

INSTRUCTOR:

Marshall Ganz
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CLASS SESSIONS:

Tuesdays, 7:00 PM – 9:00 PM
Hauser Center Conference Room
Belfer L-4, Harvard Kennedy School

FACULTY ASSISTANT:

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Mondays, 2:30-4:30 PM
[Sign up here](#)

“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.” —de Tocqueville

introduction

A. OBJECTIVES

Fulfilling the democratic promise of equity, accountability and effectiveness requires the participation of an “organized” citizenry that can articulate and assert its common interests effectively. Organizing can make a difference in addressing major public challenges that require civic action, especially by those whose voices will not be heard unless they do act. We define leadership as *accepting responsibility to enable others to achieve shared purpose in the face of uncertainty*. Organizers lead by identifying, recruiting and developing more leadership; building community around that leadership; and building power from the resources of that community.

In this course, each student accepts responsibility for organizing constituents to achieve an outcome by the end of the semester. As reflective practitioners, students learn from critical analysis of their leadership of this campaign. We focus on five key practices: turning values into motivated action through narrative; building relationships committed to common purpose; structuring leadership collaboratively; strategizing to turn resources into the power to achieve outcomes; and turning commitments into measurable action enabling learning, accountability, and adaptation.

B. PARTICIPATION

This course is intended for students interested in learning to how to lead social change through collective action. There are no prerequisites. Students with a strong a commitment to the community, organization, or goals on behalf of which they are working will be most successful.

C. REQUIREMENTS

1. Students base class work on their experience leading an "organizing campaign" of their own choosing or design. An *“organizing campaign”* requires mobilizing others to join you in achieving a clear outcome that advances your shared purpose by the end of the semester — and should average some **8 hours per week**. Campaigns must be rooted in your own values, focus on organizing a definable constituency, and commit to achieving clear outcomes. You may choose a campaign on which you are currently working, start a new one,

or serve with one of a variety community or campus organizations. Campus campaigns in the past included work with the Association of Black Harvard Women, Phillips Brooks House, Arab Students' Association, Student Labor Action Movement, the Leadership Initiative, the Progressive Jewish Alliance, the Harvard Diabetes Network, etc. Community campaigns included work with Centro Presente, the Greater Boston Interfaith Network, Hotel and Restaurant Employees Union, St. Marks RC Parish, St. Stephen's Episcopal Parish, Temple Israel, community development corporations in Chinatown, Allston-Brighton, Dorchester Bay, Dudley Street and Jamaica Plain; and electoral campaigns.

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

2. Getting Started. The course is front-loaded to give students the opportunity to acquire skills that will be useful in their organizing projects.
 - **One-to-One Meetings.** To facilitate the selection of organizing projects — and get acquainted — students meet one-to-one with the instructor for 15 minutes during the first week of class. A sign-up sheet for these appointments will be passed out in the first class meeting.
 - **Special Session:** On Thursday, September 12th from 6 to 7 pm, we will host a one-hour session during which former students will share their experience of how to best to use of the class with you. *Location:* Belfer L-4
 - **Skills Session #1:** On Sunday, September 15th from 10am to 4pm you are required to participate in a **Skills Session** to acquaint you with the range of organizing skills useful in your projects. *Location:* Belfer L-4
 - **Skills Session #2:** On Thursday, September 26th from 6 to 8 pm, students are required to participate in a 2-hour session for training in one on one meetings, coaching, and decision-making. *Location:* B-L-1 Weil Town Hall
3. The tutorial meets for 2 hours, once a week, for thirteen weeks. Students use a learning framework to integrate lectures and reading with critical reflection on their project experience. In each session, we discuss readings and how they relate to student projects. You are required to attend all sessions, do all the reading and take an active part in discussions.
4. The reading combines theory, practice, and history and averages 130 pages per week. An introductory paragraph to each week's readings focuses attention and prioritizes readings. Readings designated with "►" are particularly important for class discussion. My "organizing notes" frame the readings, explain the charts and offer a discussion framework. Recommended readings are available for those who wish to pursue a topic more deeply and can be purchased at the COOP or found on the SS98 website. You also may want to access resources at the New Organizing Institute's "Toolbox" that you can use to share skills you are learning with others. New Organizing Institute: <http://neworganizing.com/toolbox/?module=the-choice>. You may also want to explore the Leading Change Network at <http://leadingchangenetwork.com> or Facebook group at <https://www.facebook.com/groups/leadingchangenetwork>
5. Students keep field notes they may use to submit 2 page "reflection papers" each week in which they analyze their experience of their organizing project. Questions posed at the end of each week's readings are to spark reflection. You may skip 2 of the 7 reflection papers except for the first one on public narrative (**Sept. 24**), the one on strategy (**Oct. 15**) and the last one (**Nov. 19**). Submit papers by **Monday by 6 pm** using the course web page (instructions provided in class).
6. Two students initiate discussion on projects each week with a 5 minute presentation in which they link the week's readings to their project. **In weeks #9 and #10 (November 5 & November 12)** each student presents a

