

**Community Organizing and Leadership
Community Internship
UEP 310/311
Fall 2025**

Professor Teto Huezo
Office Hours: By Appointment
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**Class Sessions: Tuesdays and Thursdays 10:05-11:30 am
Fowler 202**

"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.

What This Course is About

"Organizing," writes author Si Kahn, "is people working together to get things done." This course focuses primarily on 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, child care, jobs, poverty, discrimination, and many others. We will also focus on union organizing as a complement to community organizing.

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) members of your communities. If you want to be an effective, active community member who can make a difference in your community, you will need to use the tools of leadership and organization-building.

UEP 310/311 are 4-unit courses. They are co-requisites and it is expected that students in this class will be devoting an average of twelve (12) hours a week (including in-class time) to each course.

After taking UEP 310/ UEP 311 you should be able to:

- Appreciate the history of community organizing in the United States.
- Analyze different theories and approaches to effective grassroots organizing.
- Identify and practice the skills used to empower people so they can win victories and improve their communities.

- Identify and problematize the techniques used to empower different constituencies in organizing settings.

The course is intended to be a small, participatory seminar. Active student participation is critical to its success. The course involves five ways of learning:

1. An intensive 12-hour/week internship with an organization engaged in direct organizing and coalition building.
2. We will read several books and a number of articles about organizing, including several case studies, and discuss them in class.
3. We will watch several films (including documentaries) and discuss them.
4. We will talk with several guest speakers who have experience as effective organizers and activists.
5. We will participate in several hands-on exercises.

Class Culture and Navigating Activating Materials

The kind of classroom community we foster shapes our learning experience. I commit to maintaining a respectful classroom environment and, in turn, expect you to be considerate in engaging with me and your peers. Some of the materials covered in the course can be activating. We will have to undertake difficult conversations on topics such as poverty, structural violence, racism, sexism, queerphobia, abuse of power, and use of force.

We will also read authors whose ideas you may disagree with. Our reactions to both the reading materials and class discussions will vary based on our different perspectives, life experiences, and subject-positions grounded in gender, race, class, and nationality, etc. We will not pretend to censor these differences but embrace them as sources of enrichment for our collective learning experience.

Our task, first and foremost, is to understand how ordinary people combine to form extraordinary political forces that alter the course of history. To this end, we will leverage critical sensibilities and reasoned debate. We will **practice organizing skills** and discuss the relevance of organizing to our present. We will also process our emotional responses to potentially distressing content (think: injustice).

In this class, thinking, feeling, and doing are not separate tasks. I invite you to bring your whole self to class and to be open to the possibility of being changed by the material and the interventions of your classmates. I hope to nurture your passions and support your growth. I always welcome your suggestions about how to make our classroom a safe and inclusive space for students from all backgrounds. I also welcome you to challenge yourself to sit with moments of discomfort and reflect on why you may be feeling that way. If at any time you feel you cannot express yourself safely or adequately, please share your concerns with us and we will work together to address the situation.

Course Requirements

➤ Internship

You should already have picked one of these groups to work with during the entire term. You are expected to begin your internship the week of August 26 and work at least 12 hours/week through December 4.

➤ Guest Speakers

I've invited several prominent activists, policymakers, and organizers to meet and talk with you.

➤ Films

Throughout the semester you will be asked to watch films on your own time and then discuss them in class. Please plan your schedules accordingly.

➤ Written Assignments and Exercises (a summary of the written assignments is included at the end of the syllabus)

Keep weekly reflections/journal entries.

As part of this course, you should keep a weekly journal to record your internship activities, take notes on your observations, impressions, and questions about the people, the organization, the community, and issues you are dealing with. You should record your own activities -- including the highlights and challenges you observed or experienced. While you are welcome to keep handwritten notes, you should be producing a weekly journal entry for each full week of internship activity via word document or google doc submitted through canvas. Each journal entry should be no more than 1 page and should include reflections on how learnings from class have emerged in the internship either organically or through your own learning and discussions with your supervisor, members, staff or other stakeholders.

