



GOUCHER COLLEGE

Welch Center for Graduate and Professional Studies

SYLLABUS – Organizing Communities: Advocacy, Activism, and Social Justice

Course Number.....CSP650-001
Credits.....3
Semester.....Spring 2017
Instructor.....Sue Eleuterio
E-mail.....Sue.Eleuterio@goucher.edu

Welcome to our Course!

CSP 650-001- Organizing Communities: Advocacy, Activism and Social Justice.

The course introduces students to the methods and perspectives of activism, advocacy and community organizing. Cultural sustainability is often a matter of social justice and self-determination. As such, knowledge of community organizing and advocacy strategies becomes critical for cultural sustainability practitioners. Organizing, advocacy, and action strategies will be shared and assessed particularly as they pertain to matters of cultural democracy.

The course will provide students with an opportunity to explore in depth the philosophy and theory behind advocacy and community organizing including its many uses as a tool to question and challenge the status quo. Course readings will be used to inform, ground and challenge students as they explore in the classroom the complex and exciting dynamics inherent in community organizing for social change and justice. In addition to learning from readings, students are expected to fully engage in a series of additional learning activities, including community organizing skills training sessions, guest speaker, and one field trip.

After the residency the course will be followed by three weeks of on-line exchanges designed to serve as discussion forums where students may follow up with questions and comments derived from a question posted at the beginning of each week. Students will be expected to submit a 500-word answer for each weekly question.

Main Course Topics

Session 1

Course schedule review
Experiential learning activities
Introductions and “Check-in”
Introduction to advocacy and community organizing – Why advocate? Why organize

Session 2

Strategies to build communities; “Ten rules” of community organizing.

Choosing and “cutting” issues

Session 3

.Organizational inventories: What must activists, advocates and organizers know before they take action against a target?

Session 4

Past and current social movements: The Tea Party, collective bargaining Black Lives Matter
Field Trip Prep Work

Session 5

Field trip

Session 6

The state of community organizing in the USA (Guest speaker TBA)
Debrief Field Trip

Session 7

Skills training session: Organizational inventories; making plans; obstacles and strategies

Session 8

Individual presentations
Facilitated discussions.
Course Wrap up, review reading and writing assignments for on-line sessions. “Check” out evaluations

Begin On-line work

Online Week 1

Online question #1.
Post 500-word answer to question, comments

Online Week 2

On-line question #2. Reminders, instructions
Post 500-word answer to question, comments

Online Week 3

Final live online session
Last session for instructions or clarifications regarding completion and submission of assignments

Learning Objectives

This course introduces students to the contexts, challenges and opportunities of community organizing. It will provide students with frameworks, tools and practical skills to analyze and develop a deeper understanding and practical knowledge of community organizing. It seeks to engage students in a learning community to collaboratively develop a broader application of community organizing for cultural sustainability.

At the conclusion of this course, students are expected to be able to do the following:

1. Create and interpret personal narratives in a social change framework.

2. Demonstrate fundamentals of organizational practice.
3. Research, analyze, and critique social issues and organizing strategies and objectives.
4. Define issues and interests, and identify stakeholders and power structures.
5. Argue issues, listen to opposing points of view, and build common cause.
6. Critique campaign effectiveness.
7. Design, plan, and implement a strategy for an organizing campaign.

Course Format

- Community organizing skills training
- PowerPoint lectures
- Videos
- Online links and reading resources
- Student summaries of assigned readings
- Field trip
- Online postings
- One WebEx meeting, one Voice Thread

Assignment Instructions:

Each student is expected to 1) explore in depth one topic, Issue, theme or one of the required or suggested textbooks; 2) prepare and deliver a 15-20 minute PowerPoint presentation on the selected topic; and 3) submit a written essay at the end of the residency. More details about this assignment will be provided during the beginning of the residency. I am striving to link the field trip learning objectives to the objectives of this course. I encourage students to think of ways to use the field trip to test inferences, theories or models learned from readings and class discussions.

Each presentation will be followed by a facilitated dialogue based on a traditional question and answer format or on a more creative design of group discussion that a student wishes to use. Students are advised to review the suggested readings prior to the beginning of the residency and to select one or two topics or authors before the first day of class.

Required Readings

Textbook/s: Textbooks for this course are available through the Goucher College bookstore or through online booksellers.

