HOW TO CHANGE THE WORLD:

Advocacy Movements and Social Innovation SPRING 2024, NYU

*Last Updated: February 16, 2024*

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| **Instructor Information** | **Course Logistics** |
| * Instructor: Susanna Blankley * Email: [susanna.blankley@nyu.edu](mailto:susanna.blankley@nyu.edu); [sjblankley@gmail.com](mailto:sjblankley@gmail.com) * Cell: 917-691-0544 * Oﬃce hours: By Appointment | * **Location**: 194 Mercer Street, Room 304 * **Dates**: January 25-May 2 * **Day/Time**: Thursdays, 6:20-8:50 |

# COURSE DESCRIPTION:

The premise of this class is that the world is not as it should be and it’s our job to change it. But why isn’t it as it should be? What kind of change do we want and how do we make it? The world has changed because of the work of social movements—how did they make change? This class will look at the larger forces--social, political and economic--that shape the world in which we organize and the choices movements have made in those contexts. We will ground ourselves in some analysis of how to decide what kind of change is needed and why, some exploration of theories of changes and key strategies and tools to make change and then we will do an

in-depth dive into the history of the NYC tenant movement. NYC arguably has one of the strongest tenant movements in the country. Where did it come from? What has shaped it over time? How has the movement grappled with key questions around the role of landlords, the state and private property?

We will explore patterns and forces that inspire us to ask questions about our current strategies and struggles. What is the legacy of the choices movements have made? What will be our legacy?

This will be an interactive and participatory class.

**Note**: This syllabus should be viewed as a living document that is subject to change. My approach to teaching is to ground us in key principles and theory and also leave space for peer learning and reﬂections, which means making adjustments as needed. Please make sure to

share your thoughts directly with me about what is working and what should be adjusted during reﬂections, in evals or reach out to me directly.

# COURSE OBJECTIVES

* Gain an understanding of different theories of change and key strategies to achieve it.
* Explore the legacy of the choices different people/movements made and examine what impact they’ve had on our current struggles
* Gain an understanding of the complexity of social movements and the larger context and forces that shape it
* Develop a vision for our own participation in social movements
* Gain an in-depth understanding of the history of the tenant movement in NYC

# COURSE REQUIREMENTS:

This is a participatory class. You must come to class ready to take risks, participate in group activities and deeply and candidly explore your own thinking. You absolutely must do the reading. That means you have to study, reﬂect and come to class ready to practice what you learn. Speciﬁcally this means:

## Careful preparation for and serious involvement in all class sessions.

* + This means reading the materials and thinking about the topic before the session. *In your reading, you are asked to:* Question the signiﬁcance of the topic and the articles and books you read as it relates to your own experience in the current moment.
* **Full engagement and class participation is crucial and the quality and thoughtfulness of your involvement will be reﬂected in your ﬁnal grade.** If speaking in public is diﬃcult for you, let me know. The course will be designed in a way to allow different ways to engage in the classroom, beyond large class discussion, including small group work and in-class exercises and assignments.
  + Since much of the learning will occur during the class, you are required to attend all classes.
  + If an emergency comes up, please contact me before the class via text.
  + The use of electronic devices is strictly prohibited. No phones, no computers, no tablets. Please come prepared ready to take hand written notes.

# ASSIGNMENTS

## Assignment 1: Bio + Reﬂection

Your bio should include a little bit about you, why you are taking this course and at least two things you hope to learn from the course. This bio should be 1 page single space 12 Pt Arial. Please read your classmates’ bios/reﬂections! This is due on the second class, February 1st by 6pm.

## Assignment 2: Reﬂection

Due on February 29, please write a 2 page reﬂection piece (12 pt Arial font single spaced) based on the previous class teachings and discussion (an assigned reading, something said by a classmate or speaker, a lingering doubt, or meaningful interaction from class that seems powerful and/or problematic). This reﬂection should focus on the top line learnings from the class so far, any questions you have, and any thoughts on how you would apply it, if at all. Please reference at least 2 readings in the reﬂection paper.

