

Community Organizing Spring 2014

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Office Hours: By Appointment, please email your availability.

Course Meeting Times: Tuesdays, 6:00 – 9:30 pm

When you have a conflict that means that there are truths that have to be addressed on each side of the conflict. And when you have a conflict, then it's an educational process to try to resolve the conflict. And to resolve that, you have to get people on both sides of the conflict involved so that they can dialogue.

Dolores Huerta
[NPR Interview](#)
August 15, 2007

Power concedes nothing without a demand. It never did and it never will. Find out just what any people will quietly submit to and you have found out the exact measure of injustice and wrong which will be imposed upon them, and these will continue till they are resisted with either words or blows, or both. The limits of tyrants are prescribed by the endurance of those whom they oppress.

Frederick Douglas
[West India Emancipation Speech](#)
Canandaigua, New York
August 3, 1857

Course Overview:

A strong democracy depends on the civic agency of the people. In this course, students will learn about the history and core concepts of relational, broad-based community organizing in the United States, while gaining community organizing practice within their own communities. Students will reflect on their core values to define and develop their core self interest and public identity, build meaningful public relationships across difference and diversity, build and evaluate power, and develop community organizing strategies in collaboration with others.

Each student will identify a community they are already currently involved with as a learning site for the quarter (e.g.: student organization, internship site, work, church, community group/nonprofit, etc.). Within this community context, students will practice community organizing tools and public skills, critically analyze through a community organizer worldview, and develop a community organizer portfolio to document their learning and development throughout the quarter and to plan for next steps beyond the confines of this course.

Democratic Learning Environment:

This course strongly encourages students of diverse backgrounds, politics, religious beliefs, and values to learn together and from one another in a respectful, democratic, and rigorous learning environment.

I understand my role and responsibility to you and the institution as facilitator of a productive learning environment. I also believe that democratic pedagogy supports increased student engagement and learning. Bridging my role as facilitator with a democratic approach and within an institutional setting, I have provided some structures and guidance to facilitate your learning, and welcome and encourage your collaboration on how to best structure our time together. One the first day of class, we will review and negotiate the syllabus. I have included areas within the syllabus where you can make choices about the course content, and welcome additional changes that best fit the learning needs of this particular classroom community.

Due the democratic nature of this course, students are asked to remain flexible as the course schedule may change. Any changes to the course schedule will be discussed and agreed upon as a group, and the updated schedule will be posted to Canvas and sent out to all students by the instructor through a Canvas announcement. As opportunities arise, the class may leave campus during the class meeting time, always returning to campus by the end of our scheduled classroom time.

Course Objectives: As a result of participation in this course, students will:

1. Understand the history and contemporary context of relational, broad-based community organizing;
2. Develop and demonstrate public skills, strategies, and techniques of relational, broad-based community organizing; and
3. Critically reflect and act on the role and responsibility of a democratic citizen through the community organizing model of social change.

Course Learning Goals: Co-created by students and instructor on the first day of class.

Evaluation:

Seminar Participation: Your active participation is of primary importance to your learning in a seminar course structure and environment. In order to build an effective learning community it is essential that each participant is present. As such, a major basis for accountability and evaluation is regular and timely participation in the seminar. **If you are unable to attend class – either due to illness or other unavoidable conflicts, please notify the seminar instructor in advance.**

You will complete a **Self-Evaluation and Grading Rubric** at the end of the course. I will provide this rubric to help you with the self-grading process, which is open to your revision. The first section of the rubric will directly correlate to the course objectives and learning goals that we will review and co-develop during our first class period, and the second section will include the below democratic learning performance goals.

Evaluation of your learning and performance should look at both the quality and quantity of your engagement with course content and the learning community. Here are some example questions to keep in mind as you think about evaluating your learning and performance:

