COMMUNITY ORGANIZING:
Theory & Technology

Syllabus

Course Description
Community organizing is a form of social work practice to address social problems and for the social development of national states. Community organizers use theories and technologies to help citizens join together to bring their values and beliefs into action. The social work goal is that they reach for and realize fully their individual and collective human potential.

The particular methods of community organizing in the social work tradition implicitly or explicitly reflect a belief in the possibility for greater “goodness” to emerge in the world. This goodness can be summed up in a set of social conditions that are serially connected: that without righteousness (i.e., morally justifiable action), there is no truth; that without truth, there is no justice; that without justice, there is no freedom (i.e., opportunities for directly participating in governance); that without freedom, there is no peace; and that without peace, there is no humanity.

SW 482, Community Organizing, is a methods course aimed at surveying the knowledge and skill base of community organizing practice, to familiarize students with the specifics of the organizer’s role and the dynamics of the arena in which the organizer works.

Professional practice is based on praxis, that is, on the dialectic of organizing experience and systematic reflection (theorizing) on it, leading to conscious strategic and tactical action.

Community organizing, as a practical matter, involves four primary tasks: building community, building organization, building mobilization, and building institutions.

Except in the most superficial way, this course does not include study of religious and political movements or social development of national states.

Course Outline
The outline below reflects as nearly as possible the full base of organizing knowledge and skill, except as noted above. This course, like any other that attempts to prepare people for professional practice, can barely touch upon the full scope of knowledge and skill that practice entails. There are two reasons for this limitation: first, the quantity of the material to be covered is much too great; and second, the instructor’s experience is far too limited.
The value of an extensive course outline and bibliography, however, in addition to providing the student with a resource for future reference, is to help prospective organizers know what they don’t know—and thus avoid, as much as possible, becoming immersed inextricably in situations for which they are not prepared.

**Required Texts**


**Bibliography**

REQUIRED READINGS ARE INDICATED BY “>>”. Readings marked “[ONLINE]” at the end of their entry are available online as Adobe Acrobat (pdf) files at http://www.gatherthepeople.org/Pages/CSULA-CO.htm. Others marked “[RES]” at the end of their entry are available on a reserve basis at the Kennedy Library.

**Base of Organizing Knowledge & Skill**

I. **FORERUNNERS & PRECURSORS**

   A. Related Practitioners
      1. Prophets
      2. American revolutionaries
      3. Settlement and social work organizers
      4. Adult educators

   B. Institutional Antecedents
      1. Labor movement
      2. Populist movement
      3. Women’s movement
      4. Civil rights movement
      5. Anti-war movement
      6. Gay rights movement
      7. Alinsky tradition

II. **PRACTICE THEORY**

   A. Values in Organizing
   
   B. Field of Social Action
   
   C. Unified Theory
1. Learning
2. Exchange
3. Reality-construction
4. Development and social infrastructure

D. Theory-Based Practice Roles

III. PRACTICE KNOWLEDGE

A. Definitions of Community
1. Relationships
2. Power structure theories

B. Organizational Structure
1. Contingencies of learning and exchange
2. Purposes/goals
3. Institutional and legal forms
4. Resource bases
5. Membership types
6. Tax status options
7. Decision-making
   a. structural
   b. policy
   c. management
   d. supervision
   e. judicial
   f. strategic

C. Organizational Culture
1. Ideological realities
2. Objectives
3. Tasks
4. Labor division
5. Transitions
6. Leader roles
7. Member/constituent/client/citizen roles
8. Staff and cadre roles
9. Consultant roles

D. Problem-Solving Processes
1. Leadership development
2. Decision-making
3. Problem definition/goal setting
4. Action style
5. Issue, strategy, and tactic development
6. Change barriers

E. Technologies
1. Fundraising
2. Community research and analysis
3. Intelligence
4. Community entry
5. Doorknocking
6. Housemeetings
7. Role-playing ("Rehearsing")
8. Organizing (founder) meetings
9. Meeting management
10. Campaigns
11. Mobilization
12. Media and publicity
13. Negotiations
14. Volunteers and activists
15. Training
16. Budgeting
17. Evaluation
18. Administration and management

