Community Organizing and Leadership
Community Internship
UEP 310/311
Spring 2022

Professor Peter Dreier
Office Hours: Tuesday and Thursday, 11:50 am to 1 pm
Email: dreier@oxy.edu

Class Sessions: Tuesdays and Thursdays 10:15-11:40 am
Johnson 315
We will have at least a few class sessions via Zoom. If so, here is the Zoom link and passcode:
Zoom link: https://occidental.zoom.us/s/84762971022
Passcode: 707819

"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.

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.

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 watch several films (including documentaries) and discuss them.
4. We will talk with several guest speakers who have experience as effective organizers and activists.
5. We will participate in several hands-on exercises.

Course Requirements

➢ **Internship.**
You should already have picked one of these groups to work with during the entire term. You are expected to begin your internship the week of January 31 and work at least 12 hours/week through Friday, April 29.

➢ **Guest Speakers**
We've invited several prominent activists, policymakers, and organizers to meet and talk with you.

Films
Throughout the semester you will be asked to watch films on your own time and then discuss them in class. Please plan your schedules accordingly.

➢ **Written Assignments and Exercises (**a summary of the written assignments is included at the end of the syllabus)

Keep a journal.

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 handwritten but depending on your handwriting, you may have to type up your notes. You will turn in your journals with your Final Paper (on Thursday, May 5).

Complete an Organizational Profile of your internship organization. (Due Tuesday, April 12)

Completing this assignment will require you to research and find out information about your organization. This information will be used for your final paper. Draw on newspaper articles and reports about your organization. You may have to ask your supervisor for information. Since some of the information may be sensitive organizational information, you may want to let your supervisor know that the information will be used only for classroom discussion and the professors will be the only ones reading your profiles. Your profile should include the following:

- 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.
- If your organization has a Board of Directors, list the names of the people on the Board of the organization.
- 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
- 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.
- % of budget devoted to community organizing
- Number of full-time and part-time staff persons with responsibility for community organizing and advocacy Number of full-time and part-time staff persons in the whole organization
- Sources of funding for the organization for each of the past three years, including dues, foundations, fundraisers, other. List the foundations.
- List the issues that the organizing staff have worked on in the past three years
- 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.

Final Paper (due Thursday, May 5)

Each student in this course is required to write 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 and research done for your Preliminary Organizational 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 should aim 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 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? What are the organization's missions and goals? How and why it has changed since its beginning?

- 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 reflect its missions and goals? How does the way it is funded influence what it does and its ability to advance its mission and/or achieve its organizing goals?

- 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 deal 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 fits into the organization's overall activities. Discuss the specific role(s) you play(ed) 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.

Grades

You will get the same grade for UEP 310 and UEP 311. The grades will be based on the following:

1. **Participation in class** (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 supply 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 official Oxy event, or due to reasons of faith or conscience, please let me know as early in the semester as possible.

2. **Class Exercises** (20%). The course includes 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.

3. **Internship Analysis** (20%). This includes three assignments: 1) completion of your journal; 2) organizational profile of your internship organization; and 3) final paper. See details above.

2. **Internship** (20%). Your internship supervisor's evaluation of your work, including my discussions with you and your supervisor about your internship.

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. I may occasionally add or switch readings if we think it is appropriate.

These are the required books:

- Mary Beth Rogers, *Cold Anger: A Story of Faith and Power Politics*, University of North Texas Press, 1990.
- Kim Bobo, Jackie Kendall, and Steve Max, *Organizing for Social Change*, Forum Press, 2010, 4th Edition
- 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

Office Hours and One-on-One Meetings

My office hours will be Tuesdays and Thursdays, 11:50 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

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 academic work done for all assignments is expected to be the student's own, and students give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at matriculation and at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

You should be familiar with the college's policies regarding academic honesty and plagiarism. I take these issues very seriously and so should you. Students are expected to comply with the Student Handbook, in particular the section on Academic Ethics and Academic Misconduct.

Sexual Misconduct

Based on the federal Title IX law, in the event that you choose to write or speak about having experienced sexual or interpersonal violence, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual harassment, as a designated Responsible Employee, I must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus. If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:

- Oxy's Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

- The sexual misconduct policy, along with additional resources, can be found at: http://www.oxy.edu/sexual-respect-title-ix/policies-procedures. If you would like to contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Accommodations for Reasons of Faith and Conscience

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. Information about this process is available on the ORSL website: https://www.oxy.edu/office-religious-spiritual-life

Academic Support Services

The College has a wide range of Student Academic Support Resources. If you'd like to take advantage of the College's Academic Coaching resource, which offers one-on-one sessions focused on supporting your time management skills, online learning strategies, and other study skills, you may schedule an academic coaching meeting by sending an email to academiccoaching@oxy.edu. Share what you'd like to work on, and an academic coach will schedule an appointment with you within a few days.

The Library's Teaching, Learning, and Research Support (TLRS) offers library research consultations. It also offers offer peer-to-peer support for learning technologies in the Critical Making Studio on the ground floor of the library (contact dcoaguila@oxy.edu for more information).

Peer Tutors are available to assist students on discipline-specific peer tutoring for coursework, and content review and study skills support in a variety of academic departments. Information about tutoring for all subject, including languages, can found at: https://www.oxy.edu/academics/student-success/peer-learning

The Writing Center offers opportunities to work on all forms of writing for any class or other writing tasks such as personal statements, proposals, senior comprehensives, etc. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. For Spring 2022, most appointments will be synchronous in-person sessions, with some availability

for Zoom virtual meetings and asynchronous feedback. The Writing Center is located on the ground floor of the Academic Commons. See the Writing Center website for more information about our hours and how to sign up for appointments. Please contact the Writing Center Director, Prof. Prebel (jprebel@oxy.edu; x1307) for more information on how the Writing Center can work with you.

Discrimination, Harassment, and Retaliation policy

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.

