

THE UNIVERSITY OF NORTH CAROLINA CHAPEL HILL



SCHOOL OF SOCIAL WORK

COURSE NUMBER:	SOWO 799
COURSE TITLE:	Community Organizing
SEMESTER/YEAR:	Fall 2020
TIME & LOCATION:	This class will meet virtually on the following dates/times: Saturday, 8/15 from 9AM-4PM; Wednesday, 8/26 from 5PM-6:30PM; Saturday, 8/29 from 9AM-4PM; and Wednesday, 9/9 from 5PM-6:30PM
INSTRUCTOR:	JP Przewoznik, MSW
OFFICE PHONE:	919.962.6470
EMAIL ADDRESS:	jp2019@email.unc.edu
OFFICE HOURS:	Mondays 12PM-1:30PM drop-in (virtual), or by appt.

Course Description

In this course, students will learn and apply the universals of community change and broad-based community organizing. Students will learn and practice the skills needed to effectively organize communities.

Course Objectives

Upon completion of this course, students will demonstrate:

1. Broad understanding of the importance of relational power as the foundation of any grassroots change effort. Students will be challenged to review their assumptions about how and why change happens in the public arena. Students will learn, through experience, why relational power is so important, what power is and is not, and how relational power is built in communities.
2. The ability to build long lasting and real relationships with diverse leaders in communities. Students will be introduced to the centrality of the relational meeting in organizing.
3. The ability to develop a power analysis of a given community. Students will develop the skills needed to understand and uncover the power dynamics existent in any community or organization.
4. The ability to work with groups of leaders in turning vague, general, non-specific problems into proposals that are winnable, immediate, specific and direct you to whoever has the ability to resolve the community problem.
5. The ability to work with communities in conceiving effective public action. Students will learn the fundamentals of community negotiation, compromise and agreement.

Expanded Description

This course is designed to expose you to the basics of broad-based community organizing and the universals of community change. It will examine the importance of relational power as the foundation of grassroots change, while critically examining assumptions regarding change in the public arena. This course will provide the tools necessary for effective community organizing and building lasting relationships with community leaders.

Relational power is a central concept in community organizing. This course will introduce basic concepts of relational meetings in organizing, while integrating core concepts such as power, self-interest and consent.

Obtaining results for communities is the goal of community organizing. This course will cover techniques to aid groups of leaders in turning vague, general, non-specific problems into proposals that are winnable, immediate, specific, and direct to whoever has the ability to resolve the community problem. You will learn the fundamentals of how to work with communities to conceive public action, along with community negotiation, compromise, and agreement.

Resources

Sakai. Course materials, including syllabus, assignment information, PowerPoints, and links to useful websites will be posted on Sakai at <https://sakai.unc.edu>. Supplemental readings are available on Sakai or through UNC libraries databases. Additional supplementary readings may be recommended or assigned at the discretion of the instructor.

Required text. There is no required textbook for this course. All resources will be provided by the instructor and are available via Sakai or embedded links within this syllabus. Students experiencing any difficulties accessing the resources should contact the instructor for assistance.

Recommended texts. In addition to the required readings provided, the following texts provide a background in grassroots community organizing. These readings are not required.

- Alinsky, Saul (1946). *Reveille for Radicals*. USA: Vintage Books. Second Edition 1969.
- Alinsky, Saul (1971). *Rules for Radicals: A Practical Primer for Realistic Radicals*. USA: Vintage Books.
- Brown, A. M. (2017). *Emergent strategy: shaping change, changing worlds*. Chico, CA: AK Press.
- Brown, A. M. (2019). *Pleasure activism: The politics of feeling good*.
- Chambers, Edward (2003). *Roots for Radicals: Organizing for Power, Action and Justice*. Continuum International Publishing Group.
- McAlevey, J. (2016). *No shortcuts: Organizing for power in the new gilded age*. Oxford University Press.
- Payne, Charles M. (1996). *I've got the light of freedom : the organizing tradition and the Mississippi freedom struggle*. Berkeley :University of California Press.

Assignments

Student performance will be evaluated based on the assignments described below. Additional information about assignments will be available on Sakai in the Assignments folder.

