

SW 658 COURSE TITLE: Women and Community Organizing

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Thursday, 2 to 5 PM
Room B780 SSWB

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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 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 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)
2. Apply culturally competent and intercultural methods of community assessment practice. (Practice Behaviors 4.CO, 5.CO, 10.b.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)
4. Implement culturally competent and intercultural methods of community evaluation practice. (Practice Behaviors 4.CO, 10.a.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)

12. *Use a framework 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.*
13. *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 through a series of case studies that trace how actors with marginal status 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 chosen 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 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*) socially constructed basic organizing structure and frame in the world, and relevant in all forms of community work.

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 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 dimensions other than gender, like age, ethnicity, economic class, religion, sexual orientation, disability status.

Thus, to develop some common frameworks, we will spend the first component 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 CO. Some of this is likely to be review for some in the class but new for others, but should 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 within the classroom.

Course philosophy, responsibilities and assumptions

Philosophy

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 everyone will contribute to developing a climate in the class in which we can teach each other from our different disciplines, modes of practice, perspectives and experiences. A flexible and empowering classroom is important if we are to explore social justice issues and approaches to change most productively.

Elements of the course and rationales for these

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 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, or some other popular education session that meets the criteria that you propose.

A large component of the class will be focused on implementing an actual change project, collaborating with others, including class members. It should involve planning, analyzing, implementing and evaluating community practice focused on women’s issues and/or gender-related goals. 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.

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.

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, 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.

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 partially to

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

Guidelines:

- 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/socwork/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:

Pyles, Loretta (2014) *Progressive Community Organizing: A Critical Approach for a Globalizing World*. Routledge.

bell hooks (2000) *Feminism is for Everyone: Passionate Politics*. Cambridge, MA.: South End Press. http://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf

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. There are also very substantial critiques of this book, which we will discuss.

Supplemental (I may assign some components from these, but primarily they are 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 very good supplement to the 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.

Fisher, S, Abdi, D. I, Ludin, J, Smith, R., Williams, S, & Williams, S. (2000) *Working with Conflict: Skills and Strategies for Action*. London: Zed Books. Working with conflict is very important especially within single-gender settings and across social locations and other boundaries and within coalitions. The examples in this are also very international.

Sam Kraner with Lenny Lind, Catherine Toldi, Sarah Fisk, & Duane Berger (2007—maybe a newer edition??). *Facilitator's Guide to Participatory Decision-Making*. New Society Publishers, 4527 Springfield Ave, Philadelphia, PA, 19143. Strong facilitation skills, with constant attention to various

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 Canvas site. Please let me know if you would benefit from other options

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, for examining gender issues and gendering processes within one's own life and within organizing.
- 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
- Inclusion of social justice goals, and implications for particular approaches and projects
- Inclusion of concepts and citations from a range of course readings and activities. Both scope of concepts and readings covered and depth of understanding will be considered.
- Consideration of the intersectionality of other social categories with gender, and the implications of gender if not conceptualized as a binary category,
- Placement of the organizing situation within its historical and cultural context
- Use of knowledge of one's own positionalities and considering implications for the community organizing practice situation
- Contributing to the learning of others
- 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.

Grading

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

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.

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. Two analytic reflections. One about yourself and the readings and activities from the first month of the course and a final analysis at the end of the course (which could take the form of portfolio components. (20%, 10% @) First one due on Oct 15. Second one, by Dec 17.

3. Planning and co-facilitation of a popular education session. This can mean co-facilitation of an entire class session, with the instructor and one or more classmates, with a brief analysis afterwards, or some event outside of the class that meets criteria, steps and components of the assignment (must be approved by the instructor) (25%)

- Popular education and planning and co-facilitation of meetings are key practice skills in community organizing and 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.
- A proposal is due for an alternative popular education session or sign-up for a class session about the third week of class. This usually means planning meetings (with the instructor, for the in class facilitation, at least two), preparation of a facilitator's agenda and other relevant resource materials, leadership during the session, an evaluation by participants, and an analytic reflection.

4. Organizing project, in several stages. (35%) Proposal, Oct 1. Analyses, Oct 29. and Dec 3. This 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 some relevant "tools" for community practice and this course.

