



Community Organizing for Health & Social Justice

*Pacific School of Religion
Summer Session 2012*

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Course Description:

Community organizing for health & social justice is a learning experience based on the concept of *cultural humility* and the practice of *kinesthetic awareness* to engage with diversity. Cultural humility is a lifelong commitment to self-reflection, redressing power imbalances, and developing and maintaining mutually respectful dynamic partnerships based on mutual trust. Students will practice basic qualitative research that examines a community of their choice, interview community members and integrate course readings. The goal is to create a safe space for dialogue and practice as well as build a *beloved community* among class members. Twenty five percent of the class is didactic (lecture, presentations), half is experiential (movement, drawing, activities) and the remainder is practical/applied (group-work, reports on outside experience). Classes tend to follow the following format:

- Verbal/somatic check-in ~ to introduce the topic & become aware of overall group mood
- Mini-lecture ~ to bring focus to the aspect of community organizing
- Experiential learning ~ to explore topics with creativity and student participation
- Embodied closure ~ to integrate course material and invite self-reflection

Communication (verbal/non-verbal) and leadership will be explored as participants work in teams to co-teach a segment of the class. Participants will learn how to facilitate dialogue using a wide range of methods modeled by the instructor, from multi-media presentations to group discussions, role-plays, and activities that engage the senses. The class will become a community focused on understanding and addressing power imbalances via developing mutually beneficial non-paternalistic partnerships. Resiliency and social support will be examined through the lens of prevention, social justice and human rights. Skills in “media advocacy” and nonviolence will be introduced with awareness of food security and the built environment as central themes. In addition, the class will engage with the following key concepts:

► **Theology & Community Organizing:** What is the connection between religion, spirituality & social justice? How does the faith community engage with secular efforts aimed at reducing disparities and addressing equity?

- ▶ **Community Health & Self-care:** The courage to take social action requires tremendous spiritual practice. As we work to heal the world, we seek balance & health for ourselves.
- ▶ **Global Knowledge ↔ Local Action:** Commitment to a world vision where social justice and compassion integrate with science-based knowledge and personal experience.
- ▶ **Embodied Leadership:** Listening and developing self-awareness by means of:
 - Examining personal value system and expanding preferred learning styles.
 - Developing effective interpersonal and cross-cultural communication skills.
 - Recognizing & addressing stereotypes & blind spots; going beyond our comfort zone.

Learning Outcomes: By the end of the session students will be able to

- 1) Discuss the foundations, history and principles of community organizing for health & social justice. Specifically, non-violent direct social action.
- 2) Describe the relationship between human rights, health and theology.
- 3) Understand the functions of group dynamics, social support & social networks as they apply to community organizing efforts.
- 4) Address ethical dilemmas in community organizing and civic engagement.
- 5) Learn practical skills in coalition building, community mapping and community-based research.
- 6) Identify features of the *built environment* and how these impact upon community health with special attention to creating healthy food environments.
- 7) Introduce media advocacy & media literacy as an effective organizing tool.
- 8) Develop embodied leadership, cross-cultural communication skills & creative expression.

Required Reading & Web Sources

- Cohen, Chávez & Chehimi. (2010) *Prevention is Primary: Strategies for Community Well Being, 2nd Ed.*
- Additional readings online as noted in the general instructional schedule.
- Choose one of the following texts for the book review assignment:
 1. Parker Palmer (2011). *Healing the Heart of Democracy: The Courage to Create a Politics Worthy of the Human Spirit*, Jossey-Bass.
 2. Stacey Floyd-Thomas & Anthony Pinn (2010). *Liberation Theologies in the United States: An Introduction*, New York University Press.
 3. Kendall Clark Baker (2011). *When Faith Storms the Public Square: Mixing Religion and Politics through Community Organizing to Enhance our Democracy*, Circle Books.
 4. Howard Thurman (1949). *Jesus and The Disinherited*, Beacon Press.
 5. Mario Garcia (2007). *The Gospel of Cesar Chavez: My Faith in Action*, Rowman & Littlefield Publishing.
 6. Deena Guzder (2011). *Divine Rebels: American Christian Activists for Social Justice*, Lawrence Hill Books.

COURSE REQUIREMENTS & GRADING POLICY:

All assignments must be typed and turned-in in class. Late assignments are decreased by one grade, for example, from an A to an A-, each day after the due date. Late assignments can be submitted via e-mail; however, students are responsible for ensuring that the assignment has been successfully received through an e-mail acknowledgement from the professor.