Complete an Organizational Profile of your internship organization. (Due Thursday, November 20) (5-7 pages)

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 dues, foundations, fundraisers, other. List the foundations.
- List the issues that the organizing staff have worked on in the past three years
- Describe the group's key organizing campaigns over the past three years, using a narrative version of the Midwest Academy's strategy chart. Who are their key constituencies, targets, allies? What are their strategies and tactics? List the outcomes of their community organizing campaigns -- victories, defeats, stalemates.

Final Paper (due Friday, Dec. 5)

Each student in this course is required to write a longer paper (15 pages) describing and analyzing your internship and the organization you worked with. The paper should draw on the class materials (readings, films, speakers, exercises) as well as your experiences and your journal and research done for your Preliminary Organizational Profile. The paper should explain what you learned about community organizing, especially, the key elements of effective community organizing, and how well the organization met the criteria of effective organizing.

Your final paper should aim to be objective and analytical. That means you should view the organization from a variety of angles and perspectives -- not simply the perspective of your supervisor. You should look organization from the perspective of the staff, the board, constituents, allies, targets, and others. Then you can come to your own conclusion based on having an "outsider's" view of the organization

In order to write this paper, in other words, you will need to talk to people besides your 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 was it 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?
- How is the organization organized? Discuss its budget, staff, board, and sources of funds. Who runs the organization? How does the way it is organized reflect its missions and

goals? How does the way it is funded influence what it does and its ability to advance its mission and/or achieve its organizing goals?

- How does the organization decide what issues to get involved with? What is the group's overall strategy? How does it decide on strategy and tactics?
- What is the organization's constituency? How does it determine what its constituency is?
- How does the organization deal with such matters as leadership, recruiting and maintaining members, maintaining morale, fundraising, research, and the media?
- What impact does involvement in the organization have on the people -- staff, leaders, members?
- Discuss how your internship fits into the organization's overall activities. Discuss the specific role(s) you play(ed) in the organization. Evaluate the pros and cons of your internship.
- Discuss the overall strengths and weaknesses of the organization. Be sure to clarify what criteria you are using.

Grades

You will get the same grade for UEP 310 and UEP 311. The grades will be based on the following:

1. **Participation in class** (30%). Students are expected to do the reading before class and actively participate in classroom discussions. Participation is expected as the work that we do in class is critical to your understanding of the material and you will be giving feedback to your peers on many occasions. Class discussions and role-playing exercises supply the opportunity for you to demonstrate your learning and put it into practice, and allow us the opportunity to assess whether you are grasping the relevant concepts. I am assessing your participation on quality rather than quantity. I am looking 1) for growth in your knowledge and skills throughout the semester; 2) to see that you can thoughtfully challenge yourself and others (including your professors!). However, as in the professional world, perfect attendance is neither realistic nor expected. Therefore, while attendance will form a component of your final grade, you are entitled to **three absences** without a negative impact on your grade. Unlike some other courses, this course does not distinguish between “excused” and “unexcused” absences. You are entitled to three penalty-free absences for any reason that arises, including any emergencies, official Oxy events, or [reasons of faith or conscience](#) . Simply email me ahead of the absence to let us know you are missing class. You do not need to provide a reason to explain your absence.

2. **Class Exercises (20%).** The course includes a series of exercises and assignments throughout the course that you are expected to participate in and, in the case of written exercises, turn in for credit. Completion of these will contribute to your participation in class.
3. **Internship Analysis (30%).** This includes three assignments: 1) completion of your journal; 2) organizational profile of your internship organization; and 3) final paper. See details above.
4. **Internship (20%).** Your internship supervisor's evaluation of your work, including our discussions with you and your supervisor about your internship.

The course uses the following grade scale:

A	A-	B+	B	B-
93	90	87.5	82.5	80
C+	C	C-	D+	D
77.5	72.5	70	67.5	60

Required Readings

Much of the course reading will be found in the books listed below. In addition, all readings with an asterisk (*) will be found on the Canvas site of this course. I may occasionally add or switch readings if I think it is appropriate.

