

## INSTRUCTOR

Marshall Ganz  
124 Mt. Auburn - Suite 200N-224  
617-495-3937  
[Marshall\\_Ganz@harvard.edu](mailto:Marshall_Ganz@harvard.edu)

## COURSE INFO

Tuesday/Thursday, 2:45 –4:00  
Littauer – 140

## OFFICE HOURS

Mondays 4:00 – 6:00pm  
[Sign up online](#)

## FACULTY ASSISTANT

Gerta Dhamo  
124 Mt. Auburn - Suite 200N-217B  
617-384-9637  
[Gerta\\_Dhamo@harvard.edu](mailto:Gerta_Dhamo@harvard.edu)

## TEACHING FELLOWS

**Section 1:** Ana Babovic  
[ana\\_babovic@hks16.harvard.edu](mailto:ana_babovic@hks16.harvard.edu)  
T401

**Section 2:** Nicholas Hayes  
[nick.nc@gmail.com](mailto:nick.nc@gmail.com)  
T275

**Section 3:** Anjali Rodrigues  
[amr919@mail.harvard.edu](mailto:amr919@mail.harvard.edu)  
T301

**Section 4:** Jeff Rousset  
[jeff.rousset@gmail.com](mailto:jeff.rousset@gmail.com)  
124 Mt Auburn – Suite 160, Room 105

**Section 5:** Nikola Ilic  
[Nikola\\_Ilic@hks16.harvard.edu](mailto:Nikola_Ilic@hks16.harvard.edu)  
124 Mt Auburn – Suite 100, Room 106

*“In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others.” — Alexis de Tocqueville*

## **A. OBJECTIVES**

Fulfilling the democratic promise of equity, accountability and effectiveness requires the participation of an “organized” citizenry able to formulate, articulate and assert its shared interests effectively. Organizing, in turn, requires leadership: *accepting responsibility for enabling others to achieve shared purpose in the face of uncertainty*. Organizers identify, recruit and develop leadership; build community around that leadership; and build power from the resources of that community.

In this course, each student learns to practice leadership by organizing a leadership team to work with him or her to mobilize members of a “constituency” to work together to achieve real outcomes in pursuit of a shared purpose by the end of the semester. Students learn five core leadership practices: building public relationships, translating values into a capacity for agency through public narrative, turning resources into power by strategizing; turning intentions into effective action; and structuring organization to develop leadership, engage constituents, and achieve goals. Students learn to coach others and receive coaching. Students learn the limits of mobilizing resources short-term – petition signatures or mouse clicks – unless linked to organizing people to build capacity long term.

## B. PARTICIPANTS

*This course is for students interested in learning to create social change through collective action. There are no prerequisites. Students with and without “real world” experience find the class equally useful. Students with a strong commitment to the community, organization, or values on behalf of which they are working will be most successful. Because it is a course in practice, it requires trying new things, risking failure, and stepping outside your comfort zone. As reflective practitioners, students will learn through critical reflection on their experience, feedback and coaching. If you are not prepared for this kind of challenge, this class is not for you.*

## C. PROJECT

Students base class work on their experience leading an "organizing campaign" of their own choosing or design. An "organizing campaign" requires building a leadership team who mobilize constituency members to join them in achieving a clear outcome in pursuit of a shared purpose by the end of the semester. This should require an average of **8 hours per week** in addition to class work although it varies from week to week. You may choose a project on which you are working, initiate a new one, or intern with a community or campus organization.

*Students are welcome to use their organizing project to advance work that they are already doing on the campus or in the community.*

## D. REQUIREMENTS

1. Getting Started. The course is front-loaded to offer students the opportunity to acquire basic skills useful in their organizing projects.
  - a. **One-to-One Meetings.** To facilitate project selection – and get acquainted - students will meet one-to-one with their teaching fellow for **10 to 15 minutes in the second week of class** (Feb. 1<sup>st</sup> – 5<sup>th</sup>)
  - b. **Skills Session #1:** On Saturday, February 6<sup>th</sup> from 9:00 am to 3:00 pm you are required to participate in a **Skills Session** to acquaint you with the full range of organizing skills useful in your projects. Please pack a lunch. *Location: NYE ABC*
  - c. **Coaching Clinic:** Students are required to attend to learn how to give and receive coaching in their projects and hear from former students as to how to make their projects work. *Coaching Clinic* will be **Tuesday, February 9<sup>th</sup> 6:30-8:30PM** *Location: Starr Auditorium*
  - d. **Skills Session #2:** On Wednesday, February 17<sup>th</sup> from 6:30 PM to 8:00 PM you are required to take part in a **Relationship Building Workshop** to equip you with one on one meeting skills. *Location: Malkin*
  - e. **Skills Session #3:** On Wednesday, February 24<sup>th</sup> from 6:30 PM – 8:00 PM you are required to take part in a **Leadership Team Workshop** to prepare you for launching your own leadership team. *Location: TBD*
2. Class meets for 1 hour and 15 minutes, twice a week for thirteen weeks. Students use a conceptual framework to integrate lectures and reading with critical reflection on their experience of their project. The sessions alternate between discussion of concepts and analysis of projects. You are required to attend all classes, do all the reading, and take an active part in discussions.
3. Reading is assigned only for Tuesdays (except for the first and last weeks of the course), combines theory, practice, and history, and averages 130 pages per week. An introductory paragraph places each week's readings in context. Priority readings are designated with "►". My "organizing notes" explain our

framework, contextualize the readings and explain the charts. Recommended readings are available on the course site for those who wish to pursue a topic more deeply. You also may want to access the New Organizing Institute's "Toolbox" for resources to use sharing skills with others <http://neworganizing.wellstone.org/2015/03/category-organizing-and-leadership/> You may also explore the Leading Change Network at <http://leadingchangenetwork.com> or Facebook group at <https://www.facebook.com/groups/leadingchangenetwork>

