Winter 2019
COURSE CRN: 40596

410/510: Community Organizing

Tuesdays
4:00pm - 6:50pm
Lawrence 115
Jan 07, 2019 - Mar 17, 2019

José W. Meléndez, Ph.D.
email: jmelende@uoregon.edu
Office Hours: Hendricks 111
Th 3-4:30 PM — W 10-11:30 AM   Office Phone (541) 346-2142

All email communication between students and the professor should be done from official uoregon.edu accounts. Please do not use other email accounts for communication (I will refrain from responding to emails from other accounts). **It is students' responsibility to check their uoregon.edu accounts and Canvas in a timely manner for class updates and communication.**

*Please note that the syllabus is subject to change as needed throughout the term. Students will be informed in a timely manner of any changes.

UNIVERSITY OF OREGON | School of Planning, Public Policy and Management

Course Overview

Description

This course will examine the role of community organizing as an empowerment strategy in under-represented/served communities, while also considering the relationship of community organizing to broader movements for social change, democracy, and civic engagement. Focus will be on action community-based organizing and participatory research, hence requiring students spend time doing field work. This includes developing key skills necessary for participating effectively in community-based projects. Students will gain knowledge of the theories, principles, and strategies of community-based engagement & research while strengthening their critical eye for identifying both the advantages and limitations of various approaches. This is an advance course, requiring students to have at least introductory foundational knowledge of community organizing.

Structure

The class will be structure as a Socratic seminar. It is my hope that the class time will be spent in high quality dialogue that critically engages with the readings, which are typically divided between theory, case studies, and methods. As such, coming prepared for class is not only about having done the readings and any related assignments, (that is a low standard), but students should be ready to engage with one another, participating in conversations, being open to being called on throughout the course, and to volunteer to model and lead activities. Critical Thinking is the ability to read, write, **and** speak about issues. This requires both the ability to critical discuss class readings and ideas, but also the ability to relate to personal experiences and practice. Therefore, this class should be seen a brave space to take risks, to make mistakes, fail miserably, learn from practice, and try again. Please note how this level of engagement is geared towards active learning, aimed at achieving Praxis. **If** this is not an approach you think you will be comfortable with **then** I highly advise **against** you taking this class.

Teaching Philosophy

My teaching is an extension of my community-based research and work, as I engage students with a pedagogical approach that bridges real-world community-based case studies to students' experiences and content knowledge. As an instructor, I use this approach to provide students with a framework for interdisciplinary and integrative learning and to guide students in engaging as agents of change. This process of *praxial* education helps students relate content knowledge to their own experiences and to ask questions about equity and participation in larger social issues. *Praxis* is coming to an understanding of one's social reality and being compelled to take social action. Thus, *praxial* education purposefully connects learning to community settings and civic action. This framework provides valuable practical experiences for students to draw on who are interested in a variety of careers in business, non/for profit organizations, government agencies, and academic fields.

Required Textbooks

Bobo, Kendall, & Max. (2010). *Organizing for Social Change 4th Edition.* Midwest Academy Manual for Activists.

Smock, K. (2004). *Democracy in action: Community organizing and urban change.* Columbia University Press.

Other course packets available through Canvas may incur a minimal additional charge.

Course Learning Objectives

Students should be able to:

Identify and describe at least 3 different foundational theories of community organizing

Compare and contrast different approaches to community organizing

Describe different methods to be used for research in community organizing and practice at least one in the field

Practice and refine their facilitation skills

Identify the components of motivational speeches and practice delivering one

Course Learning Outcomes

Students should be able to:

Use theories for guiding and justifying in community organizing and mobilization

Create strategic outreach and engagement tools

Use different methods for working with communities to identify needs, problems, and solutions

be able to identify key components for effective facilitation and motivation communication

Grade Evaluation:

This class is offered on either a graded or pass/no pass basis. Your grade will be determined based on the following:

	Assignment	Points of Grade	Notes
1.	Attendance	10	Individual
2.	Discussion Board/Class Participation	20	MA students will lead class discussions
4.	Community/Issue Profile	10	Team Project
5.	Issue/Event Flyer(s)	5	Team Project
6.	Motivational Speech	10	Individual
7.	Issue Brochure(s)	15	Team Project
8.	Community Report	20	Team Project
9.	Final Presentation	10	Team Project
	TOTAL	**100**	

A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C-70-72; D+ 67-69; D 63-66; D- 60-62; F 0-59

Classroom Policies and Expectations

Attendance (10 Points)

Research indicates that students who attend class are more likely to be successful. As our course meets once a week, it is to your advantage to attend every class. Since this class only meets once a week, every class is key. Each class is worth 1 point of your attendance points. In special circumstances that include sickness, and family emergencies please make sure to email me in advance of the class time. Other circumstances not covered by university policy as excusable absences will not be accepted.

Class Etiquette

Class etiquette is taken into account in your participation grade. Please be respectful of each other's points of views. Casual conversation outside the main discussion is rude and will not be tolerated. To maintain academic integrity, freedom, and protect the privacy of your fellow classmates no recordings of any kind should be taken without prior written approval from the professor and your fellow classmates. Do not read for other courses during class. Turn off cell phones and anything else that might ring during class. Do not look at your phone or text people in class. Do not surf the Internet during class. These are disrespectful to the class and to your peers. If there is an emergency that requires you take a phone call or respond to a text, please excuse yourself and use your phone outside the classroom. Thank you.

Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, you may post to Canvas or email your assignment to the instructor prior to the class time and date that assignment is due. Late assignments *will* receive only partial credit (1 point off for every 24 hours late and I will not accept any assignments after three days). If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory, but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

Electronic Communication and Devices

If you email me a question during normal working hours (9-5pm, Monday through Friday) I will do my best to respond within 24 hours. Inquires made during the weekend will take me longer to respond to. Please remember that email correspondence is a

reflection of your professional skill and maturity; therefore, take time to compose thoughtful and polite emails to myself and your other instructors.

You may use electronic devices to access course texts and assignments, or to complete in-class work. The use of electronic devices in the classroom should be considered in light of one overarching rule: be courteous and respectful of others and should only be on class content. If this guidance is not followed, I reserve the right to ban any and all electronic devices for any or all students in the class.

Academic Misconduct

A student who submits work, at any stage of the writing process, which in whole or in part has been written by someone else, or which contains passages quoted or paraphrased from another's work without acknowledgment (quotation marks, citation, etc.), has plagiarized. Maintain your integrity when completing assignments and be overzealous to give credit where it is due. If you are ever unsure about what constitutes plagiarism, ask me in advance. Students who are found to have plagiarized work may be subject to various disciplinary actions, starting with a failing grade on a particular assignment, failure of the entire course, and possible expulsion from the university. In cases of academic dishonesty, my policy is to file a complaint with the Office of the Dean of Students. Please do not take this lightly. For more information about violating academic integrity and its consequences, consult the University Student Conduct Code (available at http://dos.uoregon.edu/social-misconduct) By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at http://researchguides.uoregon.edu/citing-plagiarism.

Accessibility

The University of Oregon is working to create inclusive learning environments. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. For more information on Accessible Education Center, please see **http://aec.uoregon.edu:** 164 Oregon Hall at 541.346.1155 or uoaec@uoregon.edu.

Inclusion Statement and Anti-discrimination Policy

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
• Respect the dignity and essential worth of all individuals
• Promote a culture of respect throughout the University community
• Respect the privacy, property, and freedom of others
• Reject bigotry, discrimination, violence, or intimidation of any kind
• Practice personal and academic integrity and expect it from others
• Promote the diversity of opinions, ideas, and backgrounds which is the lifeblood of the university
The College of Design promotes the strengths of our multicultural community through the Equity & Inclusion Committee. For more information about the Equity & Inclusion Committee and other student resources, please see:
https://blogs.uoregon.edu/design/deans- office/committees/equity-inclusion-committee/
Additionally, any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment may seek information and help at https://safe.uoregon.edu. A student can also call 541-346-SAFE, UO's 24 hour hotline to be connected to a counselor. Please note that I myself am not a Designated Reporter.