These are the required books:

- Mary Beth Rogers, *Cold Anger: A Story of Faith and Power Politics*, University of North Texas Press, 1990.
- Kim Bobo, Jackie Kendall, and Steve Max, *Organizing for Social Change*, Forum Press, 2010, 4th Edition
- Pramila Jayapal, *Use the Power You Have: A Brown Woman's Guide to Politics and Political Change*, The New Press, 2020
- Alicia Garza, *The Purpose of Power: How to Build Movements for the 21st Century*, Random House, 2020

Office Hours and One-on-One Meetings

I expect each student to have at least one meeting with me before November. But you can schedule additional meetings as well. During office hours, you can discuss any issues, questions, or concerns you have about the class. Or you can use the office hours simply to introduce yourself and let me know how you're doing at Oxy or what you're doing outside Oxy. At the very least, office hours allows me to get to know you a little better and to check-in about how your internship is going. I do this because I think a foundation of mutual trust and respect is important to having a lively and productive course. I look forward to getting to know you.

Academic Integrity

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community, and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own, and students give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at matriculation and at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

Please familiarize yourself with the college's policies regarding academic honesty and plagiarism. I take these issues very seriously and so should you. Students are expected to comply with the Student Handbook, in particular the section on [Academic Ethics](#) and [Academic Misconduct](#).

Please do not use AI and ChatGPT to write your assignments. I have seen student work come out of these algorithms...it's lower in quality than what you can produce on your own.

Civil Rights & Title IX Statement

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, we 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:

- Oxy's 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)
- Oxy 24/7 Confidential Hotline (323-341-4141)

The college's civil rights policies, 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.

Accommodations for Reasons of Faith and Conscience

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that

students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/office-religious-spiritual-life>

Students with Disabilities/Learning Differences

All academic and housing accommodation requests are managed by Disability Services & Student Support (DSSS). It is a student's responsibility to contact DSSS if they need accommodations or additional support. Any student who has, or thinks, they may have a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>

Any student requiring an accommodation should notify us in the first weeks of the course. If you need accommodations, you have a right to have these met. Please do not hesitate to contact us if learning in this class is excluding you in any way. Students with documented disabilities and learning differences who are registered with Disability Services will need to present their accommodation letter to the instructors at the beginning of the semester or as soon as possible thereafter.

Topics, Readings, Videos, and Films

Part I - Foundations

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)

Tuesday, August 26 – Introduction

*Milltown Role-Play

Thursday, August 28 – Movements, Organizations, Campaigns – Part I

- Watch before class: "9 to 5: The Story of a Movement" (Here is the vimeo link: <https://vimeo.com/522444465>. Use this password: women (85 minutes)

*Milligan, "Stepping Through History from 1769 – 2017," *U.S. News & World Report* (PDF)

*"Women's Suffrage," from Robert Cooney and Helen Michalowski, *The Power of the People*, 1977.

*Weinbaum and Roth, "Beyond Suffrage: How Far Have Women Come?" *LAT*, August 26, 2011

Tuesday, September 2 -- Movements, Organizations, and Campaigns – Part II

Watch this film before class: "Heather Booth: Changing the World"

- *Miroff, Seidelman, Swanstrom, and DeLuca, "Mass Movement Politics: The Great Equalizer? (in *The Democratic Debate*, 2015)
- *Robin Kelley, *Freedom Dreams: The Black Radical Imagination*, Beacon Press, 2003. "When History Sleeps: A Beginning" (pages 1-12)
- *David Talbot and Margaret Talbot, *By the Light of Burning Dreams*, "Introduction," Harper, 2021 (pages 1-22)

Thursday, September 4 - Why Do People Tolerate So Much Injustice?

- 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> Also read the text of the entire speech: <https://kinginstitute.stanford.edu/our-god-marching>
 - Watch this video before coming to class: Catalina Morales, organizer, Faith in Action: "How I Became an Organizer" – April 20, 2023 (5 minutes)
<https://drive.google.com/file/d/19e3u1srPZSsMvDdlkWAWbx7mJG7T9eiv/view>
- *Frederick Douglass, "Letter to an Abolitionist Associate" (1849) – this is on the first page of Bobo, Kendall, and Max, *Organizing for Social Change*
- *Bacon, "Braceros Strike After One Worker Dies," *American Prospect*, August 9, 2017
- *Greenhouse, "Hotel Rooms Get Plusher, Adding to Maids' Injuries," *NYT*, April 21, 2006
- *Esquivel, "They Face L.A.'S Largest Eviction In Years. But These Westside Renters Won't Go Quietly," *LAT*, May 26, 2023
- *Lopez, "On The Hotel Worker Picket Line, Retirement Is Out Of The Question For Many," *LAT*, July 15, 2023
- *Mozingo, "Residents Want Action After Fatal Accident on Figueroa," *LAT*, October 18, 1998
- *Reyes, "South LA Residents Resist Oil Firm's Plans to Burn Gas at Drilling Site," *LAT*, August 16, 2015
- *Martin, "The Radical Possibilities of Not Paying Your Student Loans," *New Republic*, February 7, 2020

