Overview of the **Spectator to Citizen** Course Sequence:

This course is the first course of the three-course sequence of two-credit courses, “Spectator to Citizen,” offered by the Center for Community Engagement and Service-Learning (CCESL). This sequence is designed to provide opportunities for University of Denver students to develop a set of public skills and a civic knowledge base that will allow them to actively participate in the public life of their communities. These courses strongly encourage students of diverse backgrounds, politics and values to learn together, and from one another, in a safe and challenging learning environment.

**Course Description, Goals & Objectives**

A strong democracy depends on its citizens to use their power, knowledge, ethics and strength to identify problems and work with others to build stronger, healthier communities for all people. In this course students will learn about the history of community organizing in the United States and will learn about and apply public skills to conduct a collaborative organizing project.

The first half of the quarter will be focused on learning the community organizing model through presentations, activities, critical reflection, guest speakers, and discussion. For the second half of the quarter students in the class will both lead the class through seminar facilitation and use course time to collectively develop an organizing project.

**Goals**

Through a mix of required readings, multimedia, course assignments, critical reflection, deep discussion and the organizing project, you will develop an understanding of the history of community organizing, develop organizing skills, and implement an organizing project. You will also develop a deeper understanding of your own perspective regarding citizenship, democracy and your role in these processes.

**Objectives**

Through engagement with the course readings, lectures, assignments and most importantly, the community-based project, by the end of the quarter you are expected to be able to:

- Think critically about what it means to be a citizen and participant in a democracy
- Describe the history of community organizing and organizing traditions
- Describe and critically evaluate different community organizing strategies
- Demonstrate community organizing skills including an understanding of root causes of social justice issues, understanding your self-interest, conducting a one2one, arriving at collective self-interest, power mapping, and developing effective public actions
- Utilize community organizing strategies and skills to implement an organizing project
Required Course Material
You are expected to complete all readings - if you fail to stay up on your readings, you will fall behind in class.

Readings: Whitcher, Jenny et al. CCESL Community Organizing Handbook, 2nd Edition. 2010. (copies provided in class), all other readings available through Blackboard

Other Materials: Each student must bring lined paper to each class for the in-class reflections.

Course Structure & Educational Philosophy
The value in your education lies in your ability to process new information and think critically about it, therefore the goal of this class will NOT be to assess your ability to regurgitate material from lectures or readings, but rather to assess your ability to adapt new information to your life experiences: past, present, and future. After all, your learning in and out of the classroom does not exist in a bubble outside of you, your career goals or aspirations – the worth in your college education lies in how you can apply this information. It is my goal to aid you in developing the skill set to do so. The assessment of your ability to apply said information will come in the form of reflections, discussions, the organizing project, and assignments. A variety of teaching methods will be used to measure your learning in a range of ways to accommodate different learning styles.

Please ask questions, participate, get excited, and be creative. A good class will look more like a small community. With that said, please recognize that diversity in this classroom is supported and encouraged. Respect for your instructor, fellow classmates, community partners, and other guests is mandatory. The course is designed to support your learning, understanding and engagement with others while you develop your own perspective on civic engagement, democratic values, social justice and the history, skills and models of community organizing as they can be used in our rapidly changing and diverse world. Class time will be spent in discussion, though some time will also be used for lecture, multi-media presentations, small group activities, and guest presentations. You are expected to complete readings for the day in which they are assigned and be prepared to participate in class discussions. The course schedule is tentative and it is your responsibility to keep track of changes announced in class or on Blackboard. Finally, please let me know how I can help you learn and ensure your success. The bottom line: communicate with me if you have any questions, concerns, difficulties, or problems. Reasonable suggestions and constructive criticism are always welcome.

Expectations for Classroom Dynamics
I expect that all of us engage in a positive and ongoing dialogue conducive to intellectual discovery in an atmosphere of mutual respect. Throughout this course, we will engage in critical analysis of issues related to social justice, community organizing, inequality, and the like. In so doing, we will discuss topics that are intellectually and emotionally challenging. All participants in this class will be expected to respect each other’s opinions as well as those of community partners, guests and others who engage with our course. You are also expected to be professional in all communications. We will focus on critical thinking and making the space within the classroom to express thoughts and beliefs in a supportive atmosphere – I, however, need each student in this course to commit to creating a safe space for this sort of reflection and discussion.