IV. ORGANIZATION-BUILDING

A. Developing or Adopting a Model
   1. Personal agenda
   2. Organizational agenda
   3. Sponsorship and funding
   4. Input and output targets
   5. Recruiting strategies
   6. Decision-making structures and processes
   7. Action style
   8. Pitch
   9. Internal and external communications

B. Organizing Sponsorship

C. Documentation and Legal Groundwork

D. Getting Started
   1. Targeting a community or constituency
   2. Community analysis
   3. Legitimators and gatekeepers
   4. Entry
   5. Organizing drive

E. Organizing Meeting
   1. Timing
   2. Groundwork
   3. Organizer’s role
   4. Committee preparation
   5. Agenda
   6. Chairing
   7. Meeting management
   8. Follow-up

F. Campaigns and Actions
   1. Strategic context
   2. Action principles
   3. Organizational mileage
4. Issue criteria and development
5. Targets
6. Coalitions
7. Tactics
8. Media

G. Survival
1. External threats
2. Internal threats
3. Succession
4. Termination

H. Pitfalls and Pratfalls
1. Fear and anxiety
2. Over-confidence
3. Under-estimation
4. Insufficient resources
5. Insufficient energy
6. Morale collapse
7. Personal life strains

Assigned Reading

Class One

GETTING STARTED

A. Introductions
B. Definitions
C. Character of Organizing
D. Organizer Roles
E. Knowledge Base
F. Class Structure, Requirements & Goals

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #3, The Organizer’s Roles” (Gather the People, c. 2000). [ONLINE]

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #29, “Introduction to Organizing” (Gather the People, c. 2000). [ONLINE]


Class Two

I. FORERUNNERS & PRECURSORS

A. Related Practitioners
Felis Rivera and John L. Erlichman (eds.), *Community Organizing in a Diverse Society* (3d ed.), (Boston: Allyn and Bacon, 1998). [RES] (Select one reading that reflects your interest.) [RES]

1. Prophets


2. American revolutionaries

3. Settlement and social work organizers


Christopher Lasch (ed.), *The Social Thoughts of Jane Addams* (Indianapolis and New York: Bobbs-Merrill, 1965).


4. Adult educators

B. Institutional Antecedents


1. Labor movement


2. Women’s movement


3. Populist movement


George McKenna (ed.), *American Populism* (New York: Putnam, 1974).


4. Civil rights movement


5. Anti-war movement


6. Welfare rights movement


7. Gay rights movement


Class Three

8. Alinsky tradition

>> ________, “BUILD, INC., Baltimoreans United in Leadership Development,” Restoring Broken Places and Rebuilding Communities (n.d.). [RES]


**Class Four**

**II. PRACTICE THEORY**

A. Values in Organizing


Khulda bat Sarah & Moshe ben Asher, *Gather the People: Organizing for Awe* (Khevra shel Kharakim & Jewish Fund for Justice, 1996). [ONLINE]


>> Moshe ben Asher, “GTP Organizer Training, Organizing Guide #28, Organizers As Moral Visionaries” (Gather the People, c. 2000). [ONLINE]


>> Norman Lear, “Nurturing Spirituality & Religion in an Age of Science & Technology,” Remarks to the American Academy of Religion; Anaheim,


>> Stanley Wenocur and Stan Weisner, “Should Community Organizing Be Based on a Grassroots Strategy?” in (Eileen Gambrill and Robert Pruger, eds.)


Class Five

B. Field of Social Action


Class Six

C. Unified Theory

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #6, Community Organizing Theory” (Gather the People, c. 2000). [ONLINE]


1. Learning


2. Exchange


3. Reality-construction


4. Development and social infrastructure


D. Theory-Based Practice Roles


Class Seven

III. PRACTICE KNOWLEDGE
A. Definitions of Community

1. Relationships


>> Moshe ben Asher, “GTP Organizer Training, Training Guide #37, Questions on Community & Power” (Gather the People, c. 2000). [ONLINE]


2. Power structure theories


B. Organizational Structure


1. Contingencies of learning and exchange
2. Purposes/goals
3. Institutional and legal forms


4. Resource bases
5. Membership types
6. Tax status options
7. Decision-making
   a. structural
   b. policy
   c. management
   d. supervision
   e. judicial
   f. strategic

>> __________, “A to Z of Strategic Planning Process” (source unknown, n.d.).


