

Making Effective Change: **SOCIAL MOVEMENT ORGANIZING & ACTIVISM** **WINTER 2013**

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Social movements don't just happen. They emerge in complex, often subtle ways out of shifting historic conditions, at first unnoticed or underestimated. Social movements--across the political spectrum--push us to examine a wide array of questions about ideas, communication and organization, and how people are inspired and mobilized to create change. In this program, we will explore what individuals and communities can do about whatever issues are of most concern to them.

This program will examine methods of community organizing that educate and draw people into social movements, and methods of activism that can turn their interests and commitment into effective action. Key to this will be how movements construct and frame their strategies, using a toolkit of tactics. Our foundation will be the contemporary U.S. scene, but we'll draw on historical roots and lessons from the past, as well as on models from other countries and efforts at international solidarity. It will be crucial for us to look at contexts of global, national and regional movements, and how they shape (and are shaped by) events at the local scale.

During winter quarter, we'll explore the ways that movements emerge and grow, focusing on themes that cut across organizations, and developing practical skills centered on these themes. Our discussions will include how movements reflect and tell people's stories (through interviews, theater, etc.). Central to our work will be an examination of ways to communicate with people from different walks of life, using accessible language and imagery (through personal interaction, popular education, alternative media, etc.). We'll critically examine how groups use mainstream institutions to effect change (such as press releases, research centers, legislative tactics, etc.). We'll examine and critique the use of the internet and social media in networking people, and share innovative uses of culture (film, audio, art, music, etc.). We'll assess the effectiveness and creativity of actions at different scales (rallies, direct actions, boycotts, etc.). Finally, we will look at relationships between social movements with different organizing styles, and how they have built alliances, as well as the internal dynamics within organizations.

Spring quarter will be a time for in-depth work through different types of projects: comparative critiques of movement strategies, critical social history of a movement, direct work with a local or regional movement, critical exploration of movement literature, or development of media, including such possibilities as social media, short film pieces, photography, web pages, photovoice, and podcasting. Throughout the program, our work will be shaped by a range of community organizers, activists and scholars. Projects will use community-based research and documentation, with a view toward the sharing and presenting of work, in connection with partners and collaborators.

Fields of Study: American studies, communications, community studies, geography, history, law and government policy, law and public policy, leadership studies, media studies, political science, sociology and sustainability studies.

Preparatory for studies or careers in: non-governmental organizations, advocacy, public policy, law and legal rights, education, public health, alternative justice systems, graduate school in social science, history, law, geography and political economy.

Required Reading:

1. *Whispering in Shadows* (Jeannette Armstrong)

We were to have read this novel by a Canadian First Nation artist and activist over winter break; Please share your copy with any students who were not able to order it.

2. *Stir It Up: Lessons in Community Organizing and Advocacy* (Rinku Sen)

Will be used at various times during quarter.

3. *Street Science: Community Knowledge & Environmental Health Justice* (Jason Corburn)

4. *Beautiful Trouble: A Toolbox for Revolution* (Andrew Boyd, ed. published by OR Books)

Exclusively at www.beautifultrouble.org for \$25. A full color e-book PDF is also available for an additional \$3. It is NOT available at amazon.com or any other sites. Will be used at various times during quarter.

5. *Pedagogy of the Poor* (Willie Baptist and Jan Rehmann).

Continuing use of fall-quarter book into winter quarter.

Several reading packets as listed in the schedule that you will find on Moodle at

<https://moodle.evergreen.edu/course/view.php?id=2822> It also also linked from our fall Moodle page. (access via my.evergreen.edu or moodle.evergreen.edu, then bookmark the page)

***If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please contact your advisor immediately. Applicable students may also register with Access Services for documentation and verification of appropriate accommodations. Information about a disability or health condition will be regarded as confidential. Contact Access Services in Library 1407-D, (360) 867-6348.

NOTE: This syllabus is subject to change; updates of syllabus on Moodle supersede the printed syllabus.