1. **Assignment 3: Pitch:** Due on April 11 by 6pm, please write a 2-3 page paper (12 pt Arial font single spaced) outlining your thoughts on which theory of change is most powerful for the tenant movement today and which corresponding strategies and tactics make the most sense. For this assignment, imagine you are at a large meeting across various sectors of the tenant movement and you stand up to make a speech pitching how you think the tenant movement should take action, based on the theory of change you think

is MOST needed. For this assignment make sure to delineate why you think this theory of change is most powerful and needed as opposed to others and please make sure to name what you think is possible to win based on this theory. This pitch should draw from lessons and discussions from this class. Please reference at least 2 readings in this assignment.

## Assignment 4: Group Project:

* + *Pick a moment in the tenant movement history and a corresponding campaign, strategy or tactic.* Please be speciﬁc here. (Example could be the rent law renewal ﬁghts of the 1920’s).
  + *Step 1: Analysis and Assessment:* Please answer the following questions:
    - How would you describe the constraints of the time? (think of larger political forces but also of movement dynamics and forces)
    - What do you think they thought was possible at the time? Think of this both in terms of demands and strategy to win them.
    - What’s the legacy of choices folks made at the time? How do their choices live with us now?
  + *Step 2: Build out a different future:*
    - Here you are being asked to think about and present how y**ou would change what the tenant movement did at this time.** This can be to make it even more powerful or to change trajectories completely. As you build out your vision and strategy, please make sure to reﬂect on:
      * What's *your* analysis of what was possible?
      * What would you do differently and why? What’s your theory of change?
      * How would you do it?
      * What impact would it have for us today?
  + *Step 3: Presentation*:
    - Depending on how many groups there are, you will have 30-45 minutes in class on April 25th to present, including Q+A. The format of the presentation is up to you. You can present via a slide deck, a skit, a debate, etc. However I do encourage you to embrace the tactics of your vision in your presentation! You must submit something in writing (no longer than 5 written pages or 20 slides) and you must answer all of the assignment prompts above.

*To submit assignments:* Please upload your assignments to Brightspace.

# GRADING

Your grade will reﬂect your participation in class sessions, your thoughtful planning and facilitation of the activities in the class sessions, your 2 reﬂections, your group project and presentation, and your pitch.

* **Individual Class Participation (25%).** You are expected to complete all readings in advance of the class, to attend all classes, and to thoroughly engage in discussions and activities.
* **Bio + Session Reﬂection (25%)**. These are graded Pass/Fail.
* **Pitch (25%).** Concision and insight are important here.
* **Group Project (25%)**. This will be graded both on the presentation and the written material supporting the presentation.

# Grading Rubric for All Papers:

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| **Area** | **1-Fail** | **2-Passable** | **3-Good** | **4-Excellent** |
| Synopsis | No synopsis of arugment | Partially accurate or incomplete synopsis of argument | Good synopsis of argument | Concise, clear and thorough synopsis of argument |
| Critical Engagement with Course Content (readings, speakers quotes, activities,) | No real engagement with course content | Partial engagement with course content but reasoning faulty or incomplete | Good engagement with content with clear and sound reasoning and evidence (highlights strengths, gaps, explores critical questions, etc.) | Excellent. Clear systemic engagement with content. Provides evidence for arguments from readings and other content. |
| Discusses relevance to broader themes in course | No clear connections made | Makes some effort at making connections to other readings/content | A good connection made to other readings/content | Makes creative and thoughtful connections to other readings and course content |
| Quality of Writing | Not well written; multiple grammar and spelling errors; no sources cited | Manageably written; sources are correctly cited | Well written with some minor errors; sources are correctly cited. | Beautifully written; no errors; sources are correctly cited. |

## Assignment Due Dates

File names should always include the student’s name, the numerical date as well as the assignment name. You should also be sure to put your name on the document itself.

All assignment due dates are ﬁnal. In the case of an emergency, please reach out to see what’s possible.

