

**Community Organizing & Social Change**

Spring 2024

College of Urban and Public Affairs

	Description
<b>Instructor</b>	Colleen Carroll
<b>Office</b>	Urban Center 350E
<b>Availability</b>	Monday and Wednesday 4:00-5:00 pm or by appointment
<b>Phone</b>	NA
<b>Email</b>	<a href="mailto:cpc4@pdx.edu">cpc4@pdx.edu</a> aka <a href="mailto:colleen.carroll@pdx.edu">colleen.carroll@pdx.edu</a>
<b>CRN</b>	63564 (except for IS students)
<b>Credits</b>	4 undergrad credits/3 graduate credits
<b>Location</b>	Fariborz Maseeh Hall   Room 230
<b>Meeting Schedule</b>	Monday and Wednesday 2:00 - 3:50 pm

**Course Outcomes/Learning Objectives**

- Students will differentiate organizing from other social movement work.
- Students will distinguish between organizing an organization, organizing an issue-based campaign, structure-based organizing, organizing for power....
- Students will differentiate measurable goals and concrete achievements from valuable benefits of organizing.
- Students will evaluate the strengths and weaknesses of organizing strategies, tactics, and skills.
- Students will match organizing strategies, tactics, and skills to measurable goals under specific conditions.
- Students will practice organizing skills and activities.

## Course Touchstones

“...practice makes different.” — Ruth Wilson Gilmore

“everything worthwhile is done with other people” — Mariame Kaba

Don't Guess, Assess!

## Required Materials

Materials will be **updated weekly in Canvas** - including articles, videos, podcasts, activities, book chapters and other materials.

## Class Activities

Each week, and often twice a week, we will do in-class activities. We will practice a skill, we will attempt a strategy, we will do power-mapping, structure testing, wall charting, group decision making, etc. You will be expected to do things. You will not be graded on how well you do them, but they will help you accumulate evidence and examples for your evaluation forms.

## Major Assignments

### Strengths & Weaknesses Evaluation Forms (130 pts available)

Students must turn in thirteen (13) Strengths & Weakness Evaluation Forms over the course of the term. **Evaluation forms can be uploaded to canvas, or handed to me in class. If you hand it to me, it is your responsibility to watch me account for it in my spreadsheet. Due dates are listed in the schedule.** If you are absent on a day when an evaluation form is due, it is up to you to get that evaluation form to me - *preferably in my hand at the next class or by email.*

Each evaluation form can earn up to 10 pts. I will provide feedback. Evaluation forms can be resubmitted as many times as desired, **up until May 29th at 4pm.** I will not accept new or revised evaluations forms after May 29th at 4pm.

### Organizing in Action a 4-part project (75pts available)

This is the main project for the class and will be done over the course of term. These are individual projects. You will assess/map/evaluate/describe/ an organization, issue-based campaign, structure-based organizing campaign, direct action, mutual-aid project, or other type

of social action that uses organizing - to answer questions that we co-develop. You may choose the medium(s) you use to submit the project to me - these can be written in essay or narrative form, they can be bullet points, audio file, video, visual art, performance art, crafted. More details to come.

**\*Who are they? (10 pts)**

*Due at 8am Thursday, April 11, 2024*

**\*10 questions about them. (15 pts)**

*Due at 8am on Thursday, April 25, 2024*

**\*What did they do? (25 pts)**

*Due at 8am on Thursday, TBD*

**\*How did they do that? (25 pts)**

*Due at 8pm Thursday, June 6, 2024*

## Grading Criteria

There are a total of 205 points available. Course grades will be assigned on the student's proportion of total points based on the standard Portland State University grading scheme: 90-100%(A), 87-89%(B+), 80-86%(B), 77-79%(C+), 70-76%(C), 67-69%(D+), 60-66%(D), and below 60%(F).

## Flexibility Statement

The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations.