Schedule of Classes

Week 1	January 8	**Introduction—Why Organize? and Why It can be Transformative**

Required reading:

- Freire, Paulo. (2005). Chapter 1, Chapter 2, *Pedagogy of the oppressed*. (Myra Bergman Ramos, Trans.). New York, NY: Continuum. (Original work published 1970). 43-86.
- Kennedy, M., & Mead, M. (1996). Serving in one's own community: Taking a second look at our assumptions about community service education. *Metropolitan universities: An international forum*, *7*(1), 99-111.

    Total pages: 66

Required viewing:

- Coleman, C., & Williams, D. (1966). "*I'd organize hell", Saul Alinsky*. United States: CBS5 KPIX-TV. Retrieved from: https://diva.sfsu.edu/collections/sfbatv/bundles/189357.

Assignments

Week 2	January 15	**What is Organizing? Models of Organizing**

Required reading:

- Freire, Paulo. (2005). Chapter 3. *Pedagogy of the oppressed*. (Myra Bergman Ramos, Trans.). New York, NY: Continuum. (Original work published 1970). 87-124.
- Smock, Kristina. (2004). Ch.1 Popular democracy and urban change, Ch.2 Models of community organizing, *Democracy in action: Community organizing and urban change*. New York, NY: Columbia University Press. 3-34.
- Obama, Barack. (1988). Why organize? Problems and promise in the inner city. *Illinois issues*, (August/September 1988), 40-42.
- Stall, S., & Stoecker, R. (1998). Community organizing or organizing community?: Gender and the crafts of empowerment. In DeFilippis, J., & Saegert (Eds.), *The community development reader* (pp. 241-248). New York, NY: Routledge.
- Mackie, P. F. E. (2009). Grassroots community practice: Applying Alinsky's rules in the 21st century. *Reflections: Narratives of professional helping*, *15*(3), 47-59. Retrieved from: https://reflectionsnarrativesofprofessionalhelping.org/index.php/Reflections/article/view/891/714
- Bobo, K., Kendall, J., & Max, S. (2010). Ch.1 Introduction, Ch.2 Fundamentals of direct action organizing, *Organizing for social change: Midwest academy model for activists* (4th ed.). Forum Press. 1-20.

    Total pages: 108

Assignments: Canvas discussion board and leading class discussion.

Week 3	January 22	**Community: Shape and Role**

Required reading:

- Fisher, R., DeFilippis, J., & Shragge, E. (2018). Contested community: A selected and critical history of community organizing. In Cnaan, R.A., & Milofsky, C. (Eds.), *Handbook of community movements and local organizing in the 21st century* (pp. 281-297). Springer, Cham.
- DeFilippis, J., & Saegert, S. (2008). Introduction to part III. In DeFilippis, J., & Saegert (Eds.), *The community development reader* (pp. 159-162). New York, NY: Routledge.

- Sampson, Robert J. (2008). What community supplies. In DeFilippis, J., & Saegert (Eds.), *The community development reader* (pp. 163-173). New York, NY: Routledge.
- Sennett, Richard. (2008). The myth of a purified community. In DeFilippis, J., & Saegert (Eds.), *The community development reader* (pp. 174-180). New York, NY: Routledge.
- Greenberg, David Micah. (2008). How does community matter for community organizing? In DeFilippis, J., & Saegert (Eds.), *The community development reader* (pp. 249-260). New York, NY: Routledge.
- Bobo, K., Kendall, J., & Max, S. (2010). Ch.3 Choosing an issue, Ch.4 Developing a strategy, *Organizing for social change: Midwest academy model for activists* (4th ed.). Forum Press. 21-44.
- Kennedy, Marie. (1998). Lifting women's voices: The roofless women's action research mobilization and participatory action research. *Planners network,* (July/August 1998), 7-9. Retrieved from: http://www.plannersnetwork.org/1998/07/lifting-womens-voices-the-roofless-womens-action-research-mobilization-and-participatory-action-research/
- Emerson, John. (2008). *Visualizing information for advocacy: An introduction to information design*. New York: Open Society Institute.