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| **Due Date** | **Assignment** |
| February 1, 6pm | Bio + Reﬂection |
| February 29, 6pm | Reﬂection |
| April 11, 6pm | Pitch |
| April 25, 6pm | Group Project |

# READINGS

There are a variety of readings, books, articles, blogs, websites, and papers that you will be required to read for the course. In addition there are a few required ﬁlms and clips to watch. You are expected to complete readings before the class session. Classes will not be repetitive of the readings, rather they will use the readings as a basis for discussion.

* Jaron B. et al. (2005). *Towards Land Work and Power, charting a path of resistance to u.s.-led imperialism.* Unite to Fight Press ([Introduction and Chapter 1](https://drive.google.com/file/d/0B-BaLVO2OwoqUHVJQmk4c0hyU010SjJteUdDYjdBaDhmVnhB/view?usp=sharing&resourcekey=0-Pp-JQyy4pYA5JgS3mJOeJw), p. 1-77).
* [Introduction to Gramsci by Harmony Goldberg](https://grassrootspowerproject.org/wp-content/uploads/2021/11/Antonio-Gramsci_Brief-Introduction.pdf)
* [Three Faces of Power, Grassroots Power Project](https://grassrootspowerproject.org/wp-content/uploads/2021/11/2_GPP_3FacesOfPower.pdf)
* [The Nature of Rent and Evictions](https://drive.google.com/file/d/1TQLT1C2ACqFmlvWqMKiw3p-MvjYklu8P/view?usp=sharing), Susanna Blankley
* Jobin-Leeds, G. (2016). [*When We Fight, We Win: Twenty-First-Century Social Movements and*](https://search.library.nyu.edu/discovery/fulldisplay?docid=alma990042289810107876&context=L&vid=01NYU_INST%3ANYU&lang=en&search_scope=CI_NYU_CONSORTIA&adaptor=Local%20Search%20Engine&tab=Unified_Slot&query=any%2Ccontains%2CWhen%20we%20fight%2C%20we%20win&sortby=rank&mode=basic)[*the Activists That Are Transforming Our World*](https://search.library.nyu.edu/discovery/fulldisplay?docid=alma990042289810107876&context=L&vid=01NYU_INST%3ANYU&lang=en&search_scope=CI_NYU_CONSORTIA&adaptor=Local%20Search%20Engine&tab=Unified_Slot&query=any%2Ccontains%2CWhen%20we%20fight%2C%20we%20win&sortby=rank&mode=basic). The New Press. Chapters 1-6
* [Women Who Change the World, Stories from the Fight for Social Justice,](https://drive.google.com/file/d/11oPJNjM2Cbcl6tktsF4cEyXAxPklluP3/view?usp=sharing) Edited By Lynn Lewis. Chapters 3,7,8 +9.
* Szakos, K. L. & Szakos, J. (2007). *We make change: Community Organizers Talk About What They Do and Why.* [Chapter 1: “What is Community Organizing?” and Proﬁle: Brian Johns](https://communityorganizingccny.files.wordpress.com/2017/09/what-is-organizing.pdf) [(p.1-15).](https://communityorganizingccny.files.wordpress.com/2017/09/what-is-organizing.pdf)
* Garza, Alicia (2020). [The Purpose of Power. How to Build Movements for the 21st Century.](https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/reader.action?docID=6361067&query=garza&ppg=12) Penguin Random House. Chapters 4, 5, [14](https://drive.google.com/file/d/1erUZggDMBghX251OGkeYbZgubAlRvIAC/view?usp=drive_link) + [15](https://drive.google.com/file/d/1thqZ_c32seP_e5XVua7WJntnNocY7c1z/view?usp=sharing)
* Minieri, J. et al. (2007). *Tools for Radical Democracy: How to Organize for Power in Your Community.* Jossey Bass.
  + [Chapter 9: Developing a Winning Strategy](https://communityorganizingccny.files.wordpress.com/2017/09/tfrd-chapters-9-and-10.pdf)
  + [Chapter 10: Planning a Comprehensive Campaign (p.183-237).](https://communityorganizingccny.files.wordpress.com/2017/09/tfrd-chapters-9-and-10.pdf)
  + [Running Kick Ass Actions](https://communityorganizingccny.files.wordpress.com/2017/09/tfrd-chapter-12.pdf)
* [Stepping Into the Moment, The Coronavirus Crisis as an Opening for Transformative](https://drive.google.com/file/d/1LdB2sNFTYK1oMfvs4NI2kjCU2zYMS447/view?usp=drive_link) [Change,](https://drive.google.com/file/d/1LdB2sNFTYK1oMfvs4NI2kjCU2zYMS447/view?usp=drive_link) Grassroots Policy Project, April 2020
* Engler, M. & Engler, P. (2016). *This is an Uprising, How NonViolent Revolt is Shaping the 21st Century.* Nation Books. [Chapter 6: The Act of Disruption (p.143-169).](https://communityorganizingccny.files.wordpress.com/2017/09/the-act-of-disruption.pdf)
* [NYC Tenant Movement History Timeline](https://www.rtcnyctenantmovementhistorytimeline.org/t/d2ywxewgmb6es6yf79l1t0366667t7bu), by the RTC NYC Coalition
* The **FULL** [**Curriculum**](https://assets.nationbuilder.com/righttocounselnyc/pages/1248/attachments/original/1707323199/TMHT_Curriculum.English.2024_%281%29.pdf?1707323199)that goes with the NYC Tenant Movement History Timeline
* More Resources on the timeline [here](https://www.righttocounselnyc.org/).
* [In Defense of Housing](https://www.miguelangelmartinez.net/IMG/pdf/2016_Madden_Marcuse_Defense_Housing_book.pdf), by David Madden and Peter Marcuse, Chapters 4+ 5
* [When Tenants Claimed the City](https://drive.google.com/file/d/0BxnBEwBxqdzPNWh0dFczSWpVZDRjNU55dzBDXzdwNGtVekxF/view?usp=sharing&resourcekey=0-iUTcclCqNwoHwGy0__RZ-A), Roberta Gold (Chapter 3)
* [Managing the Crisis](https://drive.google.com/file/d/1ocHroiXqADA76nd7Ly5j4USaIu9-DPh0/view?usp=sharing), CityView, DeRienzo