No incompletes. *The following weight will be compiled to determine the final grade.*

A = 95 – 100%
A- = 90 – 94%
B+ = 86 – 89%
B = 83 – 85%
B- = 80 – 82%
C+ = 76 – 79%

C = 73 – 75%
C- = 70 – 72%
D+ = 66 – 69%
D = 63 – 65%
D- = 60 – 62%
F = 59% or less

20% Attendance & participation

Contact the professor if you plan to miss class, come late or leave early. Unexcused absences and tardiness will result in a reduction of the class participation grade. Come to class prepared by reading assigned chapters/articles. Be ready to participate in group discussions, free-writes and experiential activities.

10 % Peer education

A team of students will co-teach a 30-minute class based on the week's readings. Students must check-in with the professor prior to their session to coordinate content. Grade is based on teamwork, teaching effectiveness and evaluation strategies employed.

10% *Conocimiento* Response Paper

This assignment integrates course readings, asks critical questions & raises personal/political issues. Be prepared to share your writing, this helps our class grow as a community. Through writing we organize our thoughts and enhance our ability to speak about the issues we care about. The goal of the assignment is to further “conocimiento” –knowledge of self, knowledge of community. Write in the first person and attach a recent photo with your name on the back for full credit. In one page single-spaced please integrate the readings on primary prevention, cultural humility and lived theology.

3. 10% Internet Research, Website critique and **Commentary* – to be delivered in class

1. Review Internet sites below and write a one-page critique on the main sites that helped you understand the connection between health, theology and human rights.
2. Write a one-page *commentary* on the relationship between human rights, health and theology. *Commentaries* are short conversational first-person essays that are personally meaningful and resonate with larger social themes (1-2 pages, approximately 400 words). The writing is reality-based and takes into account opposing points of view. Write about issues that inspire passion in you. Draw on your own experience; bring new insight to an issue people are struggling to understand. Find a strong hook and remember that you don't have a lot of time, so clarity and economy of expression is important. Write like you speak, and read your writing out aloud. Don't just mouth the words. Listen to your voice tonality, rhythm and pacing. Vary sentence length. Don't be afraid to use humor and show attitude.

1. World Health Organization - http://www.who.int/topics/human_rights/en/
2. People's Health Movement - <http://www.pdhre.org/index.html>
3. François-Xavier Bagnoud Center - <http://www.hsph.harvard.edu/xfbcenter/>
4. Universal Declaration of Human Rights - <http://www.un.org/en/documents/udhr/>
5. Amnesty International - <http://www.amnesty.org/>
6. Partners in Health: <http://www.pih.org/>
7. United for Human Rights: <http://www.humanrights.com/#/home>

30% Cultural Humility Community Profile (10 page term paper)

This short-term ethnographic activity requires students to systematically get to know themselves and a community of their choice by examining their membership role as “outsiders” or “insiders.” Students informally interview community members and learn the importance of listening and documenting the “authentic voice” of the community. Decide on what aspects you want to highlight – health issues, cultural issues (language, food, norms) political and economic issues, etc. Integrate at least 3 textbook readings.

Community profile proposal (graded as +, √, -)

1. Description of community you want to profile and why.
2. Activities you plan to observe or participate in.
3. List 2-3 “stakeholders” you plan to interview and draft 5 questions.
4. Name three readings you may integrate into the assignment.

Final paper: An excellent paper reflects the balance between description of the community; the student’s personal reflection; and a comprehensive integration of course readings. Self-awareness is the overall goal of this assignment.

1. Write in the first person, use active voice and present tense.
2. Use headings, subheadings, references and page numbers.
3. Provide background information & history.
4. Describe why you choose this community.
5. Identify yourself as a community “insider” or “outsider” and reflect on this role.
6. Integrate and reference at least 3 readings from class.
7. Include quotes from stakeholder interviews to highlight key themes.
8. Read-aloud & proofread before turning in.
9. Prepare a 3-5 minute presentation on the community & lessons learned. Include a visual/auditory/kinesthetic ~ way to represent the community beyond words.

10 % *Connecting the dots & coloring outside the lines*

1. Review Internet sites below as well as Chapters 14 & 15 on public health, criminal justice and mental health.
2. Write a one-page response paper that connects what you learned from the readings & websites with your opinion.
3. OPTIONAL – Post to your favorite social networking site.

1. Nonviolence <http://www.nonviolenceinternational.net/seasia/whatis/book.php>
2. Nonviolent Communication <http://www.cnvc.org/>
3. Saffron Revolution <http://www.youtube.com/watch?v=N8yW0y9LuyY>
4. Cesar Chavez in defense of animals
<http://www.youtube.com/watch?v=ZeXVjpaNMpk&feature=related>
5. Albert Einstein Institution: <http://www.aeinstein.org/organizati.html>
6. Deborah Prothrow-Stith http://www.youtube.com/watch?v=nRmC_rSrBI
7. Jackson Katz in Tough Guise <http://www.youtube.com/watch?v=3exzMPT4nGI>
8. Dr. Martin Luther King’s Christmas Sermon, 1967
<http://newstalgia.crooksandliars.com/gordonskene/martin-luther-king-christmas-sermon-pe>

10% Book review and discussion

Write a 2-3 page book review of a theologically relevant book that connects with Community Organizing for Health & Social Justice. Include the following elements: (1) a compelling

introduction; (2) a brief description of the book’s subject, location, time frame, and methodology; (3) a concise summary of the book’s major themes; (4) a summary of the book’s strengths; and (5) a critical evaluation of the book’s limitations as they relate to the subject of community organizing for health and social justice.

