



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

**Organizing for Change:  
An Introduction to Community Organizing  
January 2023 Session**

**Instructor Information**

- Professor Paul Getsos
- Email: [pgg7451@nyu.edu](mailto:pgg7451@nyu.edu)
- Mobile: 646-732-0041 (please text if you need to reach me between 9AM and 9PM)
- Office hours: Right after class on Wednesday January 5th,
- Class Timings:
  - Monday January 9th 10AM - 6PM, Wednesday January 11th 10 AM - 6PM  
Friday January 13th 10 AM - 6PM , Sunday January 15th 1-4PM
- Class Location: [ADD ZOOM LINK](#)

**Course Description:**

***Organizing for Change: An Introduction to Community Organizing***, will provide an overview and introduction to the fundamentals of various organizing strategies that focus on base-building and mobilization to achieve policy and/or administrative change. This will include the role of social movements in helping to open up political space to achieve change. We will learn about the various strategies, tools, tactics and organizing vehicles that can be applied to local, state and federal level campaign work. In addition, we will explore the current moment, when organizing and social movements are being impacted by rapidly changing socio-economic conditions.

Using a combination of readings, lectures, class activities, a final project, and other tools, we will explore the concept of power, community problem solving strategies, the difference between base-building and mobilization, how to build, run and win a successful organizing campaign, and the role of new digital tools to help organizers get to scale.

With the rise of anti-democratic forces, a resurgent right and fragmented left across the globe, how organizers respond in this moment is critical to the future of our democracy. In addition, climate change, and a global economy, continue to pose threats to our environment and public health. This course will work to root the learnings and work in the current moment. On Day One, we will discuss the current context for organizing post the Trump Presidency, and on Day Four, we will explore how the changing socio-economic conditions will impact the field of organizing and advocacy, and explore both the challenges and opportunities that exist for this field in the coming years.

**Note:** *This syllabus should be viewed as a guide to the class. We may spend more time on a session if there is energy and interest than the allotted time, and we may more quickly move through other sessions. In addition, the intensive nature of the course, especially amidst the pandemic, may require adjustments in the pace of the course. Please make sure to share in reflections and during evaluation moments in class what is working and what should be adjusted. If you prefer, you can also communicate any assessments about the structure of the course or the materials directly to me, either in person or by email.*

**Course Overview:** This course will be built around four pillars of study, discussion, group work, and reflection. These are:

- **Power:** How do we define power as organizers, what are its different forms, and why understanding power is key to running and winning effective campaigns that deliver concrete improvements to communities. This section will include how we build power-based organizations, campaigns and movements, and what tools and tactics are most effective for building a base. We will examine how and why people get involved in organizing and how to keep people involved. We will see how membership recruitment has both stayed the same and evolved with the development of new tools and technologies. Finally, we will also learn what organizing means and what it means to be an organizer.
- **Campaigns:** Campaigns are key to both engaging people in our work and to put them into positions where they confront and challenge existing power structures and targets. Campaigns are the lifeblood of membership building organizations, and are the mechanism through which we train, develop and create opportunities for grassroots and grassroots leaders to exercise their leadership skills and power. This section will include the basics of how to build, implement and win a campaign. We will also explore strategy, especially the difference between a strategy and a tactic, which is key to building successful campaigns.
- **Coalition and Movement Building:** Not many organizations have enough power to win significant policy and/or institutional change on their own. Coalition work and partnering with other organizations and or movements will most likely be a key strategy that will be required to deploy to win campaigns, as well as for long term power shifting. In addition, the progressive movement in the United States is investing more in building capacity on the ground and building massive national campaigns. What does this mean for local organizing and groups? In this section we will look at the different types of coalition, alliance and movement building work that has happened in the past and is happening today.

- **Organizing in a Rapidly Changing Environment:** Since the beginning of the 21st century, particularly after the Great Recession of 2008, we have seen an explosion in massive political engagement in both the streets and the voting booth, across the globe. This has been on both the right and the left, by both progressive and conservative forces. Much of this has been fueled by rapid shifts in our economy and work, climate change, and most recently the Covid 19 crisis. Getting to scale quickly, has been made possible with the help of new digital tools and the internet. From the Tea Party to Arab Summer and most recently Black Lives Matter and the January 6th Insurrection, we have seen politics and organizing evolve. In this section, we will explore recent political movements and how they have grown and how they relate to more traditional approaches to community organizing.