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:

Date	Analytic Reflective essays	Co-facilitation and popular education skill session	Organizing Project
Sept17			
Sept 25		Choose class session, submit proposal	
Oct 1			Project proposals due
Oct 8			
Oct 15	First analytic essay due	Co-facilitation begins	
Oct 22			
Oct 29			First project paper due
Nov 5			
Nov 12			
Nov 19			
November 26, Thanksgiving			
Dec 3			Second project paper due. Share summaries and examples
Dec 10	Reflective activities		Review, lessons learned
Dec 17 (post-class)	Final essay due	Final artifacts and analyses due	Any revisions of project papers

More Details about Assignments

Analytic Reflections

- a) **Course introduction and themes, social locations and self-reflection/reflexivity.** (10%) Develop an analytic essay, from bell hooks and other readings and activities from the four first weeks of the course. The topics include an overview of approaches to community organizing, 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 yourself and topics in the course so far, 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. Four to five pages, with linkages to readings and course concepts. Due Oct 15.
Some questions and topics to consider.

- 1) As a self-reflective organizer, identify your positionalities/social locations, where you are in relation to privilege and oppression and your knowledge and awareness of each social location and towards critical consciousness and praxis in general.
- 2) How do your social locations and approaches influence your interest areas, assumptions about organizing, theories and approaches to feminism, and strategies and tactics you might use? Examples might be useful.
- 3) Consider what concepts, topics and issues are of particular interest to you? Identify and describe these briefly and how they have been addressed by activists concerned about gender and girls/women. Why do they interest you and what is your assessment of how the readings and class discussions and activities have approached these?
- 4) What was new or interesting to you in these readings? What did these topics raise for you?
- 5) Identify key concepts, ideas, and questions that arise for you.
- 6) What bothers, concerns, angers you, or otherwise “stirs you up”? Why?
- 7) Convey something about your goals and interests in this course, in relation to these first readings, and how you hope to pursue them, and evaluate critique your work and progress to date.

b) **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 assignments 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 Dec 17

Steps to prepare for this: 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.

- 1) Identify key concepts, ideas, and questions that arise for you going into the future.
- 2) **Develop some key principles for organizing, emphasizing gender, intersectionality...**
- 3) How have you contributed to the learning of others in the course? Be specific? What have you learned while doing this?
- 4) Self assessment. 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?
 - What do you believe has been the most important learning—knowledge, theories, skills, about organizing and various forms of practice, yourself, other? Why?
 - Convey something about your goals and interests leaving this course? How will you keep learning and developing your knowledge and skills?

Can also include what has bothered, concerned, angered or excited you throughout the course—readings, class activities and resource materials, in your projects? What was familiar and unfamiliar to you in the readings and the course? What did these topics raise for you?

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; 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.*

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

There are two alternatives for this:

- First, for you to propose some event or experience outside the class that will allow you to meet all the criteria for this assignment. These include the above, plus has to involve others in planning and facilitation, and in participation in the event, must have both educational and change goals, and needs to involve all the same steps and components as the other alternative—planning meetings, specification of your goals, personal and event-focused, an agenda for the event, an evaluation, and resource materials, and a detailed facilitators’ agenda, and an analytic reflection paper.
- Second, is the class team facilitation option. 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 Canvas the week before the class.

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. 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)
- 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.

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)
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 participants/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 is 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 Oct 1. First analytic paper due Oct 29; second installment due Dec 3, and earlier if you want feedback. Both can be revised with feedback. Each of these should include one or more “tools”. Abstract and one tool must be posted by Dec 7.

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, 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.

By no later than early Oct 1, 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 Canvas.

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. Due 29. 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. Due Dec 3. 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.

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.

Abstract for synthesizing components and learning, plus sharing different “tools”. Format for this follows the next two worksheets.

Worksheets: Some questions to consider in selecting/planning a project: What you want to learn, contribute, take away from 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 Oct 1)

Name _____ Telephone(s) _____ Date: _____
E-mail _____ Box # _____

1. Describe own learning goals, priorities and objectives. Why are these are important to you; how 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. Is there a potential interviewee who can inform your work? Your goals for 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 _____

Project Abstract Components

You may need to tailor some of these to your project, or add things. Try and stay within two pages for the narrative, plus one or more of the “tools” that you used that were a) most helpful; b) good examples of tools competently implemented, c) help you to explain your project and what you did and learned.

