
The course examines the history of community organizing in the United States. It explores the different theories and approaches to effective grassroots organizing. It emphasizes the skills and techniques used to empower people so they can win victories and improve their communities.

The course is intended to be a small, participatory seminar. Active student participation is critical to its success. The course involves five ways of learning:

1. An intensive 12-hour/week internship with an organization engaged in direct organizing and coalition building.
2. We will read several books and a number of articles about organizing, including several case studies, and discuss them in class.
3. We will

As part of this course, you should keep a weekly journal. Your journal should record your internship activities. You should take notes on your observations, impressions, and questions about the people, the organization, the community, and issues you are dealing with. You should record your own activities -- including the highlights and challenges you observed or experienced. Your journals should be(i)-5 (enb)-1 (s)1.6 (e)

- x Number of full-time and part-time staff persons with responsibility for community organizing and advocacy Number of fulltime and part-time staff persons in the whole organization
- x Sources of funding for the organization for each of the past three years, including dues, foundationsfundraisers, other. List the foundations.
- x List the issues that the organizingstaff have worked on in the past three years
- x Describe the group's key organizing campaigns over the past three years, using a narrative version of the Midwest Academy's strategy chart. Who are their key constituencies, targets, allies? What are their strategies and tactics? List the outcomes of their community organizing campaigns-- victories, defeats, stalemates.

_____ (due Monday, December 5

Each student in this course is required to write a short paper (1-20 pages) describing and analyzing your internship and the organization you worked with. The paper should draw on the class materials (readings, films, speakers, exercises) as well as your experiences and your journal and research done for your PreliminaryOrganizational Profile. The paper should explain what you learned about community organizing, especially, the key elements of effective community organizing, and how well the organization met the criteria of effective organizing.

Your final paper shouldaim to be objective and analytical. That means you should view the organization from a variety of angles and perspectives -- not simply the perspective of your supervisor. You should look organization from the perspective of the staff, the board, constituents, allies, targets, and others. Then you can come to your own conclusion based on having an "outsider's" view of the organization

In order to write this paper, in other words, you will need to talk to

1. (40%). Students are expected to do the reading before class and actively participate in classroom discussions. Participation is expected as the work that we do in class is critical to your understanding of the material and you will be giving feedback to your peers on many occasions. Class discussions and role playing exercises provide the opportunity for you to demonstrate your learning and put it into practice, and allow me the opportunity to assess whether you are grasping the relevant concepts. However, if there is a medical issue or family emergency, please let me know. I recognize that other life issues can sometimes arise unexpectedly. If you must miss class due to an

- x Pramila Jayapal, *Use the Power You Have: A Brown Woman's Guide to Politics and Political Change*, The New Press, 2020
- Alicia Garza, *The Purpose of Power: How to Build Movements for the 21st Century*, Random House, 2020

My office hours will be Tuesdays and Thursdays, 11:45 am to 1 pm. I expect each student to have at least one meeting with me during the first half of the semester (before spring break) and one meeting with me during the second half of the semester. But you can schedule additional meetings with me as well. During office hours, you can discuss any issues, questions, or concerns you have about the class. Or you can use the office hours simply to introduce yourself and let me know how you're doing at Oxy or what you're doing outside Oxy.

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community, and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the

I strive to foster an inclusive classroom environment. Consistent with College policy on [discrimination, harassment, and retaliation](#), I seek to maintain an environment of mutual respect among all members of our community. Please talk to me if you have any concerns about this.

In the event that you write or speak about having experienced discrimination

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days.

and support. More information is available at [http://www.oxy.edu/disability - services](http://www.oxy.edu/disability_services)

Your mental health and emotional wellbeing impacts learning and academic success. Symptoms like depression, anxiety, and trauma may cause loss of motivation, difficulty concentrating, and other issues that make learning difficult. Emmons Counseling staff are committed to supporting the mental health needs of our students. Emmons counseling services are available ~~17~~ from 9 am to 4 pm and include individual and group therapy, drop in chats, case management, and referral consultations. Walks are available MF from 2 to 4 pm. All of these services are offered in person and via teletherapy. Students can also utilize the 24/7 confidential hotline at (23) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 2592657.