C. Organizational Culture


1. Ideological realities
2. Objectives
3. Tasks
4. Labor division
5. Transitions
6. Leader roles
7. Member/constituent/client/citizen roles

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #7, Organizational Structure & Culture.”

Class Eight
8. Staff and cadre roles

>> __________, “Thinking Like An Organizer” (National Training and Information Center, n.d.). [ONLINE]


>> Moshe ben Asher, “GTP Organizer Training: Organizer Performance Evaluation” (Gather the People, c. 2000). [ONLINE]


9. Consultant roles


D. Problem-Solving Processes

1. Values development
2. Leadership development


>> Moshe ben Asher, “GTP Organizer Training, Training Guide #13, Leadership Development” (Gather the People, c. 2000). [ONLINE]


Steve Max, *Four Steps to Developing Leaders* (Chicago: Midwest Academy, 1973).


3. Decision-making
4. Problem/goal specification

**Class Nine**

5. Action style


>> Moshe ben Asher, “GTP Organizer Training, Training Guide #33, Conflict and Cooperation” (Gather the People, c. 2000). [ONLINE]


6. Issue, strategy, and tactic development


7. Change barriers


Class Ten

E. Technologies

1. Fundraising


Kathryn J. Lindholm et al., *Proposal Writing Strategies* (Los Angeles: University of California, Spanish Speaking Mental Health Research Center, 1982).


2. Community research and analysis


Barry Greever, *Checking On Elected Officials* (Chicago: Midwest Academy, n.d.).


3. Intelligence


4. Community entry
5. Doorknocking
6. Housemeetings
7. Role-playing (“Rehearsing”)

Class Eleven

8. Organizing (founding) meetings
9. Meeting management

>> Moshe ben Asher, “GTP Organizing Training, Organizing Guide #18, “Meetings” (Gather the People, c. 2000). [ONLINE]
Moshe ben Asher, “GTP Organizer Training, Training Guide #11, Outline for Regular Meetings” (Gather the People, c. 2000). [ONLINE]


Moshe ben Asher, “GTP Organizer Training, Training Guide #20, Meetings & Actions: Reviews & Evaluations” (Gather the People, c. 2000). [ONLINE]

Moshe ben Asher, “GTP Organizer Training, Training Guide #27, Chairing” (Gather the People, c. 2000). [ONLINE]


Paul Booth, Chairing (Chicago: Midwest Academy, 1974).


Richard Rothstein, Meetings (Chicago: Midwest Academy, 1974).


Class Twelve

10. Campaigns


Madeleine Adamson (ed.), “Avoiding Legislative Campaign Pitfalls,” Just Economics, 8(2):5-7 (March/April 1980).

Training Guide #12, Before and After the Action” (Gather the People, c. 2000). [ONLINE]

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #17, Campaigns” (Gather the People, c. 2000). [ONLINE]


Faith Keating and Joyce Koupal, Success is Failure Analyzed: A Proposal for Winning Initiative Campaigns (Los Angeles: Western Bloc, 1976).


11. Mobilization


>> Moshe ben Asher, “GTP Organizer Training, Training Guide #8, Planning An Action” (Gather the People, c. 2000). [ONLINE]

12. Media and publicity

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #26, Media” (Gather the People, c. 2000). [ONLINE]


>> John Jay Daly, “Tips on Being Interviewed by the Media” (source unknown, n.d.). [ONLINE]


Ralph Weaver, Media Access Guide (Boston: Boston Community Media Council, n.d.).

Class Thirteen

13. Negotiations

Moshe ben Asher, “GTP Organizer Training, Training Guide #14, Negotiations” (Gather the People, c. 2000). [ONLINE]


Class Fourteen

14. Volunteers

>> AFSCME Education Department, “GTP Organizer Training, Training Guide #35, Getting People to Help.” [ONLINE]


15. Training

16. Budgeting


17. Evaluation


18. Administration and management

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #25, Management” (Gather the People, c. 2000). [ONLINE]


Class Fifteen
IV. ORGANIZATION-BUILDING

>> Kim Bobo, Jackie Kendall, and Steve Max, Organizing for Social Change, A Manual for Activists in the 1990s (Washington, D.C.: Seven Locks Press, 1991). [RES] (You should be reading this manual continually on subjects as they are covered in class for the remainder of the course.)


