COURSE TITLE: Feminist and Critical Intersectionality Approaches to Community Change.

Course number and term: SW 658, Winter, 2022

Time and Place: Tuesday, 2 to 5 PM, room: SSWB B 684

Prerequisites: None

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Table of Contents
Formal course description with additions 2
[content, objectives, design, etc]
Course Issues and Philosophy 4
Class composition with issues arising 4
Course philosophy, principles and assumptions 5
Elements of the course and rationales for these
Any Special Circumstances (that might affect the class and/or your participation 6
Texts, Class Materials, and Citation Expectations 6
Course resource materials, expectations about reading 7
Overview of Evaluation Criteria, Grading 8
Citation expectations, academic honesty and professional conventions 8
Overview of Evaluation Criteria and Grading 8
Assignment components and due dates 9
More details about assignments
Popular Education, Planning and Co-Facilitation 12
- Template for artifact analysis 15
- Proposal for out of class pop ed assignment 16
Organizing Assignment 17
- Worksheet for selecting a project 19
- Project proposal 20
Ways to link readings and concepts with projects and experiences 21
Some types of tools 22
Resources for assessment 23
Schema of topics and readings by week 23
Italics in the next section are inserted by this instructor into officially approved course description.

**Course Description:** This course will examine feminist and critical intersectionality theories as an approach and framework for community change. It will emphasize understanding the role of power embedded in structures, how power manifests in privilege and oppression and in social patterns of inequality. Students will engage in learning frameworks identifying and analyzing injustice through a feminist and critical intersectional lens as well as developing skills to utilizing these frameworks in community change practice. Students will also use this lens to explore examples of feminist and critical intersectional change efforts in the US and globally.

**Course Content:**
Course content will encourage students to consider how principles derived from feminisms and other critical frameworks have implications for different types of communities and approaches to community change. Positionalities are defined as culturally constructed status categories that interact to create different patterns of advantage and disadvantage. They can include the following: dis/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. Intersectionality is defined as multiple interacting systems of power that privilege and oppress differently with different mixes of positionalities in different contexts. Systems of power include temporal, structural, cultural, disciplinary, interpersonal and intrapersonal components, all of which influence and shape each other. Students will identify different types of boundaries and conflicts within and between these domains as opportunities to work for change. They will develop strategies to engage with and navigate boundaries, tensions and conflicts to work for community change. They will also develop skills in creating community, shared agendas and coordinated change strategies among those with different positionalities and concerned with different issues. Principles of working with coalitions and across power differences can be helpful in multiple approaches to community change.

Students will develop and apply principles and methods derived from different feminisms, intersectionality and other critical approaches to knowledge development and different types of, and methods for, community change. They will review and apply methods to analyze critically existing community change theoretical frameworks and practice from critical intersectionality perspectives, including strategies for systematic multi-centering of different perspectives. Foci include knowledge of changing contexts, historical/temporal domains, dominant theories and frameworks, research findings, and core concepts of community change in social work and related fields related to social justice. They will explore when direct implications of categories (e.g., the gender defined as woman/girl) should be addressed because they have implications in the world and when categories should be challenged and considered as mutable. Goals will include navigating complex group boundaries and mobilizing power and privilege for change. Particular attention will focus on past, present, and future potential roles, strengths, problems and contributions of people with different mixes of positionalities and backgrounds in community change. The course will cover different elements and stages of community change, including types of community assessments, monitoring and evaluation.

