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*Italics in the next section are inserted by this instructor into officially approved course description.*

**Course Description:**

Contemporary feminist thought challenges us to identify and analyze the connections between our day-to-day experiences and social patterns of gender inequality. In this course, we will explore the theory and practice of community organizations (*and community organizing*) using a feminist lens. This lens brings into focus persistent patterns of inequality; it also reveals the persistence of community-based women organizers’ efforts to create positive change.

This course will examine concepts and techniques for organizing women (*and addressing issues related to women, gender, and intersectionality*) at the community level. Students will learn about major models and methods of practice, intersectional and analytical skills, and roles of women as organizers and constituents of community organizations. Students will identify forces that facilitate and limit organizing of women in the community and will develop action principles for work with women in the community. Critical value and ethical issues for women and men concerned with women’s issues and organizing will be explored, in addition to ways to develop alternative approaches to address these issues.
**Course Content:**
Course content will encourage students to consider the implications of gender-based community organizing when gender is understood as a multi-dimensional, rather than binary, category. Students will learn ways to critically analyze existing community organization theory and practice from a feminist perspective. Knowledge of the changing context, historical development, dominant theories, research findings, and core concepts of community organization practice in social work and related fields related to women's issues will be covered. Particular attention will focus on past, present, and future potential roles, strengths, problems and contributions of women as community organizers (and issues for men invested in feminist analyses and addressing issues related to gender and intersectionality). Culturally competent and intercultural methods of community assessment, monitoring and evaluation will be explored as well as strategies for creating community change in a culturally diverse society, inclusive of a range of diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation.

**Course Objectives:** Upon completion of this course, students will be able to:
1. Demonstrate knowledge of the changing context, historical development, dominant theories, research findings, and core concepts of community organization practice in social work and related fields related to women's issues. (Practice Behaviors 2.CO, 3.CO, 5.CO, 6.CO, 9.CO)
3. Demonstrate knowledge of several strategies for creating community change in a culturally diverse society, inclusive of the following dimensions: ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, as well community of residence. (Practice Behaviors 4.CO, 5.CO, 6.CO, 9.CO, 10.a.CO, 10.b.CO, 10.c.CO, 10.d.CO)
5. Design several strategies for organizing women at the community level. (Practice Behaviors 3.CO, 10.a.CO, 10.c.CO)
6. Apply social work professional ethics to issues commonly confronted in community organization practice, particularly as related to women's issues and organizing. (Practice Behaviors 2.CO, 4.CO, 5.CO)
7. Demonstrate knowledge of skills to strengthen pluralism and multiculturalism in community organization particularly as related to women's issues and organizing. (Practice Behaviors 2.CO, 3.CO, 4.CO, 5.CO, 6.CO, 9.CO)
8. Describe past, present, and future potential roles, strengths, problems and contributions of women as community organizers. (Practice Behaviors 1.CO, 3.CO, 4.CO, 5.CO)
9. Examine the ways that the previously mentioned diversity dimensions affect processes of community organizing. (Practice Behaviors 6.CO, 9.CO)
10. Compare and contrast key structures and processes of women's community organizations, and the gender-related dynamics of different contexts for organizing. (Practice Behaviors 4.CO, 5.CO, 6.CO, 9.CO)
11. Critically analyze existing community organization theory and practice from a feminist perspective. (Practice Behaviors 3.CO, 6.CO)
12. Identify critical value and ethical issues for women and men concerned with women's issues and organizing, and develop alternative approaches to address these issues. (Practice Behaviors 1.CO, 2.CO, 4.CO, 10.c.CO)
13. Use frameworks for social justice-oriented social work practice that attends to questions of power, meaning, history, context and possibility to assess case examples of women’s community practice.

14. Engage in empowering and critical dialogue and practices within the classroom, and use the classroom as a vehicle for practicing and examining key skills and approaches to organizing.

**Course Design:** Instructors may include readings, participation in discussions, written assignments, and individual and group exercises. Emphasis will be placed on experiential learning to strengthen gender and cultural self-awareness and community practice skills. Guest speakers from the campus and community may be invited to address special topics. Videos may be shown throughout the course to present a national and international perspective.

**Relationship of this course to the curricular themes**

**Multiculturalism and Diversity:** We will examine social problems as a product of simultaneous local and national processes of gender formation, racial formation, class formation, and sexuality formation (as well as other positionalities). A critical premise of this course is that power relations can be read effectively from their margins and that marginalized people deliberate their own conditions and empower themselves through organizing. *The course examines these themes by examining how actors with marginal and privileged statuses challenge their own conditions and transform society (we will do some of this, but not explicitly through systematic case studies).* We will also consider different meanings and experiences of social problems at the community level and diverse possibilities for intervention.

**Social Justice and Social Change:** Students will envision what social justice could be for women and in relation to gender and its intersections with other social categories, and for particular goal areas and issues. *The course will generate options for moving towards these visions.* We will examine social problems as a product of simultaneous local and national processes of gender formation, racial formation, class formation, and sexuality formation. Using a perspective of women’s grounded knowledge and practice, we address patterned practices of inequality and injustice and the systems and institutions through which they are maintained.

**Promotion, Prevention, Treatment and Rehabilitation:** Students will link their work in class to community organizing by establishing accountable relationships with local organizers in an area of organizing related to the class and their lives. While working with community-based entities, students will investigate the group’s model of movement-building and the everyday work of enacting it. *Students will consider ways to promote justice, prevent social problems and injustice, and create remedies for those impacted already by injustice.*

**Behavioral and Social Science Research:** All community work will be developed as collaboration between students and identified community organizations. As part of each project, teams will produce a piece of public scholarship which speaks accessibly to the organization’s work and to scholarly research in each student’s chose area of women and community organizing. Goals and strategies for change will be grounded in available theorizing, knowledge and research.

