In our dreams we have seen another world…And this new true world was not a dream from the past; it was not something that came from our ancestors. It came to us from the future; it was the next step we had to take
- Subcommandante Marcos

Those who do not have power over the story that dominates their lives, the power to retell it, rethink it, deconstruct it, joke about it, and change it as times change, truly are powerless, because they cannot think new thoughts
- Salman Rushdie

If you want to build a ship, don’t herd people together to collect wood and don’t assign them tasks and work, but rather teach them to long for the endless immensity of the sea
- Antoine de St. Exupéry

All power to the imagination
- Graffiti in Paris, May 1968

Course Description
Social movements have shaped the world we live in and are one of the most important sources of social change. They often organize to address issues of inequity, oppression or prejudice in local, regional, national and transnational spheres. They arise to address factual situations: the number of people without health care, levels of air pollution, racial profiling, unemployment or deaths in war. However, facts alone are not sufficient to create social change. Narratives are needed to provide the stories that inspire, give meaning and unite motivation, strategy and action. Course participants will investigate understandings of social movements, organizing models and the role of narratives in these efforts. Students will work with the Coalition for a Livable Future to record oral histories of local social movements in a way that creates narratives that connect past and present, and which furthers their equity-based regional work.
Equity and the Community Partner

The issue of equity is of critical importance to our region, especially in these economic times. Even during the good times of economic growth during the last several decades economic benefits were not being spread evenly. Indeed, the average worker's paycheck has decreased since its peak around thirty-five years ago. One critical indicator of poverty in our region is hunger and before the full onset of the recession 13.1% of our state experienced food insecurity. As we move to address both the current recession and the future of our region understanding and addressing issues of equity – including the history and current activities of social movements and organizations working to address it – will be critical.

The Coalition for a Livable Future (CLF) is a leader in addressing issues of equity through research, education and advocacy. In their Regional Equity Atlas released in 2007 they identified the inequity that exists in housing, schools, transportation, health and access to natural areas. Since that time they have been doing cutting edge work in building towards both an equitable and sustainable future for our region.

Unfortunately, the facts regarding situations of inequity are not enough to motivate individuals to take action or create social change. These facts need to be placed within a narrative framework that inspires and compels our region to address these serious issues. Additionally, individuals and organizations involved in equity work can draw on the rich stories that reside in the history behind their issues to further their work. While having produced exceptional factual work such as the Regional Equity Atlas the CLF has not been able to add as much of the narrative components as they have desired.

To enable this Capstone to help develop this narrative component the CLF will discuss with the class the scope and context of their work and how it intersects with the work of their 100+ member organizations. They will discuss how a variety of narratives – personal, historical, those connected to the Regional Equity Atlas, or others – would enrich both their work and that of the member organizations. Once completed the narrative work of this course will be used to illuminate and give deeper meaning to the factual work of the CLF. This could take the form of personal stories that allow for emotional connection to data about gentrification, hunger or other issues. It could also be historical narratives that give depth to an issue such as how anti-freeway citizen organizing of the 1970s gave rise to the alternative transit and bicycle oriented non-profits of today.

The Service Project

Despite the CLF's stated need for such narrative material their limited capacity has inhibited them from engaging in as much of this type of work as they would like. The work of this course will address this deficit and in so doing will enable the CLF to better incorporate the power of story into their coalition members' work, providing a powerful complement to their factual work. We explore stories of social movements and other organizing that led to the work the CLF and its members are currently doing. We will explore stories of inequity as it is currently experienced in our communities. Finally, we will explore stories about how groups and individuals in partnership with the CLF are addressing equity issues in their communities and making a difference. Through this work the students will assist the CLF in creating the powerful narratives needed to further their social change work.
Social Movements/Issues

Transportation

(1) Bicycle Transportation Alliance (BTA)
(2) Alliance of Rail and Transit Advocates (AORTA)
(3) Willamette Pedestrian Coalition
(4) Organizing People Activating Leaders (OPAL)
(5) Zipcar
(6) Ride Connection

Housing

(1) Community Alliance of Tenants (CAT)
(2) Sisters of the Road
(3) Oregon Opportunity Network
(4) Northwest Housing Alternatives
(5) Reach CDC
(6) Portland Community Reinvestment Initiative
(7) Proud Ground
(8) Cascadia Behavioral Health

Environment

(1) Oregon Environmental Council
(2) 1000 Friends
(3) Audubon Society
(4) Johnson Creek Watershed Council
(5) Growing Gardens
(6) Friends of Trees
(7) Tualatin Riverkeeper

Economic Justice

(1) Oregon Action
(2) Urban League
(3) Oregon Food Bank
(4) Jobs with Justice
(5) Service Employees International Union (SEIU) Local 49

Description of the Final Product(s)

(1) Collection of oral interviews with organizational members of the Coalition for a Livable Future.
   1. The instructor and the CLF will have identified a variety of coalition members and individuals that are willing to be interviewed as part of this course (see above).
2. At the beginning of the term students will form project teams dedicated to an issue (transportation, housing, environment, or economic justice) that the CLF and its members work on. They will choose their subjects from the organizations and individuals identified by the CLF and the instructor.