4. Beginning in the second week of class, we meet in **sections** during Thursday's class time. In sections, students discuss their projects, make presentations, and practice skills.
5. Beginning in the third week of class, students submit **reflection papers** of no more than 2 pages, double spaced, 12 pt. font, 1" margins, in which they analyze their experience of their organizing project. Each week we pose questions to stimulate reflection. Papers are due each Wednesday at **12:00-midnight**. Of ten total reflection papers, you may skip two. But four of the remaining eight are required: **3 February, 10 February, 2 March, and 20 April**. On **Friday 11 March** in lieu of a response paper, students submit a 4-page **midterm analysis** of their project: why it is or is not working.
6. Each student prepares a 7-minute **presentation** to be made to his or her section once during the semester. Students introduce themselves, their project, and discuss how the project relates to the topic of the week. Presentations conclude with questions for class discussion. A sign-up sheet for the presentations will be distributed during the first week of section.
7. At the end of the term, on **Friday 6 May**, students submit a 7-page **final paper** analyzing their organizing project. Students are evaluated not on whether their project is a "success," but on a demonstrated ability to analyze what happened, how and why.
8. Final grades are based on class participation and weekly reflection (50%), the midterm progress report (20%), and final paper (30%).

## E. MATERIALS

The **three books required** for this course are available for purchase at the COOP and on reserve at Kennedy School and HGSE libraries.

- (1) Ellen Langer, *Mindfulness*, New York: Addison-Wesley, 1989
- (2) Saul Alinsky, *Reveille for Radicals*, New York: Vintage, 1989
- (3) Saul Alinsky, *Rules for Radicals*, New York: Vintage, 1989

All other **required** readings can be found online on the <https://canvas.harvard.edu/courses/11080>

**Two recommended** books can be purchased at the COOP. (Required readings drawn from these books are also found on course website)

- (1) Marshall Ganz, *Why David Sometimes Wins*, New York, Oxford University Press, 2009
- (2) Liz McKenna and Hahrie Han, *Groundbreakers: How Obama's 2.2 million Volunteers Transformed Campaigning in America*, Oxford University Press, 2015.
- (3) David Walls, *Community Organizing*, Polity Press, 2015.

## F. COURSE OUTLINE

The following is the schedule of class meetings and reading assignments. The number of pages/week is indicated in italics beside the date. Special due dates are noted in italics. Letters to the right of each reading indicate whether the focus is theoretical (T), practical (P), or historical (H). And as described above, readings designated with "►" are particularly important to focus on for class discussion.

## INTRODUCTION TO ORGANIZING

### WEEK 1 | OVERVIEW OF ORGANIZING | Tuesday, January 26 | 225 pp.

Welcome. Today we get acquainted, discuss course goals, our strategy for achieving them, and requirements. “What is Organizing” introduces our learning framework, explained more fully in “Leading Change: Leadership, Organization, and Social Movements.” “Organizing for Democratic Renewal” offers a view of organizing in the US in 2007, on the eve of the first Obama campaign, in which organizing played a role Exley documents. But the work of organizing is rooted in tradition: in the West, for example, in faith, civic, and popular traditions. Organizing empowers constituents to act on their own behalf. It is not about providing services to clients nor marketing products to customers: argued by Alinsky, Geegan, Miroff, McKnight, Giridharadas. Organizers view conflict, challenge, and change as key for strong democracy, points argued by Christens and Schattschneider. The “Organizing in Action” readings are snapshots of some recent examples of organizing efforts.

- a. ► Marshall Ganz. *Organizing Notes: “What is Organizing?”* 2015. (T)
- b. ► Marshall Ganz, “Leading Change: Leadership, Organization, and Social Movements”, Chapter 19 in *Handbook of Leadership Theory and Practice*, Nohria and Khurana; HBS Press, 2010 (pp. 527-568) (T).
- c. *The Bible*, Exodus, Chapter 2-6. (H)
- d. Aristotle, *Politica*, Book 1, Chapter 1-2 (pp.1127-1130). (T)
- e. Alexis De Tocqueville, *Democracy in America*, Volume II, Part II, Chapters 2-6, (pp.506-517). (H/T)
- f. ► Marshall Ganz, “Organizing for Democratic Renewal”, TMP Café, March 27, 2007
- g. ► Saul Alinsky, *Reveille for Radicals*, Chapter 1, (pp.3-23). (P)
- h. Mike Gecan, *Going Public*, “Chapter 10, Three Public Cultures” (pp.151-166). (P)
- i. ► John McKnight, “Services are Bad for People,” (pp.41-44). (T)
- j. ► Anand Giridharadas, “Real Change Requires Politics”, *New York Times*, July 15, 2011.  
<http://www.nytimes.com/2011/07/16/us/16iht-currents16.html>
- k. E. E. Schattschneider, *The Semisovereign People: A Realist’s View of Democracy in America*, “Introduction” xii-xvii; “The Contagiousness of Conflict”, 1-19. (T)
- l. *Organizer’s Journey Handout*, Jonah Evans, 2012

#### ORGANIZING IN ACTION:

- a. Zack Exley, “[Stories and Numbers – a Closer Look at Camp Obama](#)”, *Huffington Post*, August 29, 2007.
- b. Peter Dreir, [Black Lives Matter joins a long line of protest movements ...](#), *Salon*, Aug.15, 2015.
- c. [Dan Cantor’s Machine](#) *The American Prospect*, Jan. 6, 2014 (New York Mayoral election)

- d. How Domestic Workers Won Their Rights: Five Big Lessons, Yes!, October 9, 2013  
<http://www.yesmagazine.org/people-power/how-domestic-workers-won-their-rights-five-big-lessons>
- e. [The NRA Has a Head Start Against Newly Energized Gun-Control Advocates](#) - The Daily Beast, Dec. 18, 2012
- f. Shane Greene, [Magic Number 770 Could be an Environmental Game Changer in Victorian Election](#), *The Age*, October 26, 2014.
- g. Duncan Meisel and Joshua Kahn Russell, "Case Study: Tar Sands Action", in *Beautiful Trouble: A Toolbox for Revolution* by Andrew Boyd and Dave Oswald Mitchell; OR Books, 2012 (pp. 376-379).

