Grassroots Community Development
Anthropology 397H
Spring 2011

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Course Overview

This course explores how individuals and organizations can work from the grassroots (that is, work with local people using local knowledge and assets) to effect social change that enhances the common good. We are especially interested in how this works for those who have traditionally not exercised political or collective power, or who have been politically and economically marginalized or disenfranchised.
This class differs from most others on campus in that it is a community service-learning course. Service-learning courses give students the opportunity to blend theory and practice by taking the theoretical knowledge acquired in the classroom and putting it to work in collaboration with a community organization. In GCD we will study grassroots development and organizing in the classroom and then spend our spring break working collaboratively with members of a grassroots organization in Virginia or Massachusetts. All of our partners are new this year, and all are engaged in active organizing campaigns. A key principle is that our hosts are partners in a joint endeavor with UMass. It would be incorrect to look at our project as charity or simply as volunteering since every stakeholder in the partnership – students, faculty, community residents and community organizations- bring important contributions to our common work. Our time in the community is a time of sharing and mutual learning that blurs the boundaries between who is giving and who is taking, who is teaching and who is learning.

The class is also different in that it is student-facilitated and it advocates and endeavors to practice a radical, participatory, and engaged form of education. This syllabus reflects the collaborative work of the twelve generations of ASB students that have preceded you. It has been fine-tuned by this year’s curriculum committee. The readings, curriculum, and lesson plans have been developed with intentionality and the insight of many individuals committed to radical pedagogy and social justice. Your team leaders are all alumni of the GCD classroom and they have invested a lot of time in preparing for this project. The connections between the disparate elements of this course may not always be apparent to you –especially at the beginning. It is important to constantly reflect upon your learning and your own personal development to see how all of the pieces are connected. As you progress through the course, we believe that you will be able to see how the curriculum and classroom experiences come together holistically, to encourage learning and understanding.

This is the program’s fifteenth year. Each year over 20,000 American students participate in domestic and international alternative spring breaks. However, the Curricular Alternative Spring Break (ASB) program at UMass differs from those found on most other campuses in that it is a rigorous curricular program taught primarily by peers. Prior to spring break, we will use classroom time to study the causes and consequences of poverty, oppression and grassroots approaches to community development and organizing. We will also work to develop team skills, as learning to work as a team and as an integrated and effective learning community is one of the most important objectives of this course. During spring break we will undertake a project with our community partners. You already know a bit about these partners from the acceptance packets and you will learn more about them as the semester progresses. Following our trip, we will spend the remainder of the semester making sense of our experience through guided discussion, reflection and writing. We will consider how the strategies of our community partners are similar to and different from other grassroots approaches that we read about in class. We will critically analyze and consider the elements of effective grassroots organizations and the role alliances with established institutions like Universities can and should play in their political/economic struggles. We will think about the specific tools that these organizations use, and the ways that we might apply these tools to challenges that we face in our own communities. We will reflect critically on our own role in this process- what do we have to give and what do we take away? Are we, in the course of our one-week engagement, part of the solution or part of the problem or both? Is there any way to extend the partnership that we have begun with this trip beyond the one week of our stay? Is there a way to move from strategies
of reaction - that is strategies aimed at resolving a very specific local problem (like access to clean water) - to strategies that address effectively the root causes of social and economic injustice?

It is important to remember that the trip is only one component of this course albeit a central one. The course requires a considerable commitment on the part of everyone involved. You have the dual obligation of using this trip to enhance your classroom learning and at the same time using all of your skills to assist the community that is hosting us. We believe that we are part of an important experiment in engaged, participatory education and we believe that what we do here has the potential to alter the way undergraduate education operates and is perceived at this University. We approach the work that we do as an active collaboration - there is no room for passivity in this course. Everyone in this class is responsible for the teaching and the learning that goes on. Everyone has something important to offer, regardless of class level, academic background or technical skills!

**We expect you to come to every class prepared to contribute, drawing on all of the skills and experiences that you have at your disposal. We expect you to participate in this learning community as both a teacher and a learner. We expect you to assume responsibility for your own learning as well as that of the others in the learning community and we expect you to hold each other accountable. This means that the responsibilities of each member of this project are quite substantial and quite different from what you might encounter in a conventional course.**

We hope that you will bring the enthusiasm and energy that you have demonstrated in your past public service and political experiences to this one and that you will help to make our efforts meaningful and memorable. Past teams were nearly unanimous in their assessment that GCD was a powerful, demanding and transformational educational experience. We hope that some of you who will be returning to UMass next year will choose to continue with the program and will assume leadership positions in planning and implementing GCD 2012. Make no mistake; we expect a lot of you. This is a demanding undertaking but we're certain that if you approach it earnestly that the rewards will be substantial.