1. Did I actively engage with course content: preparatory reading/media, reflective group dialogue, and course assignments?
2. Was my engagement meaningful?
 - a. Did I contribute to the co-creation of knowledge in useful and meaningful ways?
 - b. Did I engage in multi-directional dialogue?
 - c. Did I demonstrate critical analysis and creative thinking?
3. Did I help create a democratic learning environment?
 - a. Did I demonstrate agency in my learning and the learning of others, as well as encourage agency of others in the classroom community (not relying solely on the instructors for my learning experience)
 - b. Were my interactions respectful?
 - i. Respectful of other voices by being concise, but thorough in my contributions
 - ii. Limit judgmental tone/language
 - iii. Speak for myself, and not inappropriately speak for others
 - iv. Share experiences, reflections, and/or questions, while trying not to make assumptions about other cultures and people
 - v. Honor the value that each person brings to the classroom community, knowing that we are all products of different experiences, educational backgrounds, opportunities, cultures, and histories, and are at different places in our own self understanding and understanding of others
 - c. Did I encourage equitable contribution within the classroom community (i.e.: encouraging others to speak if I speak often; speaking up more often if I tend to be quiet; and asking opinions of those who might have something valuable to contribute)?
 - d. Did I encourage the classroom community to consider multiple perspectives, including those not obviously present in the classroom?

Course Requirements and Grade Distribution: To be negotiated by students and instructor in week 1

Self Interest Assessment	20%
Relational Meeting Research Summaries	20%
Community Organizer Portfolio	40%
Community Organizer Portfolio Presentation	20%

Reading & Media:

All reading and media are accessible online through the Canvas course management website via open source weblink or downloadable pdf. While available electronically, you may prefer to purchase the books in bold below, as we will be reading these books in their entirety, or close to it. The rest of the readings are chapters from books (not entire books) or articles.

Alinsky, Saul. 1970. (1946) 1974. *Reveille for Radicals*. New York: Vintage Books.

-----, (1971) 1989. *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York: Vintage Books.

Bender, Thomas. 1978. *Community and Social Change in America*. Baltimore: The Johns Hopkins University Press.

- Baker, Ella. 1970. "Developing Community Leadership." In *Black Women in White America: A Documentary History*. Ed. Gerda Lerner. New York: Random House. Pp. 345-351.
- Boyte, Harry C. 2008. "Civic Engagement Revisited." Context MasterClass Lecture Draagvlakversterking. October 16.
- Briggs, Xavier de Souza. 2008. *Democracy as Problem Solving: Civic Capacity in Communities Across the Globe*. Cambridge, MA: Massachusetts Institute of Technology.
- Chambers, Edward T.D. 2003. *Roots for Radicals: Organizing for Power, Action and Justice*. New York: Continuum International Publishing Group.**
- Cortés Jr., Ernesto. 2006. "Toward a Democratic Culture." *Kettering Review*. Kettering Foundation Press. Spring: 46-57.
- Freire, Paulo and Myles Horton. 1990. *We Make the Road By Walking: Conversations on Education and Social Change*. Philadelphia: Temple University Press.
- Gecan, Michael. 2004. *Going Public: An Organizer's Guide to Citizen Action*. Norwell, MA: Anchor.**
- Harding, Vincent Gordon. 1987. "Beyond Amnesia: Martin Luther King, Jr., and the Future of America." *The Journal of American History*. 74.2:468-476.
- Hercules, Bruce and Bruce Orentein. 2000. "The Democratic Promise: Saul Alinsky & His Legacy." Indie Flix. (DVD 57 minutes)
- Loomer, Bernard. 1976. "Two Conceptions of Power." *Process Studies*. 6.1:5-32. <http://www.religion-online.org/showarticle.asp?title=2359>
- Payne, Charles M. 1989. "Ella Baker and Models of Social Change." *Signs*. Chicago: The University of Chicago Press. 14.2: 885-899.
- , 1995. *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. Berkley, CA: University of California Press.
- Putnam, Robert. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy*. 6.1:65-78.
- Rogers, Mary B. 1990. *Cold Anger: A Story of Faith and Power Politics*. Denton, TX: University of North Texas Press.**
- Sabl, Andrew. 2002. "Community Organizing as Tocquevillean Politics: The Art, Practices, and Ethos of Association." *American Journal of Political Science*. 46.1: 1-19.
- Szakos, Kristin Layng, and Joe Szakos. 2007. *We Make Change: Community Organizers Talk About What They Do -and Why*. Nashville, TN: Vanderbilt University Press.
- Whitcher, Jenny, et al. 2011. "Community Organizing Handbook, 2nd Edition." Denver: Center for Community Engagement and Service Learning.
- Wolin, Sheldon S. 1986. "Contract and Birthright." *Political Theory*. Sage Publications. 14.2: 179-193.