project update for consultation with classmates on sources of challenge and of success. Students sign up for presentations the first week of class.

7. At the end of reading period, **Friday, December 13th**, each student will submit a 10-page final paper in which they reflect on what they learned about “practicing democracy.” Students’ work is not evaluated on whether their project is a “success”, but on their ability to analyze what happened, why and what they learned from it. Final grades are based on seminar participation (40%), weekly reflection papers (30%) and final paper (30%).
8. **Collaboration Permitted in Written Work:** Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance.

D. MATERIALS

The three books required for this course are available for purchase at the COOP and are on reserve at the Lamont library.

- a) Ellen Langer, *Mindfulness*, New York: Addison-Wesley, 1989;
- b) Saul Alinsky, *Reveille for Radicals*, New York: Vintage, 1989;
- c) Saul Alinsky, *Rules for Radicals*, New York: Vintage, 1989;

The other required readings can be found in the SS98 reading packet and the SS98 website:
<http://isites.harvard.edu/icb/icb.do?keyword=k97901&login=yes>

Two recommended books can be purchased at the COOP. Required readings from these books are in the SS98 Website:

- a) Marshall Ganz, *Why David Sometimes Wins*. New York. Oxford Press. 2009.
- b) Charles Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*, University of California Press, 1995.

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 if the focus is theoretical (T), practical (P) or historical (H). Readings designated with “▶” are particularly important for class discussion

WEEK 1 • Leading Change & Organizing :: September 10 :: 240+ pp.

Welcome. Today we get acquainted, discuss goals for the course, our strategy for achieving them, and course requirements. “What is Organizing” summarizes the conceptual framework that will guide our work, explained more fully in “Leading Change.” “Organizing for Democratic Renewal,” offers a perspective on organizing in the US 5 years ago, a prelude to the role of organizing in the Obama campaign described by Exley. Organizing practice has different roots in different cultures. In the West it is rooted in faith, civic, and popular traditions. Organizing is about enabling a constituency to assert its voice effectively, not offering services to clients or marketing products

to customers. And making democracy work is more a matter of contention than consensus –as argued by Alinsky, McKnight, Schattschneider and Giridharadas. Our pedagogy, our learning strategy, is explained by Thich Nhat Hahn, Dweck, Kierkegaard, Fiske and Taylor, Langer, and Sitkin. Some recent organizing moments are described by Skocpol and Williamson, the *New York Times*, *Daily Beast*, Meisel and Russell, and Walker and McCarthy.