**UMass Alliance For Community Transformation (UACT)**

UACT is the organization that brings you the Grassroots Community Development Class (GCD). UACT is a collaborative endeavor among students, faculty and community partners that aims to promote social justice, cross cultural understanding and student empowerment through service based immersion programs. We also organize and co-ordinate the training class which prepares the GCD facilitators, the GCD alumni class, trainings for student course assistants in UMass community service learning classes, and a variety of other activities that promote student directed learning and leadership development.

UACT also works to comprehensively strengthen our community partnerships, so that our relationships and communication is ongoing and not simply limited to the alternative spring break week. Student leaders work collaboratively with the staff to manage all aspects of UACT programs including curriculum design, outreach to potential students, classroom facilitation, and anti-racism work within the organization.

UACT is working toward becoming an organization committed to anti-racist/anti-oppression work. This is an ongoing process and we encourage all members of UACT, students in the GCD classroom included, to engage with us in our continuing efforts. One of the ways we try to implement our commitment to this work is to re-examine our syllabus annually and to develop new and innovative ways to further our
exploration of identity and how it operates within the systems of structural inequality. We work to model these ideals in our classroom structure and pedagogy. We believe our adoption of methods and theories from popular education along with our efforts to build community are steps in this direction.
This year we are also looking to continue our practice of caucus groups to allow students to explore our lives outside of the GCD classroom as we work for social change. A large part of our practice is sharing personal experience about social identities. We believe that to we cannot work against inequality until we understand how, as individuals, we experience it and contribute to it as well as how our identities are constructed by the institutions that reproduce the structural conditions of oppression. Within UACT we strive to create a space for people to think creatively about our organizational processes and to create a space for constructive critique and dialogue.

Logistics

2010 Community Partners and websites:
- Alliance to Develop Power, Springfield, Massachusetts (http://www.a-dp.org/)
- City Life Vida Urbana, Boston, Massachusetts (http://www.clvu.org/)
- Virginia Organizing, Danville and Martinsville, Virginia (http://www.virginia-organizing.org/)

UACT Web Site: http://www.umass.edu/uact
Course SPARK Site: https://www.spark.oit.umass.edu

SPARK: In order to access the course SPARK site you must have a valid OIT account. If you do not have an account you must sign up for one at the OIT office in the Lederle Graduate Research Center. Those with active OIT accounts will have site access within 48 hours after being registered for the course. If you need to set up an account, please do so immediately as you’ll need to access the site for weekly assignments.

Credit: Students are enrolled for 5 Honors Credits in Anthropology 397H. Students will be registered by the staff on the first day of class.

Commonwealth College Culminating Experience Requirement: This course may be used as part of a sequence to fulfill the Commonwealth College culminating experience requirement. Students who take Grassroots Community Development (GCD) prior to their senior year may fulfill the CE requirement by enrolling in one of the following follow-up options (to be taken after completing GCD).

- Alumni Course – Community Development in Holyoke. (ANTHRO 497H/499D)
  - The alumni course is an advanced course in community development that builds on the work done in GCD. This course has a substantial community based component including a spring break project in Holyoke. Students using this course for their CE should enroll in the spring of their junior or senior year but should reserve a space with us in early in the fall prior to enrollment to insure availability.

- Facilitation – Critical Pedagogy/Leadership and Activism (ANTHRO 397W/397L)
  - Students may fulfill the CE by becoming course facilitators for GCD and completing the leadership sequence of Critical Pedagogy and Leadership and Activism, taken through both fall and spring semesters. This sequence can be completed in either the junior or
senior year. Students must apply for a facilitation position in the spring for the following year. Spaces are limited.

- Thesis or Project
  - Students can complete the GCD/CE sequence by arranging a special research project related to the work of GCD to be completed during the senior year. Special arrangements need to be made with the director in the term preceding the one in which the project will be undertaken.

Students who plan to use this course to satisfy their culminating experience requirement in Commonwealth College should enroll in Anthro 499C instead of 397H. Please let us know during the first week of the term if this applies to you. If your plans are not yet certain, please sign up for Anth 397H and we’ll make adjustments later if you choose to complete the sequence. If you have any questions concerning the CE requirement, please consult with the director.

Class Requirements:
- Attend EVERY class meeting and most out-of-class meetings (e.g. potlucks, films, social events).
- Complete ALL required readings in a timely, thorough, and thoughtful fashion marking text thoroughly and thoughtfully.
- Always bring texts- sufficiently marked- to class to support the discussion.
- Complete weekly response papers in a timely and thoughtful fashion (more on this below).
- Adhere to the personal and interpersonal commitments outlined in the Community Covenant.
- Complete The Final Project thoughtfully, creatively and on time. (Assigned in Week 9, due in Week 13).
- Complete a final reflective essay and evaluation. (Assigned in Week 10 Due in Week 14). (8-10 double-spaced pages).