Course Schedule	
<p>Scheduling Note: We will have national organizers--guest practitioners--visit the class from the Industrial Areas Foundation, the largest and longest standing community organizing network in the U.S. These dates are TBD. Guest practitioners will be announced in advance.</p>	
Week 1: March 25, 2014	
IN-CLASS AGENDA:	
<ul style="list-style-type: none"> • Introductions • Syllabus review • Co-creation of learning goals and assignment specifications • Community Organizing Overview & History <ul style="list-style-type: none"> ◦ VIDEO & DISCUSSION: Hercules, Bruce and Bruce Orentein. 2000. "The Democratic Promise: Saul Alinsky & His Legacy." Indie Flix. (57 minutes) • Reflection & Evaluation 	
ASSIGNMENTS DUE TODAY:	
<p>While there are no required assignments due today, you can prepare for this course by getting a head start on readings for weeks 2 and 3, as we will be reading one book each week—these two weeks have the heaviest reading load (page numbers) for the quarter. In addition, you could explore some of the websites listed in the bibliography at the end of the syllabus.</p>	
Week 2: April 1, 2014	
Topic: Self Interest, Democratic Culture, & Community Context	
IN-CLASS AGENDA:	
<ul style="list-style-type: none"> • Agenda updates • Self Interest Assessment Diagram & share-out • Reading Discussion: Determining collective self interest—core values • Reflection & Evaluation 	
ASSIGNMENTS DUE TODAY:	
<ul style="list-style-type: none"> • Bender, Thomas. 1978. <i>Community and Social Change in America</i>. Baltimore: The Johns Hopkins University Press. <ul style="list-style-type: none"> ◦ Chapter 1: Introduction: The Meanings of Community (pp. 3-13=11 pages) ◦ Chapter 2: Social Theory and the Problem of Community (pp.15-43=29 pages) • Cortés Jr., Ernesto. 2006. "Toward a Democratic Culture." <i>Kettering Review</i>. Kettering Foundation Press. Spring: 46-57. (12 pages) • Freire, Paulo and Myles Horton. 1990. <i>We Make the Road By Walking: Conversations on Education and Social Change</i>. Philadelphia: Temple University Press. <ul style="list-style-type: none"> ◦ Chapter 3: Ideas, Section: "The difference between education and organizing" (pp. 115-128=14 pages) ◦ Chapter 4: Educational Practice, Section: "The more the people become themselves, the better the Democracy" (pp. 145-163=19 pages) • Putnam, Robert. 1995. "Bowling Alone: America's Declining Social Capital." <i>Journal of Democracy</i>. 6.1:65-78. (14 pages) • Sabl, Andrew. 2002. "Community Organizing as Tocquevillean Politics: The Art, Practices, and Ethos of Association." <i>American Journal of Political Science</i>. 46.1: 1-19. (19 pages) • Wolin, Sheldon S. 1986. "Contract and Birthright." <i>Political Theory</i>. Sage Publications. 14.2: 179-193. (15 pages) 	

Week 3: April 8, 2014
Topic: A Call to Action for the Common Good
IN-CLASS AGENDA: <ul style="list-style-type: none"> • Agenda updates • Self Interest Assessment share out • Reading Discussion: Are you a radical? • Reflection & Evaluation
ASSIGNMENTS DUE TODAY: <ul style="list-style-type: none"> • <u>Self Interest Assessment</u> • Alinsky, Saul. 1970. (1946) 1974. <i>Reveille for Radicals</i>. New York: Vintage Books. (218 pages)
Week 4: April 15, 2014
Topic: Community Organizing Practice
IN-CLASS AGENDA: <ul style="list-style-type: none"> • Agenda updates • Reading Discussion: <ul style="list-style-type: none"> ○ Identifying community organizing core concepts ○ The differences between community organizing, direct service, advocacy, etc. • Reflection & Evaluation
ASSIGNMENTS DUE TODAY: <ul style="list-style-type: none"> • Alinsky, Saul. (1971) 1989. <i>Rules for Radicals: A Pragmatic Primer for Realistic Radicals</i>. New York: Vintage Books. (196 pages)
Week 5: April 22, 2014
Topic: Relational Meetings
IN-CLASS AGENDA: <ul style="list-style-type: none"> • Agenda updates • Reading Discussion: Defining relational meetings • Relational meeting modelling, practice, and evaluation • Co-creation of Relational Meeting Summary format • Reflection & Evaluation
ASSIGNMENTS DUE TODAY: <ul style="list-style-type: none"> • Chambers, Edward T.D. 2003. <i>Roots for Radicals: Organizing for Power, Action and Justice</i>. New York: Continuum International Publishing Group. <ul style="list-style-type: none"> ○ Chapter 2: The Relational Meeting (pp. 44-54=11 pages) ○ Chapter 3: Broad-Based Organizing: An Intentional Response to the Human Condition (pp. 55-71=17 pages) ○ Chapter 4: Relationships: Private and Public (pp.72-79=8 pages) • Gecan, Michael. 2004. <i>Going Public: An Organizer's Guide to Citizen Action</i>. Norwell, MA: Anchor. Part I: The Habit of Relating <ul style="list-style-type: none"> ○ Chapter 1: All Real Living Is Meeting (pp.12-32=21 pages) ○ Chapter 2: The World as It is (pp. 33-48=16 pages)

