https://occidental.zoom.us/j/93131507868;

Zoom link: https://occidental.zoom.us/j/99834903758
Passcode: 908002

"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.

"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, childcare, jobs, poverty, discrimination, and many others. We will also focus on union organizing as a complement to community organizing.

This is a remarkable, dangerous, and hopeful time to be focusing on grassroots organizing. First, we are in the midst of one of the most important elections in American history – one that will reflect and determine the health of our fragile democracy. Second, we in the middle of a public health pandemic that has exposed how fragile our economic, health care, educational, housing, and other institutions are. Third, we are in the middle of a huge upsurge of protest (and counter-protest) around racial justice that has mobilized millions of people and change public opinion, although it isn't clear yet how much it will change public policy. We will be discussing these three issues throughout the semester, since they will shape your internships and influence how we think about the goals of grassroots organizing and movement-building.

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

Thursday, October 29) 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

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?

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 Center for Digital Liberal Arts (CDLA) offers library research consultations and discipline-specific peer tutoring for coursework and language learning. We also offer peer-to-peer support for learning technologies from Moodle and Zoom to Adobe, app making, and ProTools.

The Writing Center offers opportunities to work on all forms of writing for any class or other writing tasks such as personal statements, senior comprehensives, etc. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. For fall 2020, all of our appointments will be remote: either synchronous virtual meetings or asynchronous writing feedback. See the Writing Center website for more information about our fall hours and how students can sign up for appointments. We will update our information again for spring 2021. Please contact the Writing Programs-Center Director, Julie Prebel (jprebel@oxy.edu; x1307) for more information on how the Center can work with you.

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:

- Marianne Frapwell, 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.

I strive to foster an inclusive classroom environment. Consistent with College policy on

Sitting in front of a computer for five, six, or more hours a day, particularly when you are participating in Zoom meetings, can sometimes be difficult. That is the situation we all find ourselves in right now. One good way to address this is to participate in class discussions and actively listen to what your fellow students are saying. The college has increased the length of time in-between classes so that you can rest and relax (and eat, if necessary) as you get ready for your next class.

As a student participating in an online learning environment, you must abide by all College rules and regulations including, but not limited to, rules in the applicable course syllabus/outline, the Student Code of Conduct Policy, the Policy on Sexual Harassment and Discrimination, as well as any applicable laws. Any violation of these rules may lead to disciplinary action, up to and including expulsion from the College, and/or legal action.

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.

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).

(https://feministcampus.org) focuses on women's rights issues.
helps student groups

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 7dcxp6.22 709.02 h4 0 utitrteW*eZC0096oTJ-3(zi)-2(ng and)6(Res

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

Frances Moore Lappe and Adam Eichen, Daring Democracy: Igniting Power, Meaning, and Connection for the American We Want, 2017

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

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)

- 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

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*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)

*Tomlinson, "Reverend Resistance," Esquire, April 25, 2017
*Freedman, "Ed Chamber's, Community Organizing's Unforgiving Hero" (
, May 6, 2015)

- Watch the film "Selma" before class.

*The Civil Rights Movement Timeline"
*Crosby, "Ten Things You Should Know About Selma Before You See the Film," Zinn Education Project, January 3, 2015
*Bill Moyers discusses MLK and LBJ
http://www.youtube.com/watch?v=mFlXpoA-MQY (8 minutes)
*Langer, "Unita Blackwell, Mississippi Mayor Who Turned Nation's Eyes on Her Forgotten Hamlet, Dies at 86," Washington Post, May 15, 2019
*Keough, "The 116th Congress Has More Women and People of Color Than Ever – But There's Still Room To Improve," The Conversation, November 8, 2018
*Bialik, "For The Fifth Time in a Row, the New Congress is the Most Racially and Ethnically Diverse Ever," Pew Research, February 8, 2019
*"Racial Economic Inequality, Inequality.Org, 2020
*Berman, "The GOP's Attack on Voting Rights Was the Most Under-Covered Story of 2016," The Nation, November 9, 2016
*"Voting Should Be Easy. Why Isn't It?" NYT, October 18, 2018
*"Why