Logistical Requirements:
- All students must fill out two emergency medical forms and two waiver of liability forms by the FIRST class meeting.
- All students must provide proof of health insurance by the THIRD class meeting. You must also indicate at this time the date of your last tetanus booster. Students who have NOT had a tetanus booster in the last 5 years are strongly encouraged to get another. Because we are working in a rural area access to emergency inoculation is cumbersome and expensive. Should you require a booster shot at an emergency room on spring break your student insurance may not cover it. All students whose last tetanus booster was more than 9 years ago must get another.
- All students must pay the balance of their $200 travel fee by the FOURTH class meeting (unless special arrangements have been made with the director).
- All Drivers must register with the Course Administrators at least three weeks prior to departure. We need a Xerox of your drivers license and will ask you to sign a statement that you have had no moving violations in the last 9 months. Also, all drivers must sign UACT’s driver protocols two weeks prior to departure. Please note that we drive SLO (Speed Limit Only). All Drivers must complete a Van orientation on the afternoon of FRI MAR 11 (approx. 3 PM)

Retreat: All students must attend the retreat on FRI Feb 11 and SAT FEB 12. NOTE: any student who misses the retreat will be dropped from the course. Students are expected to arrive on time and remain for the entire retreat.

Non-negotiables:
The following are required of all participants in GCD and are not subject to negotiation. Students who wish to remain in the course must fulfill all of these obligations.
1. **Controlled Substances on the trip**: UMass ASB trips are controlled-substance free. All team members make a pledge to not use alcohol or non-prescribed drugs from the time we leave UMass until the time we return.

2. **Problem Solving**: building an effective learning community requires trust. Trust requires that each of us approach conflicts and dissatisfaction as active problem solvers rather than as complainers.

3. **Attendance**: Trust is also undermined and resentment fostered when the entire group is not present to do the work that needs to be done. Full attendance is expected unless truly exceptional circumstances prevent it.

4. **Compassion, compromise and understanding**: during our trip we will be living in tight quarters without most of the comforts to which we are accustomed. During our class we will be exploring challenging issues, perhaps boldly going where we have never gone before. It is essential that we adopt practices that promote good community: listening well, trying to see the point of view of others, compromising when possible, being open and honest with each other, questioning our own assumptions about others and about the world around us, extending the same good will that we would like to receive from others and remembering that all of us can be annoying in our own unique ways.

5. **Safety**: We will approach our work with a conscientiousness that protects our own personal safety and that of others.

6. **Gossip**: Gossip undermines community. It is a fundamental violation of the trust and good will of others. Therefore we will not gossip in or about our team nor will we tolerate gossip on the part of others. If we have issues with people in the program, be they peers or leaders, we will take them up directly with those people. If it proves impossible to resolve our issues in this way, and that all attempts have been made to deal with these issues directly, then we will seek mediation with the assistance of the staff or the Professor.

Disregard for the non-negotiables of GCD will result in a unilateral drop from the program and the forfeit of all fees paid. Disregard for the non-negotiables during the trip, may result in a failing grade in the course and will also result in the team member being sent home by bus at the team member’s expense.

**Grades**

Our collective endeavor is hardly amenable to conventional grading and indeed, invites a critique of conventional forms of evaluation. We could of course, assign point values to each of the written exercises that you will be doing but this would just add a veneer of false precision to an evaluation that is clearly complex and subjective. Conversely, we could grade the class pass/fail but this, to our thinking, unfairly penalizes students who do outstanding work (which is the case for nearly all of the students in the class) by depriving them of a high grade that would enhance their traditional academic profile. In addition, pass/fail sends the message to some students and faculty that the work that we undertake is not as serious or does not require the same effort as a “real” graded course. We believe that the learning that we do in this course, which forces us to link our academic theories to real life practices, is more demanding than most conventional university courses. Therefore, we will indeed grade your work in this class and we will do so according to the following criteria.

Because there is much at stake here (e.g. validating this form of engaged/participatory learning, fulfilling a commitment to a community in need, supporting the learning needs of others) we have high expectations and intend to hold you to a high standard. Those who meet all of the expectations of the course set out above and in the covenant - including the criteria for good citizenship) will receive a grade of “A”. Those who fail to meet the minimum expectations of the course will receive a grade of less than “A” (how much less depends on the size of the gap between expectations and performance and is spelled out in the grading contract posted on the course web site.). This assessment will be made by a committee
of your team leaders in consultation with the director, though the final decision rests solely with the
director. A more specific description of the grading criteria is set out in the grading contract on the course
web page. Please be sure to read the contract carefully.