Through readings, class activities, reflections, and a final organizing project, students will emerge with an enlarged vocabulary and set of models for organizing, the skills to catalyze and build organizations, the ability to design campaigns for the purpose of and to achieve and sustain change. You will have a deeper understanding of the current political moment and how institutions are responding to a rapidly changing world. Even for those students not interested in pursuing a career in community organizing, you will learn hard skills that can be applied to other work.

## **Course and Learning Objectives**

During the course of our time together, we will:

- **Learn how base-building organizing as a strategy can be employed** to achieve social change, create public policies and ensure the equitable implementation of such policies.
- **Examine the concept of power** – what it is, how it is used, and how groups and communities, and social movements expand and strengthen their political power through organizing.
- **Explore the different models of community problem solving and community engagement processes.** What are the different community problem solving strategies and what are the different processes for engaging community members in consultatory processes.
- **Learn how to build a base of both grassroots community members and organizations** and how to identify and engage community members, develop leaders, and support participatory decision-making processes
- **Learn how to run a campaign.** This will include how to lead an issue identification process, develop a campaign, conduct an effective power analysis, build an effective set of strategies to win your demands, mobilize your base and evaluate your campaign.

- **Learn how to build and manage coalitions, alliances and other types of partnerships** for both short term tactical campaigns wins and longer term power shifting goals.
- **Increase understanding of the current state of organizing and movement politics in the United States and globally**, as it relates to rapidly changing socio-economic, technological, health and physical environments.

## **Course Requirements:**

1. **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 and work and the current moment.
  - Consider what institutional and organizational implications can be drawn from the readings, and how these readings relate to current power dynamics in your work and overall society.
  - Think about what you learn as a leader and manager, policy analyst and community builder and how you would apply the learnings from the readings to your work.
  
2. **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 class lectures, including small group work and in-class exercises and assignments. Since this is an intensive class, where much of the learning will occur during the class, you will be required to attend all classes. If an emergency comes up, please contact me before the class via text no later than 9:00 AM the day of the class. You will be expected to attend some part of the day's sessions.

**Assignments:** All assignments should be written in 12pt Arial single space, with 2 spaces between paragraphs. (Similar in format to this syllabus)

1. **Prior to the first class on January 9th, you are expected to submit a bio and a short statement on what you would like to learn from the class.** Your bio should include a little bit about you, any previous work (paid or unpaid) that you think is relevant to the course you would like to share, and your thoughts on why

base-building organizing is an important strategy for social change. This should be suitable for sharing with the class using the NYUClasses Forum tab. This bio should be 1 page single space 12 Pt Arial. Please take a look at your classmates' bios!

2. **For the Wednesday class, please write a 2 page reflection piece (12 pt Arial font single spaced) based on the previous class teachings and discussion.** This reflection will be due the following class. This reflection should focus on the top line learnings from the class that you believe you could apply to your work, professional development/career or to any organizing or movement work you are involved in or plan to be involved in. Please share the learning, why you think it will be applicable, and how you would apply it. If you do not believe anything in the class is applicable, please be specific on what is not applicable and why and what in fact you need to learn that can be used in your work. These reflections will help for our check in on the previous session at the beginning of each day. Please reference at least 2 readings in these reflection papers.
3. **Team Project: Creating a Base-Building Plan:** On Wednesday you will be assigned a team project to be completed by Friday 3PM to create a base-building and community engagement/input plan. On Friday your team will present this plan to the class. This plan will include identifying an issue your group wants to work on and developing a base-building plan with metric goals for list building, an issue ID survey, developing leaders, recruiting people to be volunteers as well as developing targeting specifics. This plan will include identifying points of entry for how you will recruit people. Your plan should include both off-line/in-person and digital recruitment strategies.
4. **Research Project:** For your final project you will have the choice of either focusing on a single campaign or reviewing a range of community organizing and advocacy work on a particular issue. Final projects should be 5 pages, 12 pt single space narrative reports.