**Course Objectives:** Upon completion of this course, students will be able to [EPAS cites need updating]:
1. Demonstrate knowledge of the changing contexts, historical/temporal domains, dominant theories and frameworks, research findings, and core concepts of community change in social work and related fields informed by feminisms and critical intersectionality. (Practice Behaviors 2.CO, 3.CO, 5.CO, 6.CO, 9.CO)
2. Apply assessment methods informed by feminisms and critical intersectionality in different contexts and types of community change, to inform planning, monitoring and evaluation of
3. Design several strategies for implementing principles derived from feminisms and critical intersectionality for different types of community change (Practice Behaviors 3.CO, 10.a.CO, 10.c.CO)

4. Apply and critique social work professional ethics within issues commonly confronted in community change practice, informed by feminisms and critical intersectionality. (Practice Behaviors 2.CO, 4.CO, 5.CO)

5. Demonstrate knowledge of skills to strengthen critical intersectionality approaches [including pluralism and multiculturalism] in community change strategies, especially informed by feminisms. (Practice Behaviors 2.CO, 3.CO, 4.CO, 5.CO, 6.CO, 9.CO)

6. Describe past, present, and future potential roles, strengths, problems and contributions of people with different mixes of positionalities as community change practitioners in different contexts. (Practice Behaviors 1.CO, 3.CO, 4.CO, 5.CO)

7. Identify the ways that multiple positionalities and interacting systems of power affect processes of community change. (Practice Behaviors 6.CO, 9.CO)

8. Compare and contrast key structures and processes of community organizations informed by feminisms and critical intersectionality, and intersectionality-related dynamics that occur in different contexts for organizing. (Practice Behaviors 4.CO, 5.CO, 6.CO, 9.CO)

9. Critically analyze existing community change theory and practices from feminist and critical intersectionality perspectives. (Practice Behaviors 3.CO, 6.CO)

10. Identify critical value and ethical issues for those employing feminist and critical intersectionality approaches and principles, and develop actions that apply these in community change. (Practice Behaviors 1.CO, 2.CO, 4.CO, 10.c.CO)

11. Use frameworks for social justice-oriented community change, incorporating questions of power, meaning, history, context and possibility

12. 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 community change.

Course Design: Instructors may include readings, participation in discussions, written assignments, and individual and group activities. Emphasis will be placed on experiential learning to develop and apply principles for feminist and critical intersectionality approaches within different approaches and skills for community change. May also involve guest speakers, use of different types of media, simulations, and other types of activities and assignments.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)
This course integrates P.O.D.S. content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate P.O.D.S. learning.

____________________________________

In addition to the above, we will both use and critique feminist, critical and intersectional 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.
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 and Gender Studies background while others may have none. Some have taken several community change classes while others have much less background in knowledge about community change. 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. And you are likely to be interested in different levels and types of community change (neighborhood, issues within a town or city, State-wide or national, global), and in different change goals—e.g., environmental justice, reproductive rights, workplace issues, violence, schools, healthcare, many others.

Thus, to develop some common frameworks, we will spend first components of the course reviewing key concepts, histories of feminisms and critical approaches, principles for change and justice. We will consider different contexts for community change, and how gender and other positionalities shape social processes and intersectionality issues within community change. We will also review basic models and components of community change. 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 community change 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, rationales for these, and implications for participation.

This course focuses on the development of analytic frameworks, knowledge and skills for enacting community change. For learning skills and to demonstrate critical and intersectionality-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 one’s 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 multiple positionalities 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 positionalities and backgrounds.

A major part of community change 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 (hopefully including class members) on planning, analyzing, implementing and evaluating a community change project informed by feminisms and critical intersectionality frameworks. We will confront questions of power and differences, and explore strategies to addressing these. Empowering approaches and alliance building across multiple boundaries 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).
COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required. I will be recoding class sessions so you can access them when you feel better, or we can make arrangements for you to participate electronically (and we may all be on zoom depending on how we are doing with COVID issues).

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:
- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

Texts, Class Materials, and Citation Expectations

Texts: I am not going to assign a text for the course although we will read and discuss the brief bell hook’s book listed below. Otherwise, most resources will be on the Canvas site or available on line.

  - 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.

**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. Some 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. You do NOT need to use full citations for resources in the syllabus, but it should have author, and date (if more than one source per author) and it should have page number if using a quote, or the source is large. Citations are 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).

