

**Community Organizing and Leadership  
Community Internship  
UEP 310/311**

Professors Peter Dreier (Section 1: UEPI)  
and Martha Matsuoka (Section 2: Johnson 203)  
TR 10:05 - 11:30am  
Fall 2013

**OFFICE HOURS**

Peter Dreier: TR 3:30-5:00pm  
Martha Matsuoka: MW 1:00-2:30pm  
Or by appointments

“An individual has not started living until he can rise above the narrow confines  
of his individualistic concerns to the broader concerns of all humanity”  
-- Rev. Martin Luther King, Jr.

*(NOTE: This syllabus contains links to resources and readings that are accessible via the online  
version posted on Moodle)*

**What This Course is About**

"Organizing," writes author Si Kahn, "is people working together to get things done." This course focuses primarily on community organizing efforts by people working together to improve their neighborhoods, communities, workplaces, and cities. Community organizing can focus on a wide variety of issues - housing, the environment, public safety, public health and health care, child care, jobs, poverty, discrimination, and many others. We will also focus on union organizing as a complement to community organizing.

The purpose of the course is to help prepare you to be effective leaders. Some of you may want to become professional organizers, but all of you are (and will continue to be) citizens in some community. If you want to be an effective, active citizen who can make a difference in your community, you will need to use the tools of leadership and organization-building.

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.

**Course Requirements**

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. We will read several books and a number of articles about organizing, including several case studies, and discuss them in class.
2. We will watch several films (including documentaries) and discuss them in class.
3. We will talk with several guest speakers who have experience as effective organizers and activists.
4. We will participate in several hands-on exercises.

5. You will spend at least 12 hours a week working with a community organization in the L.A. area.

You should already have picked one of these groups to work with during the entire term. You will attend meetings and public events, work in the office, meet the staff and members, and undertake research that will help the organization achieve its goals.

### **Lunchtime Discussions and Films**

We've invited several prominent activists, policymakers, and organizers to meet and talk with students for lunchtime discussions (11:30 am to 12:45 pm) immediately following the class. They are listed in the syllabus and at the end of the syllabus. These are all very busy people. Some may have to cancel or reschedule at the last minute, but we will alert you as soon as we know. We will serve lunch. These events are required.

### **Evening Films with Dinner**

We have also scheduled four evenings where we'll share dinner and watch a film that deals with some aspects of organizing and activism. These will begin at 6 pm and last until about 8 pm. We'll let you know the location of these dinners later on. The films and dates are listed below.

### **Grades**

Your grade will be based on five things:

1. Your participation in class. Students are expected to do the reading on time, participate in class discussions and exercises, and complete writing assignments on time.
2. Class Exercises. We have developed a series of exercises and assignments throughout the course that you are expected to participate in and, in the case of written exercises, turn in for credit. Completion of these will contribute to your participation in class. They are also key elements of your final paper (see below).
3. Your participation in a community organization internship. Students are expected to be responsible volunteers and complete the tasks assigned to you. Each student should keep a journal about their internship experiences. The journal will be handed in at the end of the term. To evaluate your internship, we will discuss your work with the supervisor and with you.
4. Fossil fuel campaign project. For this assignment all students will participate in the same group project that involves organizing an *issue campaign* on the Oxy campus focused on fossil fuel disinvestment. Details about this project are at the end of the syllabus.
5. A short paper (15 -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. This paper will draw on exercises and assignments throughout the semester explain what you learned about community organizing especially, and how well the organization met the criteria of effective organizing. Some guidelines for your journal and final paper are attached at the end. The paper is due by the date/time set for our class final during Finals Week. We won't accept any late papers.

### **Required Readings**

Much of the course reading will be found in the books listed below. In addition, all readings with an asterisk (\*) will be found on the Moodle site this course, which you get by first going to “My Oxy” on the library webpage. We may occasionally add or switch readings if we think it is appropriate.

Students should also regularly bring to class articles from newspapers or magazines that relate to the topics discussed in the course.

You should purchase the following paperback books. They are on sale at the Bookstore.

Kim Bobo, Jackie Kendall, and Steve Max, Organizing for Social Change: A Manual for Activists, 4th edition

Mary Beth Rogers, Cold Anger: A Story of Faith and Power Politics

Gabriel Thompson, Calling all Radicals

### **Recommended Readings**

The following paperback books are recommended for basic reference:

Kristin Szakos and Joe Szakos, We Make Change: Community Organizers Talk About What They Do And Why. You will enjoy this book, which has lots of great profiles of and stories about effective organizers working in different parts of the country, in different kinds of organizations, on different issues.

Robert Fisher, Let the People Decide: Neighborhood Organizing in America (2nd edition)  
This is the best overview of the history of community organizing. It describes various efforts and strategies to organize communities and neighborhoods in this century.

Saul Alinsky, Rules for Radicals and Reveille for Radicals  
Alinsky was the "father" of community organizing, starting in the 1940s. These two books are the "bibles" of organizing -- the lessons he learned from his decades as an organizer. They are both in paperback, easy to read, and full of great insights, most of which have stood the test of time.

Gregory Pierce, Activism That Makes Sense: Congregations and Community Organization  
This book discusses the relationship between religious commitment and social activism and describes the role of religious faith in community organizing.

MoveOn.Org, 50 Ways to Love Your Country  
This is MoveOn's guide to political activism and the many ways Americans can be effective citizens

Charlotte Ryan, Prime Time Activism  
This book is a handbook for grassroots activists about dealing with the media.

Mark Warren, [Dry Bones Rattling](#)

This is case study of effective community organizing around a variety of issues in Texas. It is also an analysis of how community organizing relates to the persistent crisis of American democracy -- inequalities of power, participation, and policymaking.

Rinku Sen, [Stir it Up: Lessons in Community Organizing and Advocacy](#) and Makani Themba, [Making Policy, Making Change: How Communities are Taking Law into Their Own Hands](#).

These two books document grassroots organizing campaigns that focus on media and policy advocacy; the Themba book focuses on public health issues. She includes a chapter case study on the Community Coalition's organizing campaign to shut down liquor stores in South Los Angeles.

Joan Minieri and Paul Getsos. [Tools for Radical Democracy. How to Organize for Power in your Community](#)

This how-to manual includes: 1) In-depth analysis of how to launch and win a campaign; 2) Tools, worksheets and guidelines for training people to lead their own campaigns and organizations; 3) Insights for using technology effectively, building more powerful alliances, and engaging in the social justice movement.

### Web Sites

We hope that all of you will use the internet to connect to the larger worlds of public policy, advocacy, and organizing. There are thousands of web sites that deal with social issues and thousands of advocacy organizations and political networks that have their own web sites. Here are several key sites with which you should be familiar. We encourage you to bookmark them so you can find them easily.