Tuesday, September 9 – Inequality, Privilege, Justice

- “The Top 1%: Should Wealth Have Its Limits?” CBS News, January 22, 2022
<https://www.cbsnews.com/video/the-top-one-percent-should-wealth-have-its-limits> (8 minutes)
- Percentage of workers in unions by state 1964-2014
<https://www.npr.org/sections/money/2015/02/23/385843576/50-years-of-shrinking-union-membership-in-one-map>

*Domhoff, *Who Rules America?*, 8th edition, 2022 (“Introduction,” pages 1-5; and “Three Power Indicators,” pages 29-35)

*Dreier and Collins, “Traitors to Their Class,” *New Labor Forum*, Winter 2012

The Use and Abuse of Power

Thursday, September 11 – Direct Action, Advocacy, Charity/Services, and Community Development

Direct Action

Bobo, *OSC*, Ch. 2 (Fundamentals of Direct Action Organizing)

Advocacy

*Visit the website for the Alliance for Justice (www.afj.org) and read the section called “Advocacy Defined” (<https://www.bolderadvocacy.org/advocacy-defined/>) and familiarize yourself with the options, and limits, for nonprofits to lobby.

Charity and Services

*Hilfiker, “Justice and the Limits of Charity,” *The Other Side*, 2000

Community Development

* “October 1966 Black Panther Party Platform and Program” in Murch, *Living for the City : Migration, Education, and the Rise of the Black Panther Party in Oakland, California*, University of North Carolina Press, 2010. (pages 128-129)

*Holt, “What Every Community Organization Should Know About Community Development,” *Just Economics*, March 1975

*Lander, “Community Development as Freedom?” *Shelterforce*, September/October 2002

Writing Assignment

Visit these four websites. Compare and contrast them. Explore what unhoused people get from each, how they are treated, what the organization assumes about the causes of and solutions to homelessness. Two or three pages. Bring this to class.

- Downtown Women’s Center: <https://www.downtownwomenscenter.org/>

- LA Mission: <https://losangelesmission.org/>
- LA CAN (Los Angeles Community Action Network). <http://cangress.org/>
- Inner City Law Center: <https://innercitylaw.org>

Tuesday, September 16 – What Is Organizing? What is Power?

Rogers, *Cold Anger* (Intro, Prologue, Part One, Part Two)

Thursday, September 18 – What Is Organizing? What is Power?

Guest Speaker: TBD

Rogers, *Cold Anger* (Part Three, Part Four, Epilogue)

Tuesday, September 23 – Movements and Power

*Garza, *The Purpose of Power: How To Build Movements for the 21st Century* (pages 3-100)

Thursday, September 25 – The Power of Relationships

Family History and Family Social Ties Assignments due

*Garza, *The Purpose of Power: How To Build Movements for the 21st Century* (pages 100-148)

*Gladwell, "Small Change," *New Yorker*, October 4, 2010.

*Zinn, "Young Ladies Who Can Picket" (from Zinn, *You Can't Be Neutral on a Moving Train*)

Tuesday, September 30 -- Organizing Campaigns: How to Define "Success"?

