**COURSE TITLE:** Women and Community Organizing

**Course number and term:** SW 658, Fall, 2019

**Time and Place:** Thursday, 6 to 9 PM, room 3752, SSWB

**Prerequisites:** SW 530 or Permission of Instructor

**Instructor:** Beth Glover Reed (pronouns, she, her)

**Contact information:** bgr@umich.edu, 734-763-5958

**Office:** 3736 SSWB. Sign-up hours posted on door. Other information about contacts provided in class

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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. We will also examine navigating complex group boundaries, and mobilizing power and privilege for change. 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. 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 also consider different meanings and experiences of social problems at the
community level and diverse possibilities for intervention. *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. *In some instances,* 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 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; “models” for community practice and analyses to inform goal and strategy design and implementation; the implications of differences among women (economic class, race, ethnicity, sexual identity, age, religion, disability status, citizenship, and so forth); approaches with men; 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 interests of class members, which we will assess early in the term.

**Course Issues and Philosophy**

**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
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 and intersectionality issues 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, 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.

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 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, or propose some other popular education session that meets criteria for this assignment.

A large component of the class will be focused on implementing an actual change project. This should involve 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.

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).

Texts, Class Materials, and Citation Expectations

Texts:


- bell hooks (2000) *Feminism is for Everyone: Passionate Politics*. Cambridge, MA.: South End Press. This book will be in many bookstores and is also totally on-line.
http://excoradfeminisms.files.wordpress.com/2010/03/bellHooks-feminism_is_for_everybody.pdf

- Please note that bell hooks DOES NOT CAPITALIZE her names.

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 very readable quickly.

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.

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

**Expectations about completing readings (and other course resources)**

I will designate those that are more important that everyone should read, in class, and via message on Canvas. Most weeks there are more readings listed than are reasonable for one person to get through, but we will engage with them through “jig-saw” methods, in which readings are divided with groups extracting important points and taking responsibility for teaching others and also applying them in class activities. These methods are consistent with adult education and praxis—learning by teaching others, and also by extracting and applying important points.

**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 accurately from various sources and theories. I can only assess this if I am sure the source of concepts you are using. Also because different authors use similar terms in different ways, and different terms in similar ways, I may assume a different meaning than the source 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. So rigorous citing improves your learning.

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, found in University publications and the MSW Student Handbook. [http://www.ssw.umich.edu/studentGuide/](http://www.ssw.umich.edu/studentGuide/)

**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).


**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.

**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 relevance for women and other positionalities, and the ways in which their assumptions and approaches may be gendered, reflect other less conscious social processes, or recreate power imbalances.
  - 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.

- C range grades include 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 are included in later pages, and on Canvas

### Schema of assignment components and due dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Participation (20%)</th>
<th>Analytic Reflective essays (20%)</th>
<th>Co-facilitation and popular education skill session (25%)</th>
<th>Organizing Project (35%)</th>
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<tr>
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<td>Sept 12</td>
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<td>Sept 19</td>
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<td>Choose class session</td>
<td>Project proposals due</td>
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<td>Sept 26</td>
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<td>Oct 3</td>
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<td>Analytic essay, first month</td>
<td>Begin Co-facilitations</td>
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<td>Oct 10</td>
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<td>(reflection/artifacts)</td>
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<td>Oct 17</td>
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<td>due two weeks after</td>
<td>First project paper due?</td>
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<td>Nov 7</td>
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<td>Share examples</td>
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<td>Nov 14</td>
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<td>2nd project paper draft due</td>
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<td>Nov 21</td>
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<td>Final project paper due</td>
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<td>Nov 28</td>
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<td>Thanksgiving</td>
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<td>Dec 5</td>
<td>Generate ideas, last class</td>
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<td>Abstracts/tool posted, Review, lessons learned</td>
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<tr>
<td>Dec 12</td>
<td>Final analytic essay due</td>
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<td>Any revisions due</td>
<td>Any revisions due</td>
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</table>
More specifics

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 Canvas. 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. **Analytic Reflections**. (20%, 10% @).

   a) **Course introduction and themes, social locations and self-reflection/reflexivity.** (10%) Due Oct 3. Read bell hooks and other readings from the first several weeks of the course. Identify what you thought were important concepts and issues, your knowledge and skills related to the topics, and describe how you will continue to learn about and apply these concepts. The topics include

      1) an overview of approaches to community organizing (models, elements),
      2) feminism(s) and the study of gender and issues facing women,
      3) intersectionality and critical consciousness (including your own social locations and development), and theorizing for progressive and feminist/intersectionality focused 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 positionalities 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.*

   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 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 Dec 12.

   Revisit what topics and issues are of particular interest to you. Think about 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 now or 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) **Yourself:**
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?

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.

See specific instructions

- the first month of readings, concepts and activities and your own positionalities and goals (10%)
- and a final analysis at the end of the course (which could take the form of portfolio components). (10%)

3. Popular Education, Planning and Facilitation, [linking goals and group processes in an event, with an analysis afterwards]. (25%)

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.