#### FOR FURTHER READING

- a. Theda Skocpol, Marshall Ganz, Ziad Munson, "Nation of Organizers: The Institutional Origins of Civic Voluntarism in the United States", *American Political Science Review*, September 2000. (H)
- b. David Walls, *Community Organizing* (Polity 2015), "Chapter 2: Saul Alinsky and the Industrial Areas Foundation" (pp.20 – 54); "Chapter 5: New Networks Innovate" (pp.92-113)
- c. Erica Chenoweth and Maria J. Stephan, *Why Civil Resistance Works: the Strategic Logic of Nonviolent Conflict, Chapters 1-3* (pp.1-82)
- d. Howard Spodek, "The Self-Employed Women's Association (SEWA) in India: Feminist, Gandhian Power in Development", *Economic Development and Cultural Change* 43 (1), Oct 1994, (pp.193-202). (H)

#### WEEK 1 | LEARNING ORGANIZING | Thursday, January 28 | 132 pp.

Today we focus on how to develop theory from practice and how to use theory to inform the practice of your organizing project. Kierkegaard alerts us to key differences between understanding theory and practice. Thich Nhat Hanh offers a parable on their relationship. Dweck explains how to approach learning with a "growth" mindset as opposed to a "fixed" mind set. Langer challenges us to engage critically with theory. Sitkin argues short-term failure is often required for success . . . while fear of failure can ensure it. Coaching is one of the key leadership skills we will use, enabling students to enable each other's learning, even as they learn to coach their leadership teams and others. Schon argues actively engaging uncertainty with reflection is how we develop excellent practice. We have provided you with two "mini-cases" prepared by last year's students on their organizing projects to give you some idea of what to expect and how to plan for it.

- a. Marshall Ganz. *Organizing Notes: "Learning to Organize: Notes, Questions, and Helpful Hint #1"* 2015. (T)
- b. M.S. Kierkegaard, "When the Knower Has to Apply Knowledge" from "Thoughts on Crucial Situations in Human Life", in *Parables of Kierkegaard*, T.C. Oden, Editor. (P)
- c. ► Thich Nhat Hanh, *Thundering Silence: Sutra on Knowing the Better Way to Catch a Snake*, "The Raft is Not the Shore," (pp.30-33). (P)
- d. ► Carol Dweck, Chapter 1, "The Mindsets" from *Mindset: the New Psychology of Success* (2006), (pp.1-10) (P)

- e. ► Ellen Langer, *Mindfulness*, Chapter 3, "The Roots of Mindlessness," (pp.19-35); Chapter 4, "The Costs of Mindlessness," (pp.43-55); Chapter 5, "The Nature of Mindfulness," (pp.61-77); Chapter 7, "Creative Uncertainty," (pp.115-129). (P)
- f. ► Sim Sitkin, "Learning Through Failure: The Strategy of Small Losses", *Research in Organizational Behavior*, Vol.14, 1992, (pp.231-256). (T)
- g. ► Coaching as Leadership Practice , adapted from work of Ruth Wageman, Marshall Ganz (2014)
- h. Donald Schon, *The Reflective Practitioner*, Chapter 2, "From Technical Rationality to Reflection-in-Action" (pp.49-69). (T)
- i. Organizing Project Mini-Cases (Vanessa Redditt/Kat Wakeham and Anitha Pai)

## DESIGNING YOUR ORGANIZING PROJECT

### WEEK 2 | TELLING YOUR PUBLIC STORY | Tuesday, February 2 | 116 pp.

Leadership requires enabling one's people to **respond** to challenges to their shared values with purposeful action as opposed to **reaction**. Public narrative can be a way to access the emotional resources required: mobilizing hope over fear, empathy over alienation, and self-worth over self-doubt. You may communicate an urgent challenge as a "story of now", shared values as a "story of us" and why you care enough to accept the responsibility of leadership as a "story of self." It is not public speaking, messaging or image making. As Jayanti Ravi, MPA/MC 07 said, it can enable you to bring out their "glow" from inside as opposed to applying a "gloss" from outside. In my "What Is Public Narrative" and "Why Stories Matter" I explain our approach. Bruner grounds our work in cultural psychology. Marcus explains the neuroscience of anxiety, why we pay attention, on the one hand, and that of response, on the other. Nussbaum helps us understand how we experience value through the language of emotion, essential for making choices. Bruner explains how we use narrative to construct our "selves". We will view the James Croft video in class. More examples are accessible through the class webpage as indicated below.

- a. ► Marshall Ganz, *Organizing Notes: "What Is Public Narrative?"* Charts, Questions. 2015. (P)
- b. Marshall Ganz, "Why Stories Matter: The Art and Craft of Social Change", *reprinted with permission from Sojourners*, (March 2009), pp. 18-19.
- c. ► Marshall Ganz, "Public Narrative, Collective Action, and Power", Chapter 18, *Accountability through Public Opinion: From Inertia to Public Action*, World Bank, 2011, pp. 273-289. (T)
- d. Jerome Bruner, "Two Modes of Thought", Chapter 2 in *Actual Minds, Possible Worlds* (Cambridge: Harvard University Press, 1986), p.11 – 25. (T)
- e. ► George Marcus, *The Sentimental Citizen: Emotion in Democratic Politics*, (University Park: Penn State University Press, 2002), Chapter 4, "Becoming Reacquainted with Emotion" (pp.49-78) (T)
- f. Martha Nussbaum, "Emotions and Judgments of Value", Chapter 1 in *Upheavals of Thought: The Intelligence of Emotions*, (New York: Cambridge University Press, 2001), (pp. 19-33). (T)
- g. ► Jerome Bruner, *Making Stories*, Chapter 3, "The Narrative Creation of Self", (pp.63-87). (T)

- h. James Croft, *“Catch Them Before The Jump”*, Harvard Kennedy School, (2010).

#### ORGANIZING TOOLS:

- a. Public Narrative Worksheet
- b. Public Narrative Guide
- c. NOI “Story of Self” Resources: <http://neworganizing.com/toolbox/training/story-of-self/>

#### FOR FURTHER READING/VIEWING

- a. Public Narrative; Jacquinette Brown, GSE, 2014
- b. Public Narrative, HKS, Jordan Ward, HKS, 2014
- c. Public Narrative, HKS, Susan, Nieman Fellow, 2014
- d. Coaching Story of Self, Madonna Ramp. Ed.L.D. Workshop, August 2014.