What you may expect of me:
♦ A sincere effort to help you learn
♦ Accessibility – I will be available outside the classroom
♦ Respect and courtesy
♦ Fairness
♦ Timeliness
♦ Prompt and constructive feedback on assignments
♦ A recognition that I do not know everything, but will get those questions I cannot answer immediately researched and answered for you

What I expect of you:
♦ A sincere effort to learn the course material and engage in class discussion/activities
♦ Careful and complete reading of assigned materials
♦ Timeliness in attendance and turning in assignments
♦ Regular attendance
♦ Prior notice: if events in your life emerge that you believe will make it impossible for you to be on time or perform in class as expected . . . be proactive, notify me in advance
♦ Disconnection of your cell phone during class INCLUDING text messaging
♦ Academic Honesty
♦ And most of all respect for your peers, me, our agency partners and their constituents
Assignments & Projects

In-Class Critical Reflections – 50 points:
During most classes, we will have in-class critical reflections. These will not be announced ahead of time. The best way to prepare for these is to complete the readings due for that day, pay attention and take notes in class, and engage in classroom discussions. Sometimes the reflection may be the showing of a piece of artistic expression (music, blogs or vlogs, poems, speeches, etc.) that is relevant to the topics we will discuss in class that day and/or resonate with that day’s reading assignment. We will watch/listen to the piece and then students will respond to a series of critical reflection questions. Other times the critical reflection will simply be a series of questions about the day’s readings or content from the week before. Your reflection will then be collected and evaluated based on actual completion of the reflection, ability to demonstrate critical thinking, and application of community organizing concepts.
DUE: completed and turned in during class

Organizing Project One2One – 30 points
Each student will complete at least one One2One with an individual relevant to the class’ chosen project (you may be asked to conduct more than one one2one for the class project, however you only need to do this assignment for ONE person). You must develop a list of questions you want to ask your One2One partner -- you may use your Community Organizing Handbook as a starting point, but also include questions specific to the person you are interviewing. You will be required to turn in your list of questions in addition to a summary and reflection, which should include answers to the following questions (these questions should be used as headings for your paper):

- How and why did you select this person for the one-to-one?
- What did you learn from this one-to-one? What “nuggets” of information did you gather? Be specific, this is the information you will need to share with the class to advance our collaborative community organizing project.
- Is there anything you should follow-up on with this person? Or research in another way?
- Evaluate yourself on how you handled the one-to-one, how did you do? What was easy, or came naturally? What was difficult that might indicate a skill you could work on?
- Were you able to focus on the other person rather than yourself? If so, how? If not, why not?
- How could you improve your one-to-one skills for the next time you do this?
DUE: the 6th week of class on October 15th – you will hand in your list of questions and your typed summary and reflection in addition to reporting out to the class on your One2One.

Student Seminar Facilitation: Organizing in Focus – 50 points
Students will work in small groups to research and prepare a brief seminar regarding the history, strategy, skill, leaders, and current effort of one community organizing/social movement. You will get to choose the movement you’d like to present. Your group will be responsible for presenting a 15-20 minute synopsis of the organizing movement you researched.
Guidelines with further information will be provided in class.
DUE: Groups and presentation slots will be assigned the second week of class and will begin the fifth week of classes.

Community Organizing Project: Public Action – 75 points
To demonstrate an ability to put community organizing concepts into practice, students will organize their peers and fellow students in taking a public action using the community organizing process/model. Based on the experiences and research of the class, students will collectively decide on the structure, intended outcomes, and evaluation of a public action to be held prior to the final class period. The specific issue to be addressed and public action to be taken will be decided upon collaboratively among students in the course. Class time during the last five weeks will be set aside to work on and develop this project, however you are fully expected to spend time outside of class working on this project. Grades will be determined as follows. First you will turn in your organizing notes (taken in the Community Organizing Action Workbook, which will be provided in class). The thoughtfulness and thoroughness of your notes as well as your demonstration of understanding the concepts as outlined in this workbook will be worth 50 points. Additionally, using a democratic process the class will decide upon the grading criteria for the remaining 25 points for this project. Grading will be based on student participation, effort and contribution – not on the “success” of the event.
DUE: by the final exam

End of Quarter Critical Reflection of Learning – 50 points
In lieu of a final exam, students will submit a critical reflection, due on the final exam day, which will examine the quarter as a whole. This reflection should be typed and should be about 2-3 pages in length. Your reflection should address the following questions (please use the questions below as headings in your paper):

Page | 3

AH/SS 2580 – Fall 2012
• What skills did you develop or strengthen in this class?
• How effectively do you think you worked with others, in both diversity and difference? Why were you effective or ineffective?
• Was the process of this class transformative? If yes, how and why? If no, why not? What did you learn about yourself in regards to community organizing and active citizenship?
• Choose a few quotes from Chapter 5, “What Makes a Good Organizer?”, by Szakos and Szakos and reflect upon whether you see these traits/skills of good organizers in yourself.
• How would you describe your personal role and responsibility as a democratic citizen? (In this context citizen is a broad term that reflects the role of any person in any society, regardless of documented legal status).
• How do you see yourself uniting your self-interest with a public life? Professionally (career), personally, within your current circles of friends, clubs/orgs, etc.? This can be both in your current context, or your future goals (i.e.: life after college).