1. Title of the project (hopefully conveys the nature of the change, justice implications)

2. Description of the Project

A very brief overview or description of the project and its intents and components, and any theories and analyses employed); Include your role(s) and the contexts in which the experiences/activities occurred.

3. Importance of Project/Issue

A description of why the project is important. This includes a description of the larger issues and contexts that framed the project.

4. Goals & Objectives of Project. overview of the goals and objectives (planned, emerged or changed)

5. Tasks Completed. List/explain tasks & steps (strategies & tactics), esp those you accomplished.

6. Impact(s) of the Project. (planned, unexpected)

7. Lessons Learned

A summary of what you learned about yourself, others, the nature of the project 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. Also what you learned about topics and skills important in this course.

9. Problems and challenges encountered, how you handled them, and what you learned from them.

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 interveners, 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

<http://ctb.ku.edu/en/solveproblem/index.aspx>

conducting a community assessment

<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/css/ppt/chap2.htm>

Community Assessment Tools

http://www.rotary.org/ridocuments/en_pdf/605c_en.pdf

Community Assessment

<http://nnlm.gov/outreach/community/planning.html>

Readings, SW 658, Women and Community Organizing, Fall 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.

September 17. Introductions to the course, some key concepts, and each other.

Assessments of interests, priorities Some overview and issues

- Pyle text, Progressive Community Organizing.
 - Chapter one: Introduction (3-16) (some contexts, definitions, overview)
- Weil, M., Gamble, D., & Williams, E. (1998) Women, communities and development. In McDonough, Netting, Nichols-Casebolt (eds) *The Role of Gender in Practice Knowledge: Claiming Half the Human Experience* (241-285). Garland: New York.
- Arao, B & Clemens, K. (2013) From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. From *The Art of Effective Facilitation*, Stylas Publishing, 135-150.
- 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.

September 24: The self-aware organizer. Critical consciousness, intersectionality, and praxis.

- Pyle text, chapter 2, the self-aware organizer, 17-26, and Chapter 10, toward solidarity: understanding oppression and working with identity politics, 141-151.
- Hulko, W. (2009) The time and context-contingent nature of intersectionality and interlocking oppressions, *Affilia*, 24, 44-55.
- Sakamoto, I. & Pitner, R. O. (2005) Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels, *British J of Social Work*, 35, 435-452.

- Mehrotra, G. (2010) Toward a continuum of intersectionality theorizing for feminist social work scholarship, *Affilia*, 25, 417-430.
- Bilge, S. (2013) Intersectionality undone: Saving intersectionality from Feminist Intersectionality Studies. *DuBois Review*, 10:2, 205-242.
- Continue reading bell hooks book

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

- Reed, B. G., Newman, P., Suarez, Z. & Lewis, E. (1997) Interpersonal practice beyond diversity and toward social justice: The importance of critical consciousness. In Garvin, C. & Seabury, B. (Eds) *Interpersonal Practice in Social Work* (pp. 44-78). Needham Heights, MA; Allyn and Bacon.
- Zulema E. Suarez, Peter Newman, & Beth Glover Reed (2008) Critical consciousness and cross-cultural social work practice: A case analysis, *Families in Society*.

Oct 1: Gender-related issues and strategies over time. Initial project proposals due

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

- Pyle text, Progressive Community Organizing.
 - Chapter four: Learning from Social Movements (43-58)
- Hyde, C. (2005) Feminist community practice. In M. Weil. *The Handbook of Community Practice*, Sage, 360-371.

We will jigsaw these

- Ewig, C. & Ferree, M. M. (2013/14) Feminist organizing: What is old, what’s new? History, trends and issues. From the *Oxford Handbook of Gender and Politics*. Eds G. Waylen, K. Celis, J. Kantola, & S. L. Weldon. **Note: this has an amazing bibliography.**
- Griffin, G. Ed, 1995, Introduction 1-10. **Feminist Activism in the 1990’s**, Taylor & Francis, Ltd.
- Rinku Sen (2003) Community organizing—Yesterday and today xliii – lxxv. *Stir it Up: Lessons in Community Organizing and Advocacy*, Jossey-Bass (Chardon Press)

Oct 8: First analytic essay due. Sources of Theories and Approaches within Organizing.

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]

- 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.