## Optional:

* [150 Years Ago, Friedrich Engels Correctly Assessed What’s Wrong with Housing Under](https://jacobin.com/2022/07/housing-question-capitalism-friedrich-engels) [Capitalism](https://jacobin.com/2022/07/housing-question-capitalism-friedrich-engels), Glyn Robbins, Jacobin
* [Why We Should Be Arguing About Rent](https://www.progressivecity.net/single-post/why-we-should-be-arguing-about-rent), Alexander Ferrer, Progressive City
* The Housing [Question](https://www.marxists.org/archive/marx/works/1872/housing-question/ch02.htm) by Friedrich Engels
* Evicted by Matthew Desmond
* RTC NYC Coalition’s [Rent Strike Toolkit](https://d3n8a8pro7vhmx.cloudfront.net/righttocounselnyc/pages/100/attachments/original/1585739362/RTCNYC.COVID19.4.pdf?1585739362)
* [The Case for Going on Rent Strike](https://d3n8a8pro7vhmx.cloudfront.net/righttocounselnyc/pages/23/attachments/original/1585101346/RTCNYC.RentStrikeFactSheet.English.2.pdf?1585101346)
* [Let This Radicalize You](https://drive.google.com/file/d/1gpL9MNrubu9zNIrI9qwOq_P38MlwKnrO/view?usp=sharing) (Chapters 9 + 10)
* [The Tenant Movement in NYC](http://www.tenant.net/Community/history/hist-tit.html), Ronald Lawson, Chapters 3-5