- a) ► Marshall Ganz, *Organizing Notes: “What is Organizing?” and “Learning to Organize”*, Charts and Questions. 2011. (T) [Available on SS98 Web page]
- b) ► Marshall Ganz, “Leading Change: Leadership, Organization, and Social Movements”, Chapter 19 in *Handbook of Leadership Theory and Practice*, edited by Nohria and Khurana; HBS Press, 2010 (pp. 527-568) (T). [Available on SS98 Web page]
- c) ► Marshall Ganz, “Organizing for Democratic Renewal”, TPM Café, March 27, 2007; [Available on SS98 Web page]
- d) Zack Exley, “Stories and Numbers – a Closer Look at Camp Obama”, *Huffington Post*, August 29, 2007. http://www.huffingtonpost.com/zack-exley/stories-and-numbers-a-clo_b_62278.html
- e) *The Bible*, Exodus, Chapter 2-6, (pp.82-89). (H) [Available on SS98 Web page]
- f) Alexis De Tocqueville, *Democracy in America*, Volume II, Part II, Chapters 2-6, (pp. 506-517). (H/T) http://xroads.virginia.edu/~HYPER/DETOC/toc_indx.html
- g) ► Saul Alinsky, *Reveille for Radicals*, Chapter 1, (pp.3-23). (P)
- h) ► John McKnight, "Services are Bad for People," (pp.41-44). (T)
- i) E. E. Schattschneider, *The Semisovereign People: A Realist's View of Democracy in America*, "Introduction" xii-xvii; “The Contagiousness of Conflict”, (1-19). (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) *Organizer’s Journey Handout*, Jonah Evans, 2012

LEARNING ORGANIZING

- l) ► 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)
- m) ► Carol Dweck, Chapter 1, “The Mindsets” from *Mindset* (2006), (pp.1-10) (P)
- n) 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)
- o) Susan Fiske and Shelly E. Taylor, *Social Cognition*, Chapter 6, "Social Schemata," (pp.139-42, 171-181). (T)
- p) ► 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)

- q) ► Sim Sitkin, "Learning Through Failure: The Strategy of Small Losses", *Research in Organizational Behavior*, Vol.14, 1992, (pp. 231-256). (T)

ORGANIZING IN ACTION

- a) "Mobilized Grassroots and Roving Billionaires: The Panoply of Tea Party Organizations", Chapter 3 in *The Tea Party and the Remaking of Republican Conservatism* by Theda Skocpol and Vanessa Williamson, (Oxford, 2012), pp. 83- 120. [Available on SS98 Web page]
- b) [Young Immigrants Say It's Obama's Time to Act](#) - NY Times, Nov.30, 2012; [Young Leaders Cast a Wider Net for Immigration Reform](#) - NY Times, Dec. 2, 2012
- c) [The NRA Has a Head Start Against Newly Energized Gun-Control Advocates](#) - The Daily Beast, Dec. 18, 2012
- d) 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).
- e) Edward Walker, John McCarthy, "Continuity and Change in Community Organizing", *Social Policy*, Summer, 2012. Complete study at: <http://www.communityorganizingreport.org/>.

FOR FURTHER READING

- a) Aristotle, *Politica*, Book 1, Chapter 1-2 (pp.1127-1130). (T)
<http://etext.virginia.edu/toc/modeng/public/AriPoli.html>
- b) 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)
- c) Mike Gecan, *Going Public*, "Chapter 10, Three Public Cultures" (pp.151-166)
- d) Donald Schon, *The Reflexive Practitioner*, Chapter 2, "From Technical Rationality to Reflection-in-Action" (pp.49-69). (T)

REQUIRED SPECIAL SESSIONS:

Thursday, 12 September | 6:00-7:00PM | Belfer L-4: one hour session during which former students share their experience of the class with you.

Sunday, 15 September | 10:00AM to 4:00PM | Belfer L-4: all day "skills session" to acquaint students with basic leadership skills needed to make an organizing campaign work.

WEEK 2 • People, Power & Change: Your Organizing Project :: September 17 :: 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 will think through a “first draft” of your organizing campaign by turning in your “Theory of Change Worksheet” by 6:00 PM, Thursday, September 19th, two days after our tutorial meets.