3. Before students conduct their interview the community partner will inform them of stories that are of particular utility or which immediately connect to their work.

4. Based on this information students will then indicate which connections their project makes in addition to more general subject matter descriptions of each interview. This will allow the interviews to be of both immediate and future use to the community partner.

5. Each student will be responsible for conducting one interview and assisting their group members on at least one other.

(2) Multimedia website where student interviews are collected and presented in excerpt form for the public and the community partner. The website will use a preexisting template that the instructor has created and students will be able to add the recorded audio of their interviews to the site in addition to any text or visual supplementary materials they may have collected.

(3) Presentation of the products to the community partner.

Teaching/Learning Philosophy

I strive to create a participatory learning community in the classroom. I believe that all participants in a course, not only the instructor, have valuable knowledge, insight and analysis to contribute as co-learners. Furthermore, I believe that students should be part of shaping the direction of inquiry in collaboration with the instructor. This insures that not only do we pursue topics in a way that engages the interests of the class but also that our inquiry is relevant and important to all participants in the course.

I have structured the course in an intentional fashion in order to foster this learning community. The course will not only be discussion driven, but the shape and form of the discussion will be directed by the students as much as possible. This structure is reflective of a commitment to the values of democracy, decentralization and a rich form of participation, which I hope will provide for a dynamic learning experience.

Learning Objectives

1. Social Change
   - Students will become familiar with basic understandings and theories of social change.
   - They will explore and reflect upon their own personal experience and motivations for change in this world.

2. Social Movements
   - Students will analyze different social movement theories. This will include knowledge of their origins, functioning, form and influence.
   - They will apply this knowledge to contemporary movements and be able to distinguish social movements from other forms of political activity.
3. **Organizing**  
   - Students will analyze organizing as an activity of social movements and for social change. They will explore different models of organizing and learn through case studies and local examples.

4. **Equity**  
   - Students will comprehend the concept of equity in general and specifically in connection to the work of the Coalition for a Livable Future.

5. **Oral History and Interviewing**  
   - Students will understand the qualitative methods related to oral history and interviewing, becoming experienced practitioners and producers.

6. **Narratives**  
   - Students will synthesize the subject matter of this course to understand how narratives weave together motivation, strategy and action in the context of social change.
   - They will analyze a variety of examples including those found within their interviews as they connect these narratives to the work of the community partner.

**University Studies Goals**

University Studies has four principal learning goals: inquiry and critical thinking, communication, the diversity of human experiences and ethics and social responsibility. These learning goals seek to empower students as active, self-motivated learners, who have a dynamic capacity for communication. They further aim to foster understanding of the rich complexity of human experience in all its manifestations and better comprehension of the effect of individual and social choices on others and on society. This course will engage these learning goals over the course of the term. More information can be found at the University Studies webpage [http://www.pdx.edu/unst/](http://www.pdx.edu/unst/).

**Grading Criteria**

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td><strong>Final Project</strong></td>
<td>(50%)</td>
</tr>
<tr>
<td>Social Movement Issue Paper</td>
<td>[25%]</td>
</tr>
<tr>
<td>Practice Interview + Reflection</td>
<td>[10%]</td>
</tr>
<tr>
<td>Final Interview + Support</td>
<td>[15%]</td>
</tr>
<tr>
<td>Interview Edit/Final Product</td>
<td>[10%]</td>
</tr>
<tr>
<td>Narrative Analysis</td>
<td>[25%]</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>[15%]</td>
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</tbody>
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The standard 90/80/70/60 grading scale will be used.
Online Course Reserves
Over the course of the term some readings may be made available via the online course reserves provided by the library. Any readings will be found on the course reserves section on the library webpage (http://psu-eres.lib.pdx.edu/eres/courseindex.aspx?page=search). After searching by instructor name, course number, etc. you will find the readings for the course. The password for the readings is my last name.

On-line Access to Course Information
The course syllabus, handouts, assignments, selected readings and additional resources will be made available on-line through Desire2Learn. To access this information, you must have a PSU ODIN account. Your Desire2Learn ID will be the same as your ODIN username and your password will be the last four digits of your PSU Student ID number. You will log into the course by going to http://www.psuonline.pdx.edu and entering your id and username in the “Online Course Login” section to the right of the page.