## Course Calendar/Schedule

Topic	Materials	Activity	Assignments
	Against Activism by Astra Taylor		<i>Evaluation #1</i> Due at 8am on Mon, April 8

	<p>Spadework: On political by Alyssa Battistoni</p> <p>We Can Only Survive Together by Mariame Kaba</p> <p>Optional: Racism and Fascism by Toni Morrison</p>		
<p>Mon, April 8: Structure-Based vs Interest Based Organizing</p>	<p>No Shortcuts - Intro Podcast</p> <p>Organizing isn't Matchmaking</p>	<p>Introduce Practice Scenario</p>	<p><i>Evaluation #2</i> Due at 8am on Tues, April 9</p>
<p>Wed, April 10: We make the community by defending it.</p>	<p>Read <a href="#">101 Notes on the LA tenants union</a></p> <p>Plus <b>one</b> of the following <a href="#">Junkie Communism: No one is disposable</a></p> <p><a href="#">Mike Davis : Ten Immodest Commandments</a></p>	<p><b>Review Grading Matrix for</b></p> <ul style="list-style-type: none"> <li>- Who are they?</li> <li>- 10 questions about them.</li> <li>- What did they do?</li> <li>- How did they do that?</li> </ul> <p>101 Notes on Being a Student in 2024</p>	<p><i>PSU Student Body Structure #3</i> Due at 8am on Thursday, April 11</p> <p><b>Who are they?</b> Due at 8am Thursday, April 11, 2024</p>
<p>Mon, April 15: The Power to Win is the Community Not in the Boardroom</p> <p>Small / leaders</p>	<p>The Power to Win is the Community Not in the Boardroom (pgs 27 - 50) <b>PDF</b></p> <p><a href="#">Ella Taught Me: Shattering the Myth of the Leaderless Movement</a> By Barbara Ransby</p> <p><i>Optional:</i> <a href="#">Associations without members</a></p> <p><a href="#">Ella Baker and the Origins of "participatory democracy" by Carol Mueller</a></p> <p><a href="#">How Organizing</a></p>	<p>Identifying Organic Leaders</p>	<p><i>Evaluation #4</i> Due at 8am on Tuesday, April 16</p>

	<a href="#">Professionalizes</a> By Clément Petitjean		
Wed, April 17: The Power to Win is the Community Not in the Boardroom (cont.)  Concession Costs and Disruption costs	The Power to Win is the Community Not in the Boardroom (pgs 50 - 70) <a href="#">PDF</a>  <i>Optional:</i> The Economics of Movement Success:Business Responses to Civil Rights Mobilization by Joseph Luders <a href="#">PDF</a>	Concession Cost and Disruption Costs	<i>Identifying Organic Leaders Exercise</i> Due at 8am on Thursday, April 18
Mon, April 22: Structured Power Analysis	Conducting a Power Structure Analysis, <i>Rules to Win</i> By Abby Lawlor and Jane McAlevey <a href="#">PDF</a>	Structured Power Analysis of <i>The Scenario</i>	<i>Evaluation #6</i> Due at 8am on Tuesday, April 23
Wed, April 24: Charting and Mapping	<a href="#">It Takes a Community: Building Unions From the Outside In</a> by Jane McAlevey  <a href="#">Mapping: the Basics</a> by the IWW  Comprehensive Charting and Community Campaign by Jane McAlevey <a href="#">PDF</a>  <i>Optional:</i> <a href="#">The Origins and Urgency of Bargaining for the Common Good</a> by Joseph McCartin and Merrie Najimy	Charting and Mapping	<i>Evaluation #7</i> Due at 8am on Thursday, April 25  <b>10 questions about them.</b> Due at 8am on Thursday, April 25
Mon, April 29: Structure Tests	TBD	Wall Charts	NONE
Wed, May 1: May Day	<a href="#">The Dig LIVE: What Now? Perspectives on the Conjunction</a> (video)  or		NONE