**Social Work Ethics and Values:** The historical overview in this course includes an analysis of the value base of the profession. Ethical responsibilities of social workers within fields of service will be reviewed. Differences among codes of ethics for several social work professional organizations will also be explored.
This is the end of the course description approved by faculty in Dec 2006. Language in italics has been added or critiqued by this instructor and was not part of the approved course statement. You should use this to determine whether the course as taught meets what was established by the faculty.

In addition to the above, we will both use and critique feminist modes of thinking and working in the classroom, and practice analyzing how organizing processes are gendered, raced, and otherwise shaped by societal categories and assumptions. My assumption is that gender is a multifaceted (not binary) and socially constructed basic organizing structure and frame in the world, and relevant in all forms of community work, whether explicitly focused on women and girls or not.

Some topics we will cover include: “community” as a complicated concept; the history of women and community organization; the implications of differences among women (economic class, race, ethnicity, sexual identity, age, religion, disability status, citizenship, and so forth); feminist perspectives and critiques of feminism; women, poverty and grassroots organizing; violence, labor, power, conflict, and other critical issues for women. Which ones we will emphasize will depend somewhat on the interests of class members, which will be assessed early in the term.

Class composition and issues arising from that

A frequent challenge in this course is the diverse backgrounds and goals that students in the course usually bring to it. Some are likely to have a strong Women’s Studies background while others may have none. Some have taken several CO classes and may be CO concentrators, while others have no CO background. Some have identified as feminists for a long time but may have different ideas about what feminism is, while others may not be sure whether they are a feminist or not, or may strongly adhere to a particular version of feminism. Of course, we are all also likely to differ on status dimensions other than gender, like age, ethnicity, economic class, religion, sexual orientation, disability status.

Thus, to develop some common frameworks, we will spend first components of the course reviewing women’s issues and considering the context of organizing with, for, and by women as well as gendering processes within community practice. We will also review basic models and components of community organizing. Some of this is likely to be review for some in the class but new for others, but hopefully will allow us all to have some common frameworks by the end of the first month. Within this, each student will explore their own interests and background and identify key learning and change goals. A common task in organizing is to help diverse participants develop common frames and learn to work together across different backgrounds so we can practice skills in doing this in the classroom.

Course philosophy, responsibilities and assumptions

Principles and Assumptions. I teach based on principles of adult learning. In adult learning it is important to identify what you already know and bring to a new learning environment, since old learning and approaches frequently have to be modified to incorporate the new ones, and because you can contribute your life experience to the learning effort as a whole.

“Epistemological curiosity”, from Freire, refers to eager exploration of knowledge about our worlds, theorizing about justice issues, and reflecting on ourselves in interaction with others. I hope that
everyone will contribute to developing a climate in the classroom in which we can teach each other from our different disciplines, modes of practice, perspectives and experiences. It’s important to have a flexible and empowering classroom if we are to explore social justice issues and approaches to change most productively.

We will spend class time in various ways, including discussing and doing things together in many configurations: pairs, trios, small groups, and large group activities of various kinds. We will practice skills, consult with each other about projects, and learn from each other’s perspectives and projects. Thus, class attendance and participation is very important.

There may be presentations of some concepts and material, but the primary pedagogical method will NOT be lecture, unless we need to spend some time breaking down particular types of material. Thus, I need you to take responsibility for letting me know what clarification you may find useful when we review the agenda for each class, or what you would like to discuss, challenge, etc. in class, from the readings. I am always happy to add some lecture to overview and review key concepts if you request it.

**Emphasis on learning practice methods and skills.** This is a practice methods course and thus focuses on the development of knowledge and skills for practice. For learning skills and to demonstrate gender-related principles for practice, we will use the class itself as an arena to practice skills and to learn to observe and evaluate particular types of skills and tactics. Thus, the course will be highly participatory, and we will practice organizing skills (e.g., planning, assessment, analysis/framing, group facilitation, organization building, leadership, resource acquisition and management, taking various kinds of actions, reflection and evaluation) within the classroom. As a result attendance and class participation are important criteria and components of the course. Additional responsibilities included as part of class participation include doing the reading, completing assignments and activities--both in class and out of class--and struggling with the issues and challenges raised by course goals and objectives.

A major strength of a practitioner is to know oneself well, and to be able to adapt theory, tactics, and skills to fit ones strengths, and to find ways to compensate for areas in which we are less strong. Thus, we will work in class and through assignments to identify who and where each of us is in each area. We will also be scrutinizing ourselves, our assumptions, and the readings for ways in which particular assumptions, goals, strategies, etc. may or may not be sensitive to ethnicity, gender and other aspects of the people and communities of concern. Some assignments will provide opportunities for articulating and applying course concepts and skills to ourselves, and to explore the implications of our own multiple social locations/intersectionalities.

A major part of CO practice includes some degree of group and public education, and group and meeting facilitations of various kinds. Thus, one assignment includes co-planning and facilitating a class session with the instructor and at least one other classmate.