Assignment 1: Power Analysis and Map(30 points). A power analysis is an exploration of the relationships of power that exist in any social interaction/community. Students will conduct a power analysis of a network they belong to, identifying key leaders, relationships, formal/informal leaders, flows of resources, and decision making authority. Students will create a power map and write a one-pager describing all elements of the power analysis. Please see the full assignment description in Sakai for details.

Assignment 2: Group Curation of a Virtual Museum on a Social Movement(50 points). Building broad-based movements for social change is the overarching goal of community organizing. Whether social movements succeed or fail, how we operationalize success or failure, what movement leadership looks like, and how social movements think about (or not) sustainability are all important questions to consider from a community organizing perspective. For this assignment, you will work in groups to create a highly visual virtual museum tracking a social movement. You can use any platform you want to create your “museum” and your group can choose any social movement it wants to look at for the purpose of this assignment. Some examples of social movements to choose from include, but are not limited to: Occupy Wall Street, Black Lives Matter, March for Our Lives, #MeToo, The Sunrise Movement, Red for Ed, Indigenous Sovereignty, HIV/AIDS Activism, Labor, and Reproductive Justice. Please see the full assignment description in Sakai for details.

Teaching Methods

The success of this class depends on the development of a challenging yet supportive learning environment, reflecting the values of the social work profession. This is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, taking risks to learn and grow, clearly articulating your point of view, and linking experience to readings and assignments. Teaching methods will include lecture, discussion, multimedia presentations, small group activities, and self-reflection. This is a course that depends on a high level of engagement and critical thinking by students. Lecture will be used to introduce a topic, present key concepts, offer practice examples, and/or review research findings.

Commitment to an Anti-Opressive Learning Environment

It is my intent to foster a respectful, collaborative, and inclusive learning environment in which we:

- View each other as individuals and not representatives of our identity groups
- Use community members’ pronouns and correct names
- Correct our mistakes and apologize when necessary
- Seek to understand each other’s differing viewpoints
- Engage in challenging dialogue about our disagreements without personalizing
- Reflect on and address our own biases and how they impact our perspectives
- Periodically evaluate and revise our guidelines for an inclusive learning environment

This list is not exhaustive and will serve as a starting point for our discussion about how we will create an inclusive learning environment this semester.

Office Hours

Office hours for the Summer Session will be virtual. Below please find the Zoom information:

<https://unc.zoom.us/j/94088375676?pwd=bVBTedhtMEN1UGwyUUhYZy9HNE9hZz09>

Meeting ID: 940 8837 5676

Passcode: 190873

Resources and Virtual Class Connection

All course lectures, syllabus, assignment information, and external links to web sites will be available on Sakai, at <http://sakai.unc.edu>

This course will be held virtually, with both synchronous and asynchronous content. The instructor will review this in-depth during the first class. The Zoom link that can be used for all classes is below. Please note that a password is required:

<https://unc.zoom.us/j/94277838281?pwd=bEVONm1zVjIQQnhZNFpCVWYxZXE1dz09>

Meeting ID: 942 7783 8281

Passcode: 485417

The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values of these grades are:

H	High Pass	100 – 94	Clearly Excellent
P	Pass	93 – 80	Entirely Satisfactory
L	Low Pass	79 – 70	Inadequate
F	Fail	69 or below	Unacceptable

A grade of P is considered entirely satisfactory. The grade of Honors (“H”) — which only a limited number of students attain — signifies that the work is clearly excellent in all respects.

Attendance and participation

Class participation counts for 20% of your final grade. Everyone will receive full points for participation, in recognition of a norm of attendance, contributions to small group activities and informed participation in class discussion. This is a course that depends on a high level of engagement and critical thinking by students. My goal is to make the course content as practical as possible. To that end, this class will incorporate the use of synchronous and asynchronous learning methodologies. Both modalities are integrated to provide a cohesive learning experience for students. Students will engage with new material and one another synchronously via zoom as well as asynchronously in Sakai. Structured application of course material will occur using active learning strategies to promote problem solving and critical thinking. To this end, students’ active participation is vital.

To be an active member of the class, students are expected to be fully present during synchronous sessions and to join with audio and video enabled. However, if joining with video presents challenges, students should contact the instructor in advance of the class. Full credit is given to students who are

punctual with attendance, remain engaged for the entire duration of the class, are prepared for each class session (e.g. complete readings, prepare for discussion, provide active and thoughtful contributions to the class, participate in learning activities) and demonstrate that they have completed all assigned asynchronous tasks.