Total pages: 96

Assignments: 1. Canvas discussion board and leading class discussion; 2. Community /Issue profile paper

---

Week 4   **January 29**   **Citizenship and Civic Engagement**

Readings

- Orr, Marion. (2007). Community organizing and the changing ecology of civic engagement. In Orr, Marion (Ed.), *Transforming the city: Community organizing and the challenge of political change* (pp. 1-27). Lawrence, KS: University Press of Kansas.
- Staeheli, L.A., Ehrkamp, P., Leitner, H., Nagel, C.R. (2012). Dreaming the ordinary: Daily life and the complex geographies of citizenship. *Progress in human geography*, *36*(5), 628-644.
- Osuji, Chinyere. (2010). Building power for "noncitizen citizenship": A case study of the Multi-ethnic Immigrant Workers Organizing Network. In Milkman, R., Bloom, J., & Narro, V. (Eds.), *Working for justice: The LA model of organizing and advocacy* (pp. 89-106). Ithaca, NY: Cornell University Press.
- Bobo, K., Kendall, J., & Max, S. (2010). Ch.5 A guide to tactics, Ch.6 Organizing models, Ch.7 Meetings to pressure officials, *Organizing for social change: Midwest academy model for activists* (4th ed.). Forum Press. 45-78.
- O'Brien, Rory. (1998). An overview of the methodological approach of action research. In Richardson, Roberto. (Ed.), *Theory and practice of action research.* João Pessoa, Brazil: Universidade Federal da Paraíba. Retrieved from: http://www.web.net/~robrien/papers/arfinal.html

Total pages: 105

Assignments: 1. Canvas discussion board and leading class discussion; 2. Issue flyer(s)

Week 5   **February 5th**   **Transformative Organizing: The Nuts and Bolts**

Readings

- Kennedy, M., Tilly, C., & Gaston, M. (1990) Transformative populism and the development of a community of color. In Kling, J. and Posner, P. (Eds.), *Dilemmas of activism: Class, community, and the politics of local mobilization* (pp. 302-324). Philadelphia: Temple University Press.
- Smock, Kristina. (2004). Ch.3 Building individual capacity, Ch.4 Building community capacity, *Democracy in action: Community organizing and urban change*. New York, NY: Columbia University Press. 37-96.
- DeRienzo, Harold. (2008). Community organizing for power and democracy: Lessons learned from a life in the trenches. In DeFilippis, J., & Saegert (Eds.), *The community development reader* (181-185). New York, NY: Routledge.

- Fisher, Robert. (2008). Neighborhood organizing: The importance of historical context. In DeFilippis, J., & Saegert (Eds.), *The community development reader* (pp. 186-193). New York, NY: Routledge.
- Eyben, R., Harris, C., & Petitit, J. (2006). Introduction: Exploring Power for Change. *IDS Bulletin, 37*(6). 1-10. Retrieved from: http://www.powercube.net/wp-content/uploads/2009/12/exploring_power_for_change_intro.pdf

Total pages: 100

Assignments: **1. Canvas discussion board and leading class discussion; 2. Motivational speech**

Week 6	February 12	**Collaboration and Conflict**

Readings

- Nyden, P., Figert, A., Shibley, M., & Burrows, D. (1997). Ch.1 University-community collaborative research: Adding chairs at the research table, *Building community: Social science in action.* Thousand Oaks, CA: Pine Forge Press. 3-13.
- Smock, Kristina. (2004). Ch.5 Building a community governance structure, *Democracy in action: Community organizing and urban change*. New York, NY: Columbia University Press. 97-148.
- Osnos, Evan. (February 29, 2016). Father Mike: A militant white priest fights for his black parishioners on the South Side. *The New Yorker.* Retrieved from: https://www.newyorker.com/magazine/2016/02/29/chicagos-political-priest
- Bobo, K., Kendall, J., & Max, S. (2010). Ch.8 Holding accountability sessions, Ch.9 Building and joining coalitions, *Organizing for social change: Midwest academy model for activists* (4th ed.). Forum Press. 79-108.