Here are a list of resources that can help you ID an organization, campaign and/or issue to research:

Some good resources to find an organization or campaign to study include the following:

[NY Based Organizations](https://nyf.org/grants-awarded-2021/)  
<https://nyf.org/grants-awarded-2021/>  
<https://northstarfund.org/c/grantees/>  
<https://citylimits.org>

### Outside New York

<https://peoplesaction.org/member-organizations/>

<https://uucsr.org/programs/veatch-program/news-and-reports/>

<https://forgeorganizing.org/article/welcome-forge>

<https://www.organizingupgrade.com>

**Option One: Single Campaign Case Study:** If you choose this option, you will focus on analyzing and writing a case-study of a recent campaign by a community organization, coalition, or national network or a movement that had specific wins that can be linked to that movement. This can be a local, state, national or international campaign. This case study should be a narrative assessment of the campaign and in addition, have a campaign work plan, based on the campaign plan which will be shared in class on Wednesday. On the morning of the second class, Wednesday January 11th, you should share the names of 2-3 potential organizations/campaigns you would like to use for your case study. For the case study of the campaign, it would be good to employ some of the following research techniques:

- Reviewing campaign materials, reports, and other material associated and/or about the campaign, including campaign plans, messaging documents, etc.
- Scheduling an interview with 1-2 people from the organization to talk about about the campaign, preferably a staff person and a member (30-45 minutes should suffice). To learn more about the campaign and answer questions that you may not be able to find in written materials.
- Researching media clips, and other forms of documentation, FB live events, social media posts, videos, etc.

**Option Two: Issue Mapping/Landscape Assessment:** If you choose this option, you will choose an issue (ie. Affordable Housing, Increasing Access to Childcare, etc.) and research how community organizing and advocacy groups are addressing this issue. On Wed morning, please share the issue you want to focus on and which state you will focus on for your mapping/assessment. Your focus should be a statewide analysis and include an overview of the different groups working on the issue, and how they approach the issue. Your project focus will include how the issue is playing out in the state, what issues have been identified by different stakeholders, and who are the decision makers on the issue. You will be responsible for both a 5-6 page narrative report along with a landscape mapping chart which will be shared in class. For this project you will mostly rely on a traditional literature review and research. However, some suggestions for getting a comprehensive review include:

- Scheduling 2-4 stakeholder interviews with people working on the issue. This can include elected officials who work on the issue, a funder who supports work on the issue, and/or reporters who cover the issue, or staff of organizations working on the issue.
  - Researching what groups work on the issue and reviewing materials that they produce about the issue (digital actions, tool-kits, reports, videos, etc.) to learn more about their work.
5. **Final Class Reflection:** This reflection should be 2 pages and reflect on the entire class and at least 3 of the assigned readings. The topic of this reflection should be how the sector of organizing, advocacy and civic engagement is dealing with rapidly changing conditions and what impact this has on your own work and or professional development and future.
6. **Please submit 2 copies of all written assignments.** One electronically via NYU Classes and one to my personal email [paul.getsos@gmail.com](mailto:paul.getsos@gmail.com). Please put the title of the Project in the subject line and your name and contact info in the body of the assignment. If you will not be able to submit an assignment on time, you must inform me 12 hours before. Reflections are due 10:00 AM on the date due.

## 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 final reflection. The combination thus reflects your analytic skills, your ability to cogently present and also participate in discussions, and your ability to link your study to anticipate future community building.

Assignments are due as listed below.

**Individual Class Participation (20%).** You are expected to complete all readings in advance of the class, to attend all classes, and to thoroughly engage in discussions and activities. The use of electronic devices for purposes other than taking note or viewing powerpoints/videos is not appropriate.

**Session Reflections (20%).** These are graded Pass/Fail.

**Group Exercise: (20%).** This will be graded both on the presentation and the written material supporting the presentation.

**Final Project (20%).** This will be graded on the cogency of the overall presentation of the analysis of either the campaign or the issue mapping/landscape you conduct.

**Final Reflection (20%).** Your final reflection will be no more than three pages maximum. in 12 point Arial font, single spaced and refer to at least five of the readings for the course. Concision and insight is more important than length.

**Grading Rubric for All Papers**

Area	0	1 Passable	2 Good	3 Excellent
Synopsis	No synopsis of argument (s)	Partially accurate or incomplete synopsis of argument (s)	Good synopsis of argument(s)	Concise, clear synopsis of argument(s)
Critical engagement with quote, reading, speaker’s arguments: interesting, banal, counterintuitive, confusing? Quality of data? How would we know if they were wrong? Evidence for claim(s) about arguments?	No real engagement with argument(s)	Partial engagement with argument(s) but reasoning	<b>Good</b> engagement with argument(s) with clear and sound reasoning and evidence (highlights strengths, flaws, gaps, limits or weaknesses in arguments)	<b>Excellent</b> Clear, systematic, engagement with argument. Provides evidence for claims about argument(s) from readings;
Discusses relevance to broader themes in course	No clear connections made; like a stand-alone book report	Makes some effort at making connections to other readings and/or issues	A good connection made to other readings and/or issues	Makes creative and integrated connections to other readings and/or issues
Discusses application in professional area of your interest	No clear application made	Some effort at application; not clear	Clear application is made	Thoughtful and reflective application
Writing Style	Not well-written; Clearly not proofread; multiple grammar and spelling errors	Manageably written	Well-written; 1 or 2 minor errors.	Beautifully written; No errors.



