Burghardt, Steve. *Organizing for Community Action*. Beverly Hills: Sage, 1982.
- Kahn, Si. *How People Get Power: Organizing Oppressed People for Action*. New York: McGraw Hill, 1978.

Organization

- Hummel, Ralph. *The Bureaucratic Experience*. New York: St. Martin's Press, 1977.
- Ramos, Alberto. *Reconceptualization of the Wealth of Nations*. Toronto: University of Toronto Press, 1981.
- Weber, Max. Bureaucracy, in *From Max Weber: Essays in Sociology*, H. H. Gerth and C. Wright Mills, eds. New York: Oxford University Press, 1958.

Building Social Organizations

- Crane, Jonathan D., ed. *Social Programs That Work*. New York: Russell Sage Foundation, 1998.
- Heskett, James L., W. Earl Sasser Jr., and Christopher W. L. Hart. *Service Breakthroughs: Changing the Rules of the Game*. New York: Freedom Press, 1990.

Social Administration

- Bellone, Carl J. *Organization Theory and the New Public Administration*. Boston: Allyn and Bacon, 1980.
- Follett, Mary Parker. *Dynamic Administration: The Collected Papers of Mary Parker Follett*, Elliot M. Fox and L. Urwick, eds. New York: Hippocrene Books, 1977.
- Harmon, Michael M. *Action Theory for Public Administration*. New York: Longman, 1981.

Social Policy and Politics

- Carson, Rachel. *Silent Spring*. Boston: Houghton Mifflin, 1962.
- Cloward, Richard, and Frances Fox Piven. *The Politics of Turmoil*. New York: Vintage, 1975.

Social Action and Social Movements

- Harding, Vincent. *There Is a River: The Black Struggle for Freedom in America*. New York: Harcourt Brace Jovanovich, 1981.
- Jones, Mary Harris. *The Autobiography of Mother Jones*. Chicago: Charles H. Kerr, 1990.
- King, Martin Luther, Jr. *Stride Toward Freedom: The Montgomery Story*. New York: Ballantine, 1958.
- Piven, Frances Fox, and Richard Cloward. *Poor People's Movements: Why They Succeed, How They Fail*. New York: Random House, 1987.

Social Advocacy

- Harrington, Michael. *The Other America: Poverty in the United States*. Baltimore: Penguin Books, 1962.

Harris, Richard. *A Sacred Trust: The Story of Organized Medicine's Multi-Million Dollar Fight Against Public Health Legislation*, rev. ed. Baltimore: Penguin Books, 1969.

Withorn, Ann. *Serving the People: Social Services and Social Change*. New York: Columbia University Press, 1984.

International Social Work

La Pierre, Dominique. *The City of Joy*. Garden City, NY: Doubleday, 1995.

Social History

- Commager, Henry Steele. *The American Mind: An Interpretation of American Thought and Character Since the 1880s*. New York: Bantam, 1950.
- Evans, S. M. *Born for Liberty: A History of Women in America*. New York: Free Press, 1989.
- Flacks, Richard. *Making History: The American Left and the American Mind*. New York: Columbia University Press, 1990.
- Hofstadter, Richard. *The Age of Reform: From Bryan to F.D.R.* New York: Vintage, 1955.
- Hofstadter, Richard. *The American Political Tradition and the Men Who Made It*. New York: Vintage, 1954.
- Lerner, G. *The Majority Finds Its Past: Placing Women in History*. New York: Oxford University Press, 1979.
- Zinn, Howard. *A People's History of the United States*. New York: Harper and Row, 1980.

Macro Social Work Organizations

- Association of Community Organization and Social Administration (ACOSA) www.acosa.org
- Association of Macro Practice Social Workers www.ampsw.org



BROOKS/COLE
CENGAGE Learning

The Practice of Macro Social Work,
Fourth Edition

William G. Brueggemann

Publisher: Jon-David Hague

Executive Editor: Jaime A Perkins

Acquisitions Editor: Seth Dobrin

Editorial Assistant: Coco Bator

Associate Media Editor: Mallory E Ortberg

Senior Brand Manager: Rhoden Elisabeth

Market Development Manager:

Kara Parsons (Kindstrom)

Manufacturing Planner: Judy Inouye

Rights Acquisitions Specialist: Thomas
McDonough

Design, Production Services, and
Composition: PreMediaGlobal

Cover Images: Autumn color surrounds

Vermont village/© Ron and Patty

Thomas/GettyImages New York,

Manhattan, Midtown including

Empire State/© Alan Copson/GettyImages

© 2014, 2006 Brooks/Cole, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706.

For permission to use material from this text or product,
submit all requests online at www.cengage.com/permissions.

Further permissions questions can be e-mailed to
permissionrequest@cengage.com

Library of Congress Control Number: 2012953683

ISBN-13: 978-0-495-60228-6

ISBN-10: 0-495-60228-0

Brooks/Cole

20 Davis Drive

Belmont, CA 94002-3098

USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at www.cengage.com/global.

Cengage Learning products are represented in Canada by
Nelson Education, Ltd.

To learn more about Brooks/Cole, visit www.cengage.com/brookscole

Purchase any of our products at your local college store or at our preferred online store www.cengagebrain.com.

Printed in the United States of America

1 2 3 4 5 6 7 17 16 15 14 13

INSTRUCTOR'S EDITION



The Practice of MACRO SOCIAL WORK

William G. Brueggemann | 4e



Removing or altering the copyright control and quality assurance information on this cover is prohibited by law.

© CENGAGE LEARNING

This textbook has been licensed to you, as an instructor, to consider for classroom use only. Under no circumstances may this book or any portion be sold, licensed, auctioned, given away, or otherwise distributed. Distributing free examination copies violates this license and serves to drive up the costs of textbooks for students.