**Community Organizing and Development** (<http://comm-org.wisc.edu>) -- This site is a link with hundreds of groups involved in urban community development. If you want to find out what groups are working on different urban issues, this is the site. It also has many articles and reports on urban community development and community organizing.

**Organizing Upgrade** ([www.organizingupgrade.com](http://www.organizingupgrade.com)) is a website developed by former organizers to facilitate strategic thinking on how to link community organizing to broader social justice movements rooted in communities.

The Center for Neighborhood Technology (<http://www.cnt.org>), the National Housing Institute ([www.nhi.org](http://www.nhi.org)), the Metropolitan Initiative (<http://www.cnt.org/mi/index.html>), Planners Network (<http://www.plannersnetwork.org>), Civic Practices Network (<http://www.cpn.org>), and **Citistates** (<http://www.citistates.com>) all focus on innovative research and programs that strengthen urban neighborhoods and metropolitan areas. Each site has links to many other resources about particular issues, programs, cities, and metropolitan areas.

**Campus Activism** (<http://www.campusactivism.org/index.php>) is a good source of information about organizing efforts on college campuses around different issues. **Campus Progress** (<http://www.campusprogress.org>) is one of the most effective progressive student groups, with lots of resources and information on its website. **The Workers Rights Consortium**

<http://www.workersrights.org>) is a human rights group that monitors sweatshop conditions around the world and works with **United Students Against Sweatshops** (<http://usas.org>) to help student groups that seek a “sweatshop-free” campus. Another human rights group that deals with issues of child labor, women’s oppression, and sweatshops is the **National Labor Committee** (<http://www.nlcnet.org>)

**American Prospect** (<http://www.prospect.org>), and **The Nation** (<http://www.thenation.com>). These are two of the most important magazines analyzing American politics from a progressive, grassroots perspective

**Demos - A Network for Ideas and Action** (<http://www.demos-usa.org/demos>); **Center for Responsive Politics** (<http://www.opensecrets.org>); **Public Campaign** (<http://www.publiccampaign.org>); **Good Jobs First** (<http://www.goodjobsfirst.org>); **Center on Budget and Policy Priorities** (<http://www.cbpp.org>); **California Budget Project** (<http://www.cbp.org>); **Campaign for America’s Future** (<http://www.ourfuture.org>) -- These think tanks all provide interesting policy ideas on such issues as tax policy, campaign finance, anti-poverty policy, economic development, citizen participation, housing and homelessness, voting rights, and others

## **READINGS, FILMS, SPEAKERS, AND DISCUSSION TOPICS**

The course will cover the following topics. Students should have reading (and viewing) assignments completed before the class discussion on the topic. Readings with an asterisk will found on the course Moodle website. *We may distribute additional readings during the semester if they seem appropriate and important.* (Note: NYT=New York Times; LAT=Los Angeles Times)

Before you begin your internship, you should read “Getting to Know the Placement Site” from the book The Successful Internship: Transformation and Empowerment in Experiential Learning by H. Frederick Sweitzer and Mary A. King (third edition, Thompson-Brooks/Cole Publishers, 2009). It is available on the course Moodle website.

### **Part I. FRAMING THE COURSE - POWER**

#### **Thursday, August 29 -- Introduction**

*Milltown Role Play exercise*

#### **Tuesday, September 3 -- What is Power?**

*Pass out Member/Leader Interview assignment (Due October 24)*

*Pass out Organizational Assessment assignment (Due October 29)*

Watch before class: Obama and Project Vote (<http://www.youtube.com/watch?v=PxlUt433xPU>)  
- six minutes

Hinson and Healey. “Building Political Power” (Grassroots Policy Project)

\*Dreier. “This Economy is a Real Killer (Huffington Post, March 10, 2009)

\*Steinbeck, “The Grapes of Wrath” (1939) – Chapter 5

#### **Thursday, September 5 -- What is Top-Down Power? Individuals, Relationships, Resources, Institutions**

*Joint class. Both sections will meet in Johnson 203*

\*C. Wright Mills quote (from Mills, The Power Elite)

\*Lopez, “Another Employee’s Butchered Benefits” (LAT, June 27, 2007)

\*Sen. Bernie Sanders, “Meet the 26 Billionaires Buying the 2012 Election” (The Progressive, July 25, 2012)

\*Bittman, “Welfare for the Wealthy,” (New York Times, June 4, 2013)

\*Bivens, “Inequality, Exhibit A: Walmart and the wealth of American families” (Economic Policy Institute, July 17, 2012)

\*Rich, “Who Will Stand Up to the Super-Rich?” (NYT, Nov. 14, 2010)

\*Cooper, “The Two Worlds of Los Angeles” (The Nation, August 21/28, 2000)

\*Tobar, “Los Angeles Helps the Wealthy but Not the Little Guy” (LAT, August 12, 2011)

\*Hames, “Connections Are Key to Valley’s Most Powerful Person: David Fleming” (San Fernando Valley Business Journal, December 10, 2007)

\*Lichtblau, “Lobbying Imperils Overhaul of Student Loans” (NYT, Feb. 5, 2010)

\*Berman, “The Bank Lobby Steps Up Its Attack on Elizabeth Warren” (The Nation, June 20, 2011)

\*Dreier, “Mine Deaths Follow Weak Regulations” (National Catholic Reporter, Feb. 16, 2007)

\*Akadjian, “15 Things Everyone Would Know If There Were a Liberal Media” (Daily Kos, August 7, 2013)

## **Tuesday, September 10 -- What is Bottom-Up Power? Individuals, Relationships, Resources, Institutions**

Dr. Seuss, “Yertle the Turtle” (in class video)

\*Minieri and Getsos, “Powering Up” (from Minieri and Getsos, Tools for Radical Democracy)

\*Bhargava, “Organizing Principles” (NYT, September 13, 2008)

\*Ayala, “How Organizing for a Union Changed My Life” (Frying Pan News, April 12, 2013)

\*Gonzalez, “The Strategy and Organizing Behind the Successful DREAM Act Movement” (Organizing Upgrade, July 2012)

\*Jaquette, “Divest Now: The Divestment Movement at Occidental College”

\*Greenhouse, “Thousands of Home Aids Strike, Seeking \$3 Hourly Raise” (NYT, June 8, 2004)

\*Rutten, “Treating People Like Garbage” (LAT, August 28, 2010)

\*McKelvey, “Downtown: Not Just for Yuppies” (American Prospect, July 12, 2007)

\*Fears, “Foreclosure Protests at D.C. Offices Reflect Trend” (Washington Post, Feb. 11, 2009)