A large component of the class will be focused on implementing an actual change project, collaborating with others including class members on planning, analyzing, implementing and evaluating community practice focused on women’s issues and/or gender-related analyses. We will confront questions of power and differences, and explore strategies to addressing these. Empowering approaches and alliance building will be especially emphasized.
I am open to considering assignments other than those I specify, but expect that any modifications or assumptions will be consistent with the goals of the course, spelled out in advance, and negotiated with me. I would love to collaborate with you in the design and implementation of the course, but do not react well if I feel you are avoiding major components of the course, or not being up front with me.

Any Special Circumstances (that might affect the class and/or your participation)

If there are any special circumstances that I and/or the class should know to allow you to participate fully, please consult with me about them so that we can make appropriate adaptations. These can include religious observations, learning style and/or disability issues, family crises, or other special needs or obligations. Many aspects of the course can be modified, with some notice. We can also take advantage of resources elsewhere—the Office of Services for Students with Disabilities, the Adaptive Technology Computing Site, and the Sweetland Writing Center (1139 Angell Hall, 764-0429).

Citation Expectations, for many reasons.

I ask you to cite explicitly all sources for information you use in papers, resource materials, and presentations to give appropriate credit to their sources. This is important to:

- be sure that you can use the terminology from various sources and theories and can only assess this if I am sure the source of concepts you are using.
- help you to make connections between the readings and practice and your assignments, and to help you to learn to cite all your sources professionally.

Also, different authors use similar terms in different ways, and different terms in similar ways, so I am more able to evaluate your understanding and application of material with regular and clear citing of sources.

Systematic use of citations is also required to

- guard against plagiarism by following appropriate conventions for acknowledging the work of others, including materials drawn from the internet.

Academic Honesty and Professional Conventions

It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. http://www.ssw.umich.edu/studentGuide/ This and other appropriate University publications describe policies and penalties related to academic dishonesty, such as plagiarism.

Guidelines for citations:

1) for sources that you cite that are outside of the text and assigned readings, please use APA format (see below),

2) when citing material that has been assigned, your citations can be abbreviated (authors and year alone if there is only one article by that/those authors; author, date, plus chapter or page number, from the with multiple chapters, or if there are multiple articles from the same author).

Publication Manual of the American Psychological Association (from School’s website, http://www.lib.umich.edu/soecwork/apastyle.html) can provide writing and citation guidelines.

Electronic Devices and laptops
In consideration of your classmates and your own learning, please turn off all cell phones during class. I prefer that you receive no messages during class time; if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If so, please set it to vibrate only.

In terms of use of laptops, I know that some of you prefer to take notes in your laptop, but if I believe you are texting or managing email during class or are distracted from the work we are doing because you are using your laptops for other purposes, we may need to ban the use of laptops.

**Course Resource Materials**

**Texts:**


Any of you with any women's studies background have probably read the hooks book but it is an accessible overview of many topics relevant for women and addresses issues of race and other intersectionalities throughout as well. I think most people would put hooks in “wave II” feminism, so we will use this book to discuss the various waves and approaches to study and activism on gender issues as well as critique them. It was written for a general audience so you should be able to read it quickly. It has been around for awhile and should be readily available used and in most book stores, not just academic one. It is cully available on-line.

The Pyles book is not explicitly feminist or focused on particular types of skills, but it is philosophically compatible and provides a good overview of CO practice. We will need to augment it with gender and intersectionality analyses, and specific skills and tools.

Supplemental (I may assign some components from these, but they are primarily on reserve at the library to serve as additional resource materials):

Sen, Rinku (2003) *Stir it Up: Lessons in Community Organizing and Advocacy*. Jossey-Bass. ISBN 0-7879-6533-2. This was commissioned by the MS Foundation and is a good supplement to Pyles text.

Bobo, K., Kendall, J. & Max, A. (2001, or later edition if there is one) *Organizing for Social Change: Midwest Academy for Activists*. Santa Ana CA: Seven Locks Press. This is full of helpful tools (checklists, worksheets, diagrams), generic to community organizing.


forms of power are very important in community practice, especially when concerned about social justice, gender issues, etc. This is full of good frameworks and examples.

Everything not from the two texts will be on a C-Tools site, plus other resource materials.

**Overview of Evaluative Criteria, Grading and Assignments**

General evaluation criteria:

- Incorporation of theory, knowledge, and skills for organizing women, working on issues that especially affect women, and examining gender and intersectionality issues and gendering processes within one’s own life and within organizing.
  - Ability to use, apply and cite course materials throughout the course. Both scope of concepts and readings covered and depth of understanding will be considered.
- Critique of community organizing approaches for the relevance for women and other social categories, and the ways in which their assumptions and approaches may be gendered
  - Placement of the organizing situation within its historical and cultural context
  - Critiquing one’s own and other’s work, in terms of use of relevant theories, strategies and tactics, successes, challenges, and limitations, social justice goals and outcomes, intersectional humility and frameworks.

- Inclusion of social justice goals, and implications for particular approaches and projects.
- Consideration of the intersectionality of other social categories with gender, and the implications of gender if not conceptualized as a binary category,

- Use of knowledge of one’s own positionalities and considering implications for the community organizing practice situation

- Contributing to the learning of others

**Grading**

Student grades will be based on the University’s grading scale.

An A reflects especially excellent performance, with high degrees of theorizing and analysis, integration across theories and contexts, high clarity of writing and thinking, superior grasp of subject matter, high-organization and creativity. An A will also represent a wide scope of readings and theories used across the course, accurate application of those theories and strong theoretical analysis of yourself and applied situations. To receive an A, your work needs to have consistent use of social justice lenses, high class participation and contributions to the learning of others, and clear inclusion of citations from multiple course sources. An A+ is possible, but I use this grade rarely. It represents superior performance across all components and criteria for the course.