David Mann, “Pastor, Priest, and Organizer” (unpublished, 1988).

Herbert J. Rubin and Irene S. Rubin, Community Organizing and Development (2d ed.), (Boston: Allyn and Bacon, 1992). [RES]


A. Developing or Adopting a Model

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #31, Modeling a New Organization” (Gather the People, c. 2000). [ONLINE]

1. Personal agenda
2. Organizational agenda
3. Sponsorship and funding

4. Input and output targets
5. Recruiting strategies


6. Decision-making structures and processes
7. Action style


8. Pitch


9. Internal and external communications

Mark Beach, Editing Your Newsletter (Portland, Ore.: Coast to Coast Books, 1982).

Nancy Brigham, How to Do Leaflets, Newsletters, and Newspapers (Boston: Boston community School, 1976).

B. Organizing Sponsorship

C. Documentation and Legal Groundwork


Class Sixteen

D. Getting Started
   1. Targeting a community or constituency
   2. Community analysis

Moshe ben Asher, “GTP Organizer Training, Training Guide #2, Casing the Community” (Gather the People, c. 2000). [ONLINE]
3. Legitimators and gatekeepers
4. Entry

Steve Max, *How to Make a First Contact* (Chicago: Midwest Academy, 1973).


5. Organizing drive

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #15, Door-knocking” (Gather the People, c. 2000). [ONLINE]

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #46, One-to-One Congregational Visiting” (Gather the People, c. 2000). [ONLINE]

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #47, One-to-One Guide” (Gather the People, c. 2000). [ONLINE]

>> Moshe ben Asher, “GTP Organizer Training, Training Guide #48, Quick One-to-Ones” (Gather the People, c. 2000). [ONLINE]


E. Organizing Meeting
1. Timing
2. Groundwork
3. Organizer’s role
4. Committee preparation
5. Agenda
6. Chairing
7. Meeting management
8. Follow-up

Class Seventeen

F. Campaigns and Actions


Mike Miller, *The People Fight Back, Building a Tenant Union* (San Francisco: Organize Training Center, 1979).


1. Strategic context
   Action principles


3. Organizational mileage

4. Issue criteria and development


5. Targets

6. Coalitions


>> Moshe ben Asher, “GTP Organizer Training, Training Guide #39, Coalitions” (Gather the People, c. 2000). [ONLINE]


C. Tactics


9. Media

Class Eighteen

G. Survival


Moshe ben Asher, “GTP Organizer Training, Training Guide #24, Organizational Survival” (Gather the People, c. 2000). [ONLINE]


Jon Kest, “Perfecting Local Group Maintenance” (memorandum, n.d.).

1. External threats
2. Internal threats
3. Succession
4. Termination

H. Pitfalls and Pratfalls
1. Fear and anxiety
2. Over-confidence
3. Under-estimation
4. Insufficient resources
5. Insufficient energy
6. Morale collapse
7. Personal life strains

About the syllabus In a world where Information Technology (IT) is constantly changing, individuals increasingly need technological and information literacy skills that include the ability to gather, process and manipulate data. The impact of IT on society is enormous and as the percentage of businesses and households connected to communication networks such as the internet grows, so does the need for individuals who understand these new technologies.

Each phase of development is organised into separate stages.

New technologies As the information industry changes so rapidly, it is important to keep track of new and emerging technologies. CONTENT-BASED SYLLABUS. Kaveh Jalilzadeh. Freelance instructor of English language teaching. Influences leading to the emergence of content-based instruction are discussed, followed by a brief description of the syllabus as well as the relevant frameworks for organizing and integrating. The paper then deals with several rationales for the integration of language and content. Next, some techniques, strategies, and activities used in implementing content-based syllabus are briefly mentioned. It is also suggested that pre-service and in-service teacher education can benefit from a focus on language and content integration. Some advantages and disadvantages of the syllabus are discussed.