**Group Meeting Format:**
Most of our meetings will take place exclusively with our trip teams. On a few occasions such as the
retreat, films or guest lectures we may all meet together in a room that has yet to be assigned. If we are
going to meet together you will be given plenty of advance notice. Otherwise, you should assume that you
are meeting in your trip groups. Each weekly group meeting will (hopefully) have four components:
1. Comprehensive academic discussion and evaluation of the reading and writing for the week.
2. Team building activity
3. A small amount of time set aside for logistical questions
4. Assessment/summary of the learning accomplished that week.
Because logistics can easily expand to fill our entire class time, we try to take care of most of this stuff
through our weekly newsletter, PRAXIS. It is essential that you read PRAXIS carefully each week.

**PRAXIS** is the place for you to submit your own announcements to the class. These should be submitted
by email to the uact email (uact@anthro.umass.edu) no later than noon on Wednesday to appear the
following day in class. PRAXIS will also be available on line at our SPARK site. YOU ARE
RESPONSIBLE FOR ANY INFORMATION THAT IS PASSED ON THROUGH PRAXIS. BE SURE
TO READ IT WEEKLY!

You will find that we have far more to do each week than we can accomplish in the three hours allotted
for class and you should therefore plan to take care of some logistical details outside of regular class time.
Everyone should approach their work in class as both a learner and a teacher, as an active contributor and
a sympathetic listener. The circular layout of the classroom is meant to symbolize and facilitate an
egalitarianism that engenders safe, open dialogue. While you have team leaders to facilitate, it is still the
responsibility of EVERY member of the group to promote active, critical and meaningful learning.

**Required Reading:** The Sen is available at Food For Thought Books, 106 N. Pleasant St. Amherst.
Please purchase from them if you can! The Stout is no longer in print (as of very recently). Please
purchase her book online as soon as you can. A limited number of copies of Stout are on reserve in the
UACT office.


Stout, Linda (1996). *Bridging the Class Divide and other lessons for grassroots organizing*. Beacon
Press, Boston.

A note on Required Texts: We **strongly** recommend that you purchase these texts, either individually or in
partnership with a classmate. The reading materials are to be read actively and given thoughtful
reflection, and marking up your text with notes, tabs and commentary certainly helps the process.
Nevertheless, we recognize that the cost of these books is not insignificant and we therefore have
acquired a small number of books that are available to be borrowed. These can be checked out from the
organizational specialist in 217 Gordon. You may not mark up these books but you can use post-its to
create your own notes.

In GCD we expect you to ground your discussions/analysis in the texts that we read. For each week, you
must bring a copy of the assigned readings (appropriately marked) to class with you to aid you in
supporting your analyses. **Failure to bring your texts to class in any given week may result in a grade
reduction.**
Additional Required Readings:
All of the other readings for the course will be posted on SPARK. Please remember that you are required to have marked texts in front of you during discussion and you are required to cite text in supporting your discussion so you are going to have to print each of these readings out. Simply bringing your reading notes to class does not work because we refer back to the text in our readings. This will cost you between $.04 and $.10/page depending on where you do your printing. It is our understanding that you can print out the entire set of readings on the computers at Campus Design and Copy in the Student Union Building for about $.05/page (much less than it would cost to purchase a bound reader) and for a small fee they will bind the set for you. We understand that printing these readings poses a fiscal challenge for some of you. If this is going to be problematic for we urge you to check in with the course administrators as we have a few copies of most of the readings available to borrow. If printing is going to pose a problem for you please check in with your facilitators early in the term so that we can explore the options available to you.

Reading Assignments:
Assigned readings are listed below under the week THAT THEY ARE DUE. We expect you to read thoroughly, to take notes, or make marginal notes on your reading, and to go back and re-read and seek help from your peers or your facilitators when you are having difficulty. You should use your weekly writing assignments as a guide to the readings. In addition, in many weeks, there will be a study guide as well.

It is not acceptable for anyone to attend class unprepared. If you can’t make sense of the readings then it is your job to figure them out or to get help in doing so prior to our Tuesday class meeting. Because of this, it is extremely unwise to save your reading for the last minute as this gives you little time to seek out help from others for those aspects of the readings that may be confusing to you. We expect juniors and seniors to assist the freshmen and sophomores with material that they might find daunting, indeed, we expect everyone to use their personal expertise to help deepen the learning of everyone else in the class. We expect everyone to show up in class prepared to engage these readings thoughtfully and passionately and to bring supplemental material that may expand our understanding of the required readings. The critical writing that you do about these readings will help prepare you for these discussions.

Supplemental Materials:
There are a lot of materials available that can help enrich your understanding of the required readings. We will list these supplemental materials (additional readings, web links, videos) in the RESOURCES section of the SPARK site. We encourage you to use these available resources, as time permits. Please contribute your own suggestions for supplemental materials. Send suggestions to uact@umass.edu.