An A minus will be assigned for strong, very good work that is well written and conceptualized, uses a reasonable number of course sources, with appropriate citations, includes interesting insights, and clearly links relevant theories to applied situations. An A- also includes strong course participation and contribution to the learning of others.
The B range indicates basic mastery and achievement of general course goals, with some areas of strong work. This includes clear writing, good use of course resources, use of several theories in appropriate ways, demonstration of basic knowledge in all course domains, linkages across these and an ability to draw some relevant implications. B indicates general achievement of most course objectives, while a B+ represents work that exceeds basic course expectations in some components of the course.

A grade in the C range includes at least some elements of what is described in B, with some acceptable elements and some marginal ones. D or below is likely to be missing key components, poorly organized, and without clear linkages between theories and other aspects of the course.

At various intervals, I will ask you to set your own goals and evaluation criteria, and then assess your own performance in the class, the effort you have expended, and how much you have learned. You will also evaluate each other in your small groups and class presentations. Your evaluations will be incorporated with mine and considered in on-going and final grading.

**Overview of assignments.** More details about 2 through 4 later in this document.

1. **Class attendance and participation.** (20%)
   The best learning environment is one in which participants are actively engaged in critical thinking and discussion, which can only happen if everyone is prepared to contribute. Thus, participation includes coming to class prepared to discuss assigned readings and other projects and activities, and contributing to the learning of others through providing leadership and comments in the classroom, and taking responsibility for your learning in the classroom. It also will include responses to questions about readings or the topics of the day either distributed in class or on C-Tools. It will be important for you to get to know everyone in the class, beginning with those in groups you are in, but also please make an effort to have one-on-one discussions with everyone in the class during the first half of the course.

2. **Several analytic reflections.** (20%)  
   - about a relevant MLK symposia event, within frames and concepts from this course. (5%)  
   - the first month of readings, concepts and activities and your own locations and goals (5%)  
   - and a final analysis at the end of the course (which could take the form of portfolio components). (10%)

3. **Planning and co-facilitation of a class session, with a brief analysis afterwards** (25%) **NOTE: I may change this, as I learn more about your goals and backgrounds.**
   Popular education and planning and co-facilitation of many kinds of meetings and events are key practice skills in community organizing. Also collaborative approaches across differences and sources of power are important principles for feminist approaches. You can practice these through this assignment and learn from how others approach the assignment as well. Each of you will sign up for a session in terms of dates and topics about the second/third week of the class. This usually means at least two (often 3) planning meetings (**with the instructor**), preparation of a facilitator’s agenda and other relevant resource materials, leadership during the class session, evaluation by class members, an analytic reflection about the experience, and selection of an artifact from the session, and preparation of an analytic summary of that artifact for a potential portfolio.

4. **Organizing project, in several stages.** (35%)
This should be a real, in the world organizing project, either prospective and in some cases retrospective. It can include an interview with an activist in an area of interest to you, analysis of the organizing context and history, development of strategies and tactics to reach desired changes, and a plan for evaluating progress and identifying unintended undesired or unjust consequences. This should involve work with other people and at least one quasi-formal sharing of the project with the class. It should also incorporate at least two relevant “tools” for community practice and this course and more tools will get you more credit. Submissions are two 8 to 10 page papers (the last one may combine both, with some revisions of the first one).

My preference is for students to engage in team projects, since that is how organizing occurs, but we need to take feasibility issues into account in relation to students’ interests and logistics. You should be thinking about issues and opportunities you will have this term to engage in organizing. In some cases, I will approve your observing an action already underway that you are not involved in, and/or analyzing/critiquing an action you have been involved with in the past.

Schema of assignment components and due dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Analytic Reflective essays</th>
<th>Co-facilitation and popular education skill session</th>
<th>Organizing Project</th>
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<tbody>
<tr>
<td>Jan 08</td>
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<td>Jan 15</td>
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<td>Jan 22</td>
<td></td>
<td>Choose class session</td>
<td>Project proposals due</td>
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<td>Jan 29</td>
<td>MLK Day event paper</td>
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<td>Feb 5</td>
<td>First analytic essay due</td>
<td>Begin Co-facilitations</td>
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<td>Feb 12</td>
<td>(reflection/artifacts)</td>
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<td>Feb 29</td>
<td>due two weeks after</td>
<td>First project paper due</td>
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<td>Feb 26</td>
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<td>March 5</td>
<td>Spring break</td>
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<td>March 19</td>
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<td>March 26</td>
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<td>Second project paper draft due</td>
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<td>April 2</td>
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<td>Share summaries and examples</td>
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<td>April 9</td>
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<td>Final project paper due</td>
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<td>April 16</td>
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<td></td>
<td>Review, lessons learned</td>
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<tr>
<td>April 23 (post-class)</td>
<td>Final essay due</td>
<td>Any revisions due</td>
<td>Any revisions of project papers</td>
</tr>
</tbody>
</table>

More Details about Assignments

Analytic Reflections

a) MLK symposium participation. (5%) Select and attend an event/activity occurring during celebrations of the MLK symposia on campus or in the community (you may want to clear with me what types of activities will be most useful and appropriate for this course). Describe and critique the event and its implications for this course in 4 pages (incorporating course concepts), posting
these into the folder created for this purpose on C-Tools, and be prepared to share some key learnings from the event with your classmates. Prepare and post these within a week of your attendance. Summarize the event, analyze in relation to course concepts, e.g., definitions of community, social justice goals and processes, feminist and intersectionality issues, working for change and models of CO, elements relevant for community organizing. Include a critique of its implications and effectiveness in relation to this class and its goals.