## Assignment Due Dates

Assignments will be posted to the “Assignments” tab of the course site in NYU Classes and completed assignments should be uploaded there. File names should always include the student’s name (or the team number), the numerical date as well as the assignment name. You should also be sure to put your name on the document itself.

All assignments should be submitted via the assignments tab on NYU Brightspace, with the exception of your Bio which should be submitted via the forums tab and the notecards which you’ll bring with you to each class. All assignments are due by 11:59pm on the due date.

<b>Date</b>	<b>Assignment</b>
Monday, January 8th 5:00 PM	Bio
Wednesday, January 11th 10:00 AM	Day One Reflection
Wednesday January 11th 10:00 AM	Final Project Potential Campaigns or Issue and State Mapping Project
Friday January 13th 4:00 PM	Group Exercise Report Out/Recruitment Plan
Sunday January 15th	Campaign Case/Study or Issue and State Mapping Project
Monday January 17th	Final Class Reflection

## NYU Brightspace

1. Much of the reading, many announcements, class-related documents, and other useful class information will be posted to the NYU Classes site so make sure to check that regularly.
2. Also, check your NYU e-mail regularly for any other announcements.
3. You will need Adobe Acrobat Reader in order to view some of the materials. Make sure that you have it installed.

## Required Texts and Reading

There are a variety of readings, books, articles, blogs, web-sites, and papers, that you will be required to read for the course. You are expected to complete readings before the class session. *Tools for Radical Democracy*, is a core text, and we will refer to it during much of the course. In addition we will be pulling heavily from the following books. I recommend you purchase all of these books. You are expected to complete all readings prior to the class session. Classes will not be repetitive of the readings, rather they will use the readings as a basis for discussion and departure.

1. **Tools for Radical Democracy, Miniery/Getsos** (Chardon Press Series). This will be the core text for the course.
2. **The Purpose of Power. How We Come Together When We Fall Apart.** **Alicia Garza.** (One World)
3. **Prisms of the People. Power and Organizing in the 21st Century.** **Han, McKenna, Oyakawa.** University of Chicago Press.

All other readings will be available on NYU Classes or on the Internet as noted in the syllabus.

## Academic Integrity

As a professional, you will need to use many resources that have been developed, authored, and/or organized by others. Making great use of the work of others is a valuable professional tool – originality is not axiomatically a virtue. Honoring the hard work of those who prepared what you borrow and use is an issue of integrity. That lesson begins in your academic work. To refresh yourself on the [rules of academic integrity](https://wagner.nyu.edu/current/policies), see <https://wagner.nyu.edu/current/policies>.

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

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

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto: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](#) 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](#) 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 to Students:** These are long days. In order to distribute our time together evenly over the day, we will meet from 10-1PM in the afternoon. Lunch will be between 1 and 2PM. The afternoon will be from 2-6PM. The sessions are designed to be interactive and include small group work. We will include short breaks, especially in the afternoon. If you need to bring snacks or drinks to class, you are welcome to. Please just be mindful of other students.

### Class 1: Monday January 3rd, 2022 10:00 – 6:00pm

#### Required Readings for Class 1:

Tools for Radical Democracy. Intro - Chapter 3, Resource A

Prisms of the People. Intro *and* Chapter 3

The Purpose of Power: Intro - Chapter 3

[Urban Institute Community Engagement](#)

3 Pieces from the series <https://forgeorganizing.org/article/whats-your-power-analysis>

**Session 1:** 10AM - 12:30: Overview of the Course, Introductions and a Discussion of the Different Types of Political Work.

In this session, we will introduce ourselves to one another, set expectations for the course and begin and explore the concept of power. Please submit a bio via NYU Classes (no more than one page) in the Forum called “Class Bios.” And please read everyone’s bio.

