

GWS 390
Feminism and Social Change
SPRING 2019

Professor: Dr. Nadine Naber
Office Hours: M-S 12-1:00 and by appt.

COURSE DESCRIPTION:

In this capstone course for GWS majors and minors we will focus on women of color and queer of color approaches to feminism and social change. Students will analyze and debate various strategies activists have used to inspire social change in relation to these issues: reproductive justice; immigrant justice; disability justice; criminal justice; familial and communal violence; militarism and war; and decolonization. As a seminar course students will each be responsible for leading course discussions, completing weekly reading assignments, engaging in a collaborative group project and conducting independent research. Our class is designed to enhance collaborative learning and course time will consist of discussion, debate, critiques, and exploration. For this format to be successful, it is critical that students read and think about the weekly readings before coming to class.

TEXTS:

All of the course materials will be posted on Blackboard.
All readings should be completed before the class lecture and assignments are due at the beginning of class. Please bring a hard copy of the readings to each class session.

ASSIGNMENTS:

1. Facilitating/Leading Class Discussion (10 pts.)
2. 8 Blog Posts (20 pts.)
3. Intersectional Activism Pamphlet--Midterm (20 pts)
DUE MARCH 13 (INTERVIEW, PAMPHLET)
4. Group Manifestos (20 pts)
5. Educational Campaign Event on Campus (20 points)
6. Final Paper PAPER DUE MAY 7, 5:00 PM (10 pts)

Facilitating Class Discussion and Participation

Students will lead discussion on one article during the semester. Facilitators are expected to present a short lecture (15 minute) of the most important points, concepts, issues and arguments from the article at the outset of class, lead an interactive activity that allows students to apply the points addressed in the lecture, and then lead a discussion of the significant questions and debates about the reading. You are required to include at least (1) creative example not mentioned in the reading (i.e. visual materials or current events) to help students understand the readings. You are required to bring copies of your lecture notes for your classmates including 3 key concepts and definitions; 3 of the main points/arguments; and 2 questions for discussion. You are required to develop a draft of a lesson plan before the session you will facilitate and obtain approval and feedback form

the professor. Our main goal is to come out of the session with a solid understanding of the course materials and what it offers for our understanding of feminist social change.

All students are encouraged and expected to contribute to our class learning experience by sharing their thoughts, questions, concerns about and debates with the course material. Our aim is to create a respectful environment conducive to each of us feeling free to share whatever thoughts and responses we each have.

Actions that will lower participation grade:

More than 2 unexcused absences, unprepared for class, coming to class late or leaving early. Doing other course work or work during class, napping, texting or being online during class. Each unexcused absence (beyond 2) will result in a reduction of 2 points from your final grade.

Blog Posts:

You are expected to write 8 (1) page blog posts over the course of the semester in response to the assigned readings. Please see the blog post assignment in BB.

See Campaign assignment document for information on the campaign materials, event, and final paper.

COURSE POLICIES

Agreements: Don't be late or fall asleep in class. If you do, it will be reflected in your participation grade. All cell phones and pagers must be turned off during class at all times.

Course Drop: You may drop courses without penalty during the first ten days of the semester (through Friday of week 2).

Late work: No late work will be accepted.

Missed Materials: Visual material (films, slides, etc.) shown during lecture will not be placed on reserve.

Plagiarism: Plagiarism is representing someone else's work as your own. This includes "cheating" by handing in another student's paper or part of someone else's work, and using the words and/or ideas from a publication without providing appropriate citations. For help with citations, or if you are still unclear about what constitutes plagiarism, refer to a research handbook, or visit my office hours.

Religious Holidays: Students must notify their instructor within the first ten days of the semester of the specific dates on which they are requesting an absence for religious observances. A list of the holidays and information on this topic is posted at: <http://www.interfaithcalendar.org/calendardefinitions.htm>

Students with Disabilities: If you require accommodations for access and participation in this course you must be registered with the Office of Disability Services (ODS).

Please contact ODS at 312/413-2103 (voice) or 312/413-0123 (TTY).

Your concerns:

Please feel free to come talk with me outside of the class if you have any additional issues or concerns.

CLASS SCHEDULE

WEEK ONE: Introduction to the Course and each other

01/14

- Course philosophy, introductions, syllabus, community-based guidelines

01/16

- Begin Class Project
- Blackwell, Maylei. “Triple Jeopardy” (The emergence of “intersectionality” out of 1960’s and 70’s social movements)
- Gosse, V. (2005) *Third World Women’s Alliance*. In: *The Movements of the New Left, 1950-1975*. The Bedford Series in History and Culture. Palgrave Macmillan, New York

WEEK TWO: Histories of Women and Queer of Color Feminism: Triple Jeopardy and the Third World Women’s Alliance

01/21- Martin Luther King Day (No Class)

01/23 Burnham, Linda. “The Wellspring of Black Feminist Theory.”