## Required Films:

* [*Fred Hampton on the Importance of Education Prior to Action*](https://href.li/?https%3A//www.youtube.com/watch%3Fv=Ffmg6i0lv_k)(circa 1968)
* [Political Economy of Housing](https://www.youtube.com/watch?v=o1QSiXEsP6k), Workshop Presentation by Marika Dias and Sam Stein
* [Decade of Fire](https://decadeoffire.com/about-the-film/)
* [Geographies of Racial Capitalism with Ruth Wilson Gilmore – An Antipode Foundation ﬁlm](https://www.youtube.com/watch?v=2CS627aKrJI) (16 min)
* [United in Anger,](https://www.youtube.com/watch?v=MrAzU79PBVM&t=43s) A history of ACTUP (1 hour, 30 minutes)
* [Our Rights, Our Power: The Right to Counsel Campaign to Fight Evictions in NYC](https://www.righttocounselnyc.org/rtc_documentary)

## Optional Films:

* [The History of Banana Kelly](https://www.youtube.com/watch?v=Juhhzy5YXM8)
* [At Home in Utopia](https://www.newday.com/films/at-home-in-utopia)
* [Break and Enter](https://www.twn.org/catalog/pages/responsive/cpage.aspx?rec=894&card=price)

All readings are linked in the syllabus. Readings will require careful study and need to be referred to and referenced throughout.

# Academic Honesty

Plagiarism, cheating, fabrication, or any other form of academic misconduct will result in a failing grade on the assignment and can lead to a range of disciplinary actions by the University as described in the Code of Academic Conduct. You are responsible for understanding the meaning of plagiarism for this class. You can avoid plagiarism by knowing what it means and by knowing

how to correctly cite and paraphrase work by others. For information: <http://www.wisc.edu/writing/Handbook/QuotingSources.html>

Citing Sources: For class papers we expect you to use [APA](http://www.wisc.edu/writing/Handbook/DocAPSA.html) or the [Chicago Manual of Style](http://www.chicagomanualofstyle.org/tools_citationguide.html). When you draw on a source you can use either the humanities style footnote and bibliography, or the “author-date” citation in parentheses and then a reference at the end. Note that for any paper you must include both an in-text citation (parenthetical) AND a bibliography at the end.

## Use of Generative AI

Because writing is a form of thinking, you should not use ChatGPT or other AI tools as a shortcut or substitute for drafting and editing written work in this class. Taking credit for writing you did not create is a violation of NYU’s Academic Integrity policy.

## Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html) [Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## NYU’s Wellness Exchange

[NYU’s Wellness Exchange](https://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

# COURSE SESSIONS

***Important Note:*** These are long classes. We will take at least one 15 minute break in each class. The sessions are designed to be interactive and include small group and pair work. Additional breaks may be added in as needed. Class content is subject to change.

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|  | **CLASS 1: January 25** |
| **TOPIC** | **READINGS** |
| Overview + Introductions | None |

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|  | **CLASS 2: February 1** |
| **TOPIC** | **READINGS** |
| What Kind of Change do we want? How to we know? How to we analyze it? What tools do we use? | * Jaron B. et al. (2005). *Towards Land Work and Power, charting a path of resistance to u.s.-led imperialism.* Unite to Fight Press ([Introduction and Chapter 1](https://drive.google.com/file/d/0B-BaLVO2OwoqUHVJQmk4c0hyU010SjJteUdDYjdBaDhmVnhB/view?usp=sharing&resourcekey=0-Pp-JQyy4pYA5JgS3mJOeJw), p. 1-77). * [Geographies of Racial Capitalism with Ruth Wilson Gilmore – An Antipode Foundation](https://www.youtube.com/watch?v=2CS627aKrJI) [ﬁlm](https://www.youtube.com/watch?v=2CS627aKrJI) (16 min) * [*Fred Hampton on the Importance of Education Prior to Action*](https://href.li/?https%3A//www.youtube.com/watch%3Fv=Ffmg6i0lv_k)(circa 1968) |
|  | **Assignment 1 due** |

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|  | **CLASS 3: February 8** |
| **TOPIC** | **READINGS** |
| The Role of the State + Power | * [Introduction to Gramsci by Harmony Goldberg](https://grassrootspowerproject.org/wp-content/uploads/2021/11/Antonio-Gramsci_Brief-Introduction.pdf) * [Three Faces of Power, Grassroots Power Project](https://grassrootspowerproject.org/wp-content/uploads/2021/11/2_GPP_3FacesOfPower.pdf) * [Political Economy of Housing](https://www.youtube.com/watch?v=o1QSiXEsP6k), Workshop Presentation by Marika Dias and Sam Stein * [The Nature of Rent and Evictions](https://drive.google.com/file/d/1TQLT1C2ACqFmlvWqMKiw3p-MvjYklu8P/view?usp=sharing), Susanna Blankley |