Program Schedule

Tuesdays	Wednesdays	Fridays
10-1 Lecture/Film LC (Longhouse) 1007A	10-1 Lecture/Film/Workshop SEM 2 E1105	10-1 Lecture/Film SEM 2 E1105
2-4 Seminar: SEM2 E2107 (A), E2109 (Z), E3107 (L)		2-4 Seminar: SEM2 E2107 (A), E2109 (Z), E3107 (L)

Assignments:

CUMULATIVE LITERATURE REVIEW: In order to help facilitate careful and critical reading, each student will compose one full single-space page (500-600 words), *not just a paragraph*, with review of and reflections on the readings from each seminar, due at the beginning of each **book** seminar, beginning January 11. (There are also required readings to prepare for seminar workshops, but papers will not be required for these.) The page should include an abstract, reflections, analysis, questions and/or discussable comments for each book seminar's reading. These thoughtful comments will be useful for beginning the seminars, and should be brought to seminar. They should be detailed, and refer or respond to specific passages or aspects of the reading (not vague, general observations). These discussion pages will have your name and the seminar date, since *they will constitute your attendance in the seminar*, and verify that you have completed and reflected on the reading. Students must always bring the reading itself to the seminar (and any assigned readings to all-program meetings). They should be posted on Moodle by the start of seminar (Moodle records the time of your posts for faculty). You need to respond to posts by two other students' in your seminar (from either day) by the following Monday at 5 pm. All Moodle posts should be directly copied and pasted from another document into Moodle. Unlike your other written projects, there is no need to turn in hard copy to your seminar leader.

SMALL CLASS PROJECTS: We will be conducting field trips and workshops together as a class. You will submit four assignments that document your work done in these classes: a field trip powerpoint, alternative media sources, legislative testimony, and press release:

- 1. Field Trip Powerpoint. Due Wednesday, Jan. 23 as an attachment on Moodle.** You will be taking photos during our Tuesday, Jan. 15 field trip in downtown Olympia, and compiling them into a powerpoint, with captions explaining the images to someone who was not there. (Bring a camera or camera-phone; if you do not have one, team up with someone who does and use separate photos) Emphasize photos that document social movements, organization activities, social power relations and conflict, political economy, cultural and historical change, etc., and explain these connections in the captions. Please ask permission to take close-up photos of any individuals. Refer to Anthony's handout on Reading the Landscape for more information. Only Powerpoint (.ppt or .pptx) will be accepted; you can transfer images from any other application in the computer lab, or email the images to yourself and drop them into Powerpoint. Save images first to the computer before inserting them onto the slide, or they may not appear at all on another computer. Likewise, use only common fonts (Times, Arial, etc.), because unusual fonts may dramatically change size on another computer. The Powerpoint would be posted in the Moodle Forum on Friday, and **MUST BE 50 MB or smaller** to be posted; use 10-25 images. No need to print hard copy.
- 2. Alternative Media Sources. Due Tuesday, Feb. 19 as pasted text on Moodle and hard copy (with name) in our Tuesday morning class.** This brief assignment (similar to our fall-quarter *Social Movements Directory*) is to compile 5 sources of general alternative media that you may find useful, and would recommend as sources. The media could either be a website, a printed journal/magazine (or both), but *not* a group's newsletter. Bring your list to our morning class to contribute to our discussion. Do *not* list

these five sources: Counterpunch, ZNet, Alternet, TruthOut, Huffington Post. List your 5 sources in this annotated format, with descriptions of 1-2 sentences on the type and/or style of content, usefulness, etc.:

Media name, Website (or publisher/project), 1-2 sentence description

3. **Legislative Testimony. Due Wednesday, Feb. 20** *as pasted text on Moodle and hard copy (with name) in class.* This will be the final text of your Legislative Testimony that you were to deliver in our seminar workshops on Public Speaking, on Friday, February 15. Refer to Lin's handout on Legislative testimony, and lecture on Tight Public Speaking for guidelines. Instead of handing in your testimony immediately after the workshop, you have the weekend to use student/faculty feedback to write a polished final draft.
4. **Press Release. Due Tuesday, March 5** *as pasted text on Moodle and one hard copy (with student names) in seminar.* This assignment comes from our press release writing workshop in seminar on Friday, March 1. This group assignment will be done in groups of three students. Refer to Zoltan's handout on Writing Press Releases for details. One student will take responsibility for posting the press release text on Moodle by 5 pm Friday, and printing our hard copy to hand in to the seminar leader on Tuesday, with all three student names as contact for the press release.