We introduce the elements of an organizing campaign in the context of the *Montgomery Bus Boycott*, a campaign that initiated the modern American civil rights movement. We ask 3 questions: who were the actors, what was the problem, and what was the theory of change? Alinsky and Miller help us consider reactions we may have to words we need to use to explain organizing, especially “power.” Emerson and Loomer argue that 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. Gersick draws attention to timing: why we organize through campaigns. And Chris Lawrence-Pietroni’s “What Is Organising” is a very clear reminder of what an organizing project is and what it isn’t. Thucydides considers the links between might and right

- a) ► Marshall Ganz. *Organizing Notes: “People, Power and Change”*, Charts and Questions. 2011 [Available on SS98 Web page]
- b) Clayton Alderfer, *Existence, Relatedness and Growth*, Chapter 2, “Theory,” (pp.6-13). (T)
- c) Jerome Bruner, *Acts of Meaning*, Chapter 1, “The Proper Study of Man,” (pp.24-30). (T)
- d) Saul Alinsky, *Rules for Radicals*, “A Word About Words,” (pp.48-62). (P)
- e) Jean Baker Miller, *Women’s Growth in Connection: Writings from the Stone Center*, Chapter 11, “Women and Power,” (pp.197-205). (T)
- f) *Skim*: Richard Emerson, “Power-Dependence Relations”, *American Sociological Review*, 27:31-41. (T) [Available on SS98 Web page]
- 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) ► Connie Gersick, "Pacing Strategic Change: The Case of a New Venture," *Academy of Management Journal*, February 1994 (pp.9-14, 36-42). (T) [Available on SS98 Web page]
- j) ► Taylor Branch, *Parting the Waters*, Chapter 4, "First Trombone" (pp.120-142), Chapter 5, "The Montgomery Bus Boycott," (pp.143 -205). (H) <http://spot.colorado.edu/%7Ewehr/5025B.TXT>
- k) Chris Lawrence Pietroni, “What Is Organising?” Power Point Presentation, 2011.

RECOMMENDED

- a) Max Weber, *Economy and Society*, Volume I, “Types of Social Action,” (pp.24-26). (T)
- b) 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).
- c) Thucydides, *The Peloponnesian Wars*, Book V, Chapter 7, “The Sixteenth Year – the Melian Dialogue,” (pp.400-408). (H)

WEEK 2 ASSIGNMENT DUE 6:00 PM, THURSDAY, SEPTEMBER 19TH.

- Theory of Change Worksheet

WEEK 3 • Turning Values Into Action: Your Public Narrative :: September 24 :: 98 pp.

Leadership requires enabling others to respond to challenges to their shared values with purposeful action – not *reaction*. Public narrative can be a one way to access the emotional resources to make this possible: mobilizing hope over fear, empathy over alienation, and self-worth over self-doubt. By engaging the “head” *and the* “heart”, narrative instructs and inspires, teaching us not only how we *should* act, but moving us *to act*. But it is not public speaking, branding or image making. As Jayanti Ravi, MPA/MC 07 said, it’s learning how to bring out their “glow” from within, not how to apply a “gloss” from without. The more effectively you can articulate you own sources of value, the better the choices you can make about what you want to do – and that others can make about whether to join you. *Come to class having completed your “Public Narrative Worksheet”.*

- ▶ Marshall Ganz, *Organizing Notes: “What Is Public Narrative?”* Charts, Questions. 2011. (P) [Available on SS98 Web page]
- Jerome Bruner, “Two Modes of Thought”, Chapter 2 in *Actual Minds, Possible Worlds* (Cambridge: Harvard University Press, 1986), p.11 – 25. (T)
- ▶ 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)
- 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)
- ▶ Jerome Bruner, *Making Stories*, Chapter 3, “The Narrative Creation of Self”, (pp.63-87). (T)
- Barack Obama, Keynote Address, “*The Audacity of Hope*”, Democratic National Convention, July 27, 2004, Boston, Massachusetts (7 min).
<http://www.americanrhetoric.com/speeches/convention2004/barackobama2004dnc.htm>
- Marshall Ganz, “Why Stories Matter: The Art and Craft of Social Change”, *reprinted with permission from Sojourners*, (March 2009), pp. 18-19. [Available on SS98 Web page]

ORGANIZING TOOLS:

- Public Narrative Worksheet [Available on SS98 Web page]
- Public Narrative Guide [Available on SS98 Web page]
- NOI “Story of Self” Resources: <http://neworganizing.com/content/toolbox/story-of-self>
- Public Narrative MLD 355 and MLD 356 Website.