Weekly Assignments:
This class requires a different mindset than what is found in a typical UMass class. You will find that the material makes a lot more sense, and that the assignments are a lot more pleasant if you think of them as opportunities to explore, rather than obligations that must be completed. Opportunities – not chores! Nonetheless, the assignments are not optional and as we noted above, our expectations for each of you are high so the assigned work is not something that you can undertake hurriedly or thoughtlessly. Your facilitators will confirm with you how to submit your assignments - you will email a copy to your facilitation team by 3pm each Tuesday before class AND you must bring a clean printed copy with you to turn in. Please note that your reflections are to be emailed no later than 3pm on Tuesday (one hour prior to class). Late submissions may result in a grade reduction in the class. Even if you miss a class (which of course you won’t) you must make sure that your reflections are posted on time.
The reason why we place such emphasis on timely work is that your written work is designed to help you prepare for a rich and active discussion in class. If you have not done the reading or writing in preparation for discussion you shortchange not only yourself, but also all of your classmates by diminishing your own contributions to the group effort. In addition, it is our experience that writings turned in AFTER the discussion are almost always shallow and derivative of the discussion and have considerably less impact on the writer’s understanding of the issues.

Each week we will ask you to write two reflections, each a minimum of one single-spaced typed page. Each week we will ask you to turn in your reflections and you will receive them back with brief commentary the following week. We ask you to think about the commentary and put it to use as you engage in subsequent reflections. We ask you to put some effort into your reflections. While free writing is certainly a useful strategy for “getting the ideas out of your head and onto paper” or for “jump-starting your thinking”, it is not the strategy that you will want to use for your formal reflections (though we encourage you to do lots of additional free writing and include it in your binder). At the beginning of the term we will give you directed questions to answer for your reflections in order to help you learn to ask deep, tough, critical questions. As we progress, and particularly during our spring break trips, you will have more freedom to explore what you want to explore and to simply describe your observations. Of course, you need not limit your reflections to two per week and we encourage you to use your binder to reflect on the questions raised in class and to raise questions of your own as well as to begin the process of observing the world around you from the very outset. That is, you may want to keep a daily or a weekly journal to accompany your formal reflections. We will discuss different ways to approach observation and reflection as the term goes on but one useful formula is to reflect on a critical even or observation using THE THREE WHATS.

1. What? What did I observe, or hear or read. Or, WHAT is the author trying to tell me?
2. So what? What does it mean to me? How do I make sense of it? What kind of questions does it raise for me?
3. Now what? How might this impact on how I will act as a result? What will I do next as a result of this event/reading?

Writing as Reflection:
Critical reflection is the key to making the connection between our learning in the classroom and our learning in the “real world.” It is the key to formulating understanding and putting that understanding to good use by transforming it into action. It is a key process in linking our service to learning. It is the key to getting the most out of this project.

What exactly is critical reflection? It is a route to thinking about the world in a new way. It is the practice of learning to ask good questions. It is a process specifically structured to help examine the frameworks that we use to interpret experience. Critical reflection “pushes us to step outside of the old and familiar and to reframe our questions and our conclusions in innovative and more effective terms” (Eyler, Giles and Schmiede, 1996).

Your Binder
How will you do this? The primary (but not the only) tool for reflection this term is your weekly writing. We ask you to use your weekly writing to challenge yourself to think about the world in new and complex ways. Now, you may have kept a journal in a previous course and it may have been a fairly casual endeavor. This term, we are asking you to do something very specific and rigorous. We ask each of you to acquire a sturdy, 2 inch (at least) three ring binder for exclusive use in this course and to bring it to class with you each week. You may use this binder to file the many papers that we will hand out each week. But we also ask to reserve a section of that binder to serve as a repository for both assigned and unassigned writing.
SETTING UP YOUR COURSE BINDER
We recommend that you divide your binder into at least five subsections entitled:

1. Course Handouts
2. Reflections
3. Questions
4. Notes
5. Artifacts, Actions, and other non-assigned writings.

The reflection section contains all of your assigned written reflections. Directed reflections, that is, those assigned by us, should be typed. Others, including your reflections during the trip need not be typed but all should be dated. The Questions Section is a place where you can keep an ongoing list of questions that you have raised and would like to think more about. You may also want to use this section to accumulate newspaper or magazine articles or any other artifacts that help you expand your thinking about the issues that we raise. And of course you are free to engage in additional writing, note taking and other written reflection. The notes section is a place for you to keep your class notes. Some students think that because this is a discussion based class there is no need to take notes but this is simply not true. Keep an eye on your facilitators and note how they are constantly taking notes on the goings on in class. You should too. The Actions Section is a place to remind yourself of things that you want to do as a result of your reflection. The action section can act as a reminder of people to contact, books or articles to read, or issues to be raised in class. Weekly revisiting all sections of your binder is a way of keeping your inquiry active and also helps make you aware of how your ideas are evolving. Please note that you will turn in your binder at the end of the term and we will use it as one means of assessing your overall progress over the course of the term. An incomplete binder WILL result in a grade reduction.