PROJECT PROPOSAL: The Project Proposal (at least 10 pages double-spaced) is the central and essential part of the work of winter quarter. The goal is for everyone to have the experience of developing a project proposal that captures and communicates a grounded piece of work that could be activated through a community process, a community organization, and/or social movement. Organizations and movements are strengthened by the capacity to give voice (and written word) to plans and hopes for the shaping and deepening of social change work. A project proposal – well developed, in collaboration with others – can offer direction, force and sustainability to community efforts. Organizations also need to be steadily mindful of their resource base and dedicate some time and energy to capacity building. This often involves shaping a proposal to seek support (funding, resources, mutual aid, in-kind supports) from others – those in organizational development, funding and/or other community and movement organizations. This Project Proposal is in a very similar format to grant applications for funding or resources, and should offer you experience in grantwriting, with your faculty in the role of the foundation or agency “granting” you the go-ahead to proceed with your project.

The objective is to create, think through and articulate a proposal that would strengthen the work and impacts of a regional organization involved in broad movements for social change. You can do this with a very specific organization in mind; that is, you can develop this as if you're working with or hoping to work with this organization. Over winter quarter, you'll be developing a spring project, internship, or volunteer placement with an organization. The project proposal may be tightly connected to the work you hope to do in the spring quarter. Some project proposals will be more in the realm of the hypothetical; that is, you will have the experience of crafting a project proposal that may not be activated spring quarter. Either way, the process of conceptualizing, drafting and finalizing a project proposal will support your thinking about building capacity for organizations and movements, and how to explain your own role and what you have to offer. The central purpose is to develop your capacity to think about and communicate how social change organizations shape their purpose, momentum and impacts. When complete, your Project Proposal should be about 10 pages

(double-spaced), not including references, annotated bibliography and an appendix with relevant charts, graphs, graphics, photos.

1. ABSTRACT AND BIBLIOGRAPHY. Due Tuesday, January 22 as pasted text on Moodle; hard copy for faculty. This is one long paragraph, of no more than 250 words (in MSWord, use Tools>Word Count). The Abstract summarizes your project in a tightly written single-spaced synopsis. If it is all that people read, they will have a basic understanding of your group and project. An abstract is typically developed toward the beginning of the process, in consultation with a community organization, and is changed and polished as more information develops (from the class and organization). Because this assignment is due in Week 3, you need to spend Weeks 1-2 getting into contact and discussion with a community-based organization, to see what its needs may be, and how your skills may be able to assist it. You will want to get on-going feedback from the community organization, as you work through drafts of the proposal. Identify a project that will fit both the organization's needs and your educational needs. Do not try to impose an unwanted project on the organization, or get deeply involved in work that does not challenge or educate you. The best way to learn from real life is to get out of your own comfort zone. Think of "back-up plans" if your initial plans do not pan out; if possible, do not rely solely on one contact for your success. Ellen Shortt-Sanchez, Laurel Smith, and Jamie Alwine at the Center for Community-Based Research and Action (CCBLA) will be able to assist making connections (SEM2 E2125; 360-867-6137; shorttse@evergreen.edu).

Attached to your Abstract, you will also include an **Annotated Bibliography** of at least 5 sources (books, journals, websites) that will be consulting in the course of your spring-quarter project work, with a 1-2 sentence explanation of each source. – books, articles, websites, etc. – that provide a sense of what you've consulted in the development of this proposal.

2. PROJECT PROPOSAL FIRST DRAFT. Due Tuesday, February 12, as attachment on Moodle as LastnameProposal1.doc ; bring three hard copies to seminar (one for you, one for a peer reviewer, and one for faculty). The Project Proposal needs to be in *exactly this form, and answer all the questions*. Copy and paste all the text from this section, and keep the bold text to identify sections separated by headings, just as they would be in a grant proposal:

A. Abstract (250 words; 1 page): Offer an updated or rewritten version of your earlier Abstract, keeping the same word length. The Abstract will be the main explanation of the larger context and purpose of your Project. It serves as a summary of your work that you will be repeating over and over.