Students with Disabilities/Learning Differences

Accommodation of disability-related needs is available. Please let me know if you need some kind of accommodation. Students with documented disabilities and learning differences who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of the semester or as soon as possible thereafter. Any student who has, or thinks, they may have a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at http://www.oxy.edu/disability-services

Intercultural Community Center (ICC)

The Intercultural Community Center (ICC) seeks to uplift and support the experiences of students who identify as BIPOC, LGBTQIA+, low income or first-generation college students. The ICC also aims to reduce institutional barriers for minoritized groups through intersectional programming, identity-specific services and structural resources. To learn more, contact icc@oxy.edu, or reach out directly to Chris Arguedas, at carguedas@oxy.edu.

Lived Name Policy

Occidental College seeks to provide an inclusive and non-discriminatory environment by making it possible for students to use a lived first name and pronouns on college records when a legal name is not required. Students are

encouraged to use Zoom to display their lived name and pronouns. These can be set at https://occidental.zoom.us/profile.

COVID/Emmons/ Student Health

Your health and well-being, and that of our community, are essential. If you are feeling any symptoms of illness, even if they are slight, please refrain from attending class until explicitly cleared by Emmons. Similarly, if you have a known exposure to someone who has tested positive for COVID-19, please do not return to class until Emmons confirms that you are cleared to participate in your usual activities.

Symptoms such as anxiety, depression, loss of motivation, difficulty concentrating, and strained relationships can occur any time, and these are heightened during the pandemic. Emmons Counseling staff are committed to supporting the mental health needs of all of our students, regardless of where you're located. Emmons provides virtual walk-ins, crisis support, and consultation to all students, and ongoing individual telecounseling to students residing in California. All students residing outside of California will have access to ongoing telecounseling through a national telecounseling service. Emmons also assists students with finding local therapy referrals. All students continue to have access to the 24/7 confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657 or schedule an appointment online at https://myhealth.oxy.edu using your Oxy login credentials.

Family Involvement

As many of you are learning from home this semester, you may have family around who are willing and able to provide you with support. While general support is necessary and welcomed by many, in order to protect your academic growth and ensure the integrity of this course, this statement serves as a reminder that your work must be your own. While office hours are always available for students, they will not be available for parents/guardians/family members. As always, if your parent/guardian has concerns, they are welcome to contact the Dean of Students office.

Recordings

No recording of classroom instruction is permitted, except by the professors, but I will not be recording the class discussions. The sharing, altering, or distorting of any audio-visual capture of a class session is not permitted.

Keeping Up With the News

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, Washington Post, and the Wall Street Journal. You can get a subscription to any of these publications, buy some of them in the bookstore, read them in the library, or read them on-line. There are also many publications (with websites) that look at politics and policy from a particular perspective -- conservative, moderate, liberal, progressive, libertarian, religious, feminist, environmental, and others. Here are a few of them:

- Progressive or democratic socialist - The Nation, American Prospect, Dissent, The Progressive, In These Times, Mother Jones, The Progressive, Jacobin, YES!, Ms., and Teen Vogue (no kidding).

- Liberal - New Republic, The Atlantic, Talking Points Memo, Washington Monthly, Politico (www.politico.com), and Vox (vox.com).

- Conservative – Weekly Standard, The Bulwark, American Spectator, National Review

- One of the best sources of information about American politics is There's a great politically-neutral website called Politifact that fact-checks things said by politicians and in the media: https://www.politifact.com/

Web Sites About Activism

You can 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. I encourage you to bookmark them so you can find them easily.

Indivisible (https://indivisible.org), **People's Action** (https://peoplesaction.org), **Faith in Action** (https://faithinaction.org), **Center for Popular Democracy** (https://populardemocracy.org), **Working Families Party** (https://workingfamilies.org/), **Black Lives Matter** (https://blacklivesmatter.com), One America (https://weareoneamerica.org), **Community Change** (https://communitychange.org), **Mijente** (https://mijente.net), **United We Dream** (https://unitedwedream.org), **.350**

(https://350.org), Sunrise Movement (https://www.sunrisemovement.org), **Industrial Areas Foundation** (https://www.industrialareasfoundation.org), **Partnership for Working Families** (https://www.forworkingfamilies.org), **Dream Defenders** (https://dreamdefenders.org), **Black Youth Project 100** (https://www.byp100.org), **Right to the City** (https://righttothecity.org), **MoveOn** (https://front.moveon.org), **Sierra Club** (https://www.sierraclub.org), **Planned Parenthood Action Fund** (https://www.plannedparenthoodaction.org), and **Democratic Socialists of America** https://www.dsausa.org), are national networks of local community organizing and issue organizing groups, each of which has affiliates in California.

The Forge: Organizing Strategy and Practice: (https://forgeorganizing.org/) – This is a site where organizers share their experiences, successes and failures.

Beautiful Trouble (https://www.beautifultrouble.org/toolbox/#/) – This is a website of stories, ideas, tools, and examples for use by activists.

Organizing Upgrade (**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.

Community Organizing and Development (http://comm-org.wisc.edu) -- This site is an archive of articles and reports about community organizing and community development through 2013.

Shelterforce (https://shelterforce.org/) is a magazine for housing activists that includes articles about tenant organizing, nonprofit community development, and progressive housing policy.

Housing is a Human Right (https://www.housinghumanright.org/) and **Tenants Together** (https://www.tenantstogether.org/) focus on tenants' rights organizing in California

The Center for Neighborhood Technology (https://www.cnt.org), **Planners Network (http://www.plannersnetwork.org**), and **Next City** (**https://nextcity.org**) focus on innovative research and programs that strengthen urban neighborhoods and metropolitan areas. Each site has links to many other resources.

Generation Progress (http://genprogress.org) is one of the most effective progressive student groups, with lots of resources and information on its website. **Feminist Campus** (https://feministcampus.org) focuses on women's rights issues. **United Students Against Sweatshops (http://usas.org)** helps student groups that seek a "sweatshop-free" campus, and works closely with the **Workers' Rights Consortium (http://www.workersrights.org),** a human rights group that monitors sweatshop conditions around the world; **Campus Pride** (https://www.campuspride.org) educates and mobilizes around LGBTQ issues on college campuses.