b) **Course introduction and themes, social locations and self-reflection/reflexivity.** (5%) Read bell hooks and other readings from the first several weeks of the course. The topics include an overview of approaches to community organizing (models, elements), feminism and the study of gender and issues facing women, intersectionality and critical consciousness (including your own social locations and development), and theorizing for progressive and feminist CO. Write a four to five page analysis of topics in the course so far, your reactions to these, and how these relate to your own social locations and experiences. Be sure you address all topics in the course so far in terms of your knowledge, skills, goals and critique, as steps towards critical consciousness and praxis. Remember to use and appropriately cite ideas and concepts from our readings to support and illustrate your points. Both scope and depth in use of concepts is important.

c) **Final analyses and generative reflections**—this should be focused on your learning, not on your evaluation of the quality of the course. We will handle that in a different way. 10%

The main goal in this assignment is to reflect on major areas of your learning and development and how you will use/apply and expand this in the future—of knowledge, skills, approaches. Should be between 4 to 5 pages, with linkages to relevant readings and course handouts/activities. Do not need to answer each question, but can integrate into a single essay. 4 to 5 pages, with citations, due April 23.

1) Revisit what topics and issues are of particular interest to you. Discuss how these may have changed, evolved, or deepened over the term. May want to refer to the list of class topics and issues. Should include content related to gender/women and working for change, and community organizing strategies, tactics and tools.

2) Identify key concepts, ideas, and questions that arise for you going into the future.

3) **Develop some key principles for organizing, emphasizing gender, intersectionality…**

4) What about you, your positionalities/social locations and your skills and knowledge and background helps to influence these reactions? How has your knowledge of these evolved, and what do these raise in terms of your practice and future learning?

5) What do you believe has been the most important learning—knowledge, theories, skills, about organizing and various forms of practice, yourself, other? Why?

6) How have you contributed to the learning of others in the course? Be specific? What have you learned while doing this?

7) Convey something about your goals and interests leaving this course? How will you keep learning and developing your knowledge and skills?

We will spend class time in the last sessions sharing key learnings and tools from project work, reviewing class topics and discussing future goals. This should make it much easier for you to complete this assignment, which is due one week after our last class.

Specific criteria for this assignment include 1) incorporation of some knowledge, theory, topics and skills from throughout the course, and how incorporated these into principles for organizing; 2) inclusion of yourself, your goals, positionalities, and skills and knowledge; 3) formulation of future
social justice goals and arenas for working for change and how you will use approaches learned in this class; 4) any critique of your own work and contributions in the class. General evaluative criteria are described earlier in course description.

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**Popular Education, Planning and Co-Facilitation Assignment**

(25% total) Much community organizing occurs in meetings and group planning sessions, and some strategies require/benefit from some educational components. This is especially the case for those that build on feminist principles and incorporate regular consciousness-raising components. These are also important for critical consciousness, praxis, and working for social justice. Attention to power, authority and leadership are also important in all forms of feminism. Thus, good meeting planning, group facilitation, and educational design and implementation skills are important components of any community organizing focused on women and gender (and other intersecting social locations). The goals for this assignment component are:

- To develop and practice planning and facilitation skills
- To provide a positive educational experience for the classroom
- To model feminist approaches to shared leadership and power

You and at least one partner will select a week within the syllabus, with topics and readings that interest you, and will be responsible with the instructor for planning and implementing the class that week. This will require at least two planning meetings, preparation of a facilitator’s agenda and other relevant resource materials, leadership during the class session and an evaluation of the session. You may stress one or more of the readings in the syllabus, and can add one additional reading. If you assign an additional reading, the class must know about this and it should be posted on C-Tools the week before the class. Planning should start at least 3 weeks prior to the date, with the instructor.

**Facilitators’ agenda:** A facilitators’ agenda is a detailed “map” of the session, with goals and objectives (overall and for each component), estimated times for each component, instructions for each activity, indication of who will do what (sometimes with narratives or notes included), and indications of what resources are needed for each components. This is especially useful when you are working with other people to be sure that coordination happens smoothly and that you all understand what is planned and who is responsible for what. It can also help you to think through all the components of the session, and be sure that you have all the resource materials you need. It can help you to stay on task and organized.

- Of course, things don’t always go as planned, so it is useful to consider some alternatives, and how you can handle unexpected events.
- Usually what is distributed to participants, the public agenda, is only part of a facilitators’ agenda—goals, main topics, instructions for different segments.

Each agenda will look different depending on the session, but there are some common elements:

- A statement of overall goals (main points to cover, desired goals, objectives, outcomes)
- Room set up for each component, and who will do this.
- Step by step guide to the activities you and your co-facilitators plan to do. Indicate relevant subparts, usually in 10-20 minute intervals, but can be longer or shorter, depending on the activity and its parts. Each part may have its own goals, and purposes. Should include:
  - Amount of time likely
Who will be providing leadership, facilitating. Who will be doing other tasks
- Specific instructions, verbal directions
- How you will handle recording, reflecting on the activity
- Resource materials needed and who will make sure they are available

- An evaluation component—some written component, but you may also want verbal feedback and reflection, as part of the educational process. We do have an evaluation for every class, but this can be modified or augmented.

