410/510: Community Organizing

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All email communication between students and the professor should be done from official uoregon.edu accounts. Please do not use other email accounts for communication (I will refrain from responding to emails from other accounts). It is students’ responsibility to check their uoregon.edu accounts and Canvas in a timely manner for class updates and communication.

*Please note that the syllabus is subject to change as needed throughout the term. Students will be informed in a timely manner of any changes.
Course Overview

Description
This course will examine the role of community organizing as an empowerment strategy in under-represented/served communities, while also considering the relationship of community organizing to broader movements for social change, democracy, and civic engagement. Focus will be on action community-based organizing and participatory research, hence requiring students spend time doing field work. This includes developing key skills necessary for participating effectively in community-based projects. Students will gain knowledge of the theories, principles, and strategies of community-based engagement & research while strengthening their critical eye for identifying both the advantages and limitations of various approaches. This is an advance course, requiring students to have at least introductory foundational knowledge of community organizing.

Structure
The class will be structure as a Socratic seminar. It is my hope that the class time will be spent in high quality dialogue that critically engages with the readings, which are typically divided between theory, case studies, and methods. As such, coming prepared for class is not only about having done the readings and any related assignments, (that is a low standard), but students should be ready to engage with one another, participating in conversations, being open to being called on throughout the course, and to volunteer to model and lead activities. Critical Thinking is the ability to read, write, and speak about issues. This requires both the ability to critical discuss class readings and ideas, but also the ability to relate to personal experiences and practice. Therefore, this class should be seen a brave space to take risks, to make mistakes, fail miserably, learn from practice, and try again. Please note how this level of engagement is geared towards active learning, aimed at achieving Praxis. If this is not an approach you think you will be comfortable with then I highly advise against you taking this class.

Teaching Philosophy
My teaching is an extension of my community-based research and work, as I engage students with a pedagogical approach that bridges real-world community-based case studies to students’ experiences and content knowledge. As an instructor, I use this approach to provide students with a framework for interdisciplinary and integrative learning and to guide students in engaging as agents of change. This process of praxial education helps students relate content knowledge to their own experiences and to ask questions about equity and participation in larger social issues. Praxis is coming to an understanding of one’s social reality and being compelled to take social action. Thus, praxial education purposefully connects learning to community settings and civic action. This framework provides valuable practical experiences for students to draw on who are interested in a variety of careers in business, non/for profit organizations, government agencies, and academic fields.

Required Textbooks
Other course packets available through Canvas may incur a minimal additional charge.

Course Learning Objectives
Students should be able to:
Identify and describe at least 3 different foundational theories of community organizing
Compare and contrast different approaches to community organizing
Describe different methods to be used for research in community organizing and practice at least one in the field
Practice and refine their facilitation skills
Identify the components of motivational speeches and practice delivering one

Course Learning Outcomes
Students should be able to:
Use theories for guiding and justifying in community organizing and mobilization
Create strategic outreach and engagement tools
Use different methods for working with communities to identify needs, problems, and solutions
be able to identify key components for effective facilitation and motivation communication
Grade Evaluation:

This class is offered on either a graded or pass/no pass basis. Your grade will be determined based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points of Grade</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10 Individual</td>
<td></td>
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<tr>
<td>Discussion Board/Class Participation</td>
<td>20 MA students will lead class discussions</td>
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<tr>
<td>Community/Issue Profile</td>
<td>10 Team Project</td>
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<tr>
<td>Issue/Event Flyer(s)</td>
<td>5 Team Project</td>
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<td>Motivational Speech</td>
<td>15 Team Project</td>
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<tr>
<td>Issue Brochure(s)</td>
<td>20 Team Project</td>
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<tr>
<td>Community Report</td>
<td>10 Team Project</td>
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<tr>
<td>Final Presentation</td>
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TOTAL 100

A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F 0-59

Classroom Policies and Expectations

Attendance (10 Points)

Research indicates that students who attend class are more likely to be successful. As our course meets once a week, it is to your advantage to attend every class. Since this class only meets once a week, every class is key. Each class is worth 1 point of your attendance points. In special circumstances that include sickness, and family emergencies please make sure to email me in advance of the class time. Other circumstances not covered by university policy as excusable absences will not be accepted.