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|  | **CLASS 4: February 15** |
| **TOPIC** | **READINGS** |
| How have we changed the world over time? What is the role of leaders?  **Guest Speaker:**  Rob Robinson | [When We Fight, We Win, Chapters 1-6](https://search.library.nyu.edu/discovery/fulldisplay?docid=alma990042289810107876&context=L&vid=01NYU_INST%3ANYU&lang=en&search_scope=CI_NYU_CONSORTIA&adaptor=Local%20Search%20Engine&tab=Unified_Slot&query=any%2Ccontains%2CWhen%20we%20fight%2C%20we%20win&sortby=rank&mode=basic) |

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|  | **CLASS 5: February 22** |
| **TOPIC** | **READINGS** |
| Approaches to Change + Community Organizing  **Guest Speaker:**  Amy Collado | * Szakos, K. L. & Szakos, J. (2007). *We make change: Community Organizers Talk About What They Do and Why.* Vanderbilt University Press. [Chapter 1: “What is Community](https://communityorganizingccny.files.wordpress.com/2017/09/what-is-organizing.pdf) [Organizing?” and Proﬁle: Brian Johns (p.1-15).](https://communityorganizingccny.files.wordpress.com/2017/09/what-is-organizing.pdf) * Garza, Alicia (2020). [The Purpose of Power. How to Build Movements for the 21st](https://search.library.nyu.edu/discovery/fulldisplay?docid=alma990082879970107876&context=L&vid=01NYU_INST%3ANYU&lang=en&search_scope=CI_NYU_CONSORTIA&adaptor=Local%20Search%20Engine&tab=Unified_Slot&query=any%2Ccontains%2Cthe%20purpose%20of%20power%20alicia%20garza&offset=0) [Century.](https://search.library.nyu.edu/discovery/fulldisplay?docid=alma990082879970107876&context=L&vid=01NYU_INST%3ANYU&lang=en&search_scope=CI_NYU_CONSORTIA&adaptor=Local%20Search%20Engine&tab=Unified_Slot&query=any%2Ccontains%2Cthe%20purpose%20of%20power%20alicia%20garza&offset=0) Penguin Random House: Chapters, 4, 5, [14](https://drive.google.com/file/d/1erUZggDMBghX251OGkeYbZgubAlRvIAC/view?usp=drive_link) + [15](https://drive.google.com/file/d/1thqZ_c32seP_e5XVua7WJntnNocY7c1z/view?usp=sharing) * [Women Who Change the World, Stories from the Fight for Social Justice](https://drive.google.com/file/d/11oPJNjM2Cbcl6tktsF4cEyXAxPklluP3/view?usp=sharing), Edited By Lynn Lewis. Chapters 3, 7, 8 +9. |

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|  | **CLASS 6: February 29** |
| **TOPIC** | **READINGS** |
| Campaign Strategy and Power Analysis | * [Stepping Into the Moment, The Coronavirus Crisis as an Opening for Transformative](https://drive.google.com/file/d/1LdB2sNFTYK1oMfvs4NI2kjCU2zYMS447/view?usp=drive_link) [Change,](https://drive.google.com/file/d/1LdB2sNFTYK1oMfvs4NI2kjCU2zYMS447/view?usp=drive_link) Grassroots Policy Project, April 2020 * Minieri, J. et al. (2007). *Tools for Radical Democracy: How to Organize for Power in Your Community.* Jossey Bass.   + [Chapter 9: Developing a Winning Strategy](https://communityorganizingccny.files.wordpress.com/2017/09/tfrd-chapters-9-and-10.pdf)   + [Chapter 10: Planning a Comprehensive Campaign (p.183-237).](https://communityorganizingccny.files.wordpress.com/2017/09/tfrd-chapters-9-and-10.pdf) Film to Watch: Made In LA |
|  | **Assignment 1 due** |