**DUE: at the final exam**

**Class Participation Points - 20 points**
The lifeblood of this course is discussion and participation, therefore your attendance at each class period coupled with your preparedness (i.e. having completed the readings) and readiness to engage in thoughtful discussion are crucial—your participation in class will be gauged and points distributed accordingly. I will keep attendance to assist me in your participation calculation. **DUE: collected throughout the course**

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**Grading**
Grades will be determined as follows:

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<tr>
<th>Final Grade = % of total points (400)</th>
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<tbody>
<tr>
<td>Percentage</td>
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<tr>
<td>94-100%</td>
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<td>90-93.9%</td>
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<td>64-66.9%</td>
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<td>60-63.9%</td>
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<td>Below 60%</td>
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**Total Points 275 pts**

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**Course Policies:**

**Attendance**
You are expected to attend and participate in class. I am always more flexible if you are proactive—contact me before things arise rather than weeks after. I will record attendance to assist me in calculating your final participation grade. If you have an excused absence, such as those for University functions or for medical reasons, please see me.

It is your responsibility to initiate communication with a fellow classmate or myself about course content or announcements that were presented during a missed class.

**Conduct and Responsibilities**
By registering for this course, you entered into a contractual agreement as a learner. As a full partner in the learning process, you assume primary responsibility for your education choices, actions and decisions. The schedule clearly states the dates and times this class meets. Please be on time for each class. If you’re not here,
you can’t participate in our collaborative learning process, and your absence affects everyone in the course. You are also expected to be courteous to your peers, classroom guests, as well as myself.
  Here’s an **incomplete** list of **unacceptable behavior**:
  - Disrespectful and/or hateful language
  - Violent and/or threatening conduct
  - Cell phone use including text messaging, surfing the internet, etc.
  - Activities not related to the course (for example: working on a crossword puzzle, reading the Clarion or surfing the net)

**Work Load**
University students are expected to put in 1-2 hours of work outside of class for each credit hour. That means you should expect to put in at least 2-4 hours of work outside of the classroom each week for this course.

**Student Athletes / Special Needs / Etc.**
If you have a university-approved circumstance that requires flexibility in due dates, testing environments, etc., please let me know toward the beginning of the semester. Also please request that the Disability Services Program send a letter verifying your disability [contact the Disability Services Program (DSP) at 303-871-2372 or via http://www.du.edu/car/uap/].

**Late Work / Make-Up Work**
I do not accept late work except under extreme circumstances. Should events in your life arise that make it difficult for you to complete your work in a timely matter, please come talk to me. Late assignments will only be accepted with my approval and appropriate points will be deducted.

**Blackboard**
This class will have a Blackboard site. Please orient yourself with the blackboard system. The site will contain important links to class material (syllabus, assignments), links to readings (pdf files, web sites) and other information. I will also use Blackboard to post any announcements or updates.

**Academic Dishonesty**
Cheating or plagiarism will not be tolerated and will result in a score of zero on the assignment and/or failing grade in the course. Use your own words and ideas for each assignment and cite additional sources through in-text citations and proper referencing (see writing and grammar section below). For the consequences of academic dishonesty, refer to the University of Denver website on Academic Integrity (http://www.du.edu/honorcode/studentprocedure.htm). See also http://www.du.edu/ccs/ for general information about citizenship standards from the Office of Citizenship and Community Standards.

Violations of the honor code and academic misconduct will be taken seriously and are grounds for automatic failure of the course. When I have concerns about potential academic misconduct, a memo detailing the instance(s) of potential misconduct will be forwarded to the Office of Citizenship and Community Standards for their review and records.

If you are in doubt regarding any aspect of these issues as they pertain to this course, it is your responsibility to consult with me before you complete any relevant requirements of the course.

**Questions/Concerns/Suggestions**
I will always find time to assist you outside of class regarding assignments, course material, advising, grades, or any other reason related to class. Please come talk to me during the semester if you’re stuck on an assignment, unclear about a topic, concerned about your grade, etc. Don’t wait until the end of the semester to see me if you’re having difficulties early on.