Final components

1. Prepare an at least one artifact reflection/analysis/summary on the experience. Can focus on facilitation skills, some aspect of the content/resource materials you developed, or some key learning. See artifact reflection/analyses worksheet on next page for outline and categories. This should be one page, with an informative title and headings, and varied formatting.

2. Write a short reflective essay (2 to 4 pages) including the following components considering all elements of the experience—

- Learning about the topic area(s); the goals and activities planned; materials and approaches you planned and/or created

What topics, skills, etc. did your group focus on and what did you learn about them? Progress and struggles? Importance of all this for women and community organizing (may be in artifact summary, not essay) What else would you like to learn or develop in these area(s); ideas about how to do this?

- Meetings and relationships among you and your co-planners, including the instructor; contributions of different group members, including yourself

How did your group work together (before, during and after the class session? Your role and specific contributions of group members? What do you see as the strengths, struggles and limitations of how you approached the assignment as a group?

- How you thought the class session went; what you would do differently; a summary of your classmates assessments and your reactions to these

Describe what you thought your classmates learned in relation to your facilitation/the class session? Evidence for this? In terms of the class session, what do you think went well, what might you have done differently? Why? (when relevant, differentiate your contributions & those of team members).

- Anything else you want to say about your strengths, learning, contributions, assessments, future goals...

Evaluation of this assignment: Reflection paper/analysis and artifact summary/analysis (60%--15 points); feedback from classmates/instructor (20%—5 points), materials and formats you produced for the session (20%--5 points).
Artifact/Asset Summary/Analysis.

Note: It’s useful to complete components 1 through 4 before or as you begin work on an artifact/asset to clarify your goals. As you complete the work, you may want to revise these, since how you think about them are likely to change. Then when the work in completed, use components 5 through 8 to reflect on what you accomplished.

1. Title
   Identify the type of skill or role or experience that you are highlighting in this artifact summary

2. Description of the Project/Work
   A very brief overview or description of the artifact itself (a paper, a project, an experience abroad, etc.). Include your role(s) and the contexts in which the experiences/activities occurred.

3. Importance of Project/Issue
   A description of why the artifact/work is important, necessary, or timely for yourself, a person/group, or institution. This includes a description of the larger issues and contexts that framed your experience (e.g. the health of the plant, the need for democratic dialogue and access to education, etc.)

4. Goals & Objectives of Work
   This section includes an overview of the goals and objectives of the work—even if it was a collaborative effort with others.

5. Tasks Completed
   Write about the tasks and steps in the project, emphasizing the ones you accomplished.

6. Impact of the Work
   What was the project’s impact (e.g. how did the project influence an organization, individual, group or community?).

7. Lessons Learned
   A summary of what you learned about yourself, others, the nature of the work and/or a particular group, community, or institution.

8. Skills and/or Capacities Gained/Demonstrated
   A few phrases describing (with specific action verbs) the knowledge and skills that you developed and/or demonstrated through the work.
Organizing Assignment

Proposal due Jan 22. First part due Feb 19; second installment due April 9. Both can be revised with feedback. For those of you doing group projects, we should be clear about division of labor and how that will be handled in evaluation before you produce the first paper. Each paper should include your individual “voices” in terms of goals, roles/contributions, and learnings.

Goals and specific structures, processes and steps of what you do are likely to need to vary depending on the focus, stage, and type of project you are undertaking.

Both papers should include explicit attention to the knowledge and skills you are using (with citations throughout), how you are working with others and how you and others are contributing (if you are working with a team). General evaluation criteria are included earlier in the Course Description. Each of the components below should be grounded in relevant course concepts and readings, and they should be named and cited—in other words, your work should be analytic and not just descriptive, and should demonstrate your knowledge of and ability to apply what we are reading and discussing in the course.

Each of the papers below should be from 8 to 10 pages, plus relevant “tools”, but may be more for group projects, since each of you may want to add some self-assessments. A list of some possibilities for tools is included later in this document, and many examples are in a folder on C-Tools. I am happy to work with you to help you to select and learn to use particular tools. The final paper may combine the two papers with some revisions from the original first paper.

By no later than early Jan 22, you should complete and submit a project planning form. You can cut and paste it from this document (it follows this description) or download from C-Tools.

General guidelines follow, but may need to be modified depending on what is going on in your project.

This should be a real organizing project in which you can practice skills in organizing—with women, on women’s issues, and/or with a strong gender- and/or feminist analysis.

- My preference is that at least some components of the project you select be conducted during the term, with other people (preferably also from the class), so that you can plan and apply course learning, and practice relevant skills while you are in this class.
- Some of you may want to analyze an organizing project you were a part of in the past, especially if you have not had a chance to analyze it and determine why and how progress was/was not made, and how you might have proceeded differently.
- In rare situations (if goals are compelling), I may approve a project in which you will primarily observe, or investigate.

Paper One: Initial assessment and analysis. Course concepts and citations should be included throughout. Should include

- a description and rationale of what you are doing (history, why important in relation to women, gender, feminist or gender-informed approaches, and ways in which other social locations and categories are important in addition to gender).
- project goals
- an initial assessment of the community components, key actors/ relevant participants and their roles. Discuss how you are gathering information that will inform your project and learning about its history and contexts.
- description of work to date, facilitators and barriers to meeting the goals.
- relevant conceptual frameworks, theories will be useful and why,
- description of model(s)/strategies/tactics used to date,
- struggles encountered and how you have handled them,
- what stage you are in at the time you complete this paper and plans for next steps.
- Attach diagrams and/or assessment or planning tools to clarify and schematize.