\*Sheth, Hardin and Bhagwat, “SLAC Claims Victory as Hunger Strike Comes to a Close” (Stanford Daily, April 23, 2007)

\*Renwick, “Fed-Up Tenants Take Over” (LAT, Aug. 15, 1994)

\*Slater, “Public Corporations Shall Take Us Seriously” (NYT Magazine, August 12, 2007)

## **Part II. THE FOUNDATIONS AND HISTORY OF ORGANIZING**

### **Thursday, September 12 – Values and Competing Agendas**

Watch before class: Grace Lee Boggs interview with Tavis Smiley. 6/21/13

<http://www.pbs.org/wnet/tavissmiley/interviews/writer-activist-grace-lee-boggs/>

Read: Mary Beth Rogers, Cold Anger: A Story of Faith and Power Politics (entire book)

### **Tuesday, September 17 - The Strength of Weak Ties**

*Family Social Ties assignment due*

\*Gladwell, “Six Degrees of Lois Weisberg” (New Yorker, January 11, 1999)

\*Gladwell, “Small Change” (New Yorker, Oct. 4, 2010)

\*Kretzman, “Building Communities From the Inside Out” (Shelterforce, Sept. /Oct. 1995)

\*Zinn, “Young Ladies Who Can Picket” (from Zinn, You Can't Be Neutral on a Moving Train)

### **Tuesday, September 17 - Dinner and Film: “The Organizer”**

\*Background notes about “The Organizer”

### **Thursday, September 19 - The Long Arc of Justice: Movements in U.S. History**

*Family History Assignment due*

Thompson, Calling All Radicals, Introduction (Chapter 7, “Why Organizers Should Study Dead People”

Organizing Timeline (distributed in class)

20<sup>th</sup> Century Timeline (distributed in class)

\*Martin Luther King, “Our God Is Marching On,” March 25, 1965 (read and watch this speech delivered on the steps of the State Capitol in Montgomery, Alabama, after the successful completion of the Selma to Montgomery March)

Video (excerpt): <http://www.youtube.com/watch?v=TAYITODNvIM>

Text: <http://mlk->

[kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc\\_address\\_at\\_the\\_conclusion\\_of\\_selma\\_march/](http://kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_address_at_the_conclusion_of_selma_march/)

- \*Bill Moyers, “This is Your Story - The Progressive Story of America. Pass It On” (Common Dreams, June 4, 2003)
- \*Dreier and Cohen, “The Fire Last Time” (New Republic, March 12, 2011)
- \*Dreier, “The History of Hope,” The Nation, March 3, 2008
- \*Dreier and Collins, “Traitors to Their Class,” New Labor Forum, Winter 2012
- \*McKibben, “Fossil Fuel Resistance” (Rolling Stone, April 25 2013)
- \*Fellner and Dubro, “The Soul of Labor History is the Story of Democracy” (from Working With Labor: A Primer, A History, Pgs. 23-33)

### **Thursday, September 19 – Lunch Speaker**

Peter Dreier. “Key Movements and Moments in U.S. History”

### **Tuesday, September 24 – The Right to the City – Fights against gentrification and displacement**

Watch this video on gentrification

<http://www.nytimes.com/video/2013/08/17/us/100000002371527/gentrify-no-gentefy-si.html>

- \*Rose, “Beyond Gentrification: Tools for Equitable Development” (Shelterforce, May/June 2001)
- \*Medina, “Los Angeles Neighborhood Tries to Change, but Avoid the Pitfalls.” (NYT, August 17, 2013)
- \*Gonzalez, “South Central Los Angeles Residents Fight to Save Their Beloved Community in the Face of USC Expansion Plans” (Progressive Planning, Summer 2012)
- \*DiMassa and Khalil, “Landlords Push Tenants Out to Gentrify Units, Suit Says” (LAT, June 15, 2006)
- \*Rivera, “Staples Center’s Displaced Have New Homes and New Worries” (LAT, Oct. 9, 1999)
- \*Right to the City Principles
- \*Haas. “Inequality, Gentrification & the Right to the City” (PeaceWork, February 2009)

### **Tuesday, September 24: Lunch speaker**

Paulina Gonzalez, Strategic Alliance for a Just Economy (SAJE)

### **Thursday, September 26 - Alinsky and His Legacy (Joint class)**

*Pass out Issues Exercise assignment (Due October 3)*

Film: “The Democratic Promise”

- \*Remnick, “Black Metropolis” (from The Bridge: The Life and Rise of Barack Obama, 2010)
- \*Ross, “Axioms for Organizers” (1989)
- \*Piven, “Why We Need Acorn” (LAT, April 22, 2010)
- \*Rourke, “Her Calling: To Help Others Find a Voice” (LAT, August 12, 2002)

### **Thursday, September 26 - Lunch Speakers**

Lydia Avila (Inner City Struggle), Regina Clemente (St. John’s Wellness), and Lanita Morris (Black Workers Center)



## **Tuesday, October 1 -- What's the Difference Between Organizing, Advocacy, and Service?**

*Joint class. Both sections will meet in Johnson 203*

\*The Hungry Person Exercise

Bobo, OSC, Ch. 2 (Fundamentals of Direct Action Organizing)

Thompson, Calling All Radicals, Chapter 1 (Please Remove Your Hat Before We Evict You) and Chapter 2 (A Word of Enthusiasm)

\*Medina, "At an Upscale Beverly Hills Restaurant, Claims of Underpaying Workers" (New York Times, July 20, 2013)

\*McKnight, "Services are Bad for People: You're Either a Citizen or a Client" (Organizing, Spring/Summer 1991).

\*Axel-Lute, "Direct Action for Housing" (Shelterforce, July/August 2002)

\*Rose, "Struggling in the Crescent City" (Shelterforce, Fall 2007)

\*Lydersen, "Making Food Deserts Bloom" (Shelterforce, Summer 2008)

\*Traynor, "Community Development & Community Organizing" (Shelterforce, March/April 1993)

## **Part III. THE FUNDAMENTALS OF ORGANIZING**

### **Thursday, October 3 - What Makes a Good Issue?**

*Issues Assignment Due*

*Pass out Strategy Chart Exercise (Due October 8)*

*Exercise: Picking an Issue*

Bobo, OSC, Ch. 1 (Introduction) and Ch. 3 (Choosing an Issue)

\*Mozingo, "Residents Want Action After Fatal Accident on Figueroa" (LAT, Oct. 18, 1998)

\*Freedman, "Poor Selection" (Wall Street Journal, December 20, 1990)

\*Lopez, "Fewer Fire Inspections Conducted in Inner City" (LAT, Oct. 8, 1993)