WEEK 3 ASSIGNMENT

- Reflection Paper #1: Your Public Narrative (*required*)
- Prepare to Tell Your Story in Class (3 minutes)

Organizers build relationships among members of a constituency to create commitment to a common purpose. Through relationships we can come to understand our common interests more clearly and mobilize 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 while 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 differences in “online” and “offline” relationships. The two video clips describe the role of “house meetings” in the 2007-8 Obama campaign. In the optional readings, Putnam shows how relationships can become a resource as “social capital”; Granovetter explains the science of relational differences with people “like us” and people “not like us.”

- a) Marshall Ganz, *Organizing Notes: “Relationships”, Charts, and Questions*. 2011. [Available on SS98 Web page]
- b) ► Malcolm Gladwell, “Six Degrees of Lois Weisberg,” in *The New Yorker*, January 11, 1999 (pp. 52-63). (T) <http://gladwell.com/six-degrees-of-lois-weisberg/>
- 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. [Available on SS98 Web page]
- 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)
- 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>)
- a. 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://sociology.stanford.edu/people/mgranovetter/documents/granstrengthweakties.pdf>
- c) Jim Rooney, *Organizing the South Bronx*, Chapter 6, "Relational Organizing: Launching South Bronx Churches", (pp. 105-118). (H)

ORGANIZING TOOLS:

- a) Relationship Building Guide [Available on SS98 Web page]
- b) NOI Relationship Building Resources <http://neworganizing.com/content/toolbox/building-relationships>

WEEK 4 ASSIGNMENT

- Reflection Paper #2
- Student Presentation #1 & #2

WEEK 5 • Structuring Leadership :: October 8 :: 148 pp.

What is leadership? A position? A person? Or a practice? We argue we can structure the practice of leadership in ways that better enable a constituency to achieve its goals, not only personal goals of whoever is in charge? The selection from Exodus shows this question has been asked for a while, posing one kind of structure that avoids "being a dot." We build on Burns' view of leadership as relational, Heifetz's emphasis on adaptive work, and Hackman's focus on enabling others to achieve purpose. Freeman, Alinsky and King challenge assumptions that get in our way. Wageman argues teams can be a more effective way to structure leadership than relying on a single individual. The Coaching as Leadership Practice guide offers an alternative to "telling people what to do". Alinsky argues leadership must be drawn from among the constituency itself. And Exley describes the role of volunteer "native" leadership teams 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 a foundational case study of an orchestra with leadership, but without a conductor; Hackman and Wageman spell out how to take coaching beyond individuals to whole teams; and Morland reminds us of the key elements in forming a strong team.

- a) Marshall Ganz. *Organizing Notes: "Leadership"*, Charts, Questions. 2011. [Available on SS98 Web page]
- b) ► *The Bible*, Exodus, Chapter 18 (H) [Available on SS98 Web page]
- 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) ► Jo Freeman, "The Tyranny of Structurelessness," *Berkeley Journal of Sociology*, 1970, (pp.1-8). (P)
<http://www.jofreeman.com/joreen/tyranny.htm>

- f) ► Ruth Wageman, et al, *Senior Leadership Teams* Chapter 9, "What It Takes to Make Them Great", (207-218)
- g) ► Coaching as Leadership Practice, Leading Change Network (2012)
- h) Saul Alinsky, *Reveille for Radicals*, Chapter 5, "Native Leadership," (pp.64-75). (T/P)
- i) Dr. M.L. King, Jr. *A Testament of Hope*, "The Drum Major Instinct," (p.259-67). (H)
- j) ► Zack Exley, "The New Organizers, What's Really Behind the Obama Ground Game," Huffington Post, October 8, 2008. http://www.huffingtonpost.com/zack-exley/the-new-organizers-part-1_b_132782.html

OPTIONAL

- 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).
- b) J. Richard Hackman and Ruth Wageman, "A Theory of Team Coaching", *Academy of Management Review*, Vol. 30, No 2 (Apr. 2005), pp. 269 – 287.
- 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)

ORGANIZING TOOLS:

- a) Designing Effective Teams, Campaign Workshop Materials, 2009. [Available on SS98 Web page]
- b) Hope's Coaching Guide, New Organizing Institute, 2012
- c) NOI Team Building Resources: <http://neworganizing.com/content/toolbox/building-teams>

WEEK 5 ASSIGNMENT

- Reflection Paper #3
- Student Presentation #3 & #4

WEEK 6 • Turning Resources into Power: Strategizing : : October 15 : : 197 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 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. "Resources and Resourcefulness" shows how they resource poor UFW bested its resource rich opponents. Alinsky and Bobo offer some "how to's" for organizing strategy and tactics. The Harvard Living Wage Case provides an example of strategy in action at Harvard.