---

#### **Section Discussion** | TELLING YOUR PUBLIC STORY | **Thursday, February 4**

*At first meeting of section this week, you will get acquainted, establish norms, and share stories. Complete your “Public Narrative Worksheet”, Reflection Paper #1 (required), by Wednesday at 12:00-midnight. Be prepared to share a 3 minute public narrative (self, us, now) in section.*

---

#### **ACTION SKILLS SESSION** Saturday 6 February | 9:00AM to 3:00PM | TBD

*Students are **REQUIRED** to participate in this “skills session” to acquaint themselves with basic leadership skills to make their organizing project work: story telling, relationship building, structure, strategy and action.*

---

#### **WEEK 3 | ORGANIZING PROJECT: PEOPLE, POWER, AND CHANGE | Tuesday, February 9 | 233 pp.**

Organizers begin by asking three questions: who are my people, what is their problem, how could they begin to use their resources to solve the problem? Who are *your* people? Who is your constituency whose values are at risk? What urgent challenge do they face? How could they turn resources they have into power they need to solve the problem? How could they design a campaign to achieve an outcome within the next 12 weeks? This week you think through a “first draft” of your organizing campaign. Please turn in your “Organizing Project Worksheet” by Wednesday midnight as your second required “response paper.”

What does organizing look like? How is it different from mobilizing? How is it different from marketing? We introduce elements of an organizing campaign in the context of the *Montgomery Bus Boycott*, a campaign that launched the American civil rights movement of the 1960’s. We ask 3 questions: who are the actors, what was their problem, and what is their theory of change? My “Speaking of Power” focuses on the core role of power in organizing, how it works, and how to make it work for you. Loomer argues understanding power requires looking at it relationally, sometimes in collaboration with others (power with) and sometimes in conflict with

others (power over). Gaventa shows how to make invisible power visible. Alinsky and Miller help us consider reactions we may have to words we need to use to explain organizing, especially “power.” Gersick draws attention to timing: why we organize through campaigns, elaborated upon by Hirschhorn and May. Han makes a very important distinction between “mobilizing” and “organizing.” Thucydides considers the links between might and right.

- a. ► Marshall Ganz. *Organizing Notes: “People, Power and Change”*, Charts and Questions. 2016
- b. ► Marshall Ganz, “Speaking of Power”, Gettysburg Project, 2014, pp. 1-5.
- c. Clayton Alderfer, *Existence, Relatedness and Growth*, Chapter 2, “Theory,” (pp.6-13). (T)
- d. Jerome Bruner, *Acts of Meaning*, Chapter 1, “The Proper Study of Man,” (pp.24-30). (T)
- e. Saul Alinsky, *Rules for Radicals*, “A Word About Words,” (pp.48-62). (P)
- f. Jean Baker Miller, *Women’s Growth in Connection: Writings from the Stone Center*, Chapter 11, “Women and Power,” (pp.197-205). (T)
- g. ► Bernard M. Loomer, “Two Kinds of Power,” The D.R. Sharpe Lecture on Social Ethics, October 29, 1975, *Criterion*, Vol. 15, No.1, 1976 (pp.10-29). (T)
- h. ► John Gaventa, *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*, Introduction, (pp.3-32). (T)
- i. ► Hahrie Han, *How Organizations Develop Activists*, “Chapter One, Introduction” (pp. 1-28). ► Connie Gersick, “Pacing Strategic Change: The Case of a New Venture,” *Academy of Management Journal*, February 1994 (pp.36-42). (T)
- j. Brian D. Christens and Paula Tran Inzeo, “Widening the view: situating collective impact among frameworks for community led change, *Community Development*, 2015 (pp. 1 – 13).
- k. “The Campaign Approach to Change”, Hirschhorn and May, *Change Magazine*, pp. 30-37.
- l. Chris Lawrence Pietroni, “What Is Organising?” Power Point Presentation, 2011.
- m. ► Taylor Branch, *Parting the Waters*, Chapter 4, “First Trombone” (pp.120-142), Chapter 5, “The Montgomery Bus Boycott,” (pp.143 -205). (H)

#### FOR FURTHER READING

- a. Max Weber, *Economy and Society*, Volume I, “Types of Social Action,” (pp.24-26). (T)
- b. Richard Emerson, “Power-Dependence Relations”, *American Sociological Review*, 27:31-41. (T)
- c. Max Weber, “Class, Status, and Party” in *From Max Weber: Essays in Sociology*, translated and edited by H. H. Gerth and C. Wright Mills, (pp.180-195). (T)
- d. Thucydides, *The Peloponnesian Wars*, Book V, Chapter 7, “The Sixteenth Year – the Melian Dialogue,” (pp.400-408). (H)



- e. David Walls, *Community Organizing* (Polity 2015), “Chapter 3: An Organizing World View” (pp.55 -69).

## COACHING CLINIC

Tuesday 9 February | 6:30-8:30pm | Location: TBD

*Students are **REQUIRED** to participate in this session to learn to give and receive coaching in their projects and hear from former students who will share insight into making a project work.*

---

## Section Discussion | THE ORGANIZING CAMPAIGN | Thursday, February 11

*Organizing Campaign: Reflection Paper #2 (required) – due Wednesday at 12:00-midnight*

---

## LEADERSHIP PRACTICES: Relationship, Structure, Strategy, and Action

---

### WEEK 4 | MOBILIZING RELATIONSHIPS TO BUILD COMMUNITY | Tuesday, February 16 | 98 pp.

Organizers build relationships among members of a constituency to create commitment to a common purpose. Through relationships we can come to understand common interests and develop the resources to act on them. Gladwell reports on the power of relational networks in everyday life – with people “like us” and people “not like us.” Blau sees relationships as exchanges, Goffman sees them as performances. Simmons, Rondeau, and Rosin describe relationship-building in action. The workshop materials show a way to teach relationship building in practice. The second Gladwell piece and Brandzell’s response explore the difference in “online” and “offline” relationships. The two video clips describe the role of “house meetings” in the 2007-8 Obama campaign. In optional readings, Putnam shows relationships can become a resource as “social capital”; Granovetter explains the science of relational differences with people “like us” and people “not like us”; Rooney describes the kind of relational organizing at the foundation of most community organizing efforts. and McKenna and Han show how central relational work was to the Obama campaign grassroots effort.