B. Project Statement (2 pages) :

1. What issue(s) does this organization address? Explore the key issue(s), problem(s), need(s) or challenges to be addressed. Provide background on the mission and history of the organization you may work with. Identify some of the key questions or challenges that *your* project will be addressing. (For example, let's say the general issue is immigrant rights and you or the organization want to propose a

documentation project that gathers independent information on how the DREAM Act is being activated and the experiences young immigrants are having with it. In one sentence, how would you characterize the key issues and questions involved in the activation of the DREAM Act?)

2. What is the content of *your* project, and what is your detailed plan for the actual work of the project? (You may be thinking about and proposing something that will strengthen the organization's knowledge base for further action. You may be trying to launch a particular plan of action, with benchmarks for assessing the impacts. You may be proposing new ways for building and sustaining participation. Or, you might be shaping a project that involves a process of community-based research, with a number of partners and players. Or, you might be proposing an evaluation of something the organization already does.) Cite any particular facts or quotations.

C. Questions on Proposed Project Work (4 pages) :

- 1. What will be the steps for knowledge development, consultation, and activation?** What will it take to get this work done? How will you gain knowledge for your project? Who will you consult with, talk with, negotiate with? (Be as specific, detailed, and grounded as possible. Demonstrate that you know the organizational and social movement context. Identify any "back-up plans" if your initial plans do not pan out.)
- 2. What is your key methodology or approach?** (That is, you should think about and profile activities that are the essential work to be done. Community meetings? Observations? Interviews? Documentation? Gathering of key data, stories, official govt documents, etc., or other materials?)
- 3. What is the timeline for your work?** (Explain week by week. Our quarter begins on April 1, and proceeds for 10 weeks, including Class Presentations in Week 10.)
- 4. What are any ethical challenges or needs in your Project?** (You will want to anticipate, as thoroughly as possible, any ethical complexities that might emerge, especially if your proposed project involves any interviews or questionnaires, you'll want to learn about and apply (or adapt as is relevant) features of the Human Subjects Review. Likewise, any filming and recording would involve developing an Informed Consent process. In this section, you'll provide your sense of what ethical protections might be needed, as best as you can tell in the proposal stage.)

D. Personal Background and Skills (2 pages):

1. Resume or CV. In one page, list your hometown, education, and employment (being specific with years). Add any previous experiences, highlights, specific classes, projects, or achievements that may be of interest to the community organization. List any particular skills that the organization may find useful to its work, including skills you may be developing this quarter. Think of what facts about yourself you would want to mention in a job interview with the organization.

2. Personal Statement. Last quarter you developed a brief statement of your social and political influences. In no more than one page, rewrite this statement, thinking of the organization leaders as the readership, and your Personal Statement as being akin to a “cover letter” for your resume, as you apply for an internship with the group. Omit details that may be irrelevant to that purpose, and add other details that may promote your chance to be hired as an intern. Here you are talking about yourself as a human being with life experiences, and as a present or potential community organizer, researcher or educator, not just as a good student.

E. Conclusion (1 page):

In a page or less, provide a recap of your project proposal and its deeper implications. The Conclusion will end your 10-page Project Proposal, but you will also be adding these addenda:

F. Annotated Bibliography: You should develop a list of your key resources for this Project Proposal. You submitted 5 sources with your original Abstract, but by now it should be about 10 selected bibliographic entries.

G. Augmenting Materials: Media articles, charts, graphs, graphics, photos, etc. Pick 4 or 5 that you think best reflect the purpose, information and imagery relevant to this kind of work, and explain the importance of the organization or project work.

3. PROJECT PROPOSAL FINAL DRAFT. Due Friday, March 8 as attachment on Moodle as

LastnameProposalFinal.doc ; Hard copy to seminar faculty. You will use feedback from faculty, a student peer, and the community organization to modify and polish your First Draft. You should have an on-going dialogue with the organization or agency (by email, phone, or meeting) leading to a clear understanding about what your responsibilities will be in spring quarter. You may want to submit your Final Draft to your Internship Supervisor for spring quarter, so you have a clear, written idea of your work, the organization has better knowledge about what you have to offer, and you together can make any needed modifications before your work actually begins in spring quarter.