Class Etiquette

Class etiquette is taken into account in your participation grade. Please be respectful of each other's points of views. Casual conversation outside the main discussion is rude and will not be tolerated. To maintain academic integrity, freedom, and protect the privacy of your fellow classmates no recordings of any kind should be taken without prior written approval from the professor and your fellow classmates. Do not read for other courses during class. Turn off cell phones and anything else that might ring during class. Do not look at your phone or text people in class. Do not surf the Internet during class. These are disrespectful to the class and to your peers. If there is an emergency that requires you take a phone call or respond to a text, please excuse yourself and use your phone outside the classroom. Thank you.

Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, you may post to Canvas or email your assignment to the instructor prior to the class time and date that assignment is due. Late assignments will receive only partial credit (1 point off for every 24 hours late and I will not accept any assignments after three days). If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory, but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Electronic Communication and Devices

If you email me a question during normal working hours (9-5pm, Monday through Friday) I will do my best to respond within 24 hours. Inquirers made during the weekend will take me longer to respond to. Please remember that email correspondence is a
reflection of your professional skill and maturity; therefore, take time to compose thoughtful and polite emails to myself and your other instructors.

You may use electronic devices to access course texts and assignments, or to complete in-class work. The use of electronic devices in the classroom should be considered in light of one overarching rule: be courteous and respectful of others and should only be on class content. If this guidance is not followed, I reserve the right to ban any and all electronic devices for any or all students in the class.

Academic Misconduct

A student who submits work, at any stage of the writing process, which in whole or in part has been written by someone else, or which contains passages quoted or paraphrased from another's work without acknowledgment (quotation marks, citation, etc.), has plagiarized. Maintain your integrity when completing assignments and be overzealous to give credit where it is due. If you are ever unsure about what constitutes plagiarism, ask me in advance. Students who are found to have plagiarized work may be subject to various disciplinary actions, starting with a failing grade on a particular assignment, failure of the entire course, and possible expulsion from the university. In cases of academic dishonesty, my policy is to file a complaint with the Office of the Dean of Students. Please do not take this lightly. For more information about violating academic integrity and its consequences, consult the University Student Conduct Code (available at http://dos.uoregon.edu/social-misconduct) By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at http://researchguides.uoregon.edu/citing-plagiarism.

Accessibility

The University of Oregon is working to create inclusive learning environments. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. For more information on Accessible Education Center, please see http://aec.uoregon.edu: 164 Oregon Hall at 541.346.1155 or uoaec@uoregon.edu.

Inclusion Statement and Anti-discrimination Policy

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
• Respect the dignity and essential worth of all individuals
• Promote a culture of respect throughout the University community
• Respect the privacy, property, and freedom of others
• Reject bigotry, discrimination, violence, or intimidation of any kind
• Practice personal and academic integrity and expect it from others
• Promote the diversity of opinions, ideas, and backgrounds which is the lifeblood of the university

The College of Design promotes the strengths of our multicultural community through the Equity & Inclusion Committee. For more information about the Equity & Inclusion Committee and other student resources, please see: https://blogs.uoregon.edu/design/deans-office/committees/equity-inclusion-committee/

Additionally, any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment may seek information and help at https://safe.uoregon.edu. A student can also call 541-346-SAFE, UO's 24 hour hotline to be connected to a counselor. Please note that I myself am not a Designated Reporter.
## Schedule of Classes

<table>
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<th>Week 1</th>
<th>January 8</th>
<th>Introduction—Why Organize? and Why It can be Transformative</th>
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**Required reading:**

**Total pages:** 66

**Required viewing:**

### Assignments

<table>
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<tr>
<th>Week 2</th>
<th>January 15</th>
<th>What is Organizing? Models of Organizing</th>
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**Required reading:**

**Total pages:** 108

**Assignments:** Canvas discussion board and leading class discussion.

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<th>Week 3</th>
<th>January 22</th>
<th>Community: Shape and Role</th>
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**Required reading:**


**Total pages: 96**

**Assignments:** 1. Canvas discussion board and leading class discussion; 2. Community /Issue profile paper

**Week 4 January 29 Citizenship and Civic Engagement**

**Readings**


• Bobo, K., Kendall, J., & Max, S. (2010). Ch.5 A guide to tactics, Ch.6 Organizing models, Ch.7 Meetings to pressure officials, *Organizing for social change: Midwest academy model for activists* (4th ed.). Forum Press. 45-78.