Student Conduct and Technology
It is encouraged that you the read Student Conduct Code (http://www.pdx.edu/dos/student-code-conduct). It details your rights and responsibilities as a student and as a member of the Portland State community. To foster a positive, respectful environment, free of distractions for all participants, there is a zero-tolerance cell phone policy. When you enter the classrooms, turn off or silence your phone and put it away. Similarly, laptops and other hand-held devices are not to be used during class, unless you have an exemption cleared with the professor and the mentor. Additionally in mentor sessions, checking email or using the internet is considered non-participation and will be marked as such.

Students with Disabilities
Students with disabilities who may require accommodations are encouraged to contact the PSU Disability Center (http://www.drc.pdx.edu/) and the instructor at the beginning of the term.

Plagiarism
Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code. University policy calls for severe sanctions for any form of academic dishonesty.

Late Assignments
Assignments are due at the beginning of the assigned class period unless otherwise indicated. Assignments will receive a reduced grade (10%) for each day that it is late. Assignments will not be accepted by email. However, if you are absent you may send me a copy of the assignment so that I know you have completed it.
Reading List

Core Texts:


Supplemental Texts:

Some of these readings will be used directly in the course. Others may be useful for your research throughout the course or in your work outside of the university.


Weekly Schedule
Our tentative weekly schedule is included below. Please note that the schedule is subject to change.

Course Schedule, Spring 2011
Narrative, Social Movements and Social Change

Week 1

3/29
Introductions

3/31
What is social change?

Readings: Equity Atlas – Preface, Introduction, Regional Equity and Demographics (ii-26)

Assignment Due: Self Guided Tour – Social Change
Week 2

4/5
Social movements
Introduce different issues – begin group selection


Equity Atlas – Housing (31-40)

4/7
Steve Johnson – civic engagement/social change/social movements
Organizing and other activities of social movements

Readings: Ganz – What is Organizing?

Boyte – Civic Engagement

Equity Atlas – Schools (41-52)

Week 3

4/12
Narrative
Discuss final group selection


Equity Atlas – Transportation (53-68)

Assignment Due: Reflective writing – social change and social movements

4/14
Community partner visit – Mara Gross, policy director, Coalition for a Livable Future
Equity
Finalize group selection

Week 4

4/19
Steve Johnson – local social movements/narrative

**Readings:**
- Ganz, Marshall – “What is Public Narrative” (1-19)
- Le Guin, Ursula – “Thoughts on Narrative” (37-45)

4/21
Narrative continued
Case study – labor
Guest speaker – Dan Leahy, former director of the Labor Center at Evergreen State College

**Readings:**

**Film:**
- Harlan County U.S.A. (available on reserve at the library)

**Assignment Due:** Reflective Writing – public narrative

Week 5

4/26
Interviewing/Oral History
Technology Overview – Recorder

**Readings:**
- Oral history reading

- Oral history reading (Oregon Historical Society)

4/28
Narrative
Technology Overview – Editing Software
Case study – art and the Beehive Collective

**Readings:**
Week 6

5/3
Narrative
Steve Johnson - narrative

Readings:  Polletta, Francesca (2006) Chapter 2 – “It Was Like a Fever” (31-52)

5/5
Narrative
Case study – anti-liquefied natural gas campaign in Oregon
Guest speaker – Amy Harwood, former program director with Bark

Readings:  Reinsborough, Patrick and Canning, Doyle (2010) Chapter 4 – “Points of Intervention” (67-83)

Assignment Due:  Practice interview and reflection

Week 7 – Final interviews happening

5/10
Group presentations – issues/social movements
Feedback/discussion on practice interviews


Assignment Due:  Social Movement Issue Group Paper

5/12
Group presentations – issues/social movements
Narrative
Case study – climate justice movement
Guest speaker – Kim Marks, volunteer with Rising Tide North America

Readings:  TBD

Week 8 – Final interviews happening

5/17
Narrative

Readings: Polletta, Francesca (2006) Chapter 6 – “Remembering Dr. King on the House and Senate Floor” (141-165)

5/19
Narrative
Case Study – legislative advocacy
Guest speaker – Stephanie Tama-Sweet, director of government relations with the American Heart Association


Week 9 – Interview analysis and editing

5/24
Narrative

Reading: Duncombe, Steven (2007) Chapter 1 – “Politics in an Age of Fantasy” (1-27)

5/26
Narrative
Case study – peace movement
Guest speaker – Kelly Campbell, executive director with Physicians for Social Responsibility

Week 10 – Final product and conclusions

5/31
Final project presentations with Coalition for a Livable Future

6/2
Conclusions


Assignment Due: Final papers – narrative analysis
Finals Week (6/6-6/10)

6/6
Assignment Due: Final reflection