The most recent guidance on COVID-related policies can be found here: <https://www.oxy.edu/back-oxy/community-messages/fall2022-covid-safety-protocols>

I encourage students to get in the habit of reading a daily newspaper. The most useful papers are the New York Times, The Los Angeles Times, (L) - (9g)5.0

L o s A

- x There's a great politically neutral website called Politifact that fact checks things said by politicians and in the media:
<https://www.politifact.com/>

<https://forgeorganizing.org/>) – This is a site where organizers share their

Jane McAlevey, A Collective Bargain: Unions, Organizing, and the Fight for Democracy, 2020

Steven Greenhouse, Beaten Down, Worked Up: The Past, Present, and Future of American Labor, 2019

Ari Rabin-Havt, The Fighting Soul: On the Road with Bernie Sanders, 2022

Read before you begin your internship:

*Sweitzer and King, "Getting to Know the Placement Site" (from The Successful Internship: Transformation and Empowerment in Experiential Learning, third edition, Thompson-Brooks/Cole Publishers, 2009)

Milltown role play exercise

Watch before class: "9 to 5: The Story of a Movement" Here is the vimeo link: <https://vimeo.com/522444465> . Use this password: 925Women85 minutes)

- *Frederick Douglass, Excerpt from "Letter to an Abolitionist Associate" (1849)
– this is on the first page of Bobo, Kendall, and Max, Organizing for Social Change
- *Milligan, "Stepping Through History from 1769–2017, U.S. News & World Report (PDF)
- *"Women's Suffrage," (from Robert Cooney and Helen Michalowski, The Power of The People, 1977)
- *Weinbaum and Roth, "Beyond Suffrage: How Far Have Women Come?" ,LAT August 26, 2011
- *Institute for Women's Policy Research, "The Union Advantage for Women," February 2018
- *Dreier, "The #MeToo Movement's Roots in Women Worker Rights," Yes Magazine, October 12, 2018

*Giscombe, "Sexual Harassment and Women of Color," Catalyst, February 13, 2018

*Martin, "Giant Hotel Chains to Give Workers 'Panic Buttons' To Help Prevent Sexual Assaults," LAT, September 6, 2018

*Noor,

21, 2006

*Greenhouse, "Among Janitors, Labor Violations Go with the Job," NYT, July 13, 2005

*Greenhouse, "Covid19 Puts Workers in Danger," The Guardian, July 24, 2020

- *Domhoff, Who Rules America? 8th edition, 2022 (“Introduction,” pages 1-5; and “Three Power Indicators,” pages 2-35)
- *Kochhar and Sechopoulos, “How the American Middle Class Has Changed in the Past Five Decades,” Pew Research Center, April 20, 2022
- *Irving, “White Privilege Explained In 3 Easy (ish) Steps”
- *Ivin, “What Working-Class and Poor White People Need to Understand About Rich White People,” Medium, August 15, 2018
- *Poston and Saenz, “US Whites Will Soon Be the Minority in Number, But Not Power,” Baltimore Sun, August 8, 2017
- *Holloway, “‘Feel Good’ News Story or Poverty Propaganda?” The Nation, October 1, 2021
- *Kuttner, “The Problem With That Equity Vs. Equality Graphic You’re Using,” October 19, 2016
- *Illing, “‘Racism May Target Black People, But It Damns Democracy And It Damns Humanity’ -Why Rev. William Barber Thinks We Need Moral Revolution,” Vox, August 18, 2020
- *Konczal, “There’s Power In a Union,” The Nation, May 23, 2018
- *Hertel

Visit these five websites. Compare and contrast them. Explore what homeless

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- *Gladwell, "Six Degrees of Lois Weisberg," New Yorker, January 11, 1999
 - *Gladwell, "Small Change," New Yorker, October 4, 2010.
 - *Zinn, "Young Ladies Who Can Picket" (from Zinn, You Can't Be Neutral on a Moving Train)
 - *Tufekci, "After the Protests," NYT, March 20, 2014
 - *Kretzman, "Building Communities From the Inside Out," Shelterforce, September /October 1995
 - *Schreckinger, "How Bernie Sanders Makes His Media Bullies," Politico, August 19, 2015
 - *Lydon and Garcia, "How One Weekend in Dallas Sparked a Movement for Urban Change," Next City, April 20, 2015
 - *Silverman, "How the Bible Belt Lost God and Found Trump," Financial Times, April 13, 2017