	<a href="#">The Dig LIVE: What Now? Perspectives on the Conuncture</a> (podcast)		
Mon, May 6: Direct Action	<a href="#">A Loving Message to Student Protesters</a> by Kelly Hayes  <a href="#">Direct Action</a> by Seeds for Change UK	In class reading and discussion	<i>Evaluation #8</i> Due at 8am on Tuesday, May 7
Wed, May 8: Structured Organizing Conversations	Closing the Loop - list building and wall charts		<i>Evaluation #9</i> Due at 8am on Thursday, May 9
Mon, May 13: No Flakes, No Masters	<a href="#">Tyranny of Structurelessness</a> by Jo Freeman  No Masters, No Flakes Chapter from <a href="#">Mutual Aid Building Solidarity During This Crisis (and the Next)</a> by Dean Spade <b>STOP AT A Cautionary Note on Fame</b>  <i>Optional Reading:</i> <a href="#">Structurelessness 2.0</a> By Jillian Báez		<i>Evaluation #10</i> Due at 8am on Tuesday, May 14
Wed, May 15: Structure and Structurelessness	Anarchic Agreements (pages TBD)  <i>Optional:</i> <a href="#">The mass protest decade: why did the street movements of the 2010s fail?</a> By Vincent Bevins  Excerpt from <i>Elite Capture</i> by Olúfẹ̀mí O. Táíwò <b>PDF</b>	<b>Discussion</b>	<i>Evaluation #11</i> Due at 8am on Thursday, May 16  <b>What did they do?</b> Due at 8am on Thursday, May 16

	<p><b>Recommended Further Readings:</b></p> <p><a href="#">The Nation on No Map Black Anarchism and Abolition</a> by William C. Anderson</p> <p><a href="#">Islam and Anarchism: Relationships and Resonances</a> by Mohamed Abdou</p> <p><a href="#">Becoming Kin: An Indigenous Call to Unforgetting the Past and Reimagining Our Future</a> by Patty Krawec</p> <p><a href="#">Queering Anarchism Addressing and Undressing Power and Desire</a></p> <p><a href="#">The Atheist's Guide to Quaker Process: Spirit-Led Decisions for the Secular</a></p>		
<p>Mon, May 20: Organizing Conversations</p>	<p>Semantics Matter</p> <p><a href="#">An Organizing Conversation</a> by Labor Notes</p> <p><a href="#">"Organizing 4 power" from workers to tenants</a> (focus on <i>The words we use</i> section)</p> <p><i>Optional:</i> <a href="#">Comprehensive Organizing Plan</a></p> <p><a href="#">The Limits of the Organizing Model</a></p> <p><a href="#">Lowering expectations: misrepresentations of McAlevey</a></p>	<p>Write a rap</p>	<p><i>Evaluation #12</i> Due at 8am on Tuesday, May 7</p>

Wed, May 22: TBD	TBD	Roleplay structured organizing conversations	<i>Evaluation #13</i> Due at 8am on Thursday, May 9
Mon, May 27: No Class	-	-	-
Wed, May 29: Professionalization and Getting Paid for Movement Work	<a href="#">Dean Spade: Should Social Movement Work be Paid?</a> (Video on YouTube)  <i>Optional:</i> <a href="#">How Organizing Professionalizes</a> By Clément Petitjean	<b>Discussion</b>	
Mon, June 3: TBD			
Wed, June 5: TBD			<b><i>How did they do that?</i></b> Due at 8pm Thursday, June 6

## Course Attendance and Make-up Policies

You will benefit from regularly attending class and participating in the activities. This material cannot just be “thought”, it must be practiced. This material also cannot be done alone. Class is your opportunity to practice and practice with others. Absences, especially frequent absences, will prevent you from practicing and make your job of evaluating harder.

If you are going to miss class - please email me. If it is just one class, just give me a heads up. If you are going to miss multiple classes, please set up an appointment (can be over zoom if needed) with me so that we can strategize your ability to keep up with the materials.

## PSU Policies and Resources

### Academics

#### *PSU Grading System*

- [Undergraduate](#)
- [Graduate](#)

#### *Drop/Withdraw Deadlines*

- [Academic calendar](#)



### *Academic Integrity*

Academic integrity is a vital part of the educational experience at PSU. The [Student Code of Conduct](#) is the university's policy on academic dishonesty. A confirmed violation of that code in this course may result in failure of the course.

### *Incomplete Grades Policy*

Students do not have a right to receive or demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when these criteria are met:

- Required satisfactory course completion/participation
- Reasonable justification for the request
- Not sought as a substitute for a poor grade
- Presence of a written agreement (such as the [Incomplete Contract](#))
- A plan in place to resolve Incomplete status

The Office of the Registrar's website has [the full Incomplete Grades policy](#).