Demos - A Network for Ideas and Action (https://www.demos.org**); Color of Change (**https://colorofchange.org), **Center for Responsive Politics** (http://www.opensecrets.org); **In the Public Interest (**https://www.inthepublicinterest.org), **Good Jobs First (**https://www.goodjobsfirst.org**); Center on Budget and Policy Priorities (**https://www.cbpp.org**); California Budget and Policy Center** (http://calbudgetcenter.org); **PolicyLink** (http://www.policylink.org), **Brennan Center for Justice (**https://www.brennancenter.org), **American Civil Liberties Union** (https://www.aclu.org), **National Lawyers Guild** (https://www.nlg.org), **The Sentencing Project (**https://www.sentencingproject.org), **Coalition to Stop Gun Violence** (https://www.csgv.org), and the **Economic Policy Institute** (http://www.epi.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, civil rights, privatization, mass incarceration and criminal justice, and others.

Recommended Books

The following books are recommended if you want to learn more about effective organizing and movement-building:

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 easy to read, and full of great insights, most of which have stood the test of time.

Ezra Levin and others, Individual: The Guide -- This is the activist handbook that started the resistance to Trump and has now spread nationwide, with over 6,000

Indivisible chapters in every Congressional district.
https://www.indivisible.org/guide/

Leah Greenberg and Ezra Levin, We Are Indivisible: A Blueprint for Democracy After Trump, 2019

Jane McAlevey, No Shortcuts: Organizing for Power in the New Gilded Age, 2016

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

Ryan Grim, We've Got People: From Jesse Jackson to AOC, the End of Big Money and the Rise of a Movement, 2019

David Daley, Unrigged: How Americans Are Battling Back to Save Democracy, 2020

Jonathan Smucker, Hegemony How-To: A Roadmap for Radicals, 2017

Sarah Jaffe, Necessary Trouble: Americans in Revolt, 2016

Becky Bond and Zack Exley, Rules for Revolutionaries: How Big Organizing Can Change Everything, 2016

Bernie Sanders, Our Revolution: A Future to Believe In, 2016

L.A. Kauffman, Direct Action: Protest and the Reinvention of American Radicalism, 2017

L.A. Kauffman, How to Read a Protest: The Art of Organizing and Resistance, 2018

Gabriel Thompson, Calling All Radicals: How Grassroots Organizing Can Help Save Our Democracy, 2007

Greg Jobin-Leeds, When We Fight We Win! – 21st Century Social Movements and the Activists That Are Transforming Our World, 2016

William Darity and A. Kirsten Mullen, From Here to Equality: Reparations for Black Americans in the 21st Century, 2020

Kate Aronoff, Alyssa Battistoni, Daniel Aldana Cohen, and Thea Riofrancos, A Planet to Win: Why We Need a Green New Deal, 2019

Naomi Klein, This Changes Everything: Capitalism vs. The Climate, 2015

Kristin Szakos and Joe Szakos, We Make Change: Community Organizers Talk About What They Do And Why, 2007

Robert Fisher, Let the People Decide: Neighborhood Organizing in America (2nd edition). 1997

Charlotte Ryan, Prime Time Activism. This book is a handbook for grassroots activists about dealing with the media, 1999

Rinku Sen, Stir it Up: Lessons in Community Organizing and Advocacy, 2003

Makani Themba, Making Policy, Making Change: How Communities are Taking Law into Their Own Hands, 1999

Joan Minieri and Paul Getsos. Tools for Radical Democracy. How to Organize for Power in your Community, 2007

Mark and Paul Engler, This Is An Uprising: How Nonviolent Revolt Is Shaping the 21st Century, 2016

Bhaskar Sunkara, The Socialist Manifesto: The Case for Radical Politics in an Era of Extreme Inequality, 2019

Kate Aronoff, Peter Dreier, and Michael Kazin, editors, We Own the Future: Democratic Socialism, American Style, 2020

Topics, Readings, Videos, and Films

Part I - Foundations

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)

Tuesday, January 25 – Introduction (remote)
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

*President Joe Biden's January 6, 2022 speech to Congress

Thursday, January 27 – Movements, Organizations, Campaigns (remote)

- Watch before class: "9 to 5: The Story of a Movement" (Here is the vimeo link: https://vimeo.com/522444465. Use this password: WorkingWomen) (85 minutes)

*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
*Dreier, "The #MeToo Movement's Roots in Women Workers' Rights," Yes Magazine, October 12, 2018
*Institute for Women's Policy Research, "The Union Advantage for Women," February 2018
*Baker, "How Local Activists are Organizing for Reproductive Rights," Ms, June 14, 2019.
*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
*Nash, Moore, Grant, and Winzenberg, "'It's Not About You': How To Be A Male Ally," The Conversation, April 5, 2021
*Cauterucci, "How the Women's March Might Have Played Out Differently,"

Salon, January 21, 2022

Tuesday, February 1 - Why Do People Tolerate So Much Injustice?