Watch this film before class: "Heather Booth: Changing the World"

- *Miroff, Seidelman, Swanstrom, and DeLuca, "Mass Movement Politics: The Great Equalizer?" (in The Democratic Debate, 2015)
- *Dreier and Kazin, "How Socialists Changed America" (in Aronoff, Dreier, and Kazin, We Own the Future, 2020)
- *Dreier, "Ken Burns Overlooks the Secret of FDR's Success: The Power of the People," History News Network September 28, 2014
- *Scheiber, "Taking on Starbucks, Inspired by Bernie Sanders," NYT January 14, 2022
- *Stockman, "What Killed the Blue Collar Struggle for Social Justice," NYT, October 7, 2021
- *Nichols, "These Progressives Fought the Good Fight in 2021 and Gave Us Hope for 2022," The Nation, January 10, 2022
- **"Voting Should Be Easy. Why Isn't It?" NYT, October 18, 2018
- **"Why Are Florida Republicans So Afraid of People Voting?" NYT, August 11, 2019

Watch this film before class: "Selma"

x Watch this video before 22 0 Td 6 (d)1.5 (a)]TJ 0 Tc 0 Tw 3.74 0 Tc (d)-1.6 (eo b

- x Watch this "Gay Marriage Chronology"(LAT, June 26, 2015) to see which states legalized or banned same-sex marriage
<http://graphics.latimes.com/usmap-gay-marriage-chronology/>

*Garza, *The Purpose of Power: How To Build Movements for the 21st Century*
(pages 3148)



- *Fellner and Dubro, "The Soul of Labor History is the Story of Democracy"
(from Working With Labor: A Primer, A History just read pages 233)
- *Dreier and Cohen, "The Fire Last Time"New Republic, March 12, 2011)
- *Ayala, "How Organizing for a Union Changed My Life"Capital & Main

*Dreier, "How California's Tenants Won Statewide Rent Control," American Prospect, September 25, 2019

*Gitlin, "Fossil Fuels Off Campus," Dissent, Spring 2016

Congresswoman Pramila Jayapal, Use the Power You Have: A Brown Woman's Guide to Politics and Political Change (Chapters 1-6, pages 1-171)

Bobo, OSC Chap. 6 (Organizing Models) and Chap. 11 (Developing Leadership)

*Rothstein, "What Is An Organizer?" (Midwest Academy, 1973), published in Schutz and Miller, editors, People Power: The Community Organizing Tradition of Saul Alinsky (2015)

*Dreier, "Rosa Parks: Angry, No6M T (r)0.7e(a)-2.2 (d)-3.66m-0.007n83 24R

Brady, "Activists Push Democrats On Climate Change, A New Priority For Party's Base," NPR, August 22, 2019

*"Researching a Corporation" (Data Center) Skim this website.

*LA Tenants Union, "Profile of a Sluglu.8 (l)-3.5S6(T)2.3 (en0fC)-3. M1



Watch this video before class: "Interview with Nathaniel Rich" (author of Losing Earth), Democracy Now, August 2, 2018

<https://www.youtube.com/watch?v=cmsgroBSPt4> (12 minutes)

- x Watch Stephen Colbert interview Naomi Klein, author of *This Changes Everything: Capitalism vs. the Climate*, October 2, 2008 https://www.cc.com/video/k5a58t/the_colbert-report-naomi-klein (5 ½ minutes)

- x Watch this video before class: "Co 1 Tf 02s75h.04 -0 40([(,)4-2.6f)11.g223hhleier

- *Dreier, "The Decade In 11 Movements," American Prospect, January 8, 2020
- *Marcetic, "The Left Has A Lot To Celebrate After The Surprising Midterm Results," In These Times, Nov. 18, 2022

*Dionne And Rapoport “What If Everyone Voted? The Case For 100 Percent Democracy,” Washington Post, March 23, 2022

*Greenhouse,