- a. Marshall Ganz. *Organizing Notes: “Relationships”, Charts, and Questions*. 2015. (P)
- b. ► Malcolm Gladwell, “Six Degrees of Lois Weisberg,” in *The New Yorker*, January 11, 1999 (pp. 52-63). (T)  
[http://www.gladwell.com/1999/1999\\_01\\_11\\_a\\_weisberg.htm](http://www.gladwell.com/1999/1999_01_11_a_weisberg.htm)
- c. Peter M. Blau, *Exchange and Power in Social Life* “Introduction.” (pp.1-11). (T)
- d. Erving Goffman, “On face-work: an analysis of ritual elements in social interaction,” in *Interpersonal Dynamics*, edited by Bennis, et al. (pp. 213-225, 229-231). (T)
- e. ► Kris Rondeau and Gladys McKenzie, “A Woman’s Way of Organizing,” *Labor Research Review* #18, (pp. 45-59). (H/P)
- f. ► Ian Simmons, “On One-to-Ones,” in *The Next Steps of Organizing: Putting Theory into Action*, Sociology 91r Seminar, (pp. 12-15) 1998. (P)

- g. “People-Powered: In New Hampshire, Howard Dean's Campaign Has Energized Voters”, Hanna Rosin, *Washington Post*, Tuesday, December 9, 2003, p. C01. (T/P)
- h. Malcolm Gladwell, “Small Change: why the revolution will not be tweeted”, in *The New Yorker*, October 4, 2010. (T/P) [http://www.newyorker.com/reporting/2010/10/04/101004fa\\_fact\\_gladwell](http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell)
- i. Ben Brandzell, “What Malcolm Gladwell Missed About Online Organizing and Creating Big Change”, in *The Nation*, November 15, 2010. (T/P) <http://www.thenation.com/article/156447/what-malcolm-gladwell-missed-about-online-organizing-and-creating-big-change>
- j. Reflections on how “one on one” meeting can turn into “house meetings” and what they are from the 2007 Obama primary campaign in South Carolina, organizer Jeremy Bird and local leader Grace Cusack.

[South Carolina House Meeting](#)

[Reflections on a House Meeting](#)

#### OPTIONAL:

- a. Robert Putnam, *Making Democracy Work*, “Social Capital and Institutional Success”, Chapter 6, (p. 163-185) (T)
- b. Mark Granovetter, “The Strength of Weak Ties,” *American Sociological Review*, 78:6 (pp. 1360-79). (T) <http://www.personal.sj.umich.edu/~rfrost/courses/S1110/readings/In Out and Beyond/Granovetter.pdf>
- c. Jim Rooney, *Organizing the South Bronx*, Chapter 6, “Relational Organizing: Launching South Bronx Churches”, (pp. 105-118). (H)
- d. Elizabeth McKenna and Hahrie Han, *Groundbreakers: How Obama’s 2.2 Million Volunteers Transformed Campaigning in America*, Chapter 4, “Building in Depth by Investing in Relationships,” p.89-129.

#### ORGANIZING TOOLS:

- a. Relationship Building Guide
- b. NOI Relationship Building Resources <http://neworganizing.com/content/toolbox/building-relationships>

**RELATIONSHIP WORKSHOP**

Wednesday 17 February | 6:30-8:00PM | TBD

*Students are REQUIRED to participate in this Relationship Building Workshop on 1 on 1’s.*

---

#### **Section Discussion | RELATIONSHIPS | Thursday, February 18**

*Relationships: Reflection #3 – due Wednesday at 12:00-midnight  
Student Presentations #1 & #2*

What is leadership? A position? A person? Or a practice? We argue it is a practice that we can structure in different ways. How can we structure leadership so it enables a constituency to achieve its goals, not only the personal goals of whoever is in charge? The selection from Exodus shows the question of leadership structure – and how to avoid “being a dot” - has been around for a while. We build on Burns’ view of leadership as relational and Heifetz’s emphasis on adaptive work. Freeman, Alinsky and King challenge assumptions that get in our way. Alinsky argues leadership must be drawn from among the constituency itself. Hackman and Wageman argues teams can be a more effective way to structure leadership than relying on a single individual and show how to coach them. And Exley describes the role volunteer “native” leadership teams played in the 2008 Obama campaign. In the optional readings, Ancona points out that leadership teams need to be “outward” looking as well as “inward” looking; the Orpheus Chamber Orchestra Video is one of the foundational case studies, demonstrating the effectiveness of team leadership, an orchestra with no conductor;; and Morland reminds us of the key elements in forming a strong team.

- a. Marshall Ganz. *Organizing Notes: “Leadership: Notes, Charts, Questions, and Helpful Hint #2”* 2014.
- b. ► *The Bible*, Exodus, Chapter 18 (H)
- c. James McGregor Burns, *Leadership*, Chapter 1, “The Power of Leadership,” (p.9-28), Chapter 2, “The Structure of Moral Leadership” (pp.29-46). (T)
- d. Ronald Heifetz, *Leadership Without Easy Answers*, “Values in Leadership,” Chapter 1, (pp. 13-27). (T/P)
- e. ► Bruce Miroff, “Entrepreneurship and Leadership”, *Studies in American Political Development*, 17 (Fall 2003), 204 – 211.
- f. Dr. M.L. King, Jr. *A Testament of Hope*, “The Drum Major Instinct,” (p.259-267). (H)
- g. Saul Alinsky, *Reveille for Radicals*, Chapter 5, “Native Leadership,” (pp.64-75). (T/P)
- h. ► Jo Freeman, “The Tyranny of Structurelessness,” *Berkeley Journal of Sociology*, 1970, (pp.1-8). (P)
  - a. <http://www.anarres.org.au/essays/amtos.htm>
- i. ► Richard Hackman and Ruth Wageman, “A Theory of Team Coaching”, *Academy of Management Review*, Vol. 30, No 2 (Apr. 2005), pp. 269 – 287.
- j. ► Zack Exley, “The New Organizers, What’s Really Behind the Obama Ground Game,” Huffington Post, October 8, 2008. (P) [http://www.huffingtonpost.com/zack-exley/the-new-organizers-part-1\\_b\\_132782.html](http://www.huffingtonpost.com/zack-exley/the-new-organizers-part-1_b_132782.html)

