

WGGST 4520: WOMEN OF COLOR & SOCIAL ACTIVISM

A. Livingston/.24(place messages in drop box)

Univ. Hall 386E -2-1127 hrs. T/Th 2:30-3:30 & appt.

Required Texts:

When & Where I Enter – Paula Giddings

Life of Slave Girl – Harriet Jacobs—on line: docsouth.unc.edu./Jacobs

Assigned readings on Carmen

Course Description:

The title “Women of Color and Social Activism” has very broad connotations; and in an effort to be as true to the intent of the course and to create an experience which results in concrete analysis of the strategies and approaches women of color utilize to empower themselves and others, we are going to focus primarily on the United States. We will primarily investigate the social, cultural, and political approaches of African American women with an eye toward comparing them with Chicana, and Native American women’s movements. This course will also focus on the role religion, race and class have played on both which women tend to be activists and whom they have historically represented. It will examine women’s activism in relationship to abolition, gender rights, religion, civil rights, and international feminist/womanist movements. Finally, the course is organized such that the class members will have very active individual and group input.

GEC Goal: Social diversity in the US

We will accomplish this goal by examining the basis for women of color identities in relationship to communities, social institutions, and political structures. How these relationships are constructed, tested and altered will help us to understand the commonalities that exist within the organized struggle of all women.

Course Objectives:

1. To gain better understanding of the ways women chose to confront their oppression
2. To acquire appreciation of the social and political impact of women’s activism on society at large
3. To understand the influence of gender on the mechanisms of social activism
4. To practice and improve critical thinking

Course Requirements:

1. Group research project & presentation – 100pts
2. 5 individual critical responses (to assigned articles & placed in drop box) 50pts
3. 5 critical questions in response to readings &/or research (placed in drop box) 50pts
4. Class attendance & active participation (unannounced quizzes) 50pts
5. Final take home exam – 100 pts

Research Project Presentation = Seminar format: 15-20min. long: have pre-assigned reading list for class members

Every member of the group does not have to participate in the actual presentation, some can present, and others can lead discussion

A) The groups should consist of 4 people.

B) Seminar format / form of presentation

1) The presentation of the project may take a variety of formats. You may choose but are not restricted to any of the following: Create seminar presentation of papers & have discussant

2. Power Point presentation (use key words, not whole sentences; images are better than slides (<http://www.makeuseof.com/tag/10-tips-for-preparing-a-professional-presentation/>))

3. Blog or website that you've constructed

4. Short film or digital narrative (no more than 10 min.)

5. Combination of dramatization and narration

You should practice and time your presentations!

Each group will have a Carmen drop box in which the following will be included:

1. a reference list

2. 1page progress report for each group: what themes will be explored, challenges

you may encounter while searching for sources etc.

3. Your final presentation—(due on presentation day)

4. 1 page summary of group discussion that includes insights that may add to your group's work
and/or connections to other groups presentation topics and finally overall assessment of your
research & group experience

Possible topics: If you have an unlisted topic, clear it with me.

Latina activism in US

Latina /Chicana feminist movement in U.S.

Chicana labor activism

Native American activism

African feminist

Women's activism in Liberia & /or Sierra Leone, or S. Africa

Women's activist alliances either within USA or internationally

Assessments: Consequences/societal change (success or failure of female activism in U.S

Female circumcision (African/Middle East)

Women's activism and sexuality

Indian women's activism

Women of color and the Club movement

Women's activism and the church/religion

The settlement movement

African American women and nationalism

Womanism: home and abroad

Feminist/womanist theories

Comparative study: activist concerns, strategies of U.S. women of color

Presentations will begin Apr 4th and continue to Apr 11th

*** Each group is required to schedule a meeting with me at least one week before the presentation**

Academic Misconduct:

All students are responsible for doing their own work and plagiarism will NOT be tolerated. As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple.

Make sure to:

Always cite your sources (I can help with this) and ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **do not plagiarize!**

Disability Statement:

Students who wish to have an accommodation for disability are responsible for contacting the professor and TA as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901 TDD) verifies the need for accommodations and assists in the development of accommodation strategies.

Assignments:

Weeks:

- | | |
|----------------|---|
| 1&2 | Introduction: Slavery & Gender |
| | Rd. 1st 20 chapters- Jacobs |
| | Film: slavery and making of America pt.1 |
| 3 | finish Jacobs & view Pt. 2 of film |
| | 1ST Response Jan 30th (Jacobs’ politics) |
| | Organizing for civil rights |
| 4 | Rd. Part one: Giddings: Chapters 1-4 |

5. **Finish part one**
- 6 **Rd: Cash article on Carmen**
(2nd critical response: films) Feb 15th
The Church as incubator for female activism
7. **Rd Collier: Carmen**
(Response –Feb 28th)
- 8 **Rd Giddings Part 2 Chapters 8-10**
9. **Finish part 2**
- 10 **Giddings Part 3 chapters 15-17**
11. **finish Giddings**
(Response: female activism: civil rights movement Mar 15th)
12. **“Women of the Mexican American movement” –Carmen**
“Feminism: the Chicano and Anglo Version”- Carmen
“La Femenista” – Carmen
13. **“African feminism” – Carmen**
(Response: feminist parallels & influences)
- 14 **Begin presentations Apr 9th**