**Writing and Grammar**
Good writing skills are imperative. Consequently, written work is expected to be concise, organized and with minimal errors. Grammar will be a regular criterion for grading on all assignments! Appropriate writing style is expected. Slang, clichés, jargon, or offensive language and/or quotes will not be accepted. All writing assignments must adhere to the following criteria.
1. If typed, font should be Times New Roman, 12 point, and double-spaced. Standard margins should be used.
2. Place your name, the class, and the name of the assignment as a header. Use page numbers in the footer.
3. To conserve our precious natural resources, please print/write all materials double-sided.
4. DO NOT bind, place in a folder, or fasten your assignments by any method other than stapling. DO NOT create a cover page, this simply wastes valuable natural resources.
5. Except in instances of creative or alternative writing, all assignments should be in the following format:
   a. Introduction
      i. Introduce the topic you will be writing about and outline your essay.
   b. Body of essay
      i. Facts, statements, history that supports the above introduction
      ii. This is the “meat” of your essay, be sure to back up all of your statements
   b. Conclusion
      i. Re-state your main points
      ii. Concluding remarks that summarize or characterize your essay
6. Support all statements with readings or in class discussion/lectures. References and in-text citations are required –APA (6th edition) is the recommended style. If you would like some resources about APA, just let me know.
7. If you are having trouble with your writing, please see me or the campus writing center located at Penrose at Driscoll. To Schedule an Appointment:
   a. Go to http://myweb.du.edu and login
      i. Select the "Student & Financial Aid" tab
      ii. Click on the "Writing Center" menu
   b. Or … Call 303.871.7456
Fall 2013 Schedule

WEEK ONE (September 10th)
What Organizing Is & Is Not: History of Organizing & Organizing Traditions
- READING DUE (we’ll do it in class):
  - Community Organizing Handbook, p. 11
  - Pages ix, 49-53 in “Going Public” by Michael Gecan
- FOLLOW UP (OPTIONAL) READINGS:
  - What is Organizing by Marshall Ganz
- ACTIVITY (in-class): What are you willing to fight for?

WEEK TWO (September 17th)
Elements of Organizing: Understanding the Self
- READING DUE:
  - Community Organizing Handbook, p. 19
  - Chapter 2: The Fundamentals of Direct Action Organizing, from Organizing for Social Change by Kim Bobo, Jackie Kendall & Steve Max
- FOLLOW UP (OPTIONAL) READINGS:
  - Civic Engagement Revisited by Harry C. Boyte
  - ACTIVITY (in-class): Self-Interest Assessment Diagram (p. 19 in Organizing Handbook) and Self-Interest Venn Diagram, Handout in Class
  - ACTIVITY (in-class): Assigned Student Seminar Facilitation groups announced. Share out on self-interest diagram and work on group collective self interest, complete the seminar session sign-up and preferred topic sheet
  - ACTIVITY (out-of-class): Familiarize yourself with the participant guide from the New Organizing Institute, “Story of Self,” handed out in class. We will revisit this in week 4.

WEEK THREE (September 24th)
Elements of Organizing: Understanding Self among Others
- READING DUE:
  - Community Organizing Handbook, pp. 6-7, 20, 23
  - Chapter 2: The Relational Meeting from Roots for Radicals by Ed Chambers
- FOLLOW UP (OPTIONAL) READINGS:
  - Chapter 1: All Real Living is Meeting, Chapter 2: The World as It Is, and Chapter 4: Introducing Your Larger Self, from Going Public by Michael Gecan
  - ACTIVITY (in-class): One2Ones, Handout in Class & reference p. 20 of Organizing Handbook

WEEK FOUR (October 1st)
Elements of Organizing: Taking Public Action, Part I
- READING DUE:
  - Community Organizing Handbook, pp. 21-22, 25-27, 31
  - Chapter 3: Choosing an Issue, from Organizing for Social Change by Kim Bobo, Jackie Kendall & Steve Max
- FOLLOW UP (OPTIONAL) READINGS:
  - Why the Revolution Will Not Be Tweeted from The New Yorker by Malcolm Gladwell
  - Another World Is Possible If... by Susan George
  - ACTIVITY (in-class): World as it is, World as it should be and choosing an issue, in Action Development Workbook, p. 2-9
  - ACTIVITY (out-of-class): Complete the “Connecting to Self-Interest” worksheets on p. 10-14 of the Action Development Workbook