I take attendance at the start of each class and monitor participation throughout class as well as in Sakai. Points will be deducted from your attendance grade if you miss more than one class and/or have a pattern of logging in late or leaving early, or do not fully engage in the class sessions.

Should you have any needs or concerns that might impact your attendance and/or level of engagement, Please ask for a meeting with me to discuss it.

Accessibility and Resource Services

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Honor Code

The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance (<http://instrument.unc.edu/>) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document title page: "I have neither given nor received any unauthorized assistance on this assignment." Sign and date it. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

APA and Written Assignments

The School of Social Work faculty uses APA style as the format for papers and publications. The best reference is the Publication Manual of the American Psychological Association, 6th Edition (2009). The following web sites provide general information about documentation using APA: <http://library.concordia.ca/help/howto/apa.php> .

By not abiding by APA, you will receive deductions on your assignments. Students are strongly encouraged to review the materials on the School of Social Work's website <http://ssw.unc.edu/students/writing> .

Submitting Assignments

All students are allowed a **one-time**, and no questions asked, **one-week** extension on the Power Analysis Assignment. Otherwise, it is expected that assignments will be completed by the due dates listed in the syllabus. If a situation arises that may prohibit you from completing an assignment on time, you may request an extension. Any request for a time extended deadline for an assignment or exam must be approved in advance of the due date. Approved delays will not affect your assignment grade. **If you have used your one-time extension and submit an assignment late without prior approval, you will receive a score of 0 for that paper. Papers are due at 11:55pm the day of class via Assignments in Sakai.**

Policy on late submissions

An assignment is considered late if it is submitted any later than 11:55PM on the day it is due. **A late assignment will be deducted 10% and will only be accepted if it is submitted within 24 hours of the due date/time. Any late assignments submitted later than 24 hours after the due date will receive a 0.**

Writing Support

Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

A Note on Course Content

All participants in this class should be aware that we will be discussing topics such as harassment, violence, bias, and discrimination. Certain readings and discussions may be difficult for those who have been impacted by these types of conduct. Any person who has experienced discrimination, harassment, interpersonal (relationship) violence, sexual assault, sexual exploitation, or stalking is encouraged to seek resources as needed on campus or in the community. You can seek assistance from confidential resources such as the Gender Violence Services Coordinator in the Carolina Women's Center at (919) 962-1343 or Counseling and Psychological Services (CAPS) in Campus Health Services at (919) 966-3658. You can also contact the Equal Opportunity and Compliance Office at (919) 966-3576 to report an incident and/or seek interim protective measures. Additional resources are available at safe.unc.edu.

Policy on Discrimination, Harassment, and Violence

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Kayla Zollinger and Holly Lovern, who can both be reached at gvsc@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Course Schedule

Class 1 (8/15) – Introduction to Community Organizing	
<p>Content Leadership Power/Analysis and Mapping Turning a Problem into an Issue</p>	<p>Required Reading/Viewing/Listening:</p> <ul style="list-style-type: none"> ● Ohmer, M. & Brooks, F. (2013). The practice of community organizing: comparing and contrasting conflict and consensus approaches. In M. Weil, M. Reisch & M. L. Ohmer <i>The handbook of community practice</i> (pp. 233-248). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412976640.n10 <ul style="list-style-type: none"> ○ Note: You will need to sign in to the UNC library system to access this document. ● Organizing: People, Power & Change <ul style="list-style-type: none"> ○ Pages 5-20 and 30-40 ● Advocates for Youth (2019). Youth Activist Toolkit. <ul style="list-style-type: none"> ○ Read: Part 2: Creating a Strategy, pgs. 9-16. <p>Recommended Reading/Viewing/Listening:</p> <ul style="list-style-type: none"> ● Welton, A. D., & Freelon, R. (2018). Community organizing as educational leadership: Lessons from Chicago on the politics of racial justice. <i>Journal of Research on Leadership Education</i>, 13(1), 79-104. ● Ohmer, M. L. & DeMasi, K. (2009). Approaches to community organizing and their relationship to consensus organizing. In <i>Consensus organizing: A community development workbook: A comprehensive guide to designing, implementing, and evaluating community change initiatives</i> (pp. 5-26). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452274744.n1 <ul style="list-style-type: none"> ○ Read pages 1-10 (Note: You will need to sign into the UNC Library system to access this document). ● Petcoff, A. (2017). The Problem with Alinskyism. Retrieved from Jacobin Magazine Online.
Class 2 (8/26) – The Building Blocks of Community Organizing	
<p>Content Campaign Building Strategizing</p>	<p>Required Reading/Viewing/Listening:</p> <ul style="list-style-type: none"> ● Gantz, M. (2011). Organizing Notes on Strategy. In <i>Rethink Health</i>. ● Castro, M. (Audio, 13:52, 2019). Community organizing: All in Together in collaboration with Puente Movement. Retrieved from https://aitogether.org/community-organizing-101-webinar/.