Week 6: April 29, 2014	
Topic: Power & Power Mapping	
IN-CLASS AGENDA: <ul style="list-style-type: none"> • Agenda updates • Reading Discussion: Defining power • Power Analysis & Mapping activity • Reflection & Evaluation 	
ASSIGNMENTS DUE TODAY: <ul style="list-style-type: none"> • Loomer, Bernard. 1976. "Two Conceptions of Power." <i>Process Studies</i>. 6.1:5-32. http://www.religion-online.org/showarticle.asp?title=235932. (28 pages) • Rogers, Mary B. 1990. <i>Cold Anger: A Story of Faith and Power Politics</i>. Denton, TX: University of North Texas Press. (52 pages) <ul style="list-style-type: none"> ○ Chapter 1: Moses and Paul: The World's Greatest Organizers (pp. 13-17) ○ Chapter 2: We are Willing to Sacrifice (pp. 19-22) ○ Chapter 3: We Need Power to Protect What We Value (pp.23-31) ○ Chapter 4: You Feel Like Your Work Is a Ministry (pp. 33-39) ○ Chapter 5: The University of COPS (pp. 41-46) ○ Chapter 6: Anger Gives You Energy (pp. 47-54) ○ Chapter 7: The First Revolution is Internal (pp. 55-64) 	
Week 7: May 6, 2014	
Topic: Confrontation, Agitation, and Public Action	
IN-CLASS AGENDA: <ul style="list-style-type: none"> • Agenda updates • Reading Discussion: Defining agitation • Agitation modeling and evaluation • Public Action Role Play • Reflection & Evaluation 	
ASSIGNMENTS DUE TODAY: <ul style="list-style-type: none"> • Gecan, Michael. 2004. <i>Going Public: An Organizer's Guide to Citizen Action</i>. Norwell, MA: Anchor. <ul style="list-style-type: none"> ○ Chapter 3: Activists on a Manhattan Street (pp.49-53) ○ Chapter 4: Introducing Your Larger Self (pp. 54-64) ○ Chapter 5: Merit Means (Almost) Nothing (pp. 65-74) ○ Chapter 6: Chutzpah Helps (pp. 75-99) ○ Chapter 7: Ambiguity, Reciprocity, Victory (pp. 100-126) ○ Chapter 8: The Hard Edges of Effective Organizing (pp. 129-135) ○ Chapter 9: Disorganizing and Reorganizing (pp.136-147) • Harding, Vincent Gordon. 1987. "Beyond Amnesia: Martin Luther King, Jr., and the Future of America." <i>The Journal of American History</i>. 74.2:468-476. (9 pages) 	