\*Groves, "Sidewalks Smooth for Well-Heeled" (LAT, July 30, 2006)

\*Tobar, "Housing Laws No Cure for Slums' Ills" (LAT, July 20, 1997)

\*Winton and Pierson, "LAPD Arrests Skid Row Campers" (LAT, Oct. 4, 2006)

\*Fuller and Beltran, "The Invisible Cyclists of Los Angeles" (Progressive Planning, Summer 2010)

\*Leland, "When Health Insurance Is Not a Safeguard" (NYT, Oct. 23, 2005)

\*McGreevy, "Question of Race Profiling Unanswered" (LAT, July 12, 2006)

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

\*Greenhouse, "Hotel Rooms Get Plusher, Adding to Maids' Injuries" (NYT, April 21, 2006)

\*Hamburger, "EPA Puts Mandated Lead-Paint Rules on Hold" (LAT, May 10, 2005)

### **Tuesday, October 8 – Thinking Strategically: How Do We Organize Effective Campaigns?**

*Strategy Chart Exercise due*

Bobo, OSC, Ch. 4 (Developing a Strategy), Ch. 5 (A Guide to Tactics), Ch. 7 (Meetings to Pressure Officials), Ch. 8 (Holding Accountability Sessions)

\*Rustin, "Organizing Manual -- March on Washington, August 28, 1963"

*They Said It Was Impossible: How to Win Progressive Change When the Odds Are Against Us* (LAANE pamphlet)

\*Blake. "Why Some Movements Succeed and others Wilt" (CNN, August 19, 2013) [Be sure to also look through the historic photos included in the site]

<http://www.cnn.com/2013/08/17/us/four-ways-to-beat-the-man>.

\*Breidenbach, "LA Story" (Shelterforce, March/April 2002)

- \*Haugh, “The New Union Strategy: Turning the Community Against YOU” (Hospitals and Health Networks, May 2006)
- \*Wiener, “Divestment Report Card: Student, Stocks, and Shanties” (Nation, October 11, 1986)
- \*Mayer, “Taking it to the Streets” (New Yorker, Nov. 28, 2011)
- \*Levy, “Boycott Grapes,” “The Miracle of the Fast,” and “A Surrender and a Challenge” (from Cesar Chavez: Autobiography of La Causa)

**Tuesday, October 8 – Lunch speakers**

Ernesto Cortes, Jr., ONE LA/Industrial Areas Foundation

**Thursday, October 10 – Case Study: Campaign for Restoring Community Wealth**

- \*Squires and Chadwick, “From Redlining to Reinvestment” (in Fisher, ed., *The People Shall Rule*, 2009)
- \**Wasted Wealth* (report from Home Defenders League) -- skim
- \*Catherine Saillant, “Los Angeles adopts 'responsible banking' ordinance” (LAT, May 16, 2012)
- \*Debra Gruszecki, “Brown Signs Homeowners Bill of Rights,” (Press-Enterprise, July 11, 2012)
- \*Joshua Holland, “Wells Fargo, Terrified to Face Victims of Its Foreclosure Fraud and Predatory Lending, Locks Shareholders Out of Annual Meeting” (Alternet, April 24, 2012)
- \*Dreier, “Putting Names and Faces to The 1 Percent: Wells Fargo's Tim Sloan” (Huffington Post, October 2, 2012)
- \*Meyerson, “The Man the Banks Feared Most” (American Prospect, April 23, 2012)
- \*Johnson, “Protesters March To Timothy Geithner's Door” (Huffington Post, May 21, 2012)
- \*Dreier, “Housing Activists Convince Obama to Dump DeMarco” (Huffington Post, May 2, 2013)
- \*Stiglitz and Zandi, “The One Housing Solution Left: Mass Mortgage Refinancing” (New York Times, August 12, 2012)
- \*Dreier, “To Rescue Local Economies, Cities Seize Underwater Mortgages Through Eminent Domain” (The Nation, July 12, 2013)
- \*Dewan, “A City Invokes Seizure Laws to Save Homes” (New York Times, July 29, 2013)
- \*Lazo, “El Monte Considers Eminent Domain Plan for Underwater Mortgages” (Los Angeles Times, August 6, 2013)

**Thursday, October 10: Lunch speaker**

Amy Schur, ACCE

**Tuesday, October 15 – Fall Break**

**Thursday, October 17 - Case Study: The Campaign for Marriage Equality**

*Pass Out Organizing-Role Play Exercise*

- \*Calmes and Baker, “Obama Says Same-Sex Marriage Should Be Legal” (NYT, May 9, 2012)
- \*Friedman, “The Real Stonewall Legacy” (American Prospect, June 26, 2009)
- \*Ettelbrick, “Since When is Marriage a Path to Liberation? 1989” (from Women’s Lives: Multicultural Perspectives, 4<sup>th</sup> ed., 2007)
- \*Cusac, “Harry Hay Interview” (The Progressive, September 1999)
- \*Peters, “Why There’s No King or Steinem for the Gay Movement” (NYT, June 21, 2009)
- \*Wright, “A Fragile Union” (ColorLines, March/April 2009)
- \*Shin, “Show me the money! The geography of contributions to California’s Proposition 8” (California Center for Population Research, UCLA, June 2009)

- \*Beach-Ferrara. "Why We Lost in California: An Analysis of the 'No on 8' Field Strategies" (Democratic Strategist, on line)
- \*Stolberg, "Obama Invites Gay Rights Advocates to White House" (NYT, June 22, 2009)
- \*Barbaro, "Behind N.Y. Gay Marriage, an Unlikely Mix of Forces" (NYT, June 25, 2011)
- \*Dreier, "Gay Marriage: The Tide Has Turned and There's No Going Back" (Huffington Post, March 21, 2013)

### **Thursday, October 17 - Lunch Speaker**

Rick Jacobs, Courage Campaign and City of LA

### **Tuesday, October 22 –How Do Organizers Find and Develop Leaders and Get (and Keep) People Engaged?**

#### *Organizing Role-Play Exercise Due*

Bobo, OSC, Ch. 10 (Recruiting)

Thompson, Calling All Radicals, Chapter 3 (A Word of Caution)

\*Ballenger, "Why People Join" (Community Jobs, April 1981)

### **Tuesday, October 22 -- Lunch Film: "One Day Longer"**

Read these two articles as background for the film:

\*Mosle, "How the Maids Fought Back" (New Yorker, Feb. 26 and March 4, 1996)

\*Barabak, "He Helps Give Labor the Edge" (LAT, July 12, 2007)

### **Thursday, October 24 – What Do Effective Leaders Do?**

*Joint class. Both sections will meet in Johnson 203*

#### *Member/Leader Interview due*

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

Thompson, Calling All Radicals, Chapter 4 (The Wisdom of Ella Baker)