WEEK FIVE (October 8th)
Elements of Organizing: Taking Public Action, Part II
- READING DUE:
  - Chapter 4: Developing a Strategy, from Organizing for Social Change by Kim Bobo, Jackie Kendall & Steve Max
• Chapter 5: A Guide to Tactics, from Organizing for Social Change by Kim Bobo, Jackie Kendall & Steve Max

• FOLLOW UP (OPTIONAL) READINGS:
  • "Tactics" in Rules for Radicals by Saul Alinsky
  • ACTIVITY (in-class): Report out on Connecting to Self-Interest worksheets
  • ACTIVITY (in-class): Root cause analysis and power & asset mapping, p. 15-22 in Action Development Workbook
  • ACTIVITY (out-of-class): conduct your one2one(s) and choose one to complete the assignment, outlined on page 3 of the syllabus. You’ll be asked to report out on your one2one(s) during class next week as well.

• STUDENT SEMINAR FACILITATION: ORGANIZING IN FOCUS
  • Group: ________________________________________________________________
  • Topic: ________________________________________________________________

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WEEK SIX (October 15th)
Organizing in Practice – Public Action Project Work Time

• READING DUE:
  • TBD, based on project chosen and class needs
  • ACTIVITY (in-class): Report out on your one2one(s), take notes on p. 23 of Action Development Workbook, Revisit power & asset maps and adjust as necessary
  • PUBLIC ACTION PROJECT WORKSHOP: Preparing to create your action plan, p. 24-35 in Action Development Workbook
    • Gaining Commitment
    • Issue Research & Problem Statement Development
    • Creating your Theory of Change
    • Initial Strategy & Tactics Work

• STUDENT SEMINAR FACILITATION: ORGANIZING IN FOCUS
  • Group: ________________________________________________________________
  • Topic: ________________________________________________________________

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WEEK SEVEN (October 22nd)
Organizing in Practice – Student Seminar Facilitation & Public Action Project Work Time

• READING DUE
  • TBD, based on project chosen and class needs
  • PUBLIC ACTION PROJECT WORKSHOP: p. 30-37 in Action Development Workbook
    • Finalizing Strategy & Tactics
    • Creating the Action Plan

• STUDENT SEMINAR FACILITATION: ORGANIZING IN FOCUS
  • Group: ________________________________________________________________
  • Topic: ________________________________________________________________

• DUE: One2One – list of questions and summary and reflection (see “Assignments & Projects” on page 3 of your syllabus for more information)

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WEEK EIGHT (October 29th)
Organizing in Practice – Student Seminar Facilitation & Public Action Project Work Time

• READING DUE
  • TBD, based on project chosen and class needs
  • PUBLIC ACTION PROJECT WORKSHOP
    • Carrying out the Action Plan, reporting out on progress
    • Other needs: TBD based on project needs

• STUDENT SEMINAR FACILITATION: ORGANIZING IN FOCUS
  • Group: ________________________________________________________________
  • Topic: ________________________________________________________________

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WEEK NINE (November 5th)
Organizing in Practice – Public Action Project Work Time

• READING DUE
- TBD, based on project chosen and class needs
- PUBLIC ACTION PROJECT WORKSHOP
  - Carrying out the Action Plan, reporting out on progress
  - Other needs: TBD based on project needs
- STUDENT SEMINAR FACILITATION: ORGANIZING IN FOCUS
  - Group: ____________________________________________
  - Topic: ____________________________________________

**WEEK TEN (November 12th)**

*Organizing in Practice—Public Action Project Work Time*
- **READING DUE**
  - Skim Chapter 5: What Makes a Good Organizer?, from We Make Change: Community Organizers Talk about What They Do and Why by Kristin Layng Szakos and Joe Szakos, in preparation for your critical reflection
- **PUBLIC ACTION PROJECT WORKSHOP**
  - Carrying out the Action Plan, reporting out on progress
  - Other needs: TBD based on project needs

**FINAL EXAM (November 19th, 2-3:50pm)**

*Public Action, Evaluation & Critical Reflection*
- **READING DUE:**
  - Review Community Organizing Handbook, pp. 32-34
- There will be no final exam, we will instead use our final exam period to conduct a group, public evaluation of our actions and to celebrate our accomplishments.
- **DUE:**
  - Your final public action must occur no later than the course’s final exam period
    - Any self-reports or evaluations of the public action project (as determined by the class) will be due by the final exam period as well
  - Your end-of-quarter critical reflection is due during the exam period
  - Come to class prepared to engage in a critical evaluation of the class’ community organizing public action