There are two options for this assignment:

a) Planning and co-facilitation of a class session with at least one classmate and the instructor. This usually means at least two (often more) planning meetings (with the instructor), plus list below.

b) Proposing and conducting some event outside of the class that meets criteria, steps and components for this assignment (must be approved by instructor)

This includes planning with others, preparation of a facilitator’s agenda and other relevant resource materials, leadership during the session, evaluation by members in your event, an analytic reflection about the experience, selection of an artifact from the session, and preparation of an analytic summary of that artifact for a potential portfolio.

At about the third week of the class, each of you will either sign up for a session in terms of dates and topics, or submit a proposal for the out-of-class option. Proposal on p 16 of this document.

There are more details and resource materials for this in the next section. P 12
4. **Organizing project, in several stages. (35%).**

More details and resource materials beginning on p 17

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 prospective projects, and especially 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.

For those with earlier organizing experiences, the retrospective option can be an opportunity to apply course concepts and frameworks, to analyze and learn from earlier work.

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.

**More Details about Popular Education and Community Change Assignments**

**Popular Education, Planning and 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 or for another purpose in another location
- To model feminist approaches to shared leadership and power

There are two options for this:

- **Option One:** Signing up with at least one other class member to plan and co-facilitate an entire class session with the instructor.
- **Option Two:** Conducting an event/meeting or some equivalent educational session outside of class. You need to submit a proposal for this.
Option One: Class co-facilitation. 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. Planning should start at least 3 weeks prior to the date, with the instructor.

Option Two: Alternative popular education session. [proposal on p 16] This needs to involve:

- planning meetings with other people,
- some sort of meeting, planning or education event (ideally of about three hours, or might be longer or somewhat shorter, as long as has complex goals and activities),
- an analytic description of the planning process (several pages),
- preparation of a detailed facilitators’ agenda and all of the resource materials needed for the session,
- leadership during the session (again with other people),
- an evaluation by participants,
- an analytic reflection paper, and
- an artifact analysis. The proposal format for this option is in this packet, after the artifact analysis format.

Components:
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. Especially when there are differences in power, confidence, and skills, it can also help those with less power and confidence to be able to participate fully, and is a good learning tool for those with less experience. 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.
- What supplies and equipment are needed for each element and who will be sure they are available.
- 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. 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.
Proposal for outside of class popular education assignment, Name __________________________

What is the event(s) you propose? Describe the purpose of the event, and how you came to know about it.

When and where will it occur?

What are its specific goals?

Who will be involved in planning and implementing? Be explicit about numbers, backgrounds, etc.

Please describe how you think this group will work together to develop, implement and evaluate the activity.

Who will be involved as participants in the event? [composition, size, roles, etc]. how will they be recruited?

Why are you interested in this?

What do you want to learn by engaging in this? Specific knowledge and skills?

What personal issues/goals might you have (e.g., learning to talk less or more, how to handle anxiety, particular issues in how you work with others, or manage yourself)

Questions or concerns?
Organizing Assignment

Proposal due Sept 19. First part of paper is due Oct 17; second installment due Nov 21 (or earlier if you want feedback). Both can be revised with feedback. Each of these should include one or more “tools” and how they were developed and used should be explained in the paper.

For those of you doing group projects, you 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. The guidelines below are written for prospective projects. Retrospective projects should include all the same components, but usually the first paper describes all of the components, and the second one gets more detailed and analytic with reflection about what was learned and how the project might have been strengthened.

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 throughout—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 Canvas. 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 Sept 19, 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. [prospective option]
- 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. [retrospective]
- 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). Begin to incorporate course concepts with citations from the beginning.

• 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, planning or other 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

Note: For retrospective projects, the two papers can divide as above, but more frequently the first paper is a reconstruction of all the phases and components, that are then expanded and analyzed more deeply in a much larger revised paper, with additional tools.

**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:** Post an abstract and at least one tool in a Google Folder before the last class. Outline for what is in the abstract will be posted on Canvas and discussed in class.
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 Sept 19)

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

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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?

_____________________________________________________________

Some “Tools”—A procedure, guide, format for assisting a practitioner to address a practice issue, step
of question systematically. To apply practice skills in a systematic way
   --Analyze  --Organize  --Depict, clarify  --Sequence  --Monitor

Can be mixed and matched—some embedded in others. Some can go in more than one category

1. Assessment models, procedures  [needs, structures, history, measures/data available, feasibility
   options]  Methods—lit reviews, compilation of existing data, participant observation, interviews,
   surveys, satisfaction measures, other evaluation, mapping, etc

2. Ways for organizing information—(and identify what information is needed)
   SWOT [Strengths, weaknesses (current, internal); Opportunities, threats (future, external)]
   Force Field, various problem-solving models. Prevention frameworks