Publication Manual of the American Psychological Association (from School’s website, [http://www.lib.umich.edu/socwork/apastyle.html](http://www.lib.umich.edu/socwork/apastyle.html)) can provide writing and citation guidelines.
Class Recording and Course Materials, Electronic Devices and laptops. My intention is to record classes (probably on zoom) so you can review classes if you miss some. If you want to record something, please let me know, so we can see if anyone in the class has objectives.

In consideration of your classmates and your own learning, it is useful to turn off all cell phones and other distractions during class. This may be challenging if we end up meeting remotely, but hopefully, we can manage it if we are in person.

In terms of use of laptops, I know that some of you prefer to take notes in your laptop, and we may all need to have laptops operative if we have some folk remote. But please do not multi-task on your laptop, eg. checking 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 reduce the use of laptops.

Overview of Evaluative Criteria, Grading and Assignments

General evaluation criteria:

- Incorporation of theory, knowledge, and skills for different forms of feminism and critical intersectionality, examining feminist and intersectionality issues and gendering and other positionality processes within one’s own life and within organizing. Some of you may want to work on issues that especially affect women, and
  - 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 change approaches through critical intersectionality and feminist lenses, relevance for women and other positionalities, and the ways in which their assumptions and approaches may be gendered, raced, classed, etc, reflect other less conscious social processes, or recreate power imbalances.
  - Placement of the community change 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 and multiple positionalities, 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 change 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 other resource materials 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 (25%)</th>
<th>Analytic Reflective essays (20%)</th>
<th>Co-facilitation and popular education skill session (25%)</th>
<th>Organizing Project (30%)</th>
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<tbody>
<tr>
<td>Jan 11</td>
<td>Participate in at least one MLK Symposia event</td>
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<td>Jan 18</td>
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<td>Jan 25</td>
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<td>Feb 1</td>
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<td>Feb 8</td>
<td>Analytic essay, first month</td>
<td>Begin Co-facilitations</td>
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<td>Feb 15</td>
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<td>(reflection/artifacts)</td>
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<td>Feb 22</td>
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<td>due two weeks after</td>
<td>First project paper due?</td>
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<tr>
<td>March 1</td>
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<td>Spring Break</td>
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<td>March 8</td>
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<td>March 15</td>
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<td>Share examples</td>
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<td>March 22</td>
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<td>April 5</td>
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<td>Final project paper due</td>
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<td>April 12</td>
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<tr>
<td>April 19</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>April 25</td>
<td>Final analytic essay due</td>
<td>Any revisions due</td>
<td>Any revisions due</td>
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</tbody>
</table>

**More specifics**

1. **Class attendance and participation.** (25%)
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. And we want to increase skills in building on everyone’s backgrounds and perspectives. Thus, participation includes

- coming to class prepared to discuss assigned readings and other projects and activities,
- one of these will be sharing your experiences with at least one MLK symposia session, a preparing a 3 to 5 page summary and critique of it through the lenses of the course,
- contributing to the learning of others through providing leadership and comments in the classroom, and
- taking responsibility for your learning in the classroom.

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, MLK session, and self-reflection/reflexivity. (10%) Due Feb 8. Read bell hooks and other readings and resource materials from the first four 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 change (models, elements),
2) feminism(s) and critical intersectionality—principles, histories, issues facing those with different mixes of positionalities, and in different contexts,
3) intersectionality and critical consciousness (including your own social locations mixes of positionalities, and development/struggles), and theorizing for progressive and feminist/intersectionality focused community change.
4) Questions, emerging goals, critiques

Write a 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. 5 pages, with citations, due no later than April 25.

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 feminisms, critical intersectionality, types of change...**

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 community change; 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.**

3. **Popular Education, Planning and Facilitation,** [linking goals and group processes in an event, with an analysis afterwards]. (25%) **There are more details and resource materials for this in the next section. P 12**

   Popular education and planning and co-facilitation of many kinds of meetings and events are key practice skills in working for community change. Also collaborative approaches across differences and sources of power are important principles for feminist and critical intersectionality 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.
4. Community Change project, in several stages. (30%).

More details and resource materials beginning on p 17

This should be a real, in the world community change 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 community change 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 community change.