4. CLASS PRESENTATION AND IN-PROGRAM INTERNSHIP FORM. On Friday, March 15, you will be presenting to the entire class about your Project Proposal, and your upcoming spring-quarter work. You will be grouped into a panel of students doing similar thematic work, who can advise and assist each other on their project, and may form groups to meet online and in person in spring quarter. Each individual presentation will be only 3 minutes (drawing mainly from your Abstract and Project Statement), followed by panel comments and questions from other students and faculty. You should not simply read your presentation, but should be comfortable with your verbal explanation of the project. You may show images from your Project Proposal, but keep the focus on *your* work for the organization.

If you are pursuing a spring internship with a community organization or agency, you will need to complete a First Draft of an “In-Program Internship” form in Week 10, and attach it to your Project Proposal Final Draft.

The form is available from <http://my.evergreen.edu>. It is *vitaly important* that you select IN-Program Internship online, rather than a simple Internship. (While the distinction may seem minor, students have had significant problems with this difference in the past.) Make sure you keep the “Learning Objectives” (what you plan to learn) separate from the “Activities that will help me to attain this objective” (how you will learn it). You will need to identify an Internship Supervisor who will write a short evaluation of your work at the end of spring quarter. The usual way to apportion work is to devote 8 credits to the internship (20 hours of work per week for ten weeks), reserving 8 credits (20-25 hours per week) for your major project. The time spent on spring project may include observation, conversation, interviews, journal writing (or field notes), reading, discussion with faculty and students doing similar work, and writing the full draft of the paper. The success of the project depends on carving out – and sustaining – a solid sphere for research. More on this process later from faculty and CCBLA staff; for detailed information on how to fill out the form, go to <http://www.evergreen.edu/individualstudy/inprograminternship.htm>

DUE DATES

Project Proposal Abstract & Bibliography: <i>Moodle pasted text; under 250 words</i>	Tues. Jan. 22 (Week 3)
Olympia field trip powerpoint (photos/captions) <i>Moodle attachment; keep under 50 MB</i>	Wed., Jan. 23 (Week 3)
1st Draft of Project Proposal: <i>Moodle attachment / 3 hard copies to seminar</i>	Tues., Feb. 12 (Week 6)
5 annotated alternative media sources: <i>Moodle pasted text /Hard copy for Tues. am class</i>	Tues., Feb. 19 (Week 7)
Legislative Testimony from Feb. 15 workshop: <i>Moodle pasted text /Hard copy for faculty</i>	Wed., Feb. 20 (Week 7)
Group press release from Mar. 1 workshop: <i>Moodle pasted text /Hard copy</i>	Tues., March 5 (Week 9)
Final Project Proposal: <i>Moodle attachment/Hard copy</i>	Fri., March 8 (Week 9)
Project Proposal Presentations <i>In class</i>	Fri., March 15 (Week 10)
In-Program Internship for spring quarter <i>Submit online at my.evergreen.edu</i>	By Fri., March 15 (Week 10)

Check out Evergreen’s Master of Public Administration (MPA) Non-Profit Track:
<http://www.evergreen.edu/mpa/adminconcentration.htm>

WINTER 2013 SEMINAR INTRODUCTION FORM

* Name (please print): _____

* Preferred nickname (if different from your first name): _____

* Standing (circle): Soph Junior Senior Master's (in _____)

(Transfer student from: _____)

TESC email: (*check every day!*): _____@evergreen.edu Other e-mail: _____

Local or Cell Phone: () _____

* Hometown: _____

* Reason(s) that you chose and/or are continuing in this program: _____

Related academic preparation and work experience:

* Relevant volunteer or activist/organizing work:

Spring project idea(s), group, and reasons for interest:

* Quirky fact (for others to remember you): _____

Any special needs that you want your seminar leader to know about: _____