**Please be prepared to share with the class a 2-minute (max) response to the following questions:**

- What is your name?
- What is your current profession?
- What is one thing you would like to share with the class about you?
- What would you like to get out of the course? Please be as concrete and specific as possible

In addition, please be prepared to discuss the following:

- Have you ever been involved in any organizing, political, social change and/or community work? If so, how and how did it impact your life and or larger community? If you have not, why not?
- What is one burning question you wish to explore about organizing for change?

## **Lunch 12:45-2:15 PM**

### **Session 2: 2:15 PM- 3:00 PM Community Problem Solving Strategies and Community Engagement Process**

In this session we will review the different community problem solving strategies, and how community organizing relates to these strategies. We will also review different types of citizen engagement processes, and how they can relate to community organizing.

### **Session 3: 3:15 - 4:30 PM Power**

In this session we will discuss the current context and what it means for organizing and social movement work. We will discuss the Covid crisis, rapidly changing socio and economic conditions as well as climate change, and how current conditions are impacting the community organizing sector.

For this session, please read:

of the following pieces:

- [ACLU Organizing During a Pandemic](#)
- [yes-social-media-can-help-real-world-organizing](#)
- [Chicago- Covid 19 Changed Community Organizing](#)
- [Impact on Community Organizations Serving Older Adults](#)
- [Labor Unions Are Having a Moment](#)
- [Milwaukee Community Goes Virtual](#)
- [Organizing Post Neo-Liberalism](#)
- [TPL Organizer Shares Organizing During Pandemic](#)
- [Virtual Labor Organizing Tools](#)

And everyone should read this:

<https://www.utahparentsunited.org>

### **Session 4: 4:30 - 6PM: Base-Building Part One:**

In this session we will start to review base-building work, the core of community organizing. This session will focus on list-building tactics, off-line and on-line (digital strategies), including examining point of entry, how to gather contact information, and data management.

## **Class 2: Wednesday January 11th, 2022 10:00 – 6:00pm**

### **Required Readings for Class 2:**

Tools for Radical Democracy. Intro - Chapters 4-10, Resource H

Prisms of the People. Intro *and* Chapter 5

The Purpose of Power: Intro - Chapter 10, 14, 18

<https://www.theamericanconservative.com/a-guide-for-conservative-community-organizers/>

<https://www.leadershipinstitute.org/writings/?ID=22>

### **Session 1: 10 AM - 10:30 AM Reflections and Final Project Check-In.**

In Session 1 we will reflect on the previous day's work. Each student will have an opportunity to share their reflections on the previous day, and ask any clarifying question. Students will then share what groups and campaigns they would like to study for the final project.

**Please be prepared to share with the class the campaign you are thinking of studying for your final project. This should include the following:**

- Campaign name or Issue/State for Mapping
- The groups involved or Who You Will Interview
- Campaign goal - What are the current demands
- Current status (has it ended, did the campaign achieve its goals or not, and top-line demands) if campaign.

### **Session 2: 11:00 AM - 1:00 PM Base-Building Part Two**

In Session 2 we will continue to review base-building tools and tactics. In this session we will review the difference between leaders and volunteers, leadership development, different membership decision-making structures, and different ladders of engagement.

**Team Project One:** During Session 2, we will break out into groups to begin to work on a base-building plan. You will have an hour of class time to identify an issue you want to work on, and to ID target constituencies you want to target for your base-building work and get feedback on your issue and targeting, before building out a comprehensive base-building plan. You will have to schedule time with your group outside of class to complete the project. Your plan will be informed by the issue, constituency, who has the power to deliver on your issue and a basic understanding of who else are stakeholders on the issue. You will need to submit the final base-building plan and present it to the class on Friday afternoon with a powerpoint.

### **Lunch 1-2 PM**

### **Session 3: 2:30 PM - 3:45 PM Managing Data/Managing Relationships**

In Session 3 we will discuss how to manage data in an organization and the role of technology in building an organization, implementing a campaign and getting to scale. We will review the importance of data-base's and CRM and the importance of integrated digital tools and platforms.

### **Session 4: 3:30 PM - 5:30 PM Campaigns Part One: Campaign Development**

In Session 4 we will review the different phases of a campaign and the basics of a campaign plan. Campaigns are a critical tool for building power, engaging new people in organizing, shifting power and winning improvements for people and communities. The key to a successful campaign is a strong campaign development process. In this session, we will focus on how to develop a campaign, from Issue ID to Power Mapping. We will explore Issue ID, Campaign Planning, and the Campaign Development Phases of a Campaign. We will start with a participatory exercise about the various parts of a campaign plan.