General Instructional Schedule

DATE & TOPIC	ACTIVITIES	READINGS
Monday & Tuesday July 30, 31 Welcome Course Overview Prevention & Cultural Humility	Lecture Eye-Experience “Conocimiento”	What’s Cultural Humility? PDF http://www.cahealthadvocates.org/news/disparities/2007/are-you.html <i>Prevention is Primary</i> - Ch. 1 http://www.preventioninstitute.org/component/jlibrary/article/id/102/127.html Lived Theology and Civil Courage – collection of essays http://www.livedtheology.org/pdfs/2003_conference_booklet.pdf

Due Tuesday: *Essential Qualities Response Paper*

Wednesday, August 1 st		
Health Disparities Health Equity & Social Justice	The Lottery (video)	- <i>Prevention is Primary</i> , Chapter 2 - Unnatural Causes http://www.unnaturalcauses.org/video_clips_detail.php?res_id=8

Thursday 8/2	Activities	READINGS
Resiliency & Empowerment	Peer Education <i>Community Mapping</i>	- <i>Prevention is Primary</i> , Chapter 3 -Book Review #1: 1. Parker Palmer (2011). <u>Healing the Heart of Democracy</u> 2. Mario Garcia (2007). <u>The Gospel of Cesar Chavez.</u> 3. Deena Guzder (2011). <u>Divine Rebels</u>

1st Peer Education: _____

DUE: Community Proposal

Friday 8/3	Activities	READINGS
Health & Human Rights	Peer Education Commentary	Websites listed Book Review #2: Stacey Floyd-Thomas (2010). <u>Liberation Theologies in the United States: An Introduction.</u>

Due today: Commentary

Peer Education: _____

Monday 8/6	ACTIVITIES	READINGS
Community Organizing, Coalition Building, Social Support and Social Networks	Peer Education Social Network Mapping	- <i>Prevention is Primary</i> : Chapters 4 & 5 - Book Review#3: Kendall Clark Baker (2011). <u>When Faith Storms the Public Square: Mixing Religion and Politics through Community Organizing to Enhance our Democracy.</u>

Peer Education: _____

Tuesday 8/7	ACTIVITIES	READINGS
Violence & Non-Violence	What represents violence? What's nonviolence?	Chapters 14 & 15 and links below: Deborah Prothrow-Stith speaks http://www.youtube.com/watch?v=nRmC_rSrnlBI Jackson Katz in Tough Guise http://www.youtube.com/watch?v=3exzMPT4nGI Intro. to nonviolence http://www.nonviolenceinternational.net/seasia/whatis/book.php Nonviolent Communication http://www.cnvc.org/ The Season for Nonviolence http://www.youtube.com/watch?v=MYJajoVDIP0 Saffron Revolution http://www.youtube.com/watch?v=N8yW0y9LuyY Cesar Chavez in defense of animals http://www.youtube.com/watch?v=ZeXVjpaNMpk&feature=related Dr. King's Christmas Sermon 1967 http://newstalgia.crooksandliars.com/gordonskene/martin-luther-king-christmas-sermon-pe Albert Einstein Institution: http://www.aeinsteinst.org/organizati.html

Peer Education: _____

Wednesday 8/8	ACTIVITIES	READINGS
Media Advocacy		-- <i>Prevention is Primary</i> : Chapters 7 & 8 Book Review#4: Howard Thurman (1949). <u>Jesus and The Disinherited.</u>

Peer Education: _____

Thursday 8/9	ACTIVITIES	READINGS
Food Security & the Built Environment	<i>Community Potluck</i>	-- <i>Prevention is Primary</i> : Ch. 11 & 12

Peer Education: _____

Friday 8/10	ACTIVITIES	PRESENTATIONS
Cultural Humility final papers DUE TODAY	Cultural Humility Community Profile Presentations	Bring a visual to illustrate your community <i>(show & tell)</i> In 5 minutes describe the community & lessons learned.

plagiarism policy, <http://www.psr.edu/plagiarism-policy>

incomplete policy, <http://www.psr.edu/extensions-lapsed-time-rule>

use of technology in classrooms policy, <http://www.psr.edu/use-technology-classroom>

PSR's direction statement, <http://www.psr.edu/direction-statement>