\*"Exodus: Chapter 18" (Bible)

\*Alinsky, "Native Leadership" (from Reveille for Radicals)

\*"Types of Leaders. Types of Volunteers" (from Obama 08 training manual)

\*Freeman, "The Tyranny of Structurelessness" (Berkeley Journal of Sociology, 1970)

\*Jarrat, "The Forgotten Heroes of the Montgomery Bus Boycott" (Chicago Tribune, December 1975)

\*White, "Fall From Grace" (City Limits, August/September 1994)

\*Frantzich, "Wouldn't You Just Love to Live Here - Lois Gibbs" (in Citizen Democracy, 1999)

\*Mozingo. "An L.A. labor leader with a strong worker ethic" (LAT, June 22, 2013)

### **Thursday, October 24 - Dinner film: "Norma Rae"**

\*Background notes on "Norma Rae"

### **Tuesday, October 29 - Immigrant Organizing and Worker Rights**

#### *Organizational Assessment Due*

Watch this two-minute video about David Cho, UCLA student, "Undocumented Student Wants to Stay" <http://www.cnn.com/video/?/video/us/2010/05/02/la.immigration.rally.cnn>

\*Winerip, "Dream Act Advocate Turns Failure Into Hope" (NYT, February 20, 2011)

\*Gonzalez, "The Strategy and Organizing Behind the Successful DREAM Act Movement" (re-read from 9/10)

\*Excerpts from Underground Undergrads: UCLA Undocumented Students Speak Out (UCLA Center for Labor Research and Education, 2008).

- \*Cave, “A Generation Gap Over Immigration” (NYT, May 27, 2010)
- \*Vargas, “My Life as an Undocumented Immigrant” (NYT, June 22, 2011)
- \*Bennett and Tanfani. “Immigration reform creates odd political alliances” (LAT, August 10, 2013)
- \*Lal, “How Queer Undocumented Youth Built the Immigrant Rights Movement” (Huffington Post, March 28, 2013)
- \*Enriquez, “Turning Oppression into Power: Fighting Pomona College and Community Division” (Huffington Post, April 4, 2012. Read this article online as well as the links to the articles about the worker organizing at Pomona.
- \*Carcamo. “Immigrant Rights Advocates at odds Over Dream 9” (LAT, August 10, 2013)
- \* Linthicum “Labor Targets GOP on Immigration Overhaul” (LAT, August 12, 2013)

### **Tuesday, October 29 - Lunch Speaker**

Betty Hung, Asian Pacific American Legal Center (APALC)/Asians Advancing Justice  
Readings TBD

### **Thursday, October 31 - Research**

- Bobo, OSC, Ch. 7 (Tactical Investigations)
- Thompson, Calling All Radicals, Chapter 5 (Got a Problem? Prove It!)
- \*Watanabe, “Survey Finds Lingering Poverty in Koreatown” (LAT, May 27, 2007)
- \*Dreier, "Rent-a-Politician Exposed" (Shelterforce, 1981)
- \*Seelye, "Lobbyists Are the Loudest in the Health Care Debate" (NYT, Aug. 16, 1994)
- \*Obstetler and Kazis, "Corporate Campaigns" (from Cohen and O'Connor, Fighting Toxics)
- \*Crowther, "How to Research Companies" (from College Placement Council)
- \*Oldham. "On the Front Lines of Search for Toxic Sites" (LAT, September 7, 2008)
- \*Reston “Voter data crucial to Romney's victory” (LAT, January 10, 2012)

### **Thursday, October 31 - Lunch speaker**

Veronica Carrizales, California Calls (invited)

### **Tuesday, November 5 – Media**

- Bobo, OSC, Ch. 14 (Using the Media)
- Thompson, Calling All Radicals, Chapter 6 (Demystifying the Media)
- \*Ryan, “Framing the News” (from Ryan, Prime Time Activism)
- \*Hazen, “The Right-Wing Express” (AlterNet, February 7, 2005)
- \*Sheppard. “The Koch Brothers’ Vast Right-Wing Media Conspiracy” (Mother Jones, Feb. 4, 2011)
- \*Federman, “Can Activists Win the PR Battle With the Fossil Fuel Industry?” (Truthout, August 11, 2013)
- \*\*”Media Malpractice on Debt Ceiling: Five ways media misreported deficit debate” (FAIR, August 2011)
- \*Cleeland, “Why I’m Leaving the Los Angeles Times” (Huffington Post, May 28, 2007)
- \*Witt, "We Rarely See Those Who Labor" (Baltimore Sun, Aug. 22, 1999)
- \*\*”Are You on the Nightline Guest List?” (FAIR, February 6, 1989)
- \*\*”Model press advisory and model press release” (from Fighting Toxics)
- \*\*”Organizing a Media Event”

### **Thursday, November 5 - Lunch Speaker**

Barbara Osborne, Liberty Hill Foundation

## **Part IV. ORGANIZING AND MOVEMENTS**

### **Thursday, November 7 - How Can the Labor Movement Be a Powerful Force for Social Justice?**

Watch before class: “What Have Unions Ever Done for us?” (Australian video, 2 minutes)

[http://www.youtube.com/watch?v=184NTV2CE\\_c](http://www.youtube.com/watch?v=184NTV2CE_c)

Watch before class: “What Have Unions Ever Done for Us?” (American video, 3 minutes)

<http://www.youtube.com/watch?v=iObqguaNDdA>

Watch before class: “Is Labor a Lost Cause?” Bill Moyers interview with Bill Fletcher and Stephen Lerner, July 6, 2012 <http://billmoyers.com/episode/full-show-is-labor-a-lost-cause/> (one hour)

Bobo, *OSC*, Ch. 19 (Building Labor-Community Partnerships)

\*Tobar, “A Union Job Gave Her the Bootstraps She Needed” (*LAT*, June 14, 2012)

\*Greenhouse, “A Day’s Strike Seeks to Raise Fast-Food Pay” (*New York Times*, July 31, 2013)

\*Meyerson, “What Happens If America Loses Its Union?” (*Washington Post*, June 12, 2012)

\*Kuttner, “A More Perfect Union” (*American Prospect*, November 28, 2011)

\*Gordon, “Union Decline and Rising Inequality rises” (Economic Policy Institute, June 6, 2012)

\*Meyerson, “Unions Wield New Power as Shareholders” (*Washington Post*, June 5, 2012)

\*“Unions: Facts and Figures” (Economic Policy Institute, 2007)

\*Greenhouse, “The State of the Unions” (from *The Big Squeeze: Tough Times for the American Worker*, 2008)