Oct 15: Feminisms and acting for change: An overview of feminist theories and their evolution Implications of different models of feminism for goals, strategies, tactics, over time

- J, Lorber (2005) The variety of feminisms and their contributions to gender equality (1-21). Do we need a new feminism? 303-327). *Gender Inequality: Feminist Theories and Politics* (3rd Ed). Los Angeles, CA: Roxbury Publishing.

- Baumgardner, F. & A Richards. (2000) Chapter two: What is Feminism? ManifestA: Young women, feminism and the future. Farrar, Straus and Giroux, 50-86. This is in two sections on the course tools.
- Smith, A (2006) Without bureaucracy, beyond inclusion: Re-centering feminism. From Left Turn: Notes from the Global Intifada.
- Herr, R. S. (2014) Reclaiming Third World Feminism: or Why transnational feminism needs Third World Feminism, *Meridians*: 12(1), 1-30.
- Goldberg, M. (2014) What is a woman? The dispute between radical feminism and transgenderism. American Chronicles, Aug 4.

Critique and application to CO

- Einwohner, R., Hollander, J., & Olson, T. (2000). Engendering Social Movements: Cultural Images and Movement Dynamics. *Gender & Society* 14; 679. *Outlines the typology of 3 ways that social movements are gendered. Including gendered compositions, goals, tactics, etc.*
- Stall, S. & Stoecker, R. (1998). Community Organizing or Organizing Community?: Gender and the Crafts of Empowerment. *Gender and Society* 12;729.
 - *This reading compares Alinsky's model with women-centered model.*

Begin organizing strategies, tactics, and tools

Oct 22: Early phases of organizing—bringing people together. Entry, initiation, engagement, information gathering. Link between early stages and longer term strategies and tactics.

- Pyle text, overview of “tools” and chapter 6, organizing people, constituencies and coalitions, 79-96.
- Pyle text, chapter 9, tactics for change, 125-138.
- Sen, R. (2003) Chapter 7: United we stand (alliances), *Stir it Up: Lessons in Community Organizing and Advocacy*, Jossey-Bass, 135-147.
- Shapiro, E. ‘Trans’cending barriers: Transgender organizing on the internet, in Y Padilla (2004) *Gay and Lesbian Rights Organizing: Community-based Strategies*, New York: Harrington Park Press, 165-179.
- White, A. M. (1999) Talking feminist, talking black: Micromobilization processes in a collective protest against rape, *Gender and Society*, 13(1), 77-100.
- van Zomeren, M & Iyer, A. (2009) Introduction to the social and psychological dynamics of collective action, *Journal of Social Issues*, 65(4), 645-660.
- R. W. Connell (2005) Change among the gatekeepers: Men, masculinities, and gender equality in the global arena, *Signs*, 30(3), 1801-1826.

Oct 29: 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
- Benita Roth (1998) Feminist Boundaries in the Feminist Friendly Organization: The Women’s Caucus of ACT UP/LA), *Gender and Society*, 12(2), 129-145.
- Jan E. Thomas, (1999) Everything about US is Feminist: The significance of ideology in organizational change, *Gender and Society*, 13(1) 101-119.

- Valentine M. Moghadam: Transnational Feminist Networks: Collective Action in an Era of Globalization. From *Globalization and Social Movements*, 111-139.
- Matthews-Gardner, A. L. (2010) The postwar Black Women's Club movement: The intersection of gender, race, and American political development, 1940-1960. *Journal of Women, Politics and Policy*, 31, 260-285.
- Kaner, S, with L. Lind, C. Toldi, S. Fisk, and D. Berger (2007) Importance of clear decision-rules: Clarifying the single most important structural element of group decision-making, *Facilitator's Guide to Participatory Decision-Making* (2nd ed), Jossey-Bass/John Wiley and Sons, 265-287.

Nov 5: 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.
- Smock, K. (2004) diagnosing and framing the community's problems, *Democracy in Action: Community Organizing and Urban Change*, New York: Columbia University Press, 149-174.
- Mankowski, E. S. & Maton, K. I. (2010) A community psychology of men and masculinity: Historical and conceptual review, *American Journal of Community Psychology*, 45, 73-86.
- Crethar, H. C., Rivera, E. T., & Nash, S (2008) In search of common threads: Linking multicultural, feminist, and social justice counseling paradigms, *Journal of Counseling and Development*, 86, 269-278.
- Martens, A. M. (2009) Working women or women workers? The Women's Trade Union League and the transformation of the American Constitutional Order, *Studies in American Political Development*, 23, 143-170.
- Ridgeway, C. L. (2009) Framed before we know it: How gender shapes social relations, *Gender and Society*, 23, 145-160.