- Watch before class this short clip of Dr. King's speech, "Our God is Marching On," delivered on the steps of the State Capitol in Montgomery, Alabama after the completion of the march from Selma to Montgomery on March 25, 1965. video before class: https://www.youtube.com/watch?v=IIT0ra9-mTc Here is the text of the entire speech: https://kinginstitute.stanford.edu/our-god-marching
- Watch parts of this 1939 film before class: "The Grapes of Wrath" Start at 9:30 and go to 18:30 (9 minutes), then go to 1:58:00 and watch Tom Joad's famous farewell speech at the end of the film (3 minutes)
- Watch this 3-minute video before class: Robert Reich, "It's all about Power - Who Has It and Who Doesn't," February 17, 2016 https://www.youtube.com/watch?v=ggiMIqIYGKs (3 minutes)
- Watch this video before coming to class: "Interview with Liliana Guandique" https://vimeo.com/63744322 (7 minutes)

*Steinbeck, The Grapes of Wrath (1939 novel) – Chapter 5
*Bacon, "Braceros Strike After One Worker Dies," American Prospect, August 9, 2017
*Greenhouse, "Hotel Rooms Get Plusher, Adding to Maids' Injuries," NYT, April 21, 2006
*Greenhouse, "Among Janitors, Labor Violations Go with the Job," NYT, July 13, 2005
*Greenhouse, "Covid-19 Puts Workers in Danger, The Guardian, July 24, 2020
*Mozingo, "Residents Want Action After Fatal Accident on Figueroa," LAT, October 18, 1998
*Reyes, "South LA Residents Resist Oil Firm's Plans to Burn Gas at Drilling Site," LAT, August 16, 2015
*Martin, "The Radical Possibilities of Not Paying Your Student Loans," New Republic, February 7, 2020
*Thomas, Choi, Brown, and Madden, "Driving While Black: ABC News Analysis Of Traffic Stops Reveals Racial Disparities In Several US Cities," ABC News, September 9, 2020
*Mohan, "Though Far from Poor, A Family Struggles Daily," LAT, May 18,

2004

*Burns, “Oakland’s Moms 4 Housing Were Evicted by a Giant Corporation That Runs National Home-Flipping Operation,” Intercept, January 17, 2020

*Freedman, “Poor Selection,” Wall Street Journal, December 20, 1990

*Lopez, "Fewer Fire Inspections Conducted in Inner City," LAT, October 8, 1993

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

*Winton and Pierson, “LAPD Arrests Skid Row Campers,” LAT, October 4, 2006

*Ehrenreich, “It’s Expensive to be Poor,” Atlantic, January 13, 2014.

Thursday, February 3 – Inequality, Privilege, Justice

- Watch this video before class: “How We Live” http://vimeo.com/94603192 (7 minutes)
- Watch this video before class: “What are Universal Human Rights?” https://www.youtube.com/watch?v=nDgIVseTkuE (5 minutes)
- Watch this video before class: “What Is White Privilege?” https://www.youtube.com/watch?v=7kfi3NKlQaU (one minute)
- Watch this video before class: “Are The Rich Getting Too Much Of The Economic Pie?” https://www.theatlantic.com/business/archive/2013/08/are-the-rich-getting-too-much-of-the-economic-pie/465714/ (3 ½ minutes)
- Watch this 6-minute video before coming to class: “Wealth Inequality in America” https://www.youtube.com/watch?app=desktop&v=QPKKQnijnsM
- “The Top 1%: Should Wealth Have Its Limits?” CBS News, January 22, 2022 https://www.cbsnews.com/video/the-top-one-percent-should-wealth-have-its-limits/ (8 minutes)
- Percentage of workers in unions by state 1964-2014 https://www.npr.org/sections/money/2015/02/23/385843576/50-years-of-shrinking-union-membership-in-one-map

*Domhoff, Who Rules America?, 8th edition, 2022 (“Introduction,” pages 1-5; and “Three Power Indicators,” pages 29-35)

*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
*Konczal, "There Is Power In a Union," The Nation, May 23, 2018
*Hertel-Fernandez, Tervo, and Skocpol, "How the Koch Brothers Build the Most Powerful Right-Wing Group You've Never Heard Of," Guardian, September 26, 2018
*Roosevelt, "How Will California's Workplace Laws Change In 2022? More Protections Are Coming," LAT, December 31, 2021
*"Power" (Organizing for power.org)
*Tomasky, "What Are Capitalists Thinking?" NYT, August 5, 2015.
*Dreier and Collins, "Traitors to Their Class," New Labor Forum, Winter 2012
*Buffett, "Stop Coddling the Super-Rich" (NYT, August 14, 2011)
*Williamson, "Americans Are Proud To Pay Taxes — Except When They Think Others Are Cheating" (Washington Post, April 18, 2017)
*Jacobson, "Explaining Alexandria Ocasio-Cortez's 70 Percent Marginal Tax Rate Idea" (Politifact, January 8, 2019)

Tuesday, February 8 – Direct Action, Advocacy, Charity/Services, and Community Development

*The Hungry Person Exercise (Come to class prepared to discuss this exercise)

Direct Action
Bobo, OSC, Ch. 2 (Fundamentals of Direct Action Organizing)
*Renwick, "Fed-Up Tenants Take Over," LAT, August 15, 1994
*Visram, "Behind the Scenes with March for Our Lives as They Shift Tactics and Mature a Movement," Fast Company, August 9, 2019
*Rourke, "Her Calling: To Help Others Find a Voice" (LAT, August 12, 2002)

Advocacy
*Schneiderman, "The American's Dilemma: Jane Addams, Barack Obama and the Urge to Help Others," Salon, May 30, 2015
*Visit the website for the Alliance for Justice (www.afj.org) and read the section called "Advocacy Defined" (https://www.bolderadvocacy.org/advocacy-defined/) and familiarize yourself with the options, and limits, for nonprofits to lobby.

Charity and Services
*Hilfiker, "Justice and the Limits of Charity, " The Other Side, 2000

Community Development

- Watch this video before class: "Holding Ground" -- Dudley Street Neighborhood Initiative https://www.youtube.com/watch?v=TElaNRPBXP0 (12 minutes)
- Watch this video before class: "Fifth Avenue Committee" https://www.youtube.com/watch?v=mbUTWrzcbqA (3 minutes)
- Watch this video before class: "ELACC street vendor campaign" https://www.youtube.com/watch?v=AZynAJu3BLI (2 minutes)

*Holt, "What Every Community Organization Should Know About Community Development, Just Economics, March 1975

*Lander, "Community Development as Freedom?" Shelterforce, September/October 2002

Writing Assignment

Visit these five websites. Compare and contrast them. Explore what homeless people get from each, how they are treated, what the organization assumes about the causes of and solutions to homelessness. Two or three pages. Bring this to class.