For those with earlier community change 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 change work 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 and critical intersectionality. 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
- To consider implications for popular education in other contexts

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 and resource
materials in the syllabus, and can add one additional resource. If you assign an additional resource, 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 or community change 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. If we end up being remote for some sessions, this would switch to all preparation and steps.
- 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?

How can you incorporate principles of feminism/critical intersectionality (or can you critique it through those lenses)? 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 Jan 25. First part of paper is due Feb 22; second installment due April 5 (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 Jan 25, 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 community change project in which you can practice skills in planning and implementing community change—applying feminisms and critical intersectionality lenses and skills.

- 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]
- Other prospective projects could be associated with your field placement or some activity you are engaged in, or would like to be.
- Some of you may want to analyze a community change 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, other positionalities, feminist or critical intersectionality-informed approaches. **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 feminisms and critical intersectionality, community change 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.

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

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

   Knowledge
Skills

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

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

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

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

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

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

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

8. Other criteria important to me?

_____________________________________________________________
Project “Proposal” (to be submitted to instructor by Jan 25)

Name _____________________ Telephone(s) _____________________ Date: _____________________
E-mail _____________________

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 Feminist and Critical Intersectionality Community Change 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. Are there people who can provide useful information (e.g., potential interviewee(s))? 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?)
Some ways to link course readings and concepts to class projects

Consider different topics, principles, skills of community change, 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 the community change 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 intersectionality, critical frames, other practice elements, principles, & skills relevant?

Relevant topics, questions

1. Multiple positionalities, [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 change. Types of communities relevant.

3. Assessment of circumstances. Our readings and examples include 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, within groups with other shared positionalities
   - issues between men and women (there are also issues among men) across positionalities and categories
   - --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)
Class Topics and Readings, SW 658, Feminist and Critical Intersectionality Approaches to Community Change, W 2022

- Before class begins. Survey of background, interests, preferences. Start to read bell hooks, Feminism is for Everyone.
- First 5 weeks will be basic knowledge, concepts, frameworks.
- Middle sessions will examine different elements for community change, with applications [beginnings, middles, ends, leadership, framing, incorporating different kinds of strategies and tactics, evaluation and monitoring.
- Last couple of sessions will focus in integration, reflection, considering how to use in the future.

Preparation for January 11. Introduction to the course and each other. Overview.

Goals for first session.
- Introduction to the class and each other (beginning community building)
- Preparing for assignments (MLK Jr education day events, engagement with course resources, course facilitation (popular education and event planning), and applied community change project.
- Begin work on initial principles for enacting feminist and critical intersectionality approaches for community change.


Start reading bell hooks, Feminism is for Everyone. We will discuss this at week four.

January 18. Historical/temporal contexts. [Wave one feminism/intersectionalities], practice critical analysis, identify multiple strategies and tactics employed.

Preparation: One article and two films (with a worksheet for each). Plus 4 pages of definitions and rationales for why skills and perspectives for work with coalitions and crossing multiple boundaries are especially useful ways to operationalize critical intersectionality in community change. Worksheets, definitions, and article are in files and Modules section for Jan 18.
Films can be found in the **Pages** section of Canvas. Click on button to see all pages, and then click on the correct film. These films occur in the timeframes often defined as Wave One Feminism. And they include many positionalities, and also many strategies and tactics for community change. Please watch them and use the worksheets for each of them to take notes.

- **Film, Women of Hull House.** The folks who developed and maintained Hull House are often identified as among the founders of social work, and also different kinds of community change. They were also part of what is often labeled as Wave One Feminism.

- **Film: Ida B. Wells: A Chicago Stories Special.** There is also a second video on Ida B. Wells which is also OK to watch, but you only need to watch one.

A heads up that there is a pretty graphic section in the Ida B, Wells film about lynching, since campaigning about lynching was a major goal for her throughout her life, but it is especially graphic early in the film.

Some questions for both films: We will compare and contrast them in class, so bring your notes!