	<p>Recommended Reading/Viewing/Listening:</p> <ul style="list-style-type: none"> ● Hunter, D. (2020, Aug 4). Voting Isn't Everything. In <i>The New York Times</i>. ● Aberg-Riger, A. (2019). The complete history of the delano grape strikes. In <i>Teen Vogue</i>. ● Images from the United Farmers' Delano Grape Strikes from The Getty Museum.
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Week 3 (8/29) – Community Mobilization and Action Orientation

<p>Content</p> <ul style="list-style-type: none"> -Campaign Roll-Out -Organizing public actions -Issue visibility -Demands <p>Guest speakers, both synchronous and asynchronous. Synchronous guest speakers will connect at 11AM. Asynchronous guest speakers will be pre-recorded (link will be dropped in the Class 3 folder on Sakai)and should be viewed during the afternoon followed by questions that will be answered in Forums on Sakai.</p>	<p>Required Reading/Listening/Viewing:</p> <ul style="list-style-type: none"> ● Capturing the flag. (Documentary, 76 mins.) Retrieved from https://docuseek2-com.libproxy.lib.unc.edu/cart/product/1677 <ul style="list-style-type: none"> ○ Note: You will need to sign in to UNC Libraries to view this. Please screen this movie prior to our guest speakers, who will join us at 11AM. ● France, D. (2020). The Activists: How ACT UP — the coalition that fought against AIDS stigma and won medications that slowed the plague — forever changed patients' rights, protests and American political organizing as it's practiced today. In <i>NYT Magazine</i>. ● The Movement for Black Lives' Electoral Justice Project. (2020). The BREATHE Act Policy Summary. Retrieved from https://breatheact.org/wp-content/uploads/2020/07/The-BREATHE-Act-PDF_FINAL3-1.pdf <p>Recommended Reading/Viewing/Listening:</p> <ul style="list-style-type: none"> ● Holtzman, B. (2019) When the Homeless Took Over. Retrieved from <i>Shelterforce: The voice of community development</i>.
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Class 4 (9/9) – Political Analysis and Social Change

<p>Content</p> <ul style="list-style-type: none"> -Measuring Change -The future of Community Organizing -Movement Building for the Long-Term 	<p>Required Reading/Viewing/Listening:</p> <ul style="list-style-type: none"> ● Breault, M (2019). Moving Beyond Place-Based Community Organizing. Retrieved from <i>Shelterforce: The voice of community development</i>.
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- [Akom, A., Shah, A., Nakai, A., & Cruz, T. \(2016\). Youth Participatory Action Research \(YPAR\) 2.0: how technological innovation and digital organizing sparked a food revolution in East Oakland. *International journal of qualitative studies in education : QSE*, 29\(10\), 1287–1307. <https://doi.org/10.1080/09518398.2016.1201609>](https://doi.org/10.1080/09518398.2016.1201609)

Recommended Reading/Viewing/Listening:

- Pastor, M., Perera, G., & Wander M. (2013). Moments, movements, and momentum: Engaging voters, scaling power, making change. Retrieved from <https://www.racialequitytools.org/resourcefiles/MovementPastor.pdf>
- [Hunter, D. \(2020, July 21\). 5 pitfalls Black Lives Matter must avoid to maintain momentum and achieve meaningful change. In *Waging Nonviolence*.](#)
- Movement Strategy Center and Move to End Violence. (Webinar slide deck, 2016). wWhat is transformative movement building? Retrieved from <https://movementstrategy.org/publications-tools/>