Week 8: May 13, 2014	
Topic: Community Organizing Process	
IN-CLASS AGENDA: <ul style="list-style-type: none"> • Agenda updates • Reading Discussion: Identifying community organizing process • Relational Meeting Research share-out • Public Action Role Play • Co-creation of Community Organizer Portfolio Presentation guidelines • Reflection & Evaluation 	
ASSIGNMENTS DUE TODAY: <ul style="list-style-type: none"> • <u>Relational Meeting Research Summaries</u> • Boyte, Harry C. 2008. "Civic Engagement Revisited." Context MasterClass Lecture Draagvlakversterking. October 16. (pp. 1-6=6 pages) • Chambers, Edward T.D. 2003. <i>Roots for Radicals: Organizing for Power, Action and Justice</i>. New York: Continuum International Publishing Group. <ul style="list-style-type: none"> ○ Introduction: The Industrial Areas Foundation: Social Knowledge, Power, and Politicalness (pp. 13-19=7 pages) ○ Chapter 1: The World As It Is and the World As It Should Be (pp. 21-43=23 pages) ○ Chapter 5: The Practice of the Public Life: Research, Action, and Evaluation (pp. 80-90=11 pages) ○ Chapter 6: Reflections of an Organizer (pp. 91-111=21 pages) • Payne, Charles. 1995. <i>I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle</i>. Berkley, CA: University of California Press. <ul style="list-style-type: none"> ○ Chapter 8: Slow and Respectful Work (pp. 236-264=29 pages) 	
Week 9: May 20, 2014	
Topic: Transformative, Public, Relational Leadership	
IN-CLASS AGENDA: <ul style="list-style-type: none"> • Agenda updates • Reading Discussion: <ul style="list-style-type: none"> ○ Transformation: Creativity requires a break from the old, or "raptura"—a conflict in which one must make a decision (Freire and Horton 1990, 38) ○ Building and sharing power ○ Ego and the common good • Community Organizing Role Play • Reflection & Evaluation 	
ASSIGNMENTS DUE TODAY: <ul style="list-style-type: none"> • Baker, Ella. 1970. "Developing Community Leadership." In <i>Black Women in White America: A Documentary History</i>. Ed. Gerda Lerner. New York: Random House. Pp. 345-351. (7 pages) • Payne, Charles M. 1989. "Ella Baker and Models of Social Change." <i>Signs</i>. Chicago: The University of Chicago Press. 14.2: 885-899. (15 pages) • Szakos, Kristin Layng, and Joe Szakos. 2007. <i>We Make Change: Community Organizers Talk About What They Do--and Why</i>. Nashville, TN: Vanderbilt University Press. <ul style="list-style-type: none"> ○ Chapter 6: Changing Lives While Making Change (pp. 117-129=13 pages) 	

Week 10: May 27, 2014
Topic: Evaluation
IN-CLASS AGENDA: <ul style="list-style-type: none"> • Agenda updates • Community Organizer Portfolio Presentations • Reading Discussion: Evaluating progress through successes and challenges • Reflection & Evaluation
ASSIGNMENTS DUE TODAY: <ul style="list-style-type: none"> • <u>Community Organizer Portfolio & Presentation</u> • Briggs, Xavier de Souza. 2008. <i>Democracy as Problem Solving: Civic Capacity in Communities Across the Globe</i>. Cambridge, MA: Massachusetts Institute of Technology. <ul style="list-style-type: none"> ○ Chapter 2: Democracy and Public Problems (pp. 27-45=19 pages) ○ Conclusion (pp. 297-315=19 pages) • Szakos, Kristin Layng, and Joe Szakos. 2007. <i>We Make Change: Community Organizers Talk About What They Do--and Why</i>. Nashville, TN: Vanderbilt University Press. <ul style="list-style-type: none"> ○ Chapter 7: Achievements and Victories (pp. 156-181=26 pages) ○ Chapter 8: Disappointments Are Inevitable (pp.189-196=8 pages)

Assignment Specifications:

All assignments will be discussed in class and detailed assignment guidelines will be co-created by students and instructor in advance of due dates.

Self Interest Assessment: This assignment provides you with the opportunity to reflect on and evaluate the in-class Self Interest Diagram from the previous week, and concisely articulate your core self interest—that which is important to you and to your community.

By clearly understanding your self-interest you will be better prepared for developing a public life and engaging in community organizing and social change. If you understand who you are, what you believe in, what makes you angry, and what you are willing to stand up for, you will find deep motivation that will support you in the challenges of community organizing.

Please write in your own voice, be thoughtful and analytical. Writing style is informal. Your Self Interest Assessment should be no more than 250 words (1 page).

As you prepare to write your Self Interest Assessment, you may find it useful to review course readings and the “Self Interest Assessment” page of the Community Organizing Handbook (p.19) posted on Canvas:

Whitcher, Jenny, et al. 2011. “Community Organizing Handbook, 2nd Edition.” Denver: Center for Community Engagement and Service Learning.