### **Session 5: 5:30 - 6:00 PM Mid-Class Check In/Assessment**

In Session 5, we will have an evaluation of the course so far and conduct a mid-way point check in. We will review the course goals to make sure we are on track on achieving the goals. We will also do a check in on the pace of the course and course design.

## **Class 3: Friday January 13th, 2022 10:00 – 6:00pm**

### **Required Readings for Class 2:**

Tools for Radical Democracy. Intro - Chapters 11-15

[ALIGNMENT MODEL CHAPTER DRAFT - NYU Jan 2022 Class Version](#)

Prisms of the People. Chapters 2 and 4

[Reclaim Our Schools](#)

## **Session 1: 10 AM - 10:45 AM Reflections**

In Session 1 we will reflect on the previous day's work. Each student will have an opportunity to share their reflections on the previous class, and ask any clarifying question. Students will then share what groups and campaigns they would like to study for the final project.

In addition, based on the previous days Check-In and evaluation, if there are any tweaks or adjustments to the course, we will discuss them here.

## **Session 2: 10:45 AM - 1:00 PM Campaigns Part Two - Implementation**

In Session 2 we will continue to review campaigns and how to implement effective campaigns. In this session we will review power analysis, campaign strategies, campaign tactics and how to engage members in campaigns through various tactics like research actions, target meetings, actions, etc.

## **Lunch 1-2 PM**

## **Session 3: 2 - 3:30 PM Campaigns Part Three: Communications: Earned Media, Digital and Social Media, and Art and Culture.**

In Session 3, we will explore how we communicate our campaign to the general public. We will explore how we can use earned media to build our base, move our targets, and build our organization's profile. We will explore how digital organizing and social media can help to move targets and get attention to our issues, and we will look at how art and culture help to tell our story, change the narrative, and lift up leaders stories.

## **Session 4: 3:30 - 4:30 PM Partnerships for Power: Coalitions, Alliances and Long Term Movement Building**

In this session we will review the different type of collaborations organizations, campaigns and issue cohorts can utilize to advance their goals. We will explore both tactical collaborations and strategic collaborations, both for short term objectives and long term power building. We will also explore how these collaborations support long term power building efforts.

## **Session 5: 4:45-6:00 PM Team Project One Presentations**



This session will focus on class presentations of your team's Base-Building and Engagement plan. People will have 12 minutes to present followed by 8 minutes of clarifying questions and feedback. (timing may change based on class size and times).

## **Class 4: Sunday January 15th, 2022 1:00 – 4:00pm**

Required Reading:

Prisms of the People. Chapter 6

The Purpose of Power: Part 3

<https://www.afsc.org/blogs/news-and-commentary/how-to-create-mutual-aid-network>

<https://voiceofsandiego.org/2022/05/16/how-a-san-diego-church-became-a-nexus-of-anti-vaccine-anti-covid-lockdown-and-right-wing-political-organizing/>  
[Citizens Renewing America](#)

[Future of Work Post Covid](#)

[How to Combat Fake News - Brookings](#)

<https://www.brookings.edu/research/how-to-combat-fake-news-and-disinformation/>

**Session 1:** 1:00 PM - 3:00 PM The Current Moment: Opportunities, Challenges and Threats in a Rapidly Changing World. What does it all mean for organizing and our social change work?

Today's class will start with a conversation about the current moment we are in, and how the world is going through rapid socio, economic, technological and environmental changes. We will look at some of the changes that are taking place, how this has impacted politics and organizing, and then identify opportunities, challenges and threats that are posed by these changes, bot for social change agents like organizers, elected officials and advocates, and the communities we live, work in and represent. We will end this session with reflection on how these changes could impact your work in the future.

**Session 3:** 3:00 PM - 3:45 PM Open Session

This session will be an open session to address any questions or topics that have come up over the course of the class, or if we want to review and do a deeper dive on any of the previous topics we have covered.

#### **Session 4: 3:45 PM - 4:00 PM Close**

We will close out the class with an evaluation of the course, reviewing the goals to determine how we achieved or failed to achieve the goals. In addition we will review the course itself to identify the parts of the course that worked well, those that worked but could be adjusted, and to identify parts that did not achieve their goals and intent.