It is impossible to teach without the courage to love, without the courage to try a thousand times before giving in. In short, it is impossible to teach without a forged, invented, and well-thought-out capacity to love.

Paulo Freire, Teachers as Cultural Workers (1998)

Course Description:

HED 455 is a General Education course that fulfills Segment II, Behavioral and Social Sciences, Category B; LLD – Lifelong Development; and AERM – American Ethnic Racial Minorities.

The World Health Organization defines community as a group of people, often living in a defined geographical area, who share a common culture, values, and norms. Members of a community gain their personal and social identity by sharing common beliefs. They exhibit awareness of their identity as a group, and share common needs and a commitment to meeting them. Communities may also be based on shared interests or characteristics, such as race/ethnicity, language, sexual orientation, age, or occupation.

Community Organizing in Public Health combines personal experience, a passion for social justice, and the historical context of non-violent social action. An added benefit of the class is increased competency in mass media, interpersonal communication, critical thinking, language arts and civic engagement. Building a “community identity” among class members and empowerment are course subtexts. We will study and practice being “in-community” through a student-centered teaching method that emphasizes cross-cultural and historical perspectives. Students will learn a “power analysis” that stems from the contributions of African Americans in the civil rights movement; Mexican and Filipino Americans in the farm workers movements; gay/lesbian communities in the fight to stop AIDS; and the contributions of women and youth to the prevention of violence. The class keeps positive with a focus on strengths and assets as opposed to the usual negative focus on problems.

Educational Objectives: By the end of the semester, students will be able to:

1) Discuss the foundations & history of community organizing in public health.
2) Describe the relationship between health, human rights and social justice.
3) Understand the functions of social support & social networks.
4) Address ethical dilemmas in community health programs.
5) Apply tools in community mapping that emphasize visual arts, i.e.: photovoice.
6) Demonstrate effective decision making, issue selection and leadership development.
7) Define Media Advocacy and Media Literacy – know the difference between concepts.
8) Build solidarity across diversity, including international community organizing.
9) Identify principles of non-violence.
Course Requirements and Grading

Attendance, creative participation & writing are key elements of this class as well as 20% of your grade. You may have up to two absences per semester. Additional unexcused absences will negatively impact your grade. Do not come late to class or leave early. Two tardies = one absence. Unexcused absences and late work will result in a lowering of the student’s grade one full step per day (for example a B will drop to a B-). All papers must be typed, double-spaced and in a 12 pt font. No incompletes.

1. **Hopes & Fears** (2 pages and a photo) 5%
   This is the first response paper of the semester. What are your hopes and dreams - fears and challenges regarding “community,” “health” and “organizing”? Please quote from at least 2 readings – integrate the author’s voice with your own.

2. **Response Papers & Quizes** 20%
   Writing organizes thoughts and enhances our ability to speak about the issues we care about. It takes actions, ideas and dreams into concrete documents that speak the language of power. Public speaking enables us to clarify the issues and strategy chosen to address them. Be prepared to share your writing – this helps our class grow as a community. The goal is to be ready for class discussions, synthesizes the readings, ask critical questions and raise personal/political issues.

3. **Community Profile** (7 pages) 25%
   This mini-ethnography and community mapping asks students to examine their ideas in a systematic way that requires reflection on membership roles as “outsiders” or “insiders.” The assignment requires interviewing community members and integrating at least 3 course readings. Students will learn the importance of listening to the “voice” of the community and respect cultural diversity.

4. **Community Action Project ~ Civic Engagement** (5 pages) 20%
   This assignment requires students practice civic engagement in a community of their choice. The goal of this assignment is to do something and write a brief report that describes the action in the context of course readings and class discussions. Examples of past projects include neighborhood clean-up, community gardening, organizing a campus blood drive, mobilizing to protest rising student fees and the Iraq war. Group projects of 2-3 students are encouraged.

5. **Principles of Non-Violence** (3 pages) 10%
   Read the Legacy of Love and write a paper that goes beyond a book report. Integrate the author’s perspective with your own, based on life experience and other course material such as field trips or class discussions.