- Downtown Women's Center: https://www.downtownwomenscenter.org/
- LA Mission: https://losangelesmission.org/
- LA CAN (Los Angeles Community Action Network). http://cangress.org/
- Skid Row Housing Trust: http://skidrow.org
- Inner City Law Center: https://innercitylaw.org

Thursday, February 10 – What Is Organizing?

Rogers, Cold Anger (entire book)

Tuesday, February 15 – - Who Was Saul Alinsky and Why Should We Care?

- Watch video before class: "The Democratic Promise: Saul Alinsky and His Legacy" (50 minutes)
- Listen to this interview before class: "Studs Terkel Interviews Saul Alinsky" (15 minutes)

*Riley, "Who is Saul Alinsky?" Moyers.Com, February 3, 2012

*Bowlin, "Rereading Alinsky in Baltimore," The Nation, November 8, 2018

*Breault, "Moving Beyond Place-Based Community Organizing," Shelterforce, May 13, 2019

*Engler and Engler, "Why Saul Alinsky, Author of "Rules" for Social Change, Would Probably Break Them Today," Yes Magazine, April 11, 2014
*Freedman, "Ed Chambers: Community Organizing's Unforgiving Hero" (*The New Yorker*, May 6, 2015)
*Dreier, "Martin Luther King Was a Radical, Not a Moderate," Portside, December 30, 2021
*Armstrong, "Black Voters Want Better Policing, Not Posturing by Progressives," New York Times, November 9, 2021
*Tomlinson, "Reverend Resistance," Esquire, April 25, 2017
*Walsh, "How Pramila Jayapal's Inside-outside Strategy is Changing the Future of Progressive Politics," The Nation, January 24, 2019

Thursday, February 17 – The Power of Relationships
Family History and Family Social Ties Assignments due
*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 Mega-Rallies," 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

Part II - Mass Movements

Tuesday, February 22 -- Movements, Organizations, and Campaigns
- Watch this film before class: "Heather Booth: Changing the World"

*Halpin and Cook, "Social Movements and Progressivism," Center for American Progress, April 2010
*Teixeira and Halpin, "The Progressive Tradition in American Politics," Center for American Progress, April 2010

*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)
*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
*Scheiber, "Taking On Starbucks, Inspired by Bernie Sanders," NYT, January 14, 2022

Thursday, February 24 -- Organizing Campaigns: How to Define "Success"?

- Watch this film before class: "Selma"
- Watch this video before class: Bill Moyers discusses MLK and LBJ http://www.youtube.com/watch?v=mFlXpoA-MQY (8 minutes)
- 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/

*Crosby, "Ten Things You Should Know About Selma Before You See the Film," Zinn Education Project, January 3, 2015
*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]
*Sifry, "Resistance Training: What Makes A Protest Powerful," New Republic, January 15, 2019
*White, "Occupy and Black Lives Matter Failed. We Can Either Win Wars or Win Elections," Guardian, August 29, 2017
*Cobb, "An American Spring of Reckoning," The New Yorker, June 14, 2020)
*Alemany, "Power Up: There's Been A Dramatic Shift In Public Opinion About Police Treatment Of Black Americans," Washington Post, June 9, 2020
*Kelley, "How Long Will This Take?" (Newsweek, August 16, 2010)
*"Bar Graph: Women's Participation in Sports Has Increased Exponentially," Christian Science Monitor, June 20,2012
* "High School Sports Participation Increases for 28th Straight Year, Nears 8 Million Mark," NFHS, September 6, 2017
*Hirshman, "What Stonewall Got Right, and Occupy Got Wrong," New Yorker,

June 21, 2012
*Harwood, "A Sea Change in Less Than 50 Years As Gay Rights Gained Momentum" NYT, March 26, 2013,
*McCarthy, "Record-High 70% in U.S. Support Same-Sex Marriage," Gallup Poll, June 8, 2021
"Majorities of Millennials, Gen X And Boomers Now Favor Same-Sex Marriage," Pew Research Center, June 23, 2017
*Levitin, "The Triumph of Occupy Wall Street," Atlantic, June 10, 2015.
*Langer, "Unita Blackwell, Mississippi Mayor Who Turned Nation's Eyes on Her Forgotten Hamlet, Dies at 86," Washington Post, May 15, 2019
*Schaeffer, "Racial, Ethnic Diversity Increases Yet Again With The 117th Congress," Pew Research Center, January 28, 2021
*Glickman, "How White Backlash Controls American Progress," The Atlantic, May 21, 2020

Tuesday, March 1 – Movements and Power

Pass Out Coalition Role-Play Assignment. Due March 22

Pass Out Issues Assignment. Due March 24

*Garza, *The Purpose of Power: How To Build Movements for the 21st Century* (pages 3-148)

Thursday, March 3 – The Labor Movement: Workers Rights and Economic Justice - Past Achievements and Current Challenges

- Watch this film before class: "Bread and Roses" (90 minutes)
- Watch this video before class: "What Have Unions Ever Done for Us?" (3 minutes) http://www.youtube.com/watch?v=iObqguaNDdA
- Watch this video before class: "Terrence Wise Introducing President Barak Obama. https://www.youtube.com/watch?v=oXNPDh4Q6qc (5 minutes)
- Watch this video before class: "Union Busting," - Last Week Tonight with John Oliver, Nov 14, 2021 (23 minutes) https://www.youtube.com/watch?v=Gk8dUXRpoy8

*Labor Movement timeline
*Fellner and Dubro, "The Soul of Labor History is the Story of Democracy" (from Working With Labor: A Primer, A History, just read pages 23-33)
*Dreier and Cohen, "The Fire Last Time" (New Republic, March 12, 2011)
*Ayala, "How Organizing for a Union Changed My Life," Capital & Main, April 12, 2013
*Molla, "What The First Starbucks Union Means For Workers Everywhere," Vox, December 9, 2021