Watch this film before class: "Plan C"

*"What is Reproductive Justice," Loretta Ross, SisterSong Women of Color Reproductive Health Collective Crosby,

<https://www.law.berkeley.edu/php-programs/courses/fileDL.php?fID=4051>, pp. 4-5

*Blake, "Why Some Movements Succeed and Others Wilt," *CNN*, August 19, 2013 [Be sure to also look through the historic photos included in the site]

Thursday, October 2 – The Labor Movement: Workers Rights and Economic Justice - Past Achievements and Current Challenges

- Watch this film before class: "Bread and Roses" (90 minutes)
- Watch this video before class: "Union Busting" - *Last Week Tonight* with John Oliver, Nov 14, 2021 (23 minutes) <https://www.youtube.com/watch?v=Gk8dUXRpoi8>

*Charney, Hagopian, and Peterson, *Teacher Unions and Social Justice: Organizing for the Schools and Communities our Students Deserve*, 2021.

"Imagine if Your Union"

Ricker, "Teacher-Community Unionism: How One Teacher Union Brought Parents And Students Into The Bargaining Process—And Won"

Tuesday, October 7 – The Labor Movement: Organizing Workers

Pass Out Issues Assignment. Due October 16

Speaker: TBD

*Abramsky, "How UNITE HERE Turned the West's Biggest Red State Blue,"
The Nation, June 14, 2021

*McAlevey, "Smithfield Foods: A Huge Success You've Hardly Heard About"
(from McAlevey, *No Shortcuts: Organizing for Power in the New Gilded Age*, 2016)

*Rosenkrantz, "The Future of Unions: Will They Revive Under Biden
Presidency?" *Congressional Quarterly*, January 29, 2021

Thursday, October 9 -- Housing, Gentrification, Homelessness, and Tenants Rights PT I

Pass out Strategy Chart assignment. Due October 21

Speaker: TBD

Fall Break – October 13-14

Part III - Nuts and Bolts: Building Campaigns and Organizations

Thursday, October 16 -- What Makes a Good Issue?

Issues Assignment Due

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

Tuesday, October 21 - Thinking Strategically

Strategy Chart assignment due

Hand out Organizing Role-Play assignment.

Bobo, *OSC*, Ch. 4 (Developing a Strategy), Ch. 5 (A Guide to Tactics), Ch. 7
(Meetings to Pressure Officials), Ch. 8 (Holding Accountability Sessions)

Thursday, October 23 - Using Organizing Skills in Politics

Congresswoman Pramila Jayapal, *Use the Power You Have: A Brown Woman's
Guide to Politics and Political Change* (chapters 1-6)

Tuesday, October 28 – Using Organizing Skills in Politics

- Watch this video before class: “Suppressed 2020: The Fight to Vote”
<https://www.youtube.com/watch?v=9rynnRBQwrU> (38 minutes)

Congresswoman Pramila Jayapal, Use the Power You Have: A Brown Woman’s Guide to Politics and Political Change (chapters 7-8 plus Afterward)

Thursday, October 30 – Inside/Outside – Organizing, Elections, Politics

Speaker: TBD

- Watch this film before class: “Knock Down the House”
<https://www.youtube.com/watch?v=YCSo2hZRcXk> (90 minutes)

Tuesday, November 4 – What Do Organizers and Leaders Do?

Interview with leader due

Organizing Role-Play assignment due

Pass Out Coalition Role-Play Assignment. Due November 12

- Watch this film before class: “Selma”

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

*Rothstein, “What Is An Organizer?” (Midwest Academy, 1973), published in Schutz and Miller, editors, *People Power: The Community Organizing Tradition of Saul Alinsky* (2015)

Thursday, November 6 – How To Recruit Members and Keep Them Involved

Watch this film before class: “One Day Longer” (50 minutes)

Bobo, OSC, Ch. 10 (Recruiting)

*Ballenger, “Why People Join,” *Community Jobs*, April 1981

*Munson, “How People Become Pro-Life Activists,” *Scholars Strategy Network*, February 8, 2016

*Johnson “Change Is Possible: How Campaigners Are Using Deep Canvassing to Build a Just Future,” *CommonDreams*, June 26, 2023

Tuesday, November 11 -- What Are the Strengths and Weaknesses of Coalitions?