Readings:
Each weekly reading assignment is listed below.

SCHEDULE OF EVENTS

Week 1: January 18th
Who are We and What are We Doing Here? An Introduction to the GCD Classroom

Objectives: Clarify goals for the term. Begin the team building process. Consider the GCD approach to learning and how it differs from conventional classes. Clarify expectations. Consider the causes of poverty and inequity... How might community development and organizing respond to our current political and economic systems that perpetuate inequity and oppression? What are the challenges with this? Begin to think about how local problems are connected to larger global issues and how grassroots work must tackle both local and global structures. Begin our examination of oppression and privilege.

Reading
Addes & Keene – The Professorless Classroom
Johnson – Excerpt from Privilege, Power & Difference
Hooks- Excerpt from Teaching to Transgress
Shipler– Excerpt from The Working Poor
Prewriting Assignment: Sent with acceptance packet. To be turned in at first class meeting.

Week 2: January 25th
Introduction to Grassroots Community Development and Organizing Case Study #1: The Piedmont Piece Project (PPP) – Connecting the Local to the Global, Building Effective Coalitions, Beginning a Discussion of Class and Oppression.

Objectives: How do people without power go about getting it? During the next two weeks we will consider this question while introducing concepts of community service, community organizing and community development. We will explore concepts of community organizing and community development in Stout’s case study, and attempt to develop an understanding of how we might go about linking local problems to the root (structural) causes of those problems. We will explore class structure and inequality in the United States and how classism plays out. We will also think about how we will go about building our learning community in our classroom.

Some Questions for this week and next: What is the story of Linda Stout and the Piedmont Peace Project? In working in poor communities, success stories are an important weapon against apathy, pessimism, and cynicism. How would you construct Stout’s story as a success story? How would you tell it to inspire others in your own outreach work? What are the specific challenges faced by the PPP and are they (or how are they) overcome? What are the specific lessons that you would personally take away for use in future community work? How do issues of class come into play in community organizing? Why is it important for organizers to understand their own identity?

Don’t forget to consult the study guide on Spark for Bridging the Class Divide.

Reading (Page Total: 128)
Linda Stout/PPP ix-104 (includes Forward, intro).
Johnson Chapter 3 “Capitalism, Class, and the Matrix of Domination” (10 pages)
Amy Kent—”An Explanation of Neoliberalism” (4 pages)

Week 3 February 1st
Introduction to Grassroots Community Development and Organizing (Ctd): The PPP – What Effective Organizations Do, a Guide for Organizers, and Clarifying Definitions.
Last week we were introduced to the PPP and looked at what it had to teach us about class. This week we will look at tools and strategies used by the PPP and other effective organizations to conduct effective campaigns. We’ll also do some definitional work: What are the differences between community service, community development and community organizing?

Objectives: To understand the basic principles of organizing at the grassroots. To understand the importance of leadership development. To be aware of the kinds of resistance that grassroots organizations face when they are successful. To be able to answer the question – what are some of the most important things that local folks can do when they start to organize? To be able to start defining “community organizing” and “community development.”
Readings (page total: 109)
Linda Stout/PPP p105-192 (87 pages)
Keith Morton “Campus and Community at Providence College” (4 pages)
Randy Stoecker “Report to the West Bank CDC: Primer on Community Organizing” (3 pages)
Szakos & Szakos, Chapter 1: “What Is Community Organizing” (15 pages)

Week 4 February 8th
Introduction to Intersectionality
We ask, what is privilege and how does it play itself out in the intersection of race, class and gender? What is power and how does it play itself out across the aforementioned axes? What is the difference between personal prejudice and structural inequality? What are the dangers of essentializing identities? How does our exploration of our own identity formation prepare us to be better allies and to form stronger coalitions? Why is an exploration of identity important for community work and social change?

Objectives
To be able to view identity not as essentialized, but as intersecting and complicated. To understand why identity work supports community organizing and social change. To begin to imagine the possibility of working as allies, across difference, and to view ourselves as agents of change. To explore how individual issues of identity are connected to larger social, political, economic systems.

Readings: (Page total: 77 plus 40 pages review)
Joanna Kadi --“Stupidity Deconstructed” (10 pages)
Audre Lorde “There is No Hierarchy of Oppressions (1p)
Bobbie Harro--”Cycle of Socialization” (7 pages)
Barbara Love “Toward a Liberatory Consciousness” (4 pages)
Andrea Smith--“Hereopatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing”(8)
Revisit Johnson, Ch. 1 and 2 (from pre-reading)
Rinku Sen & Fekkak Mamdouh --The Accidental American: Immigration and Citizenship in the Age of Globalization (1-47)

Get Ahead on the Accidental American. Next week you have 178 pages of reading!