3. Planning—analysis, formulating goals, developing strategies, implementing plans
   Assessment procedures, Force field analyses, sequencing strategies, check lists

4. Problem-solving—different models and formats—multiple assessment steps—gathering
   information, assessing and analyzing that information, sorting/clustering, identifying priorities,
   identifying major goal, possible objectives. Assessing pros and cons of different approaches, selecting
   one or more, develop strategies and tactics—both linear and iterative

5. Scheduling and Tracking—Gantt charts, Pert charts, calendars/schedules
   Calendar of tasks and sequences  Relationships among tasks and sequences

6. Depicting/analyzing procedures (sequences, timing, decision-points)
   Flow charts, program diagrams, logic models (some include program theory/rationale)

7. Showing relationships among components, transactions
   Mapping of various types—organizational charts (hierarchical, programmatic, functional)
   Community maps (literal, symbolic)  Structural diagrams

8. Indicating influence and/or communication structures and processes
   Influence and communication nodes, flows—map perceptions, actual
9. Conducting analyses—of issues, resistances to change, levers for change, feasibility of strategies and tactics
   Force Field Analysis, advocacy homework

10. Monitoring and evaluation—group assessment scales (participation, direction, norms), Satisfaction measures. Identify and track benchmarks. Formal evaluation protocols
   Gather data about everything you do, keep detailed notes, minutes
   Participatory (engage people widely in identifying questions, gathering information, assessing meaning of information)
   Iterative (recurring, praxis, using information to continue to inform planning and practice)

Resources for Assessments

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

The Community Toolbox

conducting a community assessment
http://www.ncrel.org/sdrs/areas/issues/envrmnt/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, F 2016

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.

Introduction and Overview of Major Course Themes and Components

Sept 5. Introductions to the course, and to each other. Several overviews and some planning.

   Assessments of interests, priorities

   - Pyle text, Progressive Community Organizing,
     - Chapter one: Introduction (3-16) (some contexts, definitions, overview)


• FRIDA: The Young Feminist Fund & Association of Women’s Rights in Development’s Young Feminist Action Program (recent, but not sure of exact year) Brave, Creative and Resilient: The Gloval State of Young Feminist Organizing.

• Pyles text, chapter one. Some contexts, definitions, overview), p 3-16 (some variation depending on the edition)

Sept 12. Overview of key concepts in and models for CO, social movements, and feminist approaches. An overview of women’s movement activities over time.


• 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.

  o This reading compares Alinsky’s model with women-centered model.

• Two brief on-line discussions about the roles of on-line/electronic methods and organizing.
  o Cohn, Sally, posted 7.09.2008, printed in Christian Science Monitor, 6.30.08. Real change happens offline.
  o 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.

Sept 19: The self-aware organizer. Critical consciousness, intersectionality, and praxis. (initial project proposals due)

• 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:

Sept 26: Gender-related issues and strategies over time. Last date for Initial project proposals
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)
- Ziesler, A. (2016) Introduction (ix - xv1) and epilogue (249-258) We Were Feminists Once, *From RIOT GRRRL to COVERGIRL, the BUYING and SELLING of a POLITICAL MOVEMENT*, NY: Public Affairs.

Oct 3: 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.

More about 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


**Organizing Components, Strategies, Tactics, and Tools**

**Oct 10: 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.

**Oct 17: 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
- 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,
Oct 24: Framing, knowledge, education, ideologies. “Marketing” and naming, creating and disseminating knowledge for different purposes.

- Lumen Article: Theoretical Perspectives on Social Movements Framing….  
  https://courses.lumenlearning.com/bcc-cuny-compfundamentals/chapter/theoretical-perspectives-on-social-movements/

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


- Pyle text, chapter 9, tactics for change, 125-138.
  http://www.huffingtonpost.ca/aeman-ansari/ethnic-safe-spaces_b_6897176.html
We may view several videos either this week, or in March 31.

Nov 7: Leadership and power. How are both gendered (and other intersectionality dimensions) and implications for organizing?

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<tr>
<th>Group 1: Decolonizing Birth</th>
<th>Group 2: LGBTQ Leadership</th>
<th>Group 3: At Work in Two Genders</th>
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- Eagley, A. H. (2007) Female leadership advantage and disadvantage: Resolving the contradictions. *Psychology of Women Quarterly*, 31(1), 1-

**Nov 14: Processes, evaluation and Participatory Action Research (linking information gathering, monitoring progress, learning and action) Feminisms and intersectionality within these**


**Integration, application, reflection**

**Nov 21: Putting it all together. Mechanisms for monitoring, reflecting and learning. Also more about organizing across differences (across group boundaries, linking internal and external).**

**Second project paper due**


**Nov 28: Thanksgiving**
Dec 5: Learning from our projects and work together. Putting it all together. Integration, reflection, celebration of accomplishments and next steps. Post abstracts and tools.

Dec 12: Final essay and revisions due one week after last class, or before

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


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.