*Meyerson, "The Fight for 15's Long, Winding and Brandeisian Road," American Prospect, July 18, 2019
*Greenhouse, "California is Leading a Pro-Worker Resistance," LAT, August 15, 2019
*Greenhouse, "Workers Across The US Are Rising Up. Can They Turn Their Anger Into A Movement?" Guardian, January 3, 2022
*Dreier, "Huntington Hospital Values Profits Over People," Huffington Post, June 20, 2016
*Wong, "The Unique Racial Dynamics of the LA Teachers' Strike. The Atlantic, January 14, 2019.
*Kazin, "Democrats Used to Be Able to Get Things Done. What Happened?" NYT, Feb. 25, 2022

Spring Break – March 7-11

Tuesday, March 15 – The Labor Movement: Organizing Workers
Speaker: Susan Minato, co-president, UNITE HERE, Local 11
*Abramsky, "How UNITE HERE Turned the West's Biggest Red State Blue," The Nation, June 14, 2021
*Schirmer, "Jane McAlevey's Vision for the Future of American Labor" (*The New Yorker*, June 10, 2020)
* McAlevey, "Nursing Home Unions: Class Snuggle vs. Class Struggle" (from McAlevey, No Shortcuts: Organizing for Power in the New Gilded Age, 2016)
*McAlevey, "Smithfield Foods: A Huge Success You've Hardly Heart About" (from McAlevey, No Shortcuts: Organizing for Power in the New Gilded Age, 2016)
*Rosenkrantz, "The Future of Unions: Will They Revive Under Biden Presidency?" Congressional Quarterly, January 29, 2021

Thursday, March 17 -- Housing, Tenants Rights, and the Real Estate Transfer Tax Ballot Measure in November 2022

- Watch this film before class: "City Rising" (one hour) https://www.kcet.org/shows/city-rising/city-rising-broadcast-episode

Speaker: Joe Donlin (SAJE)
*Cardine, "Tenants Take Complaints Of Poor Conditions, Harassment To Costa Mesa Property Manager," LAT, December 15, 2021
*Goetz, "Minneapolis, St. Paul Voters Say 'Yes' to Rent Stabilization," Shelterforce, November 15, 2021
*Dreier, "Why America Needs More Social Housing," American Prospect, April 16, 2018
*Sharp, "L.A. County's Shortage Of Affordable Rental Housing Persists," Urbanize LA, June 1, 2021
*Ferrer, "The Real Problem With Corporate Landlords," The Atlantic, June 21, 2021
*Smith, "'We May Lose This.' Despair Over Gentrification Reaches New Depths In South L.A." LAT, September 24, 2021
*Tobar, "Viva Gentrification," NYT, March 21, 2015
*Dreier, "Who Benefits From Gentrification?" KCET, September 13, 2017
*Lowe, "Los Angeles Goes To War With Itself Over Homelessness," NYT, October 15, 2021
*Ward, "Understanding LA's Homelessness Issues," LAist, September 9, 2021
*"Editorial: More Shelters for Homeless are Good But Permanent Housing is Better," LAT, Jan. 18, 2018
*Oreskes, "Tax Proposed On L.A. Property Sales Over $5 Million To Fund Homeless Housing," LAT, December 15, 2021
* Ballot Measure: Los Angeles Program to Prevent Homelessness and Fund Affordable Housing ("House LA")

Part III - Nuts and Bolts: Building Campaigns and Organizations

Tuesday, March 22 -- What Are the Strengths and Weaknesses of Coalitions?

Coalition Role Play Assignment due

Bobo, OSC, Ch. 9 (Building and Joining Coalitions), Ch. 20 (Working with Religious Organizations), Ch. 19 (Building Labor-Community Partnerships)
*Fine, "An Organizer's Checklist for Coalition Building" (from Brecher/Costello, Building Bridges)
*Bass, "New Hope for New Haven," The Nation, February 13, 2012
*Uetricht, "ALEC Convention Met With Protests in Chicago," The Nation, August 7, 2013
*Fine, "Building Community Unions," The Nation, December 14, 2000

Thursday, March 24 -– What Makes a Good Issue?

Issues Assignment Due

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

Tuesday, March 29 - Using Organizing Skills in Politics

Congresswoman Pramila Jayapal, Use the Power You Have: A Brown Woman's Guide to Politics and Political Change (entire book).

Thursday, March 31 – Using Organizing Skills in Politics

Pass Out Strategy Chart Assignment. Due April 7 – Campus divestment campaign

Watch this video before class: "Suppressed 2020: The Fight to Vote" https://www.youtube.com/watch?v=9rynnRBQwrU (38 minutes)

Congresswoman Pramila Jayapal, Use the Power You Have: A Brown Woman's Guide to Politics and Political Change (entire book).

Tuesday, April 5 – Inside/Outside – Organizing, Elections, Politics

- Watch this film before class: "Knock Down the House" https://www.youtube.com/watch?v=YCSo2hZRcXk (90 minutes)
- Watch this video before class: "Indivisible" https://www.youtube.com/watch?v=oAXwXwp7KaU (13 minutes)

*Kang, "Who Really Controls Local Politics?" NYT, October 11, 2021 https://www.nytimes.com/2021/10/11/opinion/raman-housing-los-angeles.html

*Albaledejo, "Maria Elena Durazo Talks Pandemic-Era Gains for Workers and the Undocumented, *Capital & Main*, March 30, 2022 https://capitalandmain.com/maria-elena-durazo-talks-pandemic-era-gains-for-workers-and-the-undocumented

*Lank, "Strange Days: Nithya Raman's first year on the L.A. City Council," Eastsider, February 1, 2022 https://www.theeastsiderla.com/news/government_and_politics/strange-days-nithya-ramans-first-year-on-the-l-a-city-council/article_e63c78c0-822e-11ec-ad9e-973c2de5f574.html