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- a) Marshall Ganz. Organizing Notes: “Strategizing”, Charts, Questions, 2012. (P)[Available on SS98 Web page]
- b) Helpful Hint #3 [Available on SS98 Web page]
- c) ► *The Bible*, Book of Samuel, Chapter 17, Verses 4-49. (H) [Available on SS98 Web page]
- d) Henry Mintzberg, “Crafting Strategy,” *Harvard Business Review*, July 1987, (pp. 66-74). (T)
- e) ► Si Kahn, *Organizing*, Chapter 8 “Strategy,” (pp.155-174). (P)
- f) 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) [Available on SS98 Web page]
- g) Saul Alinsky, *Rules for Radicals*, Tactics, (pp. 126-136, 148-155, 158-161). (P)
- h) Kim Bobo, *Organizing for Social Change*, Chapter 4 “Developing a Strategy” (pp.30-47), Chapter 5, “A Guide to Tactics,” (pp.48-61); (P)
- i) ► *The Living Wage Debate Comes to Harvard* (A) (10 pages) and (B) (18 pages); Kennedy School of Government, 2002. (H) [Available on SS98 Web page]
- j) *Strategizing Handout*, Jonah Evans, 2012

ORGANIZING TOOLS:

- a) Devising Strategy, Campaign Materials, *Leading Change Project* 2009. [Available on SS98 Web page]
- b) NOI Strategizing Resources:
<http://neworganizing.com/content/toolbox/theory-of-change>
<http://neworganizing.com/content/toolbox/tactics-and-timing>

WEEK 6 ASSIGNMENT

- Reflection Paper #4, 3-4 pages answering both these questions: (*required*)
 - 1) *My project is working because....*
 - 2) *My project is not working because...*
- Prepare to Present Your Strategy in Class.

WEEK 7 • Action :: October 22 :: 77 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: “Action” 2011. [Available on SS98 Web page]
- b) Charts and Questions [Available on SS98 Web page]
- c) Jacques Levy, *Cesar Chavez*, Prologue, (pp. xxi-xxv). (H)
- d) 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)
- e) Kim Bobo, *Organizing for Social Change*, Chapter 7, “Designing Actions,” (pp.70-79), Chapter 21, “Grassroots Fundraising,” (pp. 276-286). (P)
- f) Canvassing Best Practices Video, The Analyst Institute, 2012. To access this video please use the following login information at <https://analystinstitute.org/video/> username: ganzclass password: organizingchange
- g) ► 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). *Please take special note of pages 242-244, and 248-250 and the Job Characteristics Model and how to use it.*

ORGANIZING TOOLS:

- a) Task Design, *Leadership Development Project*, Sierra Club, 2007. [Available on SS98 Web page]
- b) NOI Action Resources:
<http://neworganizing.com/content/toolbox/getting-commitments>
<http://neworganizing.com/content/toolbox/online-theory-of-change>

WEEK 7 ASSIGNMENT

- *Reflection Paper #5*
- *Student Presentation #5 & #6*

WEEK 8 • Communities in Action: Organizations :: October 29 :: 104 pp.