\*Bronfenbrenner and Hickey, “Winning is Possible: Successful Union Organizing in the United States Clear Lessons, Too Few Examples” (*Multinational Monitor*, June 2003)

\*Dreier and Candaele, “Labor Law Reform Not Just for Unions” (TomPaine.Com, May 10, 2007)

### **Thursday, November 7 - Lunch Speaker**

Eddy Iny, Our Walmart campaign, UFCW

\*Featherstone, “Will Labor Take the Wal-Mart Challenge?” (*The Nation*, June 28, 2004)

\*Readings about Our Walmart and on SEIU’s fast-food workers campaign – TBD

### **Saturday, November 9 – Long Beach tour 9:00 – 2:00**

\*Long Beach readings TBD

### **Tuesday, November 12 - Organizing, Elections, and Politics: The Inside/Outside Dilemma**

Watch this 8-minute video from Bill Moyers’ show before this class session:

<http://www.youtube.com/watch?v=mFlXpoA-MQY>

Watch this 2-minute video, “Congresswoman Judy Chu Tells Politicians: Don’t Take Walmart’s Money” <http://www.laane.org/whats-new/2012/06/15/video-judy-chu-tells-politicians-dont-take-walmarts-money/>

\*Wallsten, “President Obama bristles when he is the target of activist tactics he once used” (*Washington Post*, June 9, 2012)

\*Shear, “Obama’s Defender of Borders Is Again a Voice for Migrants” (*NYT*, May 3, 2013)

\*Hersch, “Direct Action Governing” (*Shelterforce*, Summer 2012)

\*Dolan, “Environmental Activists Adapt to Insider Role” (*LAT*, March 23, 1993)

\*Kaufman, “Disillusioned Environmentalists Turn on Obama as Compromiser” (*NYT*, July 11, 2009)

- \*Greenhouse, “Democrats Drop Key Part of Bill to Assist Unions” (NYT, July 17, 2009)
- \*Piven, “Obama Needs a Protest Movement” (The Nation, November 13, 2008)
- \*Walljasper, "Burlington, Northern Light" (The Nation, May 19, 1997)
- \*Leibovich, “The Socialist Senator” (NYT Magazine, January 21, 2007)
- \*Kirsch, “What Progressives Did Right to Win Health Care” (The Nation, August 9, 2010)
- \*Katz, “What We Lost After We Won in 2008” (In These Times, November 10, 2010).
- \*Graff, “Elizabeth Warren: Yes She Can?” The Nation, April 23, 2012
- \*Mitchell, "The Genius of Cecile Richards," The Nation, March 26, 2012

Recommended: Watch the film “Wellstone,” available on reserve in the library

## **Tuesday, November 12- Lunch Speaker**

Torie Osborn (former director of Liberty Hill Foundation; former Deputy Mayor, LA)

## **Part V. THE BATTLE FOR DEMOCRACY**

### **Thursday, November 14 – The Tea Party and Occupy Wall Street**

*Joint class. Both sections will meet in Johnson 203*

*Pass Out Coalition Role-Play Exercise (Due November 27)*

Watch: Glenn Beck on Obama and Saul Alinsky

<http://www.godtube.com/watch/?v=JCBMF1NU> (4 minutes)

Watch: Glenn Beck on Progressivism, Radicalism, and Piven-Cloward – Part 1 (8 minutes)

<http://www.youtube.com/watch?v=t9dnLgTo6MU>

Watch: Glenn Beck on Progressivism, Radicalism, and Piven-Cloward – Part 2 (8 minutes)

[http://www.youtube.com/watch?v=D6mmOapC\\_i0](http://www.youtube.com/watch?v=D6mmOapC_i0)

\*Wilentz, “Confounding Fathers: The Tea Party’s Cold War Roots” (New Yorker, October 18, 2010)

\*Sabert, "From Moral Majority to Organized Minority: Tactics of the Religious Right" (Christian Century, August 11-18, 1993)

\*Field, “Recruiting for the Right” (Chronicle of Higher Education, Jan. 12, 2007)

\*Lacy, “Taking Their Fight On Illegal Immigrants to the Arizona Border” (NYT, August 16, 2010)

\*Rich, “The Billionaires Bankrolling the Tea Party” (NYT, August 29, 2010)

\*Henig, “Grover Norquist: You Can’t Break the Pledge” (New Yorker, July 24, 2011)

\*Davey, “Lugar Loses Primary Challenge in Indiana,” (NYT, May 8, 2012)

\*“Top 10 class warfare attacks by President Obama” (Human Events, June 2, 2012)

\*Jan, “Tea Party takes aim at GOP” (Boston Globe, August 9, 2013)

\*Bump, “The Tea Party Is Dead, but Conservatism Reincarnates” (Atlantic, August 8, 2013)

\*Harkinson, “Why Occupy Should Be the Left's Tea Party: May Day was a success, but Occupy needs to rethink itself if it wants to change America” (Mother Jones, May 2, 2012)

\*Jaffe, “What Occupiers Learned From Obama - and What He Should Learn From Them” (Truthout, May 13, 2012)

\*Dreier, “Is Capitalism On Trial?” (Dissent, January 27, 2012)

\*Michael Moore’s, “The Winter of Our Occupation” (December 6, 2011)

\*“How is Occupy Los Angeles Working With Communities of Color?” (Colorlines, May 7, 2012)

## **Thursday, November 14 - Lunch film: "The Rise of the New Right"**

## **Tuesday, November 19 - Case Study: Green Jobs Coalitions**

Watch:

"Beat the Canal" video (7 min.) <http://www.beatthecanal.com/>

"Dear Mr. Buffet" video (4 min.) <http://www.youtube.com/watch?v=nG8TtFoNbJU>

"Out of the Shadows" video (7 minutes) <http://www.laane.org/whats-new/2013/01/11/video-out-of-the-shadows/>

- \*Spivak, "The Battle of the Ports" (Planning, May/June 2011)
- \*Bensman, "Stuck on the Low Road" (American Prospect, October 2009)
- \*Samuel, "A Good Working Environment" (American Prospect, February 27, 2009)
- \*Moch, "Fighting for Green Justice" (American Prospect, March 23, 2009)
- \*Schoch, "Labor Lends Its Clout to Port Pollution Battle" (LAT, January 28, 2006)
- \*Saharan and White, "Port Drivers Steer Toward Clean-Truck Program" (LAT, June 6, 2007)
- \*Matsuoka, "Clean and Safe Ports: Building a Movement, Region by Region" (Race, Poverty & Environment, Fall 2008)
- \*Hricko, "Global Trade Comes Home: Community Impacts of Goods Movement" (Environmental Health Perspectives, 116 (2), Feb, 2008, 80-81).
- \*White, "Cleaner Port Air, But How? Legal Tussles on Trucker Rules Bedevil L.A. and Long Beach" (Los Angeles Times, Jan 9, 2010)
- \*Strunsky, "Attempt to raise Bayonne Bridge roadway puts politicians, environmental groups at odds" (Star Ledger, July 27, 2012)
- \*Toll Drivers Contract – Info Graphic.
- \*Medina. "A Busy California Port Seeks to Grow, but a Neighbor Objects" (NYT, April 11, 2013)

