

EDUC 313 / WS 313 / ES 313
Fall 2006 / 3 Units

Education for ACTION:

Skills-Building for Community Organizers and Social-Change Activists

Eric Rofes
Associate Professor of Education

Location of Class	Natural Resources 225 & Online!
Class Date & Time	<p>The course is taught in an equal mix of face-to-face class meetings and on-line class activities. The only face-to-face meetings are scheduled for:</p> <ul style="list-style-type: none">▪ 3 Mondays during the start of the semester from 4:30-7:20 p.m.: August 21, 28 and September 11 in Natural Resources 224▪ One weekend: September 29 (5-8 p.m.) and September 30 (9-5 p.m.) in HGH 203▪ 2 Mondays at the end of the semester from 4:30-7:20 p.m.: December 4 and December 11 in Natural Resources 224 <p>During 7 weeks the course activities do NOT include face-to-face meetings and instead utilize online learning activities.</p>
Professor's Office	HGH 209
Office Hours	By appointment; also Wednesdays, 1:30-3:00
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Postal Address	Dept. of Education, HSU, 1 Harpst Street, Arcata 95521

Class Requirements, Deadlines & Grading

Your final grade in this class will be determined by assessments in four key areas:

1. **Class attendance and participation during face-to-face class meetings** (20%)

You are expected to attend every face-to-face class session. You are expected to arrive in class on time and depart class only when the session is completed. This portion of the grade also will evaluate the frequency and quality of your participation in class *and your ability to demonstrate significant recall and analysis of the class readings.*

2. On-line participation in discussion groups and activities (30%)

You will participate on-line in discussion groups and activities designed to expand your thinking and knowledge-base about organizing skills. Each week of the course, you are expected to put forward at least three contributions to an assigned question. Most of these are based on the course readings and will allow you to delve into them in greater detail and talk about your viewpoint and perspectives with your classmates. This participation will also allow the professor to assess your ability to demonstrate recall and analysis of the readings.

3. Attendance at conference and written journal evaluating organizing (20%)

You are expected to attend three workshops or keynote addresses at either the HSU Leadership Conference (October 6-7) or the Week of Dialogue on Race (October 30-November 12). You are to write a 2-3 page critique of the organization of the workshop or speech, sharing your thinking about strengths and weaknesses and ways in which the organizing might be improved. This is due on November 13th before 5 p.m. Details will be distributed early in the semester.

4. Organizing portfolio preparation and presentation (30%)

Students are expected to spend time throughout the semester working in an organization or activity on campus or in the community. This might be an activist project, but it might also be a project focused on advocacy, education, or community service. You might also join a working group in our class focused on preparing for the North Coast Education Summit in February. Drawing on your work with this organization or activity, you will be expected to create a portfolio of documents, artifacts, and written analyses and critiques and you will be asked to share your portfolio and organizing experience with other students in the class during a "portfolio presentation fair" towards the end of the semester. A detailed assignment sheet will be distributed early in the semester, but students choosing this option must find an appropriate organizational focus and begin weekly work no later than September 11th.

Course Overview

By participating in this class you will come to understand the value of skill development for community organizers who are working with movements of people who aim to change the world. You will also understand the value of organizing skills to your home, your workplace, and your life.

Students will become better able to reach individual and collective organizing goals and learn ways to strategically bring about change. Effective organizing is more than charisma, charm, and smarts: it's about roll-up-the-sleeve skills, working with people across differences, and not backing away from difficult, sustained work in the service of creating and more just and equitable world.

Upon completion of *Education for ACTION*, you will have the following:

- Knowledge of the critical role of organizing skills in building social movements of all political ideologies;
- Improved skills in planning and facilitating meetings, fundraising, working in coalitions, public speaking, direct action organizing, civil disobedience, campaign creation and self-care;
- The ability to create a long-term strategy to meet a particular organizing challenge, including the ability to enumerate key tactics, potential barriers, and core sources of support;
- A critique of the "superhero" model of social change and a greater appreciation of the ways in which ordinary people working together can create powerful changes in the world.

This course has been developed to strengthen the basic skills of people working to create change through community organizing. It will also benefit those who simply want to refine their skills in order to work more effectively in organizations and institutions such as schools, clubs, sports teams, corporations, small businesses, and government structures.

People of all political perspectives are welcome in this class and students are expected to demonstrate the ability to work respectfully across ideological differences in addition to differences rooted in culture, race, language, class, sex, and sexual orientation. The use of online technologies makes this even more important. See: [JOAN LINK HERE](#).

Diversity & Common Ground

This course qualifies as a Diversity and Common Ground course at HSU. It includes the following core objectives and is designed for students to:

- Study how various cultural groups have defined their visions of self and other, and of the relationships between self and other;
- Evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on;
- Understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.);
- Become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege.

This course is also a core requirement in the Leadership Studies Minor, an elective in the Social Advocacy Minor and the Environment and Community MA Program, in addition to being cross-listed between Education, Women's Studies, and Ethnic Studies.

Course Readings

This course has three required texts. Additional readings may be handed out, put on reserve, or placed on Moodle.