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|  | **CLASS 7: March 7** |
| **TOPIC** | **READINGS** |
| Legislative | * Watch: [Our Rights, Our Power: The Right to Counsel Campaign to Fight Evictions in NYC](https://www.righttocounselnyc.org/rtc_documentary) |

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| Advocacy  **Guest Speaker:**  Marika Dias | * Review: RTCNYC’s [Campaign Toolkit](https://www.rtctoolkit.org/) |

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|  | **CLASS 8: March 14** |
| **TOPIC** | **READINGS** |
| Direct Actions  **Guest Speaker:**  Yomara Velez | * Engler, M. & Engler, P. (2016). *This is an Uprising, How NonViolent Revolt is Shaping the 21st Century.* Nation Books. [Chapter 6: The Act of Disruption (p.143-169).](https://communityorganizingccny.files.wordpress.com/2017/09/the-act-of-disruption.pdf) * Tools for Radical Democracy, [Running Kick Ass Actions](https://communityorganizingccny.files.wordpress.com/2017/09/tfrd-chapter-12.pdf) * [United in Anger,](https://www.youtube.com/watch?v=MrAzU79PBVM&t=43s) A history of ACTUP (1 hour, 30 minutes) |

\*\*\*SPRING BREAK: NO CLASS ON MARCH 21\*\*\*

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|  | **CLASS 9: March 28** |
| **TOPIC** | **READINGS/FILMS** |
| Overview of NYC Tenant Movement History | * [NYC Tenant Movement History Timeline](https://www.rtcnyctenantmovementhistorytimeline.org/t/d2ywxewgmb6es6yf79l1t0366667t7bu) * NYC Tenant Movement History Timeline [Curriculum](https://d3n8a8pro7vhmx.cloudfront.net/righttocounselnyc/pages/36/attachments/original/1548271235/RTCNYC.TenantMovement.Crclm.English.downsized.pdf?1548271235) * [In Defense of Housing](https://www.miguelangelmartinez.net/IMG/pdf/2016_Madden_Marcuse_Defense_Housing_book.pdf), Chapter 5 |

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|  | **CLASS 10: April 4** |
| **TOPIC** | **READINGS** |
| NYC Tenant Movement History Part 2 | * [When Tenants Claimed the City](https://drive.google.com/file/d/0BxnBEwBxqdzPNWh0dFczSWpVZDRjNU55dzBDXzdwNGtVekxF/view?usp=sharing&resourcekey=0-iUTcclCqNwoHwGy0__RZ-A), **Chapter 3 ONLY** (*Please note the link takes you to the whole book, please just read the assigned chapter*) * Watch: [*Decade of Fire*](http://decadeoffire.com/) * [In Defense of Housing](https://www.miguelangelmartinez.net/IMG/pdf/2016_Madden_Marcuse_Defense_Housing_book.pdf), **Chapter 4** (*Please note the link takes you to the whole book, please just read the assigned chapter*) * [Managing the Crisis](https://drive.google.com/file/d/1ocHroiXqADA76nd7Ly5j4USaIu9-DPh0/view?usp=sharing), CityView, DeRienzo |

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|  | **CLASS 11: April 11** |
| **TOPIC** | **Readings: None** |
| Learning Across Movements and Roles | Panel of Guest Speakers:   * Lucas Shapiro, ALIGN, Deputy Director * Ahmed Tigani, Chief Diversity Officer and First Deputy Commissioner of HPD * Anthonine Pierre, Brooklyn Movement Center, Executive Director |
|  | **Assignment 3 due** |

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|  | **CLASS 12: April 18** |
| **TOPIC** | **READINGS:** None |
| Analysis of the Tenant Movement History and Theories of Change | Group Project Work: Full Class |

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| **CLASS 13: April 25** |
| Group Projects Presentation |
| **Assignment 4 Due** |

Takeaways, Eval and Final Reﬂections

**CLASS 14: May 2**