## **Tuesday, November 19 -- Lunch Speakers**

Greg Good (formerly LAANE/currently City of LA) and Patricia Castellanos (LAANE)

## **Thursday, November 21 - What Are the Strengths and Weaknesses of Coalitions?**

### *Coalition Role-Play Exercise Due*

Bobo, OSC, Ch. 9 (Building and Joining Coalitions), Ch. 20 (Working with Religious Organizations)

- \*Fine, "An Organizer's Checklist for Coalition Building" (from Brecher/Costello, Building Bridges)
- \*Shearer, "How the Progressives Won in Santa Monica" (Social Policy, Winter 1982)
- \*Kelleher and Talbott, "The People Shall Rule" (Shelterforce, Nov. /December 2000)
- \*Bass, "New Hope for New Haven" (The Nation, February 13, 2012)
- \*Uetricht. "ALEC Convention Met With Protests in Chicago" (Nation, August 7, 2013)
- \*Cruickshank. "Why Aren't Progressives as Good at Politics as Conservatives?" (Daily Kos)

## **Tuesday, November 26 – Session to work on Fossil Fuel Campaign**

## **Thursday, November 28 - No Class. Happy Thanksgiving.**

## **Tuesday, December 3 – The Future of Organizing What Are We Organizing For?**

Watch this video before class: "Standing Up for Democracy," Bill Moyers interviews Ai-jen Poo, Sarita Gupta, and George Goehl, March 30, 2012 (one hour)

<http://billmoyers.com/episode/full-show-standing-up-for-democracy/>

- \*Berman, “Time to March on Washington – Again” (The Nation, September 2, 2013)
- \*Lerner, “Horizontal Meets Vertical: Occupy Meets Establishment” (The Nation, April 2, 2012)
- \*Dreier, “Today’s Social Justice Heroes” (The Nation, July 30/August 6 2012)
- \*Walker, “Grassroots Mobilization by Corporate America” (NYT, August 10, 2012)

**Finals Week: December 9 - 13**

*On day of our scheduled final:*

- *Final paper due*
- *Students make final presentation on Fossil Fuel campaign*

**SUMMARY OF ASSIGNMENTS/LUNCH AND DINNER SESSIONS**

<b>Writing Assignments</b>	<b>Pass Out</b>	<b>Due/Discuss</b>
Family Social Ties	May 22	September 17
Family History	May 22	September 19
Member/Leader Interview	September 3	October 24
Organizational Assessment	September 3	October 29
Issues Exercise	September 26	October 3
Strategy Chart Exercise	October 3	October 8
Organizing Role-Play	October 17	October 22
Coalition Role-Play	November 14	November 21
Final paper		Date of scheduled final
Presentation on Fossil Fuel Campaign		Date of scheduled final

**Lunch meetings**

Peter Dreier`	Thursday, September 19
Paulina Gonzalez	Tuesday, September 24
Lydia Avila/Regina Clemente/Lanita Morris	Thursday, September 26
Ernesto Cortes	Tuesday, October 8
Amy Schur	Thursday, October 10
Rick Jacobs	Thursday, October 17
“One Day Longer” film	Tuesday, October 22
Betty Hung	Tuesday, October 29
Veronica Carrizales	Thursday, October 31
Barbara Osborne	Tuesday, November 5
Eddie Iny	Thursday, November 7
Torie Osborn	Tuesday, November 12
“Rise of the New Right” film	Thursday, November 14
Patricia Castellanos and Greg Good	Tuesday, November 19

**Dinner meetings**

“The Organizer”	Tuesday, September 17
“Norma Rae”	Thursday, October 24



## Final Paper

Each student in this course is required to write a short paper (15 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. The paper should explain what you learned about community organizing, especially, what are the key elements of effective community organizing, and how well the organization met these criteria. Two earlier exercises/research projects will help you write your final paper.

1. **Keep a journal.** As part of this course, you should keep a journal. Your journal should record your internship activities. You should take notes on your observations and impressions about the people, the organization, the community, and issues you are dealing with. You should record your own activities -- including the highlights and problems.
2. Interview a community member/leader within your internship organization. (Due Sept. 24)
3. **A preliminary organizational assessment.** (Due October 29) This includes.
  - a. Annual budget of the organization for each of the past three years. In cases where you might be interning with a union local of a chapter/local office of a statewide organization, you may have to determine local and higher level budgets.
  - b. % of budget devoted to community organizing
  - c. Number of full-time and part-time staff persons in the whole organization
  - d. Number of full-time and part-time staff persons with responsibility for community organizing and advocacy  
Sources of funding for the organization for each of the past three years, including dues, foundations, fundraisers, other. List the foundations.
  - e. List the issues that the community organizing staff have worked on in the past three years
  - f. 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.
  - g. If your organization has a Board of Directors, list the names of the people on the Board of the organization.
  - h. Profile the Board of Directors in terms of the following categories: (1) community residents, (2) staff, (3) funders and/or business, (4) allies, (5) attorneys, (6) other
  - i. Provide a one-page summary of the organization's history, including the date of its founding, its evolution over time, any significant changes in its mission or structure

## Final Journal

The reflective information from your journal as well as the organizational information you research for your mid-term paper will inform your final paper. Your final paper should aim to be objective. 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 people besides your intern supervisor. Your analysis of the organization's strengths and weaknesses should be based on the criteria we have discussed and read about in class. To help you think about these issues, we will put on the course website a chapter called "Getting to Know the Placement Site" from the book The Successful Internship: Transformation and Empowerment in Experiential Learning by H. Frederick Sweitzer and Mary A. King (third edition, Thompson-Brooks/Cole Publishers, 2009). Please read this chapter before you begin your internship.

The final paper should include an evaluation of the organization and of your internship. Topics should include (but aren't limited to) the following:

- The history of the organization. How it was started and by whom? Why was it started? How and why it has changed since its beginning? What are the organization's missions and goals?
- How is the organization organized? Discuss its budget, staff, board, and sources of funds. Who runs the organization? How does the way it is organized reflected its missions and goals? How does the way it is funded influence what it does?
- How does the organization decide what issues to get involved with? What is the group's overall strategy? How does it decide on strategy and tactics?
- What is the organization's constituency? How does it determine what its constituency is?
- How does the organization deals with such matters as leadership, recruiting and maintaining members, maintaining morale, fundraising, research, and the media?
- What impact does involvement in the organization have on the people -- staff, leaders, members?
- Discuss how your internship fit into the organization's overall activities. Discuss the specific role(s) you played in the organization. Evaluate the pros and cons of your internship.