Successful organizing campaigns can create organizations. But creating organizations that continue to respond, change, and adapt requires learning how to manage the dilemmas of unity and diversity, inclusion and exclusion, responsibility and participation, and leadership and accountability. Smith and Berg identify dilemmas that organizations must manage. Janis points to the danger "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", Charts & Questions, 2011. [Available on SS98 Web page]
- b) ► Kenwyn Smith and David Berg, "A Paradoxical Conception of Group Dynamics", *Human Relations*, Vol. 40:10, 1987, (pp. 633-654). (T)
<http://hum.sagepub.com.ezp1.harvard.edu/cgi/content/abstract/40/10/633>
- c) ► Irving Janis, "Groupthink", in *Perspectives on Behavior in Organizations*, edited by J.R. Hackman, 1983, (pp. 378-384). (T)
- d) ► Si Kahn, Organizing, Chapter 3, "Organizations," (pp. 55-77). (P)
- e) 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)
- f) 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.35-48). (T)

WEEK 8 ASSIGNMENT

- Reflection Paper #6
- Student Presentation #7 & #8

WEEK 9 • Organizing Projects I :: November 5 :: 77 pp.

This week we devote the first of two classes to case discussion: historical cases in lecture and "living cases" in section: your projects. Because we have considered the elements of our organizing framework we now focus on how to integrate them in practice. In lecture this week we will focus on the historical cases. In section we will focus on each organizing project. Each week, half of the class will prepare a short report identifying a key success and a key challenge on which to consult with colleagues.

- a) Kennedy School Case C16-91-1034, "Orange Hats of Fairlawn: A Washington DC Neighborhood Battles Drugs," (pp.1-18). (H) [Available on SS98 Web page]
- 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) 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)

WEEK 10 • Organizing Projects II :: November 12 :: 122 pp.

This week we devote class to case discussion and reflection on the organizing projects — 5 each week. Each student will have 5 minutes to report on their project — progress toward goals, failures, successes, the key learning, and challenges on which they'd like to consult with their colleagues. Presentations will be followed by discussion.

- 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)

WEEK 11 • Learning the Craft: Becoming a Good Organizer :: November 19 :: 165 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 to do about the rest of our lives, how we can make sure we continue to grow? Heifetz discusses the challenge of accepting responsibility for leadership. Langer reflects on how to work "mindfully." Addams, Chavez, and Alinsky 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)
<http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html>
- 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)

WEEK 11 ASSIGNMENT

- *Reflection Paper #7 (required)*
- *Student Presentations #9 & 10*

WEEK 12 • Organizing in the Big Picture :: November 26 :: 143 pp.

So what *does* organizing contribute to public life? After reflecting on the “big picture” today, we’ll hear from everyone about what they learned from their participation in the course. Did we meet individual and group goals? How could the course be improved? Alinsky's call for broader participation in democratic governance is as timely now as when it was written in 1946. Skocpol, Grieder, Weir, and I argue a need for greater participation. Judis describes a world of advocacy without participants, while Reed describes his organizing successes. Keck and Sikkink point to the promise of transnational social movement organizing. Skocpol suggests future directions for democracy.

- a) Alinsky, *Reveille for Radicals*, Chapter 11, (pp. 190-204). (P)
- b) John B. Judis, "The Pressure Elite: Inside the Narrow World of Advocacy Group Politics," *The American Prospect*, #9, Spring 1992, (pp. 15-29). (H)
- c) ► Ralph Reed, *Politically Incorrect*, 1996, Chapter 13, "Miracle at the Grassroots," (pp. 189-202); Chapter 17, "What is Right about America: How You Can Make a Difference," 1996, (pp.249-267). (H).
- d) Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders*, Chapter 6, "Conclusions," 1996, (pp.199-217) (T)
- e) ► Margaret Weir and Marshall Ganz, "Reconnecting People and Politics," in *The New Majority: Toward a Popular Progressive Politics*, 1999, (pp. 149-171). (H)
<http://leadingchangenetwork.com/files/2012/05/Reconnecting-People-and-Politics.pdf>
- f) Theda Skocpol, *Diminished Democracy: From Membership to Management in American Civic Life*, Chapter 7, "Reinventing American Civic Democracy," 2003, (pp. 254-293).
- g) Dana Fisher, "The Activism Industry", in *The American Prospect*, September 14, 2006.
http://www.cbsnews.com/2100-215_162-2013172.html

WEEK 13 • Conclusion, Evaluation: Where Do We Go From Here? :: December 3 ::

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, DECEMBER 13TH AT 4 PM EST by e-mail to
Professor Ganz.