Nov 12: Leadership and power. How are both gendered (and other intersectionality dimensions) and implications for organizing?

- Townsend, J., Zapata, E., Rowlands, J., Alberti, P., Mercado, M. (1999) Introduction, and Empowerment matters: Understanding power. *Women and Power: Fighting Patriarchies and Poverty*, 1-45.
- Eagley, A. H. (2007) Female leadership advantage and disadvantage: Resolving the contradictions. *Psychology of Women Quarterly*, 31(1), 1-
- Mizrahi, T. (2007) Women's Ways of Organizing: Strengths and Struggles of Activists Over Time. *Affilia* 22; 39-55.
- Minieri J., & Getsos, P. (2007) Chapter 5: Developing leaders from all walks of life, Tools for Radical Democracy. *Jossey-Bass: San Francisco*, 81-107.
- Kay, K., & Shipman, C (2014) The confidence gap, *The Atlantic*, May.

Nov 19: Processes and evaluation, information gathering to monitor progress and problems Participatory Action Research (linking information gathering, learning and action)

- Finn, JL & Jacobson, M (2008) Evaluating, Reflecting On, and Celebrating Our Efforts. In *Just Practice: A Social Justice Approach to Social Work* (2nd Edition).
- Gringeri, C. E., Wahab, S., & Anderson-Nathe, B. (2010) What makes it feminist? Mapping the landscape of feminist social work research, *Affilia*, 25, 390-405.
- Cahill, C., Cerecer, D. A. Q, Bradley, M. (2010) “Dreaming of...”: Reflections on Participatory Action Research as a feminist praxis of critical hope, *Affilia*, 25, 406-416.

- Tuominen, M. C. (2012) Speaking and organizing across difference: The multiracial, grassroots mobilization of child care workers, *Feminist Formations*, 24(1), 26-48.

Gendered Processes

- Deutsch F.M. (2007). Undoing gender. *Gender and Society*, 21 (1), 106-127.
- Martin Y. (2003). “Said and done” verses “saying and doing”: Gendering practices, practicing gender at work. *Gender and Society*, 17(3), 342-366.

November 26: Thanksgiving

Dec 3: Organizing across differences (across group boundaries, linking internal and external).

- **Alco, Mechanisms for monitoring, reflecting and learning. Second project paper due**
- Goldman, R (1996). Who is that Queer Queer? Exploring Norms around Sexuality, Race, and Class in Queer Theory. In -Beemyn, B., & Eliason, M. (Eds).A Lesbian, Gay, Bisexual, and Transgender Anthology. NYU Press. 169-182.
- Cruikshank, M (1992) Conflicts and Debates in the Gay and Lesbian Liberation Movement. *In The Gay and Lesbian liberation Movement*, New York: Routledge, 166-189.
- Trask, J-K (1991) Coalition building between Natives and non-Natives, *Stanford Law Review*, 43(6), 1197-1213.
- Conway, J. (2008) Geographies of transnational feminisms: The politics of place and scale in the World March of Women, *Social Politics: International Studies in Gender, State and Society*, 15(2),207-231.
- Gross, K. A. & Heaney, M. T. (2010) Organizing women as women: Hybridity and grassroots collective action in the 21st century, *Perspectives on Politics*, 8(1), 27-52.
- Currans, E. (2012) Claiming deviance and honoring community: Creating resistance spaces in US Dyke marches. *Feminist formations*, 24(1), 73-101.

Dec 10: Learning from our projects and work together. Putting it all together. Integration, reflection, celebration of accomplishments and next steps.

Dec 17: Final essay and revisions due one week after last class, or before

Some other useful resource materials. In a separate folder on Canvas

- Bancroft, L, In Hannah and Goldstein (2000) Chapter 17: Organizing in Defense of Protective Mothers: The Custody Rights Movement.
- 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.
- Kim, M. (2005) The Community Engagement Continuum: Outreach, mobilization, organizing and accountability to address violence against women in Asian and Pacific Islander communities. APIA Health Forum