Discuss the overall strengths and weaknesses of the organization. Be sure to clarify what criteria you are using.

## Fossil Fuel Project

As part of the Community Organizing class, all students will participate in the same group project that involves organizing an *issue campaign* on the Oxy campus. The idea is to find ways to link students and the college to a major social justice issue that people are organizing around in the broader society. A good example is the 1980s movement to dismantle racial segregation (apartheid) in South Africa, which was eventually successful. College students played an important part in that movement. One of their key strategies was to demand that college and universities end their investments (in their endowments) in corporations that do business in South Africa. At Oxy, this divestment campaign was led by students (including one named Barry Obama) together with faculty. We'll read articles about the anti-apartheid movement and the divestment movement in class).

Today one of the largest social justice movements is around climate change and global warming. There are many parts of this movement around the world and many strategies for pushing governments, corporations, and consumers to change their practices in order to reduce the serious threat of global warming. Learning a lesson from the anti-apartheid movement, the environmental movement has adopted "divestment" as a key strategy, by urging religious groups, union pension funds, city governments, and universities to end their investments in big fossil fuel corporations. This short *Rolling Stone* article by Bill McKibben, "[Fossil Fuel Resistance](#)," describes this movement and the powerful organizing emerging across the country.

The fossil fuel divestment movement is growing on college campuses around the country. A number of national organizations are involved in this campaign. The website [Go Fossil Free](#) explains the importance of campus-based organizing around this issue:

*Colleges and universities are leading the way. Students have always been key to movements of conscience, and this fight is no different.*

*Institutions of higher education are charged with preparing their students for lifetimes of work and service. But if those institutions are invested in fossil fuel companies, then students' educations are being subsidized by investments that guarantee they won't have much of a planet on which to make use of their degrees.*

*Colleges and universities rush to launch greening initiatives, sustainability offices, and environmental curricula, but it makes no sense to green the campus and not the portfolio. Fossil fuel divestment is a reasonable next step -- and it's the right thing to do.*

The [same website](#) explains the motivation and goals of a campus divestment movement:

*If it is wrong to wreck the climate, then it is wrong to profit from that wreckage. We believe that educational and religious institutions, city and state governments, and other institutions that serve the public good should divest from fossil fuels.*

*We want institutions to immediately freeze any new investment in fossil fuel companies, and divest from direct ownership and any commingled funds that include fossil fuel public equities and corporate bonds within 5 years.*

*200 publicly-traded companies hold the vast majority of the world's proven coal, oil, and gas reserves. Those are the companies we're asking our institutions to divest from. Our demands to these companies are simple, because they reflect the stark truth of climate science:*

- They need immediately to stop exploring for new hydrocarbons.*
- They need to stop lobbying in Washington and state capitols across the country to preserve their special breaks.*
- Most importantly, they need to pledge to keep 80% of their current reserves underground forever.*

Your group assignment this semester will be to develop an Oxy campaign around this issue. You can learn from the efforts of students at other campus. This how-to guidebook, [\*\*"Fossil Free: A Campus Guide to Divestment,"\*\*](#) provides a great tool-kit for organizing a campus campaign on this issue. Every student in the class should read this document before class begins. Another great source of information is this report, [\*\*"Everything You Need to Know to Bring Responsible Investment to Your College or University,"\*\*](#) published by the Responsible Endowments Coalition. This report is not required reading but it would be useful for you to peruse it so you know what is in there and so you can refer to it for information during the semester.

Whether or not you are excited about this issue, we want you to learn about organizing and leadership by developing a campaign around this topic on campus.

Like any other project or assignment, this one might seem overwhelming at first. But what we hope you will learn this semester, and apply to this assignment, is that effective organizing involves breaking things down into manageable tasks and dividing up the labor so that everyone contributes to the whole. That way, no single person or small group of persons has a big burden. Years ago, the folksinger Woody Guthrie wrote a children's song about doing tasks around the house. It says: "But if we all work together/It shouldn't take very long." That's a great way of describing community organizing.

What do Professor Matsuoka and I expect you to do? No, we don't expect you to solve the entire global warming crisis in one semester! We *do* expect you to design a campus campaign around this issue. We expect you to organize yourselves as a group in order to accomplish this task. We won't be giving you specific tasks or assignments. This is up to you. This probably will involve breaking up into committees to carry out different tasks.

Every student in the class will get the same grade, based on the final products. You will be graded on three things:

1. A memo (roughly 10-12 pages) that outlines the step-by-step strategy for an Oxy-based divestment campaign. We don't expect you to carry out the entire campaign. In fact, the memo should be designed with a timeline that begins this semester but ends at the end of the Spring 2014 semester. Developing a year-long campaign (even if you may not be able to engage in the campaign in the Spring semester) will lay the groundwork for a longer term campaign on campus that links Oxy to the national

movement. The memo should contain an analysis of the issue, campaign goals, the strategy, and tactics you will use, and a campaign timeline. All students (individually or as part of their committees) will be responsible for different sections of the memo. This written memo will be due in November.

2. One tactic that you will undertake this semester as part of that broader strategy. Consult the “Fossil Free: A Campus Guide to Divestment” for examples of tactics. (We will discuss the differences between a “strategy” and a “tactic” in the class this semester). You could, for example, conduct a petition drive, bring a speaker to campus, or show a film to educate fellow students about the issue, hold a rally, or some other tactic.
3. A public presentation of your strategy. The class will give a public presentation of the memo, including a power-point, in November at a time to be determined. The purpose of your presentation will be to engage organizations/individuals to fully implement your campaign strategy. We will discuss which organizations you think should be invited to the presentation. All students will be required to be involved in the presentation. In advance of your presentation you will be required to turn in an outline of the presentation and a list of tasks/areas of work with student names associated with the tasks.

Throughout the semester, you will be learning about various aspects of effective community organizing – such as recruiting people, using media, conducting research, identifying “targets”, and holding them accountable, organizing meetings and rallies. You will see these ideas in action as part of your internships. We want you to apply these ideas to this campus campaign around fossil fuel divestment. And obviously the things you learn through the fossil fuel campaign can be applied to other issues. We won’t expect you to become experts in climate change or corporate investment, but you should learn enough to be able to discuss this issue intelligently with your fellow students and have hands-on experience developing a campaign.