## **Student Services**

### *Disability Access Statement*

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the [Disability Resource Center](#) to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is at 116 Smith Memorial Student Union, 1825 SW Broadway; 503-725-4150; [drc@pdx.edu](mailto:drc@pdx.edu).

### *Basic Needs at Portland State*

It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Please contact anyone on this list for assistance:

- **Basic Needs Hub:** [basicneedshub@pdx.edu](mailto:basicneedshub@pdx.edu)
- **Portland State Food Pantry:** [psufp.com](http://psufp.com) or [pantry@pdx.edu](mailto:pantry@pdx.edu)
- **C.A.R.E. Program:** [askdos@pdx.edu](mailto:askdos@pdx.edu), (503) 725-4422
- **Student Health & Counseling:** [askshac@pdx.edu](mailto:askshac@pdx.edu), (503) 725-2800

### *Understanding Sexual Misconduct*

PSU desires to create a safe campus. As part of that mission, PSU requires all students to take the [Understanding Sexual Misconduct and Resources learning module](#). If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU's [Sexual Misconduct Response website](#).

### *Title IX Reporting*

Students frequently come to me for assistance in matters not related to the course material. Please be aware that PSU's policies require instructors to report any instance of sexual harassment, sexual and relationship violence and/or other forms of prohibited discrimination to

university officials, who will keep the information private. If you would rather share information about these matters with a PSU staff member who does not have these reporting responsibilities and can keep the information confidential, please use these campus resources:

- Confidential Advocates: 503-894-7982 or [schedule online](#) (for matters regarding sexual harassment and sexual and relationship violence)
- Center for Student Health and Counseling: 1880 SW 6th Avenue #200; 503-725-2800

### *Discrimination and Bias Incidents*

[The Office of Equity and Compliance](#) (OEC) addresses complaints of discrimination, discriminatory Harassment, and sexual harassment against employees (faculty and staff). If you or someone you know believes they have been discriminated against, you may file a complaint. Someone from the OEC will contact you to discuss how to best address your complaint.

[The Bias Review Team](#) (BRT) gathers information on bias incidents that happen on and around campus, and gives resources and support to individuals who experience them. You can report a bias incident you experienced or learned about. A member of the BRT will contact you if you indicate you would like to be contacted.

### *Religious Accommodations*

If you would like to obtain religious accommodations, such as flexibility in attending evening courses or extension on assignments, please contact your instructors. If you need additional assistance, please contact the Office of the Dean of Student Life (DOSL) by emailing [askdos@pdx.edu](mailto:askdos@pdx.edu).

### *Cultural Resource Centers*

Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. They honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. They provide opportunities for student leadership, employment, and volunteering; student resources such as computer labs, event, lounge, and study spaces; and extensive programming. All are welcome!

- Multicultural Student Center
- La Casa Latina Student Center
- Native American Student and Community Center
- Pan African Commons
- Pacific Islander, Asian, and Asian American Student Center
- Middle East, North Africa, South Asia Initiative

## **COVID-19 Response**

The University has established rules and policies to make the return to the classroom as safe as possible. To learn about Portland State's activities to reduce the spread of COVID-19, visit [PSU's COVID-19 Response page](#).

If you need advice on testing and/or quarantine, visit [The Center for Student Health and Counseling \(SHAC\)'s COVID-19 FAQ page](#) or call 503-725-2800.

Also, please notify me (i.e. your instructor), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time. If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

### *Failure to Comply with Any of these Rules*

As the instructor of this course, the University has given me the authority to require your compliance with these policies. If you do not comply with these requirements, I may ask you to leave the classroom, or I may need to cancel the class session entirely.

In addition, failure to comply with these requirements may result in a referral to the Office of the Dean of Student Life to consider charges under PSU's Code of Conduct. A student found to have violated a university rule (or rules) through the due process of student conduct might face disciplinary and educational sanctions (or consequences). For a complete list of sanctions, see Section 14 of the [Student Code of Conduct & Responsibility](#).

### *Guidance May Change*

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID-19 Response](#) webpage and look for emails from the University on these topics.