Relational Meeting Research Summaries: This assignment is part of the relationship development and research process of community organizing and will help you to develop public relationships and social knowledge within the community.

Conduct two relational meetings relevant to the community you have chosen to work with this quarter. For each relational meeting, write up a summary, reflection, and evaluation. Each summary should be a maximum of 500 words.

Research summaries should include social knowledge, as well as reflection and evaluation. We will collaborate to develop questions/prompts to guide how to write your Relational Meeting Research Summaries in class in week 5.

Community Organizer Portfolio: This culminating assignment is your opportunity to document, organize, evaluate, and reflect on your community organizing practice, learning, and growth this quarter. We will discuss this assignment further in class and collaborate to identify relevant portfolio components based on the learning needs of the classroom community and in an effort to make this assignment relevant beyond the classroom.

Community Organizer Portfolio Presentation: Reflecting on your experience in this course and the work of your Community Organizer Portfolio, please prepare a brief (6-8 minute) presentation to the class. We will co-create the presentation guidelines during class in week 8.

Policies and Services:

Attendance: If you are going to miss class, please communicate this in advance with the instructor. Absence from class equivalent to 20% of the course (7 hours of a four-credit course), will result in suspension from the course and a Withdrawal Failing (WF) recorded on your transcript.

We begin and end class on time. If you are persistently late or leaving class early, this time will be counted as absence from class and may lead to suspension from the course and a WF grade.

Incompletes: If incompletes are allowed in this course, see the [Master's Student Handbook](#) for Policies and Procedures.

Pass/Fail: Masters students wishing to take the class pass/fail should discuss this with the instructor by the second class session.

Academic Integrity and Community Covenant: All students are expected to abide by Iliff's statement on Academic Integrity, as published in the [Masters Student Handbook](#), or the Joint PhD Statement on Academic Honesty, as published in the [Joint PhD Student Handbook](#), as appropriate. All participants in this class are expected to be familiar with [Iliff's Community Covenant](#).

Accommodations: Iliff engages in a collaborative effort with students with disabilities to reasonably accommodate student needs. Students are encouraged to contact their assigned advisor to initiate the process of requesting accommodations. The advising center can be contacted at advising@iliff.edu or by phone at 303-765-1146.

Writing Lab: Grammar and organization are important for all written assignments. Additional help is available from the [Illiff Writing Lab](#), which is available for students of any level who need help beginning an assignment, organizing thoughts, or reviewing a final draft.

Inclusive Language: It is expected that all course participants will use inclusive language in speaking and writing, and will use terms that do not create barriers to classroom community.

Bibliography:

Additional resources you might find useful during this course or in your future studies.

Websites:

- www.IndustrialAreasFoundation.com: IAF is the organization that Saul Alinsky founded, the largest and longest standing community organizing network.
- www.DemocraticFaith.com: maintained by Frank Pierson, recently retired IAF organizer (23 years IAF/West/Southwest Region , 7 years Chicago and NYC)
- www.AlinskyNow.com (and on facebook: <https://www.facebook.com/pages/Alinsky-Now/437937952933886>) Also maintained by Frank Pierson

Alinsky, Saul. (1946) 1974. *Reveille for Radicals*. New York: Vintage Books.

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Aristotle. 1995. *Politics*. New York: Oxford University Press.

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Boyte, Harry C. 2008. "Civic Engagement Revisited." Context MasterClass Lecture Draagvlakversterking. October 16.

-----, 2008. *The Citizen Solution*. St. Paul: Minnesota Historical Society.

Boyte, Harry C. and Nancy N. Kari. 1996. *Building America: The Democratic Promise of Public Work*. Philadelphia: Temple University Press.

Carmichael, Stokely. 2003. *Ready for Revolution: The Life and Struggle of Stokely Carmichael*. New York: Scribner.

Chambers, Edward T.D. 2003. *Roots for Radicals: Organizing for Power, Action and Justice*. New York: Continuum International Publishing Group.

Cortés Jr., Ernesto. 2006. "Toward a Democratic Culture." *Kettering Review*. Kettering Foundation Press. Spring: 46-57.