#### FOR FURTHER READING

- a. Ancona, Deborah, Henrik Bresman & Katrin Kaeufer, “The Comparative Advantage of X-Teams,” *MIT Sloan Management Review*, Vol.43 No.3, Spring 2002 (pp. 33- 39). (T/P)
- b. Ruth Wageman, et al, *Senior Leadership Teams*. Chapter 9, “What It Takes to Make Them Great”, (207-218). (T/P)

- c. No one on the Podium, Lessons on Leadership from the Orpheus Chamber Orchestra, (<http://dl.dropbox.com/u/9372663/orpheum.mov>)
- d. Richard L. Moreland, "The Formation of Small Groups", in *Group Processes*, edited by Kendrick, C. (1987), (pp. 80-105). (T/P)
- e. Liz McKenna and Hahrie Han, *Groundbreakers: How Obama's 2.2 million Volunteers Transformed Campaigning in America*, Chapter 5, "Creating a Structure to Share Responsibility" (p.130 – 152).

#### ORGANIZING TOOLS:

- a. Designing Effective Teams, Campaign Workshop Materials, 2013.
- b. NOI Team Building Resources: <http://neworganizing.com/content/toolbox/building-teams>

#### LEADERSHIP TEAM WORKSHOP

Wednesday 24 February | 6:30-8:00PM | TBD

*Students are REQUIRED to take part in a Leadership Team Workshop to equip you with skills needed to launch your own leadership team.*

---

#### Section Discussion | STRUCTURE | Thursday, February 25

*Leadership: Reflection #4 – due Wednesday at 12:00-midnight*  
*Student Presentations #3 & #4*

---

#### WEEK 6 | STRATEGIZING: TURNING RESOURCES INTO THE POWER TO ACHIEVE PURPOSE | Tuesday, March 1 | 152 pp.

Strategy is how we turn what we have into what we need to get what we want. It is both analytic and imaginative, figuring out how we can use our resources we have to achieve goals to which we aspire. We reflect on a "classic" tale of strategy recounted in the Book of Samuel: the story of David and Goliath, a tale showing how resourcefulness can compensate for lack of resources. Mintzberg's view that strategy is a "verb" is drawn from business while Kahn's view comes from organizing. Alinsky and Bobo offer some "how to's" for organizing strategy and tactics. "Resources and Resourcefulness", shows how the resource poor UFW bested its resource rich opponents. Alinsky, Bobo and Sharp offer "how to's" for organizing strategy and tactics. The Harvard Living Wage Case offers an example of strategy in action at Harvard.

- a. Marshall Ganz. *Organizing Notes: "Notes on Strategy"*, Charts, Questions. 2013. (P)
- b. ► *The Bible*, Book of Samuel, Chapter 17, Verses 4-49. (H)
- c. Henry Mintzberg, "Crafting Strategy," *Harvard Business Review*, July 1987, (pp. 66-74). (T)
- d. ► Si Kahn, *Organizing*, Chapter 8 "Strategy," (pp.155-174). (P)
- e. Saul Alinsky, *Rules for Radicals*, Tactics, (pp. 126-136, 148-155, 158-161). (P)

- f. Kim Bobo, *Organizing for Social Change*, Chapter 4 “Developing a Strategy” (pp.20-32), Chapter 5, “A Guide to Tactics,” (pp.34-41). (P)
- g. Marshall Ganz. “Resources and Resourcefulness: Strategic Capacity in the Unionization of California Agriculture, 1959-1966”, *American Journal of Sociology*, January 2000, (pp.1003-1005; 1019-1044). (T/H)
- h. Gene Sharp. “198 Methods of nonviolent Protest and Persuasion”, *The Politics of Nonviolent Action*, (Boston: Porter Sargent Publishers, 1973).  
[http://www.aeinstein.org/organizations/org/198\\_methods.pdf](http://www.aeinstein.org/organizations/org/198_methods.pdf)
- i. ► *The Living Wage Debate Comes to Harvard* (A) (10 pages) and (B) (18 pages); Kennedy School of Government, 2002. (H)
- j. *Strategizing Handout*, Jonah Evans, 2012

#### FOR FURTHER READING

- a. The New Tactics in Human Rights Organization makes a very useful website of both online and offline tactical ideas available at <https://www.newtactics.org/toolkit/strategy-toolkit>
- b. Olena Nikolayenko, “Origins of the Movement’s Strategy: The Case of Serbia’s Otpor (pp. 1 -19), *International Political Science Review*, October 31, 2012. (T/H)

#### ORGANIZING TOOLS:

- a. Devising Strategy, Campaign Materials, 2013.
- b. NOI Strategizing Resources: <http://neworganizing.com/content/toolbox/theory-of-change>

#### **Section Discussion** | STRATEGY | **Thursday, March 3**

*Strategy: Reflection #5 (required) – due Wednesday at 12:00-midnight*  
*Student Presentations #5 & #6*

#### **WEEK 7 | MOBILIZING RESOURCES: ACTION** | *lecture: Tuesday, March 8* | 66 pp.

Organizers mobilize and deploy resources to take action based on commitments they secure from others. As Oliver and Marwell argue, the way we mobilize resources influences how we can deploy them and vice-versa. But whatever the constraints, acting to make change involves risk, and risk requires courage. Hackman argues that the way we organize the action can itself enhance our capacity for action — or the opposite. Levy shows how to knit tactics together strategically. Before moving on, we return to the “now” piece of our public story, illustrated by Gandhi’s call to his supporters to deny the British their obedience, July, 1907, Gaiety Theater, Johannesburg, South Africa.