1. Think about the timelines within each film. When start, key time periods.
2. Who are key people and those they encounter? Their positionalities?
3. What motivated them to work for, or resist, change?
4. What were their change goals?
5. What methods (strategies and tactics) did they use?
6. What were their analyses of “causes” of injustice, or rationales for their approaches?
7. Impacts and implications of work and achievements during these eras for today

- **Moradi, B., & Grzanka, P. R. (2017).** Using intersectionality responsibly: Toward critical epistemology, structural analysis and social justice activism. *Journal of Counseling Psychology, 64*, 500–513. [in “files” and “modules” on Canvas. [this is easier going than the Granzka article I made available last week]

**January 25. You as a self-aware community change practitioner.** Intersectionality, critical consciousness, elements of analysis and change with examples [project proposal due]

**Three tasks to complete before class.**

1. Think of some situation in which you were able to initiate and enact some change towards justice that you really cared about. This could be something small, shorter term, or larger or longer term. Consider the contexts of your life when this occurred, other people involved, steps and actions you took, what the experience was like and what you learned from it. In class, we are going to engage in some generative interviewing using these experiences to start to identify action approaches and you “style” in approaching work for change.

2. Complete the worksheets for becoming a “Self-Aware Organizer”, drawn from Loretta Pyles text, *Progressive Community Organizing: Reflective Practice in a Globalizing World.* Routledge. These focus on connecting the personal and the political, the “perils” or organizing (and how to navigate these) and how to stay engaged and find and maintain paths towards meaning and success.

Both of these activities are intended to get us started on regular reflection and types of inquiry as “tools” for community change practice.

**Resource materials (please watch and read, consider implications for you).**
https://www.youtube.com/watch?v=HPhTlkF6nwM  This focuses more on non-profit approaches to social justice work, less explicitly about community change strategies, but raises dimension important to consider in your own lives and work. ID also what issues they do not cover that you wish they had.

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. Updated in 2010. This is also older with more examples focused on IP practice, but I haven’t been able to find anything that does quite what this chapter does. So consider what you would critique and add to it, and also how the various sections apply to you and your community change goals and styles.


Resource materials.

- 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. I hope you started reading or re-reading this weeks ago (I first sent the link before class started) although it is not hard going.
  http://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf

Examples of an issue, with an article and manifesto written in early stages of “wave two” feminism, and more recent writing on the same topic. These are all short, and should be easy to skim. For discussion, similarities and differences between 1979 and 2020? Intersectionality issues related to body positivity —and what are the functions and purposes of manifestos?


- And from 2020, The Problem With Body Positivity: As Long as Doctors Judge Your Looks, Nothing Will Change

- And if you haven’t ready the Combahee River Manifesto, which is all about intersectionality, there is a copy in the file and module for Feb 1.

And this is a wonderful overview (although quite dense) of the state of feminist organizing up until early 2010’s. I don’t expect that everyone will get through this this week but wanted to get it to you and some of you may want to dig into it now, given your goals and backgrounds. We can come back to it later.


Co-facilitation sessions will start any time after this week, so co-planners will suggest additional goals and resource materials, but here are the basic topics and goals for the sessions.
start components of community change

Feb 8:  Sources of theories, inspiration, frameworks and approaches. Introduction of concept maps. **First analytic reflection due**

Feb 15: Bringing people together: Early phases of organizing—entry, engagement, etc

Feb 22  Organizations and organizing structures. Sustaining organizing. **First project paper due (or maybe after break)**

Spring break

March 8:  Framing, ideologies, education/creating knowledge. Goals and “marketing” for different purposes

March 15:  Strategies, tactics, models for change, some re: conflict and boundaries. Matching strategies to conditions.

March 22: Leadership and power within intersectionality frameworks, different types of power and how they interact

March 29: Processes, monitoring. Using information and evaluation

April 5:  Revisiting coalitions, boundaries, conflict, multi-centering. **Second/combined change project due**

April 12: Putting it all together. Organizing across differences, more monitoring

April 19: Celebrating, lessons learned, next steps.

April 24: Final analytic reflection, any revisions and final assignments due.