*Dreier, "From Organizer to Elected Official," The Nation, September 9, 2008 https://www.thenation.com/article/archive/organizer-elected-official/

*Remnick, "Is Alexandria Ocasio-Cortez An Insider Now?" New Yorker, February 14, 2020 https://www.newyorker.com/culture/the-new-yorker-interview/is-alexandria-ocasio-cortez-an-insider-now
*Burns, "Meet the New Generation of 'Sidewalk Socialists,'" In These Times, September 28, 2021 https://inthesetimes.com/article/sidewalk-socialists-municipal-socialism-dsa-city-council
*Kluever, "How Socialism Stopped Being a Dirty Word for Some Voters – And Started Winning Elections Across America," The Conversation, May 5, 2021 https://theconversation.com/how-socialism-stopped-being-a-dirty-word-for-some-voters-and-started-winning-elections-across-america-156572
*Featherstone, "New York's Democratic Socialists Are Playing the Long Game," Jacobin, January 11, 2022 https://jacobinmag.com/2022/01/democratic-socialism-new-york-long-game-nyc-dsa-state-politics
*Dreier, "Progressive Wins: Voters Supported Down-Ballot Reforms And Candidates That Address Racism, Police Abuse, Mass Incarceration," Talking Points Memo, November 12, 2020 https://talkingpointsmemo.com/cafe/progressive-wins-voters-widely-approved-down-ballot-reforms-candidates-address-racism-police-abuse-mass-incarceration
*Marantz, "The Youth Movement Trying to Revolutionize Climate Politics," New Yorker, March 7, 2022 https://www.newyorker.com/magazine/2022/03/07/the-youth-movement-trying-to-revolutionize-climate-politics
*Swenson-Lengyel, "The Grassroots Political Organizations Working to Get Trump Out of Office in November," Teen Vogue, May 21, 2020 https://www.teenvogue.com/story/local-organizing-2020-election-trump
*Nichols, "These Progressives Fought the Good Fight in 2021—and Gave Us Hope for 2022," The Nation, January 10, 2022 https://www.thenation.com/article/society/2022-honor-roll/
*Herndon, "2020 Democrats Import Grassroots Activism Into Their Campaign Staffs," NYT, March 18, 2019 https://www.nytimes.com/2019/03/18/us/politics/2020-democrats-activism.html
*Dreier, "The Anti-Trump Resistance and Beyond: Building a Progressive Movement," Mobilizing Ideas, July 24, 2017 https://mobilizingideas.wordpress.com/2017/07/24/the-anti-trump-resistance-and-beyond-building-a-progressive-movement/
*Segers, "The Democrats Are Caught in a Policy Doom Loop," New Republic,

March 18, 2022 https://newrepublic.com/article/165788/progressives-executive-power-supreme-court

*"Voting Should Be Easy. Why Isn't It?" NYT, October 18, 2018 https://www.nytimes.com/2018/10/18/opinion/registration-vote-midterms.html

*Leonhardt, "If Liberals Voted," NYT, June 20, 2017 https://www.nytimes.com/2017/06/20/opinion/voter-turnout-democrats-republicans.html

*Holbein, "Why So Few Young Americans Vote" (The Conversation, March 11, 2020) https://theconversation.com/why-so-few-young-americans-vote-132649

*Friedman and Feller, "Outraged About Voter Suppression? Here's What You Can Do Now," Elle, August 20, 2020 https://www.elle.com/culture/career-politics/a24787304/what-to-do-voter-suppression-gerrymandering/

*Dionne and Rapoport "What If Everyone Voted? The Case For 100 Percent Democracy," Washington Post, March 23, 2022 https://www.washingtonpost.com/opinions/2022/03/23/universal-voting-would-end-legal-battles-over-ballot-access/

Thursday, April 7 -- Thinking Strategically

Strategy Chart assignment due

Hand out Organizing Role-Play assignment. Due April 12

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

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

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

*McAlevey, "Nursing Home Unions" (in No Shortcuts – same reading from the March 15 class session)

*Levy, "Boycott Grapes," and "The Miracle of the Fast" (from Cesar Chavez: Autobiography of La Causa)

*Wiener, "Divestment Report Card: Students, Stocks, and Shanties" (The Nation, October 11, 1986)

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

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

Evening speakers event: E.J. Dionne and Miles Rapoport will be discussing their new book, *100% Democracy: The Case for Universal Voting*, at 7 pm in Choi Auditorium

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Tuesday, April 12 – What Do Organizers and Leaders Do?

Interview with leader due

Organizing Role-Play assignment due

- Watch this film before class: "Brother Outsider: The Life of Bayard Rustin" (83 minutes)
- Learn about Ella Baker at this website. Make sure to watch the 10-minute video ("Ella Baker: Bigger Than a Hamburger") and view the photographs. https://snccdigital.org/people/ella-baker/

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, Not Tired, " Dissent, Winter 2006

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

*Smucker, "Political Orphans" (Chapter 1 of *Hegemony How-To: A Roadmap for Radicals,* 2017*)*

*Borden, "Black Lives Matter Is A Case Study In A New Kind Of Leadership — Here's How The Movement Grew To International Prominence In Just 7 Years" Business Insider, June 6, 2020

*Lam, "Life as an Undercover Union Organizer," The Atlantic, March 2016

*James, "Follow The Leads Of These L.A. Activists. Write It All Down So You Know That It's Real," LAT, December 1, 2021

Thursday, April 14 – How To Recruit Members and Keep Them Involved

Preliminary organizational profile due

- Watch this film before class: "One Day Longer" (50 minutes) (DVD)

Bobo, OSC, Ch. 10 (Recruiting)

*Mosle, "How The Maids Fought Back," New Yorker, February 26 and March 4, 1996

*Ballenger, "Why People Join," Community Jobs, April 1981

*Sides, "Want to Create Activists? Here's How," Washington Post, October 26, 2014