- a. Marshall Ganz. *Organizing Notes: “Notes on Action”*, Charts and Questions, 2013. (P)
- b. Jacques Levy, *Cesar Chavez*, Prologue, (pp. xxi-xxv). (H)

- c. Pamela Oliver and Gerald Marwell, "Mobilizing Technologies for Collective Action," Chapter 11, (pp 251-271), in *Frontiers in Social Movement Theory*, edited by Morris and Mueller. (T)
- d. Kim Bobo, *Organizing for Social Change*, Chapter 7, "Designing Actions," (pp.48-53),
- e. Kim Bobo, *Organizing for Social Change*, Chapter 19, "Grassroots Fundraising," (pp. 241-251). (P)
- f. Columbia, SC Rally, "Barack Obama and Oprah Winfrey Rally" Video, 2007.  
<http://www.youtube.com/watch?v=dnVEOrGofq0>
- g. Canvassing Video, "The Marriage Plot: Inside This Year's Epic Campaign for Gay Equality", the Atlantic, December 11, 2012. [http://www.youtube.com/watch?v=kn4\\_uQPdEP4&feature=player\\_embedded](http://www.youtube.com/watch?v=kn4_uQPdEP4&feature=player_embedded)
- h. ► Richard Hackman, "Designing Work for Individuals and for Groups", adapted from J.R. Hackman, Work Design in J.R. Hackman & J.L. Suttle (Eds.) *Improving Life at work: Behavioral science approaches to organizational change*. Santa Monica: Goodyear Publishing Company, 1977. (pp. 242-255). (P) *Please take special note of pages 242-244, and 248-250 and the Job Characteristics Model and how to use it.*

#### FOR FURTHER READING

- a. Liz McKenna and Hahrie Han, *Groundbreakers: How Obama's 2.2 Million Volunteers Transformed Campaigning in America*, Chapter 6, "Using Metrics to Get to Scale," p.153 – 182.

#### ORGANIZING TOOLS:

- a. Task Design, *Leadership Development Project*, Sierra Club, 2007.
- b. NOI Action Resources:

---

#### Section Discussion | ACTION | Thursday, March 10

*No reflection paper in lieu of midterm.  
Student Presentation #7 & #8*

**MID-TERM** (4 pages, double-spaced, 12-point, 1-inch margins) **DUE FRIDAY 11 MARCH at 5:00 PM** by email to your TF.

---

#### SPRING BREAK: March 14–18

---

## WEEK 8 | COMMUNITIES IN ACTION: ORGANIZATION | lecture: Tuesday, March 22 | 98 pp.

Successful campaigns can create organizations. Creating organizations that respond, change, and adapt requires managing dilemmas of unity and diversity, inclusion and exclusion, responsibility and participation, and parts and wholes. Smith and Berg show why these dilemmas must be managed, but not "resolved." Janis points to the danger that "too much" unity can suppress needed dissent. Kahn focuses on the nuts and bolts of organization. Warren focuses on the challenge of building organizations across racial, religious, and economic lines.

- a. Marshall Ganz. *Organizing Notes: "Organizations" Notes, Charts, and Questions* 2011. (P)
- b. ► Kenwyn Smith and David Berg, "A Paradoxical Conception of Group Dynamics", *Human Relations*, Vol. 40:10, 1987, (pp. 633-654). (T)
- c. ► Irving Janis, "Groupthink", in *Psychology Today*, November 1971, (pp. 43-44, 46, 74-76). (T)
- d. ► Si Kahn, *Organizing*, Chapter 3, "Organizations," (pp. 55-77). (P)
- e. Marion McCollom, *Groups in Context: A New Perspective on Group Dynamics*, edited by Marion McCollum and Jonathon Gillette. Chapter 2, "Group Formation: Boundaries, Leadership and Culture" in, Lanham MD: University Press of America, 1995, (pp.34-48). (T)

### FOR FURTHER READING

- a. Mark Warren, *Dry Bones Rattling*, from "Four, Bridging Communities Across Racial Lines" (98-100; 114-123) and "Five, Deepening Multiracial Collaboration," (pp. 124-132; 152-155). (H)
- b. Barbara Ransby, "Ella Taught Me: Shattering the Myth of the Leaderless Movement," *Colorlines*, June 12, 2015. <https://www.colorlines.com/articles/ella-taught-me-shattering-myth-leaderless-movement>

---

## Section Discussion | ORGANIZATIONS | Thursday, March 24

*Organization: Reflection Paper #6 – due Wednesday at 12:00-midnight*  
*Student Presentations #9 & #10*

**Midpoint Check-in:** Your midterm will be returned to you in this week's section with comments. The Teaching Fellows will schedule short check-ins to help you focus on your goals for the remainder of the semester.

---

## WEEK 9 | ORGANIZING PROJECTS/CASES | lecture: Tuesday, March 29 | 58 pp.

This week we devote the first of three classes to case discussion, integration of practice, and coaching. In lecture we'll focus on cases that can offer us insight not only into how the five practices are integrated in an organizing campaign, but what happens afterwards. We'll also focus on the practice of coaching as key to all the practices we've learned in how we develop the leadership of others, what organizing is really all about. In section the cases we'll focus on will be your own projects, especially coaching each other on them, and the integrative work will be in putting the practices to work in a collaborative team project.

- a. Kennedy School Case C16-91-1034, "Orange Hats of Fairlawn: A Washington DC Neighborhood Battles Drugs," (pp.1-18). (H)
  - b. Mary Beth Rogers, *Cold Anger*, Chapter 11, "Leave Them Alone. They're Mexicans," (pp.105-126). (H)
  - c. Harold Meyerson, "L.A. Story", *The American Prospect*, Vol.12, No. 12, August 6, 2013 (H)  
<http://prospect.org/article/la-story-0>
  - d. Ben Adler. "[The inside story of how the Keystone fight was won](#)", *Grist*, November 6, 2015
- 

**Section Discussion | CASES | Thursday, March 31**

*Cases: Reflection #7 – due Wednesday at 12:00-midnight*

---

**WEEK 10 | ORGANIZING PROJECTS/CASES | lecture: Tuesday, April 5 | 76 pp.**

This week we continue our work on integration: cases, coaching, and practice.