Total pages: 100

Assignments: **Canvas discussion board and leading class discussion**

Week 7	February 19	**Strategies and Interventions**

Readings

- Smock, Kristina. (2004). Ch.6 Diagnosing and framing the community's problem, *Democracy in Action: Community organizing and urban change*. New York, NY: Columbia University Press. 149-175.
- Speer, P.W., & Hughey, J. (2008). Community organizing: An ecological route to empowerment and power. In DeFilippis, J., & Saegert (Eds.), *The community development reader* (pp. 204-213). New York, NY: Routledge.
- Traynor, Bill. (2008). Community building: Limitations and promise. In DeFilippis, J., & Saegert (Eds.), *The community development reader* (pp. 214-224). New York, NY: Routledge.
- Hyman, James B. (2008). Exploring social capital and civic engagement to create a framework for community building. In DeFilippis, J., & Saegert (Eds.), *The community development reader* (pp. 225-233). New York, NY: Routledge.
- Kormann, Carolyn. (July 22, 2018) The teenagers fighting for climate justice. *The New Yorker.* Retrieved from: https://www.newyorker.com/news/news-desk/the-teen-agers-fighting-for-climate-justice
- Bobo, K., Kendall, J., & Max, S. (2010). Ch.10 Recruiting, Ch.11 Developing leadership, Ch.12 Planning and facilitating meetings, *Organizing for social change: Midwest academy model for activists* (4th ed.). Forum Press. 109-138.

Total pages: 85

Assignments: **1. Canvas discussion board and leading class discussion; 2. Issue brochure(s)**

| Week 8 | February 26 | **Organizing for Greater Impact and Sustainability (Long-term)** |

Readings

- Briggs, Xavier de Souza. (2008). Doing democracy up-close: Culture, power, and communication in community planning. In DeFilippis, J., & Saegert (Eds.), *The community development reader* (pp. 234-240). New York, NY: Routledge.
- Smock, Kristina. (2004). Ch.7 Taking action: strategies and outcomes, *Democracy in Action: Community organizing and urban change*. New York, NY: Columbia University Press. 176-221.
- Day, Elizabeth. (July 19, 2015). #Black Lives Matter: The Birth of a New Civil Rights Movement. *The Guardian*. Retrieved from: https://www.theguardian.com/world/2015/jul/19/blacklivesmatter-birth-civil-rights-movement
- Bobo, K., Kendall, J., & Max, S. (2010). Ch.14 Using the media, Ch.15 Online organizing, *Organizing for social change: Midwest academy model for activists* (4th ed.). Forum Press. 159-188.

Total pages: 95

Assignments: Canvas discussion board and leading class discussion

| Week 9 | March 5 | **GIS for Advocacy and Social Justice** |

Readings

- Smock, Kristina. (2004). Ch.8 Widening the scope: organizing for broader social change, *Democracy in Action: Community organizing and urban change*. New York, NY: Columbia University Press. 222-243.
- Wang, Caroline C. (2003). Using photovoice as a participatory assessment and issue selection tool: A case study with the homeless. In Minkler, M., & Wallerstein, N. (Eds.), *Community-based participatory research for health* (179-200). San Francisco, CA: Jossey-Bass.
- Lindenbaum, Stephanie. (2006). *GIS/Mapping case studies*. New York: Open Society Institute.
- Bobo, K., Kendall, J., & Max, S. (2010). Ch.16 Designing and leading a workshop, Ch.17 Tactical investigations, *Organizing for social change: Midwest academy model for activists* (4th ed.). Forum Press. 189-230.
- *Detroit Cartography/Geography*. Retrieved from https://detroitography.com.
- Financial Justice Mapping Project. *The New Economy Project*. Retrieved from: https://www.neweconomynyc.org/type/maps/

Total pages: 83

Assignments: Canvas discussion board and leading class discussion

| Week 10 | March 12 | |

Readings

- Smock, Kristina. (2004). Ch.9. *Democracy in Action*. New York, NY: Columbia University Press. 247-261.
- Meléndez, J. W., & Martinez-Cosio, M. (2019). *Designing for equitable civic engagement: Participatory design and discourse in contested spaces*. Manuscript submitted for publication.