Describe why you are interested in the project, and how participating in it will help you to meet your learning goals. Indicate what your role(s) will be, how you expect your positionalities to impact the organizing and what else you need to learn and how you propose to do this. These can include yourself in relation to relevant knowledge and skills important for the project.

**Paper Two.** The second paper should include a description and analysis of the “intervention”, activities and steps, any evidence you have about progress, challenges, effectiveness, and what you expect will/should happen next. Specifically include a summary of work accomplished, strategies and tactics employed, and proposed next steps. Should include an additional “tool” relevant for some component of the project. Assess and critique work-to-date, applying course concepts and materials. Describe what you learned—about yourself, about women/gender, about women and CO, organizing tasks, knowledge and skills, and other topics included in the course. Again, course concepts and citations should be infused throughout

**Sharing in class.** At various times in the second half of the course, we will be asking everyone to contribute knowledge and experience, struggles, etc. gained through your projects. You may want to think about some element of your case to share with the class that will add to other’s learning. This could illustrate some topic of importance in the class, and some element of community organizing and women—ideally including some very practical examples of organizing activities. A goal is for everyone in the class to have a more in-depth experience with one project, but to be exposed to other types of women’s issues, organizing, different stages of organizing, and applications of course concepts in different settings and populations by sharing across projects.

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Some questions to consider in selecting/planning a project: What you want to learn, contribute, take away from participating in/conducting a project in 658, Women and Organizing

1. What particular knowledge and skills would I like to learn?

   Knowledge

   Skills
2. What issues am I most interested in addressing? What topics am I most interested in exploring this term, or are most feasible to work on?

3. What kinds of group and organizational environments and experiences will best help me accomplish the above? What community organizations are working on these issues, or activities that will be happening this term?

4. How much would I like what I do to be linked with my field placement, or activities that I am involved with now?

5. What balance would I like to strike in terms of reflecting on things I’ve already done vs. engaging in something new?

6. What’s the balance between working with particular people vs. working on an issue or a set of tasks I care about or want to learn?

7. What types of experiences would I like to have?

7. Am I willing/able to continue to be involved in a project after the term is over?

8. Other criteria important to me?

_____________________________________________________________

Project “Proposal” (to be submitted to instructor by Jan 22)

Name ____________________ Telephone(s) __________________ Date: ____________
E-mail ____________________ Box # ______

1. Describe own learning goals, priorities and objectives. Please tell me why these are important to you; how they are relevant for women and community organizing, and how you have identified them as a priority?

2. Briefly describe the Women and CO Project you propose
a) Title and rationale for the project

b) Organizing goals and desired outcomes for the project

c) Contexts for the project

d) Describe the project site(s)

e) Collaborators—with whom will you work, key actors, how you will enter the community

f) What strategies, tactics, actions, skills, stages of organizing are likely to be included if you undertake this project and how are they related to women and gender (and other group memberships)?

g) Group process goals and how you will accomplish these

3. Why are you interested in this particular project? How does it incorporate your goals? What do you want to learn and demonstrate?

4. What course concepts, components, theories, etc are likely to be relevant for this project?

5. Who are you considering as a potential interviewee? What will your goals be for this interview?

6. What sorts of resources do you think you will need to accomplish the project? How will you acquire these?

7. What assistance might you want from the instructor? Others?

8. What might you want to share with the class (key aspects, “tools”, steps, learnings) from the project? When would you guess that you’d be ready to do this?

9. What evaluative criteria do you believe are important--
   - In relation to your own goals (e.g., how will you know/be able to demonstrate that you have met your goals?)
   - That may be especially important for this project?

10. Anything else? (Questions, additional information?)

Instructor’s comments/next steps. Date
Some ways to link course readings and concepts to class projects

Consider different topics, principles, skills of community organizing, and this course. The process of making linkages can go in at least two directions and is likely to be iterative.

1. From class readings and activities to application in organizing project. Systematically ask, in what ways are each of these relevant in my project? How could they be relevant?
   - To frame assessments, to identify potential questions, intervention options
   - To guide practices, develop principles for understanding
   - To inform evaluation and monitoring

2. Identify elements from organizing project and explore how readings and class activities can help you to understand and consider next steps.
   - What are the critical elements of my project? What phase is it in?
   - How are gender, community organizing, other practice elements, principles, & skills relevant?

Relevant topics, questions
1. Gender and women’s issues and intersections with other aspects of identity and group memberships. [can include knowledge of the history of organizing re: particular issues, use of various theories and frameworks for understanding/analyzing issues; choosing intervention goals and targets]

2. Models, elements, stages, etc of community organizing. Types of communities relevant.

3. Assessment of circumstances. Our readings have included case studies of various types, that provide rich contextual descriptions of how all sorts of elements interact and need to be considered. They can include types of settings and intereners, history of the issue and that setting, cultural and ethnic compositions, how issues were selected and framed, ways learning and involvement were promoted, networks and mobilizing strategies, goals, and many more.

4. Gender issues in organizing, group and organizational dynamics and leadership:
   -- issues among women
   -- issues between men and women (there are also issues among men)
   -- intersections with other status dimensions and social locations

5. Particular skills, strategies and tactics. These can include roles, forming organizing groups, making decisions, addressing conflict, working across differences, selecting and framing issues, different elements within organizing, evaluation, other?