- a. Mark Warren & Karen Mapp, "A Match on Dry Grass: Organizing for Great Schools in San Jose", in *A Match in Dry Grass: Community Organizing as a Catalyst for School Reform*, pp. 33-65.
  - b. Kennedy School Case XXXX: Six Minute Reading Campaign, Amman, Jordan.
  - c. Jane McAlvey, Chapter 4 "Round One" in *Raising Expectations (and Raising Hell): My Decade Fighting for the Labor Movement*, Verso, 2013, p. 110-141. (H)
- 

**Section Discussion | CASES | Thursday, April 7**

*Cases: Reflection #8 – due Wednesday at 12:00-midnight*

---

**WEEK 11 | ORGANIZING PROJECTS | lecture: Tuesday, April 12 | 90 pp.**

This is our final week on integration: cases, coaching and practice.

- a. Robert Middlekauff, *The Glorious Cause*, Chapter 11, "Resolution," (pp.221-239). (H)
  - b. Louis Fischer, *The Life of Mahatma Gandhi*, Chapter 31, "Drama at the Seashore" (pp. 263 -275). (H)
  - c. Jacques Levy, *Cesar Chavez: Autobiography of La Causa*; "Boycott Grapes" (pp.263-271), "The Miracle of the Fast", (pp. 272-293); Book IV, Book V, "Victory in the Vineyards," Chapters 6-14, (pp.294-325). (H)
- 

**Section Discussion | CASES | Thursday, April 14**

*Cases: Reflection #9 – due Wednesday at 12:00-midnight*

---



## WEEK 12 | BECOMING A GOOD ORGANIZER | lecture: Tuesday, April 19 | 141 pp.

This week we reflect on organizing as a craft, art, and vocation: why do it, what can make a person good at it, what about the rest of our lives, how can we continue to grow? Heifetz poses challenges of accepting responsibility for leadership. Langer reflects on how to work "mindfully" with others. Chavez, Alinsky, Payne and Addams describe how they came to terms with these challenges.

- a. Ronald Heifetz, *Leadership Without Easy Answers*, Chapter 11, "The Personal Challenge," (pp.250-276). (P)
- b. Ellen Langer, *Mindfulness*, Chapter 8, "Mindfulness on the Job," (pp.133-148). (P)
- c. Cesar Chavez, "The Organizer's Tale," *Ramparts Magazine*, July 1966, (pp.43-50). (P)
- d. Saul Alinsky, *Rules for Radicals*, "The Education of the Organizer," (pp.63-80). (P)
- e. Charles M. Payne, *I've Got the Light of Freedom*, "Chapter 8: Slow and Respectful Work" (pp.236-264), (H)
- f. Jane Addams, *Twenty Years at Hull House*, Chapters 4-5, (pp.60-89). (P)
- g. Nelson Mandela, *Long Walk to Freedom: The Autobiography of Nelson Mandela*, Chapter 14 (pp. 121-140). (H)

### OPTIONAL:

- a. Mondros and Wilson, *Organizing for Power and Empowerment*, Chapter 2, "The Organizers," (pp.11-35). (P)

---

## Section Discussion | BECOMING A GOOD ORGANIZER | Thursday, April 21

*Good Organizer: Reflection Paper #10 (Required) – due Wednesday at 12:00-midnight*  
*Student Presentations #13 & #14*

## CONCLUSION

## WEEK 13 | WHERE DO WE GO FROM HERE? | Tuesday, April 26 | 188 pp.

So what *does* organizing contribute to public life? We begin with Alinsky's call for broader participation in democratic governance -- as timely now as when it was written. Rothstein and Greenhouse point to structural challenges to be confronted if real change is to happen. Reed shows how organizing worked in the conservative movement Skocpol and Weir and I argue a need for greater participation. Judis describes a world of advocacy without participants. Hobbs argues the insufficiency of market based approaches to social change. And Brown argues that market based approaches can undermine democratic politics itself.

- a. Alinsky, *Reveille for Radicals*, Chapter 11, (pp.190-204). (P)
- b. Richard Rothstein, "The Making of Ferguson", American Prospect, Fall, 2014  
<http://prospect.org/article/making-ferguson-how-decades-hostile-policy-created-powder-keg>

- c. Steven Greenhouse, "How to Get Low Wage Workers Into the Middle Class", *Atlantic*, August 19, 2015. <http://www.theatlantic.com/business/archive/2015/08/fifteen-dollars-minimum-wage/401540/>
- d. John B. Judis, "The Pressure Elite: Inside the Narrow World of Advocacy Group Politics," *The American Prospect*, #9, Spring 1992, (pp.15-29). (H)
- e. Ralph Reed, *Politically Incorrect*, Chapter 13, "Miracle at the Grassroots," (pp.189-202); Chapter 17, "What is Right about America: How You Can Make a Difference," (pp.249-267). (H)
- f. ► Margaret Weir and Marshall Ganz, "Reconnecting People and Politics," in *The New Majority: Toward a Popular Progressive Politics*, (pp.149-171). (H)
- g. Theda Skocpol, *Diminished Democracy: From Membership to Management in American Civic Life*, Chapter 7, "Reinventing American Civic Democracy" (pp.254-293). (H)
- h. Michael Hobbs, "The Myth of the Ethical Shopper", *Huffington Post*, July 15, 2015. <http://highline.huffingtonpost.com/articles/en/the-myth-of-the-ethical-shopper/>
- i. Eias Isquith, "Neoliberalism Poisons Everything: How Free Market Mania Threatens Education and Democracy: Wendy Brown's Undoing the Demos", *Salon*, June 15, 2015. [http://www.salon.com/2015/06/15/democracy\\_cannot\\_survive\\_why\\_the\\_neoliberal\\_revolution\\_has\\_freedom\\_on\\_the\\_ropes/?utm\\_source=facebook&utm\\_medium=socialflow](http://www.salon.com/2015/06/15/democracy_cannot_survive_why_the_neoliberal_revolution_has_freedom_on_the_ropes/?utm_source=facebook&utm_medium=socialflow)

---

### WEEK 13 | CONCLUSION | Thursday, April 28

Today we hear from everyone about what they have learned from their participation in the course. What have we learned about ourselves as observers, organizers? What have we learned about organizing, how well did we meet goals we set at the beginning of the semester? What's next?

**FINAL PAPER DUE FRIDAY MAY 6<sup>TH</sup> AT 4:00PM** (Boston time) by e-mail to your TF.