**Texts**

- Course Reader (available from Copy Edge).
# Class Schedule, Assignments and Readings

*Education is at its best – this profound human transaction called teaching and learning – is not just about getting information or getting a job. Education is about healing and wholeness. It is about empowerment, liberation, transcendence, about renewing the vitality of life.*

*Parker Palmer, The Courage to Teach (1998)*

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**August 25th, 2005**  🎉 Introduction: We Make The Path by Walking  
Welcome! Course overview, classroom philosophy; Eye-experience & “Conocimiento.”

**Tuesday, 8/30**  🎉 What’s Health – What’s Community? – Why Organize?  
**Read:** M. Minkler (2004), Chapter 1: Intro to *Community Organization and Community Building*; Chapter 2: *Improving health through community building and community Org.*

**Thursday 9/1/04**  🎉 Building Community  

**Tuesday 9/6/04**  🎉 Building Community  
**Read:** M. Wheatley, *Turning to One Another*, 2002, pp. 54-141.  
**Freewrite** on one of the questions posed by Wheatley – what’s your favorite question?

**Thursday 9/8/04**  🎉 Rhythm N’ Community guest speaker: Derique McGee  
**DUE:** Hopes & Fears response paper.

**Tuesday 9/13**  🎉 Empowerment & Leadership  

**Thursday 9/15**  🎉 Health & Human Rights: A Global Perspective  
**DUE:** Response paper – implications of the readings on your life, your community and current events

**Tuesday 9/20**  🎉 Health & Social Justice  
**Read:** D. Beuchamp, *Lottery Justice* and Public Health as Social Justice;

**Thursday 9/22**  🎉 Building Community  
Minkler Chapter 4: Community Building Practice. **Video:** *The Lottery*  
**DUE:** Community Profile + Action Project worksheets

**Tuesday 9/27**  🎉 Mapping Community Capacity  
**Read:** Minkler, Chapter 9, “Mapping Community Capacity” by McKnight & Kretzmann.

**Thursday 9/29**  🎉 Interviewing & participant observation  
**Read:** Minkler, Chapter 8, Community Assessment Methods by Hancock & Minkler.

**Tues Oct. 4**  🎉 Ethics in Community Health ~ Gemma’s profile & action project  
**DUE:** Response Paper – implications of the readings on your community profile

**Thursday Oct. 6**  🎉 The Arts in Community Organizing with Guests Youth Speaks  
Tues Oct.11  Social Networks

Thursday Oct. 13  Social Support
Haney and Israel (1997) Social Networks and Social Support in Health Education Theory

Tuesday 10/18  Video: This Black Soil: A Story of Resistance and Rebirth

Thursday 10/20  COMMUNITY PROFILES DUE TODAY!
Prepare a five minute presentation about the community profiled & lessons learned.

Tues. & Thrs. 10/25, 10/27 Social Action Community Organizing
Video: A Place of Rage  DUE: Response Paper or Quiz

Tues. Nov. 1st  Guest Speakers: Green Action, Physician Organizing, Andres Soto

Thursday 11/3  No class – work on Community Action Project

Tues. 11/8  Introduction to Media Literacy
Read: What is Media Literacy?; Eight concepts of Media Literacy; J. Cantor “Media Violence,”

Thursday 11/10  Introduction to Media Advocacy
Read: Chapter 23 in Minkler Book on Media Advocacy by L. Wallack
DUE: Response Paper or Quiz

Tuesday Nov. 15  Principles of Non-Violence part I
Read: Legacy of Love by Arun Ghandi

Thursday Nov. 17 Principles of Non-Violence part II
DUE: Book Report

Tuesday Nov. 22  Transnational, International, & Border Communities

Thursday Nov. 24  Happy Thanksgiving – 1st Multicultural Day of Gratitude

Tuesday, 11/29  OPEN

Thursday, Dec. 1st  Communication Strategies: Writing/Speaking About Action
DUE: Peer Draft Exchange (Bring 2 copies!)

Tues 12/6  Community Action Project Presentations
Prepare a five minute presentation about what you did, its value & lessons learned.

Thurs. 12/8  Leaving the Community
~ Bring a symbol representing community and/or health & share cultural foods~
DUE: COMMUNITY ACTION PROJECT REPORTS