*Ganz, “Building Community Cultural Leadership,” August 5, 2013
*Graff, “Trump’s Victory Inspired Thousands of Women to Get Involved in Politics.” Mother Jones, July/August 2017
*Munson, "How People Become Pro-Life Activists," Scholars Strategy Network, February 8, 2016

Tuesday, April 19 -- Campaign Research and Power Analysis

Speakers: Maya Abood (Oxy grad and LA Housing Department researcher) and Alex Ferrer (SAJE staffperson).
Bobo, OSC, Ch. 7 (Tactical Investigations)
*****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.
*“How to Research Your Wall Street Landlord: Participatory Action Research Guide” (Tenants Together) – Skim this website.
*LA Tenants Union, ”Profile of a Slumlord,” CityWatch, June 11, 2018
*Dreier, "Rent-a-Politician Exposed," Shelterforce, 1981
*Obstetler and Kazis, "Corporate Campaigns" (from Cohen and O'Connor, Fighting Toxics)
*Dreier, “Cigna CEO Hanway: Obstacle to Health Insurance Reform," Huffington Post, November 23, 2009
*Yaffe-Bellany, “From Environmental Leader to ‘Worst Company in the World,” NYT, July 29, 2019
*Dreier and Flaming, “Disneyland Workers Are Undervalued, Disrespected, and Underpaid,” LAT, February 28, 2018
*Watanabe, “Survey Finds Lingering Poverty in Koreatown,” LAT, May 27, 2007

Thursday, April 21 -- Framing the Issues/Using the Media

- Watch this 5-minute video before class: *John Oliver’s Last Week Tonight*, May 27, 2014 http://www.dailykos.com/story/2014/05/27/1302445/-John-Oliver-s-97-to-3-climate-change-debate-goes-viral-getting-2-5-million-hits-Guardian-review#

Bobo, OSC, Ch. 14 (Using the Media)
*Rivera and Cross, “Monday Morning Marked Start of First Workweek at Pasadena's New Higher Minimum Wage,” Pasadena Now, July 2, 2018
*Akadjian, “Fifteen Things Everyone Would Know If There Were a Liberal Media,” Daily Kos, August 17, 2013
*Reich, “American Four Narratives”
*Ryan, “Framing the News” (from Ryan, Prime Time Activism)
*Karlin, “In Politics, Progressives Need to Frame Their Values: Interview with

George Lakoff," Truthout, November 23, 2014.
*Manuel, "Who Gets to Live Where, and Why? The Answer May Be Settled by Our Narratives," Shelterforce, January 30, 2018
*Gellerman, "Community Organizing through Online Mobilization: #NoDAPL" (mediafiledc.com)
*Madland, "Journalists Give Workers the Business," Center for American Progress, June 20, 2008

Part IV -- New Challenges and Opportunities

Tuesday, April 26 – The Environmental Movement and the Climate Crisis: History, Achievements, and Challenges

Campus Divestment Strategy Memo Due

- 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)
- Watch this video before class: "Community Organizing Cools the Planet," EcoViva, May 23, 2019 https://www.youtube.com/watch?v=cP_V7ZPiiM4 (2 minutes)
- Visit the website of the Sunrise Movement and be prepared to discuss it in class https://www.sunrisemovement.org/

*Environmental Movement timeline
*Decena, "Not Without Us – Organizing Our Way to Solve the Climate Crisis," Common Dreams, August 28, 2017.
*Gitlin, "Fossil Fuels Off Campus," Dissent, Spring 2016
*Herndon, "Progressive Activists Have Pushed Democrats to the Left on Climate Issues. Now What?" NYT, August 4, 2019
*Markham, "How Climate Change Is Pushing Central American Migrants to the US," Guardian, April 6, 2019
*"Meet 15 Women Leading the Fight Against Climate Change," Time, September 17, 2019
*McKibben, "Hello From the Year 2050. We Avoided the Worst of Climate Change — But Everything Is Different," Time, September 12, 2019
*Marantz, "The Youth Movement Trying to Revolutionize Climate Politics," New Yorker, March 7, 2022

Thursday, April 28 - The Future: Organizing for a Society We Want to Live In

- Watch the film before class: "John Lewis: Good Trouble" (90 minutes)

- Watch this video: AOC and Sunrise Movement (4 minutes): https://twitter.com/sunrisemvmt/status/1321236661309755393?s=21
- Watch this video before class: "Mom Runs For Office After Son's Death," CNN, August 2018 (3 minutes) https://www.cnn.com/videos/politics/2018/07/06/lucy-mcbath-georgia-candidate-lah-dnt-ebof-vpx.cnn
- Watch this video before class: "Democrat Lucy McBath Wins Georgia Midterm Race for Congress," MSNBC, November 10, 2018 (9 minutes) https://www.msnbc.com/am-joy/watch/democrat-lucy-mcbath-wins-georgia-midterms-race-for-congress-1367199299566

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

- Chapter 9 – "Unity and Solidarity"
- Chapter 10 – "New Movements, New Leadership"
- Chapter 11 – "Voting Can Be A Movement"
- Chapter 14 – "No Base, No Movement"

*Dreier, "The Decade in 11 Movements," American Prospect, January 8, 2020 https://prospect.org/civil-rights/the-decade-in-11-movements/

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Tuesday, May 3 – Wrap Up

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*Homans, "Where Does American Democracy Go From Here?" NYT, March 17, 2022 **https://www.nytimes.com/interactive/2022/03/17/magazine/democracy.html**

*Rose, "Bill Moyer's Movement Action Plan," Social Change Library **https://commonslibrary.org/resource-bill-moyers-movement-action-plan/**

Assignments	**Due/Discuss**
Organizations for the homeless	February 8
Family Social Ties	February 17
Family History	February 17
Coalition Role-Play	March 15
Issues Assignment	March 24
Strategy Chart Exercise	April 7
Interview with leader	April 12
Organizing Role-Play	April 12
Preliminary organizational. profile	April 12
Campus Divestment Strategy Memo	April 26
Final papers and journals	May 5