Coalition Role Play Assignment due

Bobo, OSC, Ch. 9 (Building and Joining Coalitions), Ch. 20 (Working with Religious Organizations), Ch. 19 (Building Labor-Community Partnerships)

Thursday, November 13, -- Campaign Research and Power Analysis

Speakers: TBD

Bobo, OSC, Ch. 7 (Tactical Investigations)

Tuesday, November 18 -- Housing, Gentrification, Homelessness, and Tenants Rights PT I

Part IV -- New Challenges and Opportunities

Thursday, November 20 -- The Environmental Movement and the Climate Crisis: History, Achievements, and Challenges

Preliminary organizational profile due

*Klein, "Democratic Socialism for a Climate-Changed Century" (in Aronoff, Dreier, and Kazin, *We Own the Future*, 2020) (pages 78-90)

Tuesday, November 25 - The Future: Organizing for a Society We Want to Live In

- 2023 (3 minutes)
<https://abc7chicago.com/chicago-mayor-brandon-johnson-school-board-cps/13470607/>

* Kushner, "Is Prison Necessary? Ruth Wilson Gilmore Might Change Your Mind," *NYT*, April 17, 2019

Supplemental Reading - TBD

THANKSGIVING BREAK – NOVEMBER 26-28

Thursday, December 4 -- Wrap Up (in lieu of a final exam)

TBD:

<u>Class Assignments</u>	<u>Due/Discuss</u>
Organizations for the Homeless	September 11
Family Social Ties	September 25
Family History	September 25
Issues Assignment	October 16
Strategy Chart Exercise	October 21
Organizing Role-Play	November 4

<u>Internship Assignments</u>	<u>Due/Discuss</u>
Interview with leader	November 4
Preliminary organizational profile	November 20
Final papers and journals	December 5

Additional Course Policies and Information

Academic Support Services

The College has a wide range of [Student Academic Support Resources](#). 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 Library's Teaching, Learning, and Research Support (TLRS) offers [library research consultations](#). It also offers offer peer-to-peer support for learning technologies in the Critical Making Studio on the ground floor of the library (contact dcoaguila@oxy.edu for more information).

Peer Tutors are available to assist students on [discipline-specific peer tutoring for coursework](#), and content review and study skills support in a variety of academic departments. Information about tutoring for all subject, including languages, can be found at: <https://www.oxy.edu/academics/student-success/peer-learning>

The Writing Center offers opportunities to work on all forms of writing for any class or other writing tasks such as personal statements, proposals, senior comprehensives, etc. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. For Fall 2023, most appointments will be synchronous in-person sessions, with some availability for Zoom virtual meetings and asynchronous feedback. The Writing Center is located on the ground floor of the Academic Commons. See the [Writing Center website](#) for more information about our hours and how to sign up for appointments. Please contact the Writing Center Director, Prof. Prebel (jprebel@oxy.edu; x1307) for more information on how the Writing Center can work with you.

Intercultural Community Center (ICC)

The Intercultural Community Center (ICC) seeks to uplift and support the experiences of students who identify as BIPOC, LGBTQIA+, low income or first-generation college students. The ICC also aims to reduce institutional barriers for minoritized groups through intersectional programming, identity-specific services and structural resources. To learn more, contact icc@oxy.edu, or reach out directly to Chris Arguedas, at carguedas@oxy.edu.

Lived Name Policy

Occidental College seeks to provide an inclusive and non-discriminatory environment by making it possible for students to use [a lived first name](#) and pronouns on college records when a legal name is not required.

COVID/Emmons/ Student Health

Your health and well-being, and that of our community, are essential. If you are feeling any symptoms of illness, even if they are slight, please refrain from attending class until explicitly cleared by Emmons. Similarly, if you have a known exposure to someone who has tested positive for COVID-19, please do not return to class until Emmons confirms that you are cleared to participate in your usual activities.

Symptoms such as anxiety, depression, loss of motivation, difficulty concentrating, and strained relationships can occur any time, and these have heightened during the past few years. Emmons Counseling staff are committed to supporting the mental health needs of all of our students. Emmons provides virtual walk-ins, crisis support, and consultation to all students, and ongoing individual telecounseling to students. Emmons also assists students with finding local therapy referrals. All students continue to have access to the 24/7 confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657 or schedule an appointment online at <https://myhealth.oxy.edu> using your Oxy login credentials.

Recordings

No recording of classroom instruction is permitted, except by the professors. We will not be recording the class discussions. The sharing, altering, or distorting of any audio-visual capture of a class session is not permitted.