Cotton, Dorothy F. 2012. *If Your Back's Not Bent*. New York: Atria Books.

Crick, Bernard. 1962. *In Defence of Politics*. Chicago: The University of Chicago Press.

De Souza Briggs, Xavier. 2008. *Democracy as Problem Solving: Civic Capacity in Communities Across the Globe*. Cambridge, MA: Massachusetts Institute of Technology.

Dewey, John. (1916) 1997. *Democracy and Education*. New York: Touchstone.

----- . (1938) 1997. *Experience and Education*. New York: Touchstone.

Freire, Paulo and Myles Horton. 1990. *We Make the Road By Walking: Conversations on Education and Social Change*. Philadelphia: Temple University Press.

Firing Line with William F. Buckley, Jr. 1967. "Mobilizing the Poor." Stanford: Hoover Institution Video Library. (DVD-50 minutes)

Garcia, Richard A. 1993. Dolores Huerta: Woman, Organizer, and Symbol. *California History*. Berkely, CA: University of California Press. Spring 72, 1: 56-71.

Gecan, Michael. 2004. *Going Public: An Organizer's Guide to Citizen Action*. Norwell, MA: Anchor.

----- . 2009. *After America's Midlife Crisis*. Cambridge, MA: MIT Press.

Harding, Vincent Gordon. 1987. "Beyond Amnesia: Martin Luther King, Jr., and the Future of America." *The Journal of American History*. 74.2:468-476.

Heclo, Hugh. 2008. *On Thinking Institutionally*. Boulder, CO: Paradigm Publishers.

Hercules, Bruce and Bruce Orentein. 2000. "The Democratic Promise: Saul Alinsky & His Legacy." Indie Flix. (57 minutes)

Horwitt, Sandford D. 1992. *Let Them Call Me Rebel: Saul Alinsky: His Life and Legacy*. New York: Vintage.

Locke, John. (1690) 1952. *The Second Treatise of Government*. Upper Saddle River, NJ: Simon & Schuster company.

Loomer, Bernard. 1976. "Two Conceptions of Power." *Process Studies*. 6.1:5-32. <http://www.religion-online.org/showarticle.asp?title=2359>

Mills, Kay. 2007. *This Little Light of Mine: The Life of Fannie Lou Hamer*. Lexington, KY: The University Press of Kentucky.

Payne, Charles M. 1989. "Ella Baker and Models of Social Change." *Signs*. Chicago: The University of Chicago Press. 14.2: 885-899.

----- . 1995. *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. Berkley, CA: University of California Press.

Plato. (Stephanus, 1578) 1974. *The Republic*. 2nd ed. revised. Translated by Desmond Lee. London: Penguin Books.

----- . 1984. "The Crito." In *Euthyphro, Apology, Crito, Meno, Gorgias, Menexenus: The Dialogues of Plato Volume 1*. Translated by R.E. Allen. New York: Vail-Ballou Press.

Putnam, Robert. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy*. 6.1:65-78.

- Rawls, John. 1971. *A Theory of Justice*. Cambridge, MA: The Belknap Press of Harvard University Press.
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- Sabl, Andrew. 2002. "Community Organizing as Tocquevillean Politics: The Art, Practices, and Ethos of Association." *American Journal of Political Science*. 46.1: 1-19.
- Smith, Stephen Noble. 2009. *Stoking the Fire of Democracy: Our Generation's Introduction to Grassroots Organizing*. Stokie, IL: ACTA Publications.
- Szakos, Kristin Layng, and Joe Szakos. 2007. *We Make Change: Community Organizers Talk About What They Do-and Why*. Nashville, TN: Vanderbilt University Press.
- Tocqueville, Alexis de. (1835, 1840) 2004. *Democracy in America*. Transl. George Lawrence. Trans. Arthur Goldhammer. New York: The Library of America.
- Whitcher, Jenny, et al. 2011. "Community Organizing Handbook, 2nd Edition." Denver: Center for Community Engagement and Service Learning.
http://www.du.edu/ccesl/media/documents/community_handbook.pdf
- Wolin, Sheldon S. 1986. "Contract and Birthright." *Political Theory*. Sage Publications. 14.2: 179-193.
- Wood, Richard L. 2002. *Faith in Action: Religion, Race, and Democratic Organizing in America*. Chicago: The University of Chicago Press.