REMINDER: Mandatory retreat Fri Feb 11th - Saturday February 12th. We will meet in the Gordon Hall parking lot at 4:30 SHARP to carpool to Holyoke. Students must stay for the entire retreat, which ends at 8 PM on SAT.

Week 5 February 15th
Case Study #2: The Accidental American – an Exploration of Immigration, Urban Organizing, Globalization and Race.
This week we explore a case study that is very different than the one we just encountered with PPP. We examine the global and structural (globalization, immigration, capitalization, the global labor system) through the lens of the local - the organization of the Restaurant Opportunities Center of New York
(ROC-NY) to fight for more equitable wages and treatment for restaurant workers in the wake of 9-11 in New York City. We also continue to think about the importance of identity in this work as we explore race and whiteness.

Objectives:
To gain an understanding of the systemic and global nature of privilege and oppression. To define globalization and neoliberalism. To begin to explore issues of immigration, immigrant rights and worker rights in the U.S. To follow the formation of a workers rights organization from its beginning and to start to identify different organizing approaches used. To think about the construction of identity ie: the construction of whiteness and different person of color identities.

Readings (Page Total: 178)
Rinku Sen & Fekkak Mamdouh --The Accidental American: Immigration and Citizenship in the Age of Globalization (47-221)
Barbara Cameron--“Gee You Don’t Seem Like an Indian from the Reservation” (4)

Suggested Additional Readings
Andrew Shryock, “Introduction: Islam as an Object of Fear and Affection” (28 pages)
Tim Wise, “White Like Me: Race and Identity Through Majority Eyes” (16 pages)

FEBRUARY 22nd – NO CLASS (MONDAY SCHEDULE)

Week 6 March 1st: Class goes until 9pm - Movie Night
Community Entry and Alliance
This week we think about what it means to enter a community which is not our own; what do we need to know about ourselves before embarking on such a project? What do our community partners need to know about us? What do we need to know about our community partners?

Objectives:
Prepare for spring break. Get excited about the trip. Recognize that the trip is one portion of the class, but that the class is not the trip. Explore how privilege and identity come into play when we engage in community work. Name specific things we want to find out about our community partners before going on our trip. Identify ways to work across differences, using Love’s conception of ally-ship as part of working toward a liberatory consciousness.

Readings (Page Total: 68)
Michelle Camacho “Power and Privilege: Community Service Learning in Tijuana” (18 pages)
Simonelli, Earle, and Story, “Acompañar Obediciendo: Learning How To Help in Collaboration with Zapatista Communities” (17 pages)
bell hooks, Black Looks: Race and Representation, Chp 11., ”Representing Whiteness in the Black Imagination” (14 pages)
Gloria Anzaldua-- “Bridge, Drawbridge, Sandbar, or Island” (on bridging/alliance) (16)
Revisit Love (Week 3) on ally-ship.
MOVIE NIGHT! MOVIE TBA

Suggested Additional Resource:

Week 7 March 8th
Community-Specific Exploration.
This week we explore readings that pertain to issues that are specific to our respective spring break sites. Most of these readings were suggested by our community partners and will help provide some context of the environment in which you will be working.

Objectives:
To prepare to enter our community partner sites by learning about the history of these communities and the specific issues they are facing. To address other last minute issues before the trip. To clarify goals, hopes and expectations about the trip. To identity and challenge assumptions we have about the trip and organizations.

Readings TBA. Readings for this week are selected by community partner organizations.

SPRING BREAK TRIP SAT MARCH 12TH - SAT MARCH 19TH

Week 8 March 22nd
Re-entry
We spend this class thinking about re-entry into our everyday lives. What is everyone reflecting on after the trip? What does being back “home” feel like? What did we learn? How can the reading this week support our reflection and help us to move forward constructively?

Objectives:
To take some time to process and reflect on our spring break experiences. To reflect on key learnings from the trip. To think constructively about how we will take what we have learned forward in the rest of this course and further into the future. Keep up the momentum of the semester by focusing on what we hope to learn about organizing during the second half of the semester.

Readings (Page Total: 15)
Thich Nhat Hahn--”The Raft is Not the Shore” (6ish pages)
Pema Chodron, *Things Fall Apart* chapter 1 & 3 (9 pages)
Selection from “The Impossible Will Take a Little While

Week 9 March 29th
Vision, Strategy & Tactics
We consider the vision, strategy and and tactics by means of which we mobilize people to work toward change. The vision provides the motivation for all of the work that we do. Without a strategy, action is just action and doesn’t do anything. Strategy shifts power by linking resources to desired outcomes through action (tactics), which is all part of a larger vision. Tactics are what we use to work (act) toward
our strategy (they are the action). We think back to the cases we’ve studied and attempt to identify the vision, strategy and tactics evident in each.