6. Methods for working for justice and addressing oppression and privilege
   - Consciousness-raising, identifying marginalizing group dynamics/practices
   - Hegemonic ideologies, cultures
   - Rigid hierarchies (domination, exploitation)
   - Violence, safety issues
   - Greater access to power and influence
   - Diversity important but not sufficient
   - More?

7. Participatory assessment, monitoring, eval, praxis (participatory theorizing, application of theory)—
   - learning from change
   - Developing visions for change
   - Identifying local indicators
   - Catalyzing learning and analyses, promoting skills and relationships
   - Changing institutions (learning organizations)
   - Tracking change and resistances

8. Other?
Resources for Assessments

Participatory Rural Appraisal
http://www.myfirecommunity.net/discussionimages/NPost8220Attach1.pdf

The Community Toolbox

collecting a community assessment
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/css/ppt/chap2.htm

Community Assessment Tools

Community Assessment
http://nnlm.gov/outreach/community/planning.html

Class Topics and Readings, SW 658, Women and Community Organizing, W 2015

Note: Once we have done some work on interest and priority patterns, we may add or subtract some readings and/or topics. I also want to examine cyberorganizing throughout in some way.

January 8. Introductions to the course, and to each other. Several overviews and some planning. Assessments of interests, priorities

January 15. Overview of key concepts in and models for CO, social movements, and feminist approaches. An overview of women’s movement activities over time.

- Two brief on-line discussions about the roles of on-line/electronic methods and organizing.
  - Cohn, Sally, posted 7.09.2008, printed in Christian Science Monitor, 6.30.08. Real change happens offline.
  - Brecher, J., Costello, T., & Smith, B. (on line, 1.15.09, Feb 2, 2009, the Nation). Social movements 2.0: The tension around the pros and cons on online organizing has spurred a healthy debate in the social movement community.
- Begin reading bell hooks (2000) Feminism is for Everyone: Passionate Politics. Cambridge, MA.: South End Press. We will discuss the entire text in two weeks.

- Pyle text, Progressive Community Organizing chapter 2, the self-aware organizer, 17-26, and Chapter 10, toward solidarity: understanding oppression and working with identity politics, 141-151.
- Continue reading bell hooks book

Some other (optional) resources for critical consciousness, if you want more background:


January 29: Gender-related issues and strategies over time. Initial project proposals due

**Discussion of bell hooks and “Wave II” Feminism**

- Pyle text: Chapter one: Introduction (3-16) (some contexts, definitions, overview)
  - Chapter four: Learning from Social Movements (43-58)

Feb 5: First analytic essay due. Sources of theories and approaches within organizing.

- Pyle text, chapter 3, theories and ideas for the progressive organizer, 27-42, and
  - Chapter 11, Religious and spiritual aspects of organizing, 153-163
  - Chapter 5, critical organizing frameworks, 59-77, and
  - Chapter 12, global justice, organization and resistance, 165-173.
- Kesiena, July 10, 2014 It’s time for white feminists to stop talking about solidarity and start acting.

Feb 12: Feminisms, theorizing, and acting for change—different models and applications [within this we’ll consider roles of men, different ways and reasons for people coming together, implications from wave three and later forms of feminist issues, including global]

- An overview of feminist theories and their evolution

Begin organizing strategies, tactics, and tools

Feb 19: Early phases of organizing—bringing people together. Entry, initiation, engagement, information gathering.

• Pyle text, overview of “tools” and chapter 6, organizing people, constituencies and coalitions, 79-96.

Feb 26: Organizations and organizing structures. Creating support for sustained efforts. First project paper due

• Pyle text, chapter 7, toward empowering organizations, 97-112.
• Jo Reger (2002) Organizational Dynamics and Construction of Multiple Feminist Identities in the National Organization for Women, Gender and Society, 16(5), 710-727

March 5: Spring break.
March 12: Framing, knowledge, education, ideologies. “Marketing” and naming, creating and disseminating knowledge for different purposes.

- Pyle text, chapter 8, language matters: issue framing and communication, 113-124.


- Pyle text, chapter 9, tactics for change, 125-138.
- Einwohner, R., Hollander, J., & Olson, T. (2000). Engendering Social Movements: Cultural Images and Movement Dynamics. Gender & Society 14; 679. This reading outlines the typology of 3 ways that social movements are gendered. Including gendered compositions, goals, tactics, etc.
- This reading compares Alinsky’s model with women-centered model.

March 26: Leadership and power. How are both gendered (and other intersectionality dimensions) and implications for organizing?

- Eagley, A. H. (2007) Female leadership advantage and disadvantage: Resolving the contradictions. Psychology of Women Quarterly, 31(1), 1-

April 2: Processes that are feminist and gender and intersectionality sensitive.
Also information gathering to monitor progress and problems, evaluation.


**Participatory Action Research (linking information gathering, learning and action)**


**Integration, application, reflection**

**April 9:** Organizing across differences (across group boundaries, linking internal and external).

- Alco, Mechanisms for monitoring, reflecting and learning.  
  
  **Second project paper due**


**April 16:** Learning from our projects and work together. Putting it all together. Integration, reflection, celebration of accomplishments and next steps.

**April 23:** Final essay and revisions due one week after last class, or before
Some other useful resource materials. In a separate folder on C-tools


National Resource Center on Domestic Violence, PA. Transforming Communities: A model for community organizing (Creating Safety and Justice for Women and Girls) ND

Mizrahi, T (project director). Nakleushev, N. References (and resources) for Women Organizers, 1990-2002, Hunter College.


I have another list of different countries and issues, that we may tap depending on your interests.