**Total pages: 105**

**Assignments:** 1. Canvas discussion board and leading class discussion; 2. Issue flyer(s)

**Week 5 February 5th Transformative Organizing: The Nuts and Bolts**

**Readings**


Total pages: 100

Assignments: 1. Canvas discussion board and leading class discussion; 2. Motivational speech

Week 6 February 12 Collaboration and Conflict

Readings


Total pages: 100

Assignments: Canvas discussion board and leading class discussion

Week 7 February 19 Strategies and Interventions

Readings


Total pages: 85

Assignments: 1. Canvas discussion board and leading class discussion; 2. Issue brochure(s)
Week 8  February 26  Organizing for Greater Impact and Sustainability (Long-term)

Readings


Total pages: 95

Assignments: Canvas discussion board and leading class discussion

Week 9  March 5  GIS for Advocacy and Social Justice

Readings


Total pages: 83

Assignments: Canvas discussion board and leading class discussion

Week 10  March 12

Readings


Total pages: 58

Assignments: Community Report due by March 16th at 11:59p

Week 11  March 18 at 12:30pm  Praxis? /Final Presentations
Assignments

2. Discussion Board/Class Participation 20 points  MA students will lead class discussions
Although all students are expected to do all readings before class, every week MA students will be assigned to take a lead in 3 of the readings. Then by noon of every Sunday before class, MA students are expected to post at least one question as a point of departure for discussion on their 3 assigned readings. All students are then asked to contribute to 3 of the conversations. Postings need to be at least 150 words not counting direct quotes. Grading will review for the following factors when reviewing class discussions: staying on topic, direct references to readings, logic of argumentation, providing evidence with claims, being concrete and specific as opposed to general when appropriate, moving beyond summarizing to analysis and synthesis. Additionally, MA students will be asked to take the lead in facilitating class discussions for the readings they have posted question on. This includes designing a discussion activity that supports the class in “making sense” of the reading, and in some cases coming up with workshop style activities for learning specific skills.

All student will be assessed for class participation (10 Points). This will include the depth of thinking and thoroughness of answers and the extent to which students practice the thinking out loud of the readings and their relation to students’ experiences and practices. Since the class is designed for you to engage with the material through discussions, exercises, and other interactive activities, contributions to class or small group discussion is key.

3. Community/Issue Profile 10 points Team Project
Students will be put into pairs. As a group; students are to research the community/issue that they are interested in focusing on for the term. This research should include a brief literature review on the topic that provides a comprehensive picture of the history and the current state of the community/issue. You also need to address how you envision working with the community on this issue. Therefore, you need to do some background work on figuring out who is working on this and you can get involved. This will be 1000 – 1200 words, (not counting references) double spaced, APA format.

4. Issue Flyer(s) 5 points Team Project
You are to create a flyer that both aims to convince people to attend an event, while also providing enough information about the issue that the event will be on. This is about visual communication. Flyers will be assessed for ease of readership (think grade level of literacy), visual presentation, and informational content. MA student teams will create a pair of complementary flyers.

5. Motivational Speech 10 points Individual
Community organizing is about the ability to mobilize groups of people to believe in something greater than themselves and take action. To do this, community organizers need to excel at motivational speaking. Giving a speech is much more than the ability to present. It is about the ability to tell a story, to relate, to challenge and often times to provide an inspirational vision/future. Students are to prepare and deliver a 5 minutes speech. Specific evaluation criteria will be given in advance.

6. Issue Brochure(s) 15 points Team Project
Having created a flyer(s), and given a speech, you now need to create a brochure that provides additional education on a particular issue. The brochure should be about educating, employing a popular education model to communicate its message. The brochure will also be assessed for ease of readership (think grade level of literacy), visual presentation, and informational content, in addition to the logic of the educational model presented. MA student teams have to create a pair of brochures that complement one another.

7. Community Report 20 points Team Project
After working with a community for several weeks what have you learned? A community report is to communicate back to the community how your experience has been and what you have discovered through the process, about yourself, about the community, and about the issue you have been working on with them. This final paper is a combination of providing a status update (reporting back), in addition to sharing with the community your learning processes and reflecting on it while incorporating the class readings and ideas throughout your narrative. Additional guidance will be provided towards the middle of the semester. This will be a 1200 – 1500 words, (not counting references) double spaced, APA format.

8. Final Presentation 10 points Team Project
You are to present for 10-12 minutes about your term long experience during the scheduled time for finals. This is about visual communication. This cannot be a PowerPoint presentation; it needs to be some other kind of visual communication. Be creative, try something different such as a short documentary, a poster, Prezi, etc.