- Alinsky, Saul D. 1971. *Rules for Radicals*. Vintage Books Edition, 1989. New York: Vintage.
- Mondros, J. and Wilson, S. 1994. *Organizing for Power and Empowerment*. New York: Columbia University Press. (also available online) Chapters 1, 2, 5, 6 & 7.
- Leeds, Greg-Jobin and AgitArte. *When We Fight We Win! Twenty-First-Century Social Movements and the Activists That Are Transforming Our World. Real Stories of Hard-fought battles for Social Change, with clear Lessons and tips for activists to build powerful Movements*. 2015. The New Press.

Suggested Readings:

- Bobo, Kendal, Max. 2001. *Organizing for Social Change: A manual for activists*. Midwest Academy.
- Freire, Paulo. 1970. *Pedagogy of the Oppressed*. 30th Anniversary Edition. New York: Continuum.
- Hardisty, Jean. 1999. *Mobilizing Resentment. Conservative Resurgence from the John Birch Society to the Promise Keepers*. Beacon Press.
- Sen, Rinku. *Stir It Up: Lessons in Community Organizing and Advocacy*. 2003. Jossey Bss .
- Lakoff, George. 2014. *The All New :Don't Think Of An Elephant! Know Your Values and Frame the Debate*. Chelsea Green Publishing .

Suggested Sites:

- <http://www.nalacc.org/immigrant-children-urgent-crisis-with-deep-roots/>
- <http://www.piconetwork.org/>
- <http://www.industrialareasfoundation.org/organizingtools>
- Center for Community Change – <http://www.communitychange.org/library>
- Midwest Academy – www.midwestacademy.com

Grading

Course Elements	Percent [or points]
In-class participation	20%
On-line presence	10%
Presentation and essay (Preparation, delivery and learnings)	40%
500-word essay (3)	30%
TOTAL	100%

Grade Scale

A	93 or more points
A-	90 - 92 points
B+	87 - 89 points
B	83 - 86 points
B-	80 - 82 points
C+	77 - 79 points
C	73 - 76 points
C-	70 - 72 points
D	60 - 69 points
F	59 points and below

Course Policies**Communication:**

During the course of the residency, I will be available for individual consultations immediately following the class. After the end of the residency, I will be available online. Monday through Friday. Unless I

notify the class that I am traveling, you can reasonably expect to get an email response to your questions within 24 hours or sooner, Monday through Friday. During the residency the best and quickest way to reach me is by texting my cell phone 219 902 1831. If you send a text, you normally will hear back from me within 24 hours of the time I receive your message. I plan to log into GoucherLearn daily.

For questions about assignments that may be interesting and helpful to other class members: please use the discussion board.

Missed Work:

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed.

Late Policy:

For proper graduate student learning to occur, pacing of content mastery is critical. Therefore, assignments are to be completed on time. If extreme circumstances prevent an assignment to be completed in a timely fashion, please notify me before the assignment is due so a new date can be negotiated. Only follow-ups completed by the due date can be redone. Late assignments without such notification will be docked.

Academic Integrity:

All final work products are to be the independent work of each student and stored in the electronic portfolio. Suspected violations of the Honor Code will be referred to the Academic Honor Board. For a full description of the code and what constitutes a violation of the code, refer to the Goucher Handbook or online at www.goucher.edu/x1292.xml.

Other Course Requirements and Expectations

For proper graduate student learning to occur, pacing of content mastery is important. Therefore, all assignments are to be completed on time. If extreme circumstances prevent an assignment to be completed in a timely fashion, the instructor should be notified before the assignment is due so a new date can be negotiated. Only follow-ups completed by the due date can be redone.

Suspected violations of the Honor Code will be referred to the Academic Honor Board. For a full description of the code and what constitutes a violation of the code, refer to the Goucher Handbook or online at www.goucher.edu/x1292.xml.

Participation in all online discussions through GoucherLearn are required and will allow students not only to gain deeper insights into research, but will facilitate completion of follow-up assignments. The subject matter is carefully developed in class and class activities extend and refine student knowledge. GoucherLearn material and explanation clarify and expand materials found in the text. Students are clearly responsible for material covered through GoucherLearn. It is the entire responsibility of the student to obtain handouts and any materials missed from GoucherLearn.

Students are encouraged to ask questions whenever information needs clarifying. Do not hesitate to ask questions!

Additional Requirements:

- Turn in assignments on time
- Active class participation

- Communicate with me personally and in a timely manner if you have any suggestions or grievances.
- Advise me immediately of any changes in circumstances that may halt your progress in class.

What the Instructor Expects to Provide Students:

- I will give you feedback on your progress and address any personal issues via private email.
- I will make suggestions to help you improve performance or carry out assignments.
- I will be open to your questions about course content and assignments.
- I will listen in on discussions on the discussion board, but will only comment when needed.