Total pages: 58

Assignments: Community Report due by March 16th at 11:59p

| Week 11 | March 18 at 12:30pm | **Praxis? /Final Presentations** |

Assignments

2. Discussion Board/Class Participation   **20 points**   **MA students will lead class discussions**

Although all students are expected to do all readings before class, every week MA students will be assigned to take a lead in 3 of the readings. Then by noon of every Sunday before class, MA students are expected to post at least one question as a point of departure for discussion on their 3 assigned readings. All students are then asked to contribute to 3 of the conversations. Postings need to be at least 150 words not counting direct quotes. Grading will review for the following factors when reviewing class discussions: staying on topic, direct references to readings, logic of argumentation, providing evidence with claims, being concrete and specific as opposed to general when appropriate, moving beyond summarizing to analysis and synthesis. Additionally, MA students will be asked to take the lead in facilitating class discussions for the readings they have posted question on. This includes designing a discussion activity that supports the class in "making sense" of the reading, and in some cases coming up with workshop style activities for learning specific skills.

All student will be assessed for class participation (10 Points). This will include the depth of thinking and thoroughness of answers and the extent to which students practice the thinking out loud of the readings and their relation to students' experiences and practices. Since the class is designed for you to engage with the material through discussions, exercises, and other interactive activities, contributions to class or small group discussion is key.

3. Community/Issue Profile   **10 points**   **Team Project**

Students will be put into pairs. As a group; students are to research the community/issue that they are interested in focusing on for the term. This research should include a brief literature review on the topic that provides a comprehensive picture of the history and the current state of the community/issue. You also need to address how you envision working with the community on this issue. Therefore, you need to do some background work on figuring out who is working on this and you can get involved. This will be 1000 – 1200 words, (not counting references) double spaced, APA format.

4. Issue Flyer(s)   **5points**   **Team Project**

You are to create a flyer that both aims to convince people to attend an event, while also providing enough information about the issue that the event will be on. This is about visual communication. Flyers will be assessed for ease of readership (think grade level of literacy), visual presentation, and informational content. MA student teams will create a pair of complementary flyers.

5. Motivational Speech   **10points**   **Individual**

Community organizing is about the ability to mobilize groups of people to believe in something greater than themselves and take action. To do this, community organizers need to excel at motivational speaking. Giving a speech is much more than the ability to present. It is about the ability to tell a story, to relate, to challenge and often times to provide an inspirational vision/future. Students are to prepare and deliver a 5 minutes speech. Specific evaluation criteria will be given in advance.

6. Issue Brochure(s)   **15 points**   **Team Project**

Having created a flyer(s), and given a speech, you now need to create a brochure that provides additional education on a particular issue. The brochure should be about educating, employing a popular education model to communicate its message. The brochure will also be assessed for ease of readership (think grade level of literacy), visual presentation, and informational content, in addition to the logic of the educational model presented. MA student teams have to create a pair of brochures that complement one another.

7. Community Report   **20 points**   **Team Project**

After working with a community for several weeks what have you learned? A community report is to communicate back to the community how your experience has been and what you have discovered through the process, about yourself, about the community, and about the issue you have been working on with them. This final paper is a combination of providing a status update (reporting back), in addition to sharing with the community your learning processes and reflecting on it while incorporating the class readings and ideas throughout your narrative. Additional guidance will be provided towards the middle of the semester. This will be a 1200 – 1500 words, (not counting references) double spaced, APA format.

8. Final Presentation   **10 points**   **Team Project**

You are to present for 10-12 minutes about your term long experience during the scheduled time for finals. This is about visual communication. This cannot be a PowerPoint presentation; it needs to be some other kind of visual communication. Be creative, try something different such as a short documentary, a poster, Prezi, etc.