Bottom line--> Students are expected to be prepared to discuss the week's assignment in class and online. The required texts are:

- *Organizing for Social Change: Midwest Academy: Manual for Activists*, by Kim Bobo (Seven Locks Press, 2001). Photocopies at Bookstore until book arrives.
- *Stir it Up! Lessons in Community Organizing and Advocacy* by Rinku Sen (Jossey-Bass, 2003)
- *From ACT Up to the WTO: Urban Protest and Community Building in the Era of Globalization*, edited by Ben Shepard and Ron Hayduk (Verso, 2002)

A copy of each of the required texts will be placed on reserve in the library.

Special Notes

- **Required E-Mail Contact:** An e-mail list will be created for this class. Students are required to check their email accounts at least once every two days.
- **Village Square Announcements:** Brief announcements will be invited at the beginning of each face-to-face class and on the online announcement board. Keep each announcement brief and include all essential details.
- **Cell Phone No-no:** Use of personal cell phones and beepers while class is in face-to-face session is discouraged. If an emergency arises and you must have your technology turned on, notify the class during opening announcement period of potential disturbance.
- **Standard Academic Writing Expectation:** The use of standard, grammatically correct English in your writing and speaking is key to your success in this course. If you need assistance with your writing, please visit the university's Writing Center, seek help from classmates and friends, or visit the instructor during office hours. Take seriously this emphasis on English-language skills. Any assignment that includes many errors or is not carefully proofread and edited will receive a maximum grade of C. This will not be strictly enforced on discussion board online.
- **You Are Invited...:** Students are urged to attend office hours throughout the semester to discuss topics raised in the class, or seek help with assignments, study skills, academic or other matters. If scheduled times are not convenient, I am happy to schedule additional times to fit your schedule. Call or email the instructor to set up an appointment.
- **Access for Students with Disabilities:** Students with disabilities who will be taking this course and may

need disability-related classroom accommodations are encouraged to check-in with me as soon as possible. JOAN ADD BOILER PLATE AND EDIT

- **Ethics:** Students are responsible for information about academic dishonesty and plagiarism as stated in the HSU catalogue.
- **Guess Who's Coming to Class?** Visitors are welcome to the face-to-face meetings of this class. Food and beverages are welcome. If you have friends who might benefit from joining us for a specific session, bring them along and introduce them during opening announcements.

Assignments are due on the announced date unless alternate arrangements have been made at least 48 hours in advance of the due date. Otherwise, late assignments will have a full grade deducted for every two days they are late.

Education for ACTION

Schedule of Topics and Readings

Date	Format	Topic	Assignment
August 21	Face-to-Face Class	Course Introduction & Time-Management Skills In-Class Video: <i>You Got to Move</i>	
August 28	Face-to-Face Class	Popular Education & Movement Building	Oncores: <i>From Popular Education for Movement Building</i> , by Project South
September 4	Online Class	Organizing in the 1960s vs. Organizing in 2006	ACT-Up / WTO: x-34 Sen: v-24 View Video: <i>The Democratic Promise: Sen. Obama & His Legacy</i>
September 11	Face-to-Face Class	Direct Action Organizing Skills; In-Class Video: <i>This is What Democracy Looks Like</i>	Bobo: 2-81 Sen: 48-78
September 18	Online Class	Working in Coalitions and Working Across Difference	Oncores: <i>Coalition Politics: Turning the Tide</i> Bernice Johnson Reagon Sen: 24-47; 135-147 Bobo: 100-109
September 25	Online Class	Direct Action Organizing Skills	Bobo: 110-127 Sen: 79-115 View Video: TBA
September 29 – September 30	<i>Weekend Retreat:</i> Face-to-Face Class	Civil Disobedience, Non-Violence Training & Accountability Sessions	Bobo: 82-99 ACT-Up / WTO: 34-105
October 2	Online Class	Civil Disobedience & Direct	ACT-Up / WTO: 201-264

		Action Follow-up	
October 6-7		HSU Leadership Conference	
October 9	Online Class	Organizing Effective Meetings	Bobo: 128-139 Portfolio Installment #1 Due
October 16	Online Class	Public Speaking with Purpose and Power / The Role of Research and Education in Activism	Bobo: 140-155 Sen: 116-134, 165-182
October 23	Online Class	Recruitment & Leadership Development	Bobo: 110-127 Oncores: <i>Tyranny of Structurelessness</i> Freeman and <i>The Tyranny of Tyranny</i> Levine
October 30	Online Class	Using the Media or the Media Using You?	Bobo: 156-171 Sen: 148-164 ACT-Up/WTO: 265-325 View Video: <i>Fight Back, Fight AIDS</i>
October 30- November 12		Dialogue on Race Workshops	
November 6	Online Class	Designing Effective Workshops	Bobo: 172-181 Portfolio Installment #2 Due
November 13	Online Class	Fundraising and Resource Development	Bobo: 276-287 ACT-Up / WTO: 106-201 Conference Journals Due
November 27	Online Class	Caring for the Self & Working for the Long Haul	Bobo: 338-345 ACT-Up / WTO: 325-394
December 4	Face-to-Face Class	Portfolio Presentation Day	Final Portfolios Due
December 11	Face-to-Face Class	Portfolio Presentation Day	