- Watch “Norma Rae” before class

*Schirmer, “Jane McAlevey’s Vision for the Future of American Labor” (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)

- Watch before class: “Knock Down the House” https://www.youtube.com/watch?v=YCSo2hZRcXk (90 minutes)
- Watch before class: “Indivisible” https://www.youtube.com/watch?v=oAXwXwp7KaU (13 minutes)
- Watch before class: “Suppressed 2020: The Fight to Vote” https://www.youtube.com/watch?v=9rynnRBQwrU (40 minutes)
- “Super State Strategy for 2020,” SwingLeft https://swingleft.org/p/super-state-strategy
  “2020 Senate Election Interactive Map,” 270-to-Win
- https://www.270towin.com/2020-senate-election/
- “2020 House Election Interactive Map,” 270-to-Win
- https://www.270towin.com/2020-house-election/

*Swenson-Lengyel, “The Grassroots Political Organizations Working to Get Trump Out of Office in November,” Teen Vogue, May 21, 2020

*Friedman and Feller, “Outraged About Voter Suppression? Here’s What You Can Do Now,” Elle, August 20, 2020

*Meyerson, “Can Democrats take back the Senate? Possibly. Here’s How” (LAT, March 22, 2020)

*Herndon, “2020 Democrats Import Grassroots Activism Into Their Campaign Staffs,” NYT, March 18, 2019

*Cushman, “The Trump Campaign Knows Why Obama Won. Do Democrats?” NYT, August 26, 2019

*Remnick, “= φ ¦ M ¦ φ |

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

Strategy Assignment Due
Distribute Organizing Role-Play Exercise. Due October 22
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"

(LAANE)
https://docs.google.com/viewerng/viewer?url=https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/report-janis-et-al.pdf
*McAlevey, "Smithfield Foods" (in No Shortcuts – re-read from Sept. 29 class session)
*United Farmworkers campaign: Levy, "Boycott Grapes" and "The Miracle of the Fast" (from

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

- Abood, (ACCE, Americans for Financial Reform, Public Advocates, 2018)
- Mari, “A $60 Billion Housing Grab By Wall Street,” , March 4, 2020
- Abood and Twun-Awkwaboah,

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
*Dayen, "The Coalition Pushing for Single Payer in California is Fracturing," The Intercept, July 12, 2017 https://www.thenation.com/article/building-community-unions/
Fine, "Building Community Unions," The Nation, December 14, 2000

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*Milligan, "Stepping Through History from 1769 – 2017 (with additional dates through 2019), U.S. News & World Report
*Weinbaum and Roth, "Beyond Suffrage: How Far Have Women Come?" LAT, August 26, 2011 (PDF)
*Institute for Women's Policy Research, "The Union Advantage for Women," February 2018
*Martin, "Giant Hotel Chains to Give Workers 'Panic Buttons' To Help Prevent Sexual Assaults," LAT, September 6, 2018
*Baker, "How Local Activists are Organizing for Reproductive Rights," Ms, June 14,

*Finley, "Virginia Transgender Bathroom Case: Judge Favors Ex-Student," Washington Post. August 9, 2019
*Eckholm, "Next Fight for Gay Rights: Bias in Jobs and Housing" (NYT, June 28, 2015)
*Bussey, "'Rainbow Wave' Of LGBTQ Candidates Run And Win In 2020 Election" (The Conversation, November 4, 2020)

- Watch this video before class: "How We Live" (7 minutes) https://www.youtube.com/watch?v=eIzV_r398dU
- Watch this video before class: "Interview with Nathaniel Rich" (author of Losing Earth"), Democracy Now, August 2, 2018 (12 minutes) https://www.youtube.com/watch?v=cmsgroBSPt4
- Watch this video before class: "Community Organizing Cools the Planet," EcoViv

https://www.cnn.com/videos/politics/2018/07/06/lucy-mcbath-georgia-candidate-lah-dnt-ebof-vpx.cnn

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