Objectives:
To explore how and where vision, strategy and tactics fit into organizing work. To identify vision, strategy and tactics in the cases we read this week as well as in past cases and in the organizations we worked with on spring break. To acquire tools and lessons (in the form of strategies and tactics) that can be utilized in the final project. To begin answering the question “why do we organize?” To begin building personal visions. We will also introduce the final project.

Readings (Page total: 56)
Marshall Ganz, “Why David Sometimes Wins: Strategic Capacity in Social Movements” (14 pages)
Cesar Chavez, “The Organizer’s Tale” (7 pages)
Ruth McKenney, “Industrial Valley” (5 pages)
Kim Bobo, et. al. Organizing for Social Change, Chapters 4 & 5 on Strategy and Tactics (30 pages, but a lot of charts, etc., very quick read)

Assignment: Final Project assignment (DUE Week 13)

Week 10 April 5th POTLUCK AND ALL-BODY MEETING AFTER CLASS - UNTIL 9PM
Gender, Sexuality, Intersectionality and Organizing
This week we will undertake an exploration of gender and sexuality and think about how these identities come into play in our classrooms, community and the community work that we do. We will also introduce the final reflection assignment (due finals week).

Objectives:
To explore how gender and sexuality play out in different organizing contexts and styles. To identify how gender and sexuality have come up in past cases we’ve read this semester as well as in our experiences during the trip. To continue expanding our understandings of why people organize. To build a vocabulary and understanding of gentrification and how one community responds to it.

Readings (Page total: 74)
Daniel Solis y Martinez--”Mestiza/o Gender: Notes Toward a Transformative Masculinity” (6 pages)
Stall & Stoecker, Community Organizing or Organizing Community? Gender and the Crafts of Empowerment (18 pages)
Queer to the Left, “Gentrification Keywords” (16 pages)
Leslie Feinberg--passage from Transliberation: Beyond Pink or Blue (29 pages)

Assignment: Final Reflection assignment given (DUE during finals week).

Week 11 April 12th
Mapping Community: Resources and Power
As Ganz tells us in this week’s reading: “You can begin mapping the social world of community organizations by asking four questions: who are the actors, what are their interests, what resources do they need to act on those interests, and how much power do they have to mobilize and deploy their resources.” This week we will begin to think about how to identify resources in a community (i.e., how to map its assets), and how this relates a community’s capacity to mobilize those resources. We will think back to our spring break trips and attempt to “map” some of the resources of our partner organizations or sites. We may also practice our “mapping” skills this week with an exercise that brings us closer to home.

Objectives:
To understand how to identify and map a community’s resources and how to potentially mobilize those resources to affect change. To apply these skills to organizations or sites we are familiar with (either our community partners, or local community and/or campus sites/organizations). To identify different forms of power and different levels where it is located. Think about how to map targets in a campaign based on who holds power.

Readings: (Page total: 40+)
Kim Bobo, Midwest Academy, TBA
Fred Pincus—“Discrimination Comes in Many Forms: Individual, Institutional, Structural” (5 pages)
John Kretzmann and John McKnight—”Building Communities from the Inside Out: A Path Toward Finding and Using a Community’s Assets” asset mapping (27 pages--lots of visuals/lists and large font so it’s actually a shorter read)
Marshall Ganz, “Actors, Resources & Power” (8 pages)
TBA: potential reading on organizing around ability

Week 12 April 19th THIS CLASS WILL GO TO 9PM, BECAUSE OF MOVIE NIGHT
Neoliberalism and YOU!
What is neoliberalism and how does it impact all of what we’ve been studying this semester? How does it impact us individually? Why is it important to understand systems of power when undertaking community work and how can this understanding help us to become more successful in the work that we do?

Objectives:
To continue to reflect on the concept of neoliberalism. To think about how neoliberalism affects us as individuals (particularly as students) as well as the work that we have done with our community organizations and any social change work we might take on in the future. To think about how neoliberalism is connected to things like capitalism, oppression and inequity. To explore possibilities for disruption of these forces through specific case studies and examples.

Readings (Page total: 37)
Art Keene “Neoliberalism Talking Points” (6 pages)
Michael Parenti, Against Empire Chp. 1, “Imperialism 101” (4 or 5 pages)
http://www.michaelparenti.org/Imperialism101.html
Biju Mathew, Taxi!: Cabs and Capitalism in New York City, Ch. 7, “Imperial Amnesia” (27 pages)
TBA: Selected reading on Recovered Factories in Argentina
Movie Night: The Take

**Week 13 April 26th**  
Final Project

**Week 14 May 3rd**  
Conclusions, Celebration and Evaluation: Making Sense of Where We’ve Been and Figuring Out Where We Go From Here

*Objectives:* To compile our key learnings from this semester, to acknowledge the valuable contributions of our peers and to celebrate the good work that we have done together.

**YOUR FINAL REFLECTIONS ARE DUE IN CLASS TODAY**