WEEK THREE: Rethinking Anti-Violence Strategies

01/28

- Introduction, *Color of Violence*.
- Sudbury, Julia. Re-thinking Anti-Violence Strategies: Lessons from the Black Women’s Movement in Britain. In *Color of Violence*.
- Richie, Beth. Selections from *Arrested Justice*.

01/30

- Rojas, Paula. “Are the Cops in our Hearts and in our Heads”
- Ritchie Andrea. “Forward and Intro” to *Invisible no More*.

WEEK FOUR: Police and Policing of Race, Gender and Sexuality

02/04

- Ritchie, Andrea. *Objections! Treatment of Queers in Criminal Court*

02/06

- Ritchie, Andrea. *Caging Deviance: Prisons as Queer Spaces*
- Ritchie, Andrea. *Policing Gender Lines*,

WEEK FIVE: Resisting Police Violence and Abolition

02/11

- Sistas Makin' Moves: Collective Leadership for Personal Transformation and Social Justice. In *The Color of Violence*
- On Our Own Terms. In *Revolution*
- INCITE! and Critical Resistance Materials [3 BB documents]

02/13

- Transformative Justice
- Ritchie. Andrea. Chapter 6 and Chapter 7 in *Invisible No More*.

WEEK SIX: Class Project Workshop

02/18, 02/20

WEEK SEVEN: Reproductive Justice

02/25

- Selections. *Undivided Rights*.

02/27

- Selections. *Reproductive Injustice*.

WEEK EIGHT: Health Justice and Self-Care

03/04

- Erevelles, Nirmalla, "Disability in the New World Order," in *The Color of Violence*
- Skin, Tooth and Bone! - A Disability Justice Primer" from Patty Berne and the whole pioneering crew at Sins Invalid.
- Aisha Harris, "A History of Self-Care"
http://www.slate.com/articles/arts/culturebox/2017/04/the_history_of_self_care.html
- Sara Ahmed, "Self-Care as Warfare"
<https://feministkilljoys.com/2014/08/25/selfcare-as-warfare/>
- Audre Lorde, "A Litany for Survival"
- Ross et. al, "The 'Sistersong Collective': Women of Color, Reproductive Health and Human Rights"

03/06

WEEK NINE: Decolonization: United States

MIDTERM IS DUE

03/11

- Deer, Sarah. “Federal Indian Law and Violent Crime: Native Women and Children at the Mercy of the State.” In *The Color of Violence* [See 1/30 BB reading]

03/13

- Robertson, “Law and Order of Violence against Native Women.”
- Native Women Status Report.

WEEK TEN: Decolonization: Palestine-Israel

03/18

- AWSA. The Forgotten’ism

03/20

- Kuttab and Johnson. “Where Have all the Women and Men Gone?”

SPRING BREAK (03/25-03/29)

WEEK ELEVEN: Inner Communal Violence and Accountability

04/01

- Simmons, Aishah, “The War against Black Women, and the Making of NO! In the Color of Violence
- CARA
- “I am Because We Are” In *Revolution Starts at Home*

04/03

- “Healthy Relationships” In *The Revolution Starts at Home*
- “Reclaiming Queer and Trans Safety” In *The Revolution Starts at Home*
- “Community Accountability” In *The Revolution Starts at Home*

WEEK TWELVE, Class Project Workshop

04/08 Continue Palestine

04/10

WEEK THIRTEEN: Immigrant Justice

04/15

- Falcon, Sylvanna. National Security and the Violation of Women. In *The Color of Violence*.
- Fregoso, Rosa Linda. “The Complexities of Femicide” on the Border. In *The Color of Violence*.
- Salcido & Adelman reading on BB
- Film: <http://www.nodigasfilm.com/about/>

- I thought immigration papers would make it all better
<http://askangy.tumblr.com/post/70401337584/i-thought-immigration-papers-would-make-it-all>
- Immigrant Women 1
- Immigrant Women 2

Militarism and War

04/17

- Introduction to *Feminism and War*
- Transnational Feminists Against War

WEEK FOURTEEN: Campaign Events—Immigration Justice and Decolonization

04/22, 04/24

WEEK FIFTEEN: Campaign Events—Reproductive Justice and Abolition

04/29, 05/01