Course description
This course uses social movement organization theory as a lens to examine the grassroots activism and political engagement of women of color in the US. How do intersecting identities shape democratic claims for inclusion and citizenship? What methods for organizing reflect traditional forms of “doing politics,” but also strategies and tactics for defining problems and posing solutions particular to women of color?

There are many schools of social movement theory to engage, including collective behavior, resource mobilization, political processes, and new social movement theory. However, we will limit our discussions to theories of collective identity and framing.

GEC Goal: Social diversity in the U.S

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 take shape, are tested, and altered will help us understand social diversity in the U.S. and claims to citizenship.

We will also better understand the category of “women” by comparatively analyzing contemporary women’s issues in five different national contexts.

Accomplished through:
• Active class participation
• Active engagement with the texts
• Group projects exploring the international context of women’s activism

The Spring 2011 average grade for this course was a B (85%).

Required Books & Course reader

Books for this course are available from Student Book Exchange (1806 North High St.).

It is your responsibility to acquire the titles in time for our course discussions.


Other readings are available on Carmen.
Grading Breakdown
The following are the percentages for assignments for the course:

- participation...20%
- talking points portfolio...20%
- group project...30%
- exam...30%

All assignments must be submitted to the Carmen dropbox. Assignments emailed to me will not be graded.

Participation (20%)
For everyone to get the most out of lectures and discussions, we must all bring something to the table.

If you are passive in the classroom or absent from class, you are unable to contribute to the energy or dynamics of the classroom, therefore, all students are expected to contribute significantly to our seminars.

Thoughtful silent consideration resulting in responses or questions is acceptable; sitting silently is not.

Offering clarifying questions, relevant examples from the reading or other sources, key passages, probing questions, new concepts---these are all ways to interact and participate.

I will call on people directly for responses.

Talking Points (20%; one paragraph)
Purpose: Learning is a dialectical process, or a conversation, amongst all the members of the class. Talking points are meant to facilitate dialogue and get you talking to one another. Your talking points may also prove to be a starting point for ideas you develop for formal written assignments.

Format: Write a brief paragraph response to each of the day’s assigned readings for each class session.

Your responses may be questions, comments, or even graphic representations of a concept. Please refer to specific page numbers and passages.

Keep in mind that very superficial responses that merely criticize the reading for being difficult or ‘boring’ will not demonstrate that you’ve been actively engaged with the course material. Your response should be original and not merely repeating/agreeing with someone else’s response without adding a new aspect.

When are they due?: Talking points are due on Monday for each day’s assigned readings---by 11pm the night before class.

You’ll post your talking points to Carmen (Discussions Forums & Topics/Title of Week’s Text). Talking points cannot be made up after the deadline. I will review them before class, but please also bring a copy of your talking points to class for your reference.

How will they be graded? Scoring will be based on evidence of steady and active engagement with the reading throughout the semester.

Group Project (30%)
Step 1. Before our 11 October meeting conduct some preliminary research on the these topics to decide which topic you’d like to explore further. Preliminary readings or websites are on Carmen to get you started.

1/ Egyptian Women’s Rights: Before the 2011 Revolution & After
Step 2. On 11 October, you’ll choose a working group based on the topics above.

Step 3. Assign roles to each group member. Suggested roles include:

Editor: This student is in charge of organizing the final product of the project, be it a paper, a presentation, etc. That doesn’t mean technical details, but of making sure that the project meets the standards set out for the assignment, plus any extras stipulated by the group. These standards generally include punctuality and completeness.

Recorder: This person takes notes whenever the group meets and keeps track of group data/sources/etc. This person posts these notes to the Carmen discussion group area, highlighting sections relevant for their parts of the project.

Checker: Someone needs to double-check data, bibliographic sources, or graphics for accuracy and correctness.

Producer/Webmaster: This person would be responsible for the technical details of your final product (e.g. PowerPoint, skit, blog).

Spokesperson: This person would be ready to summarize the group’s progress and findings to the instructor and to other groups. This persona also submits the interim progress report (see step 7).

If your group has fewer than five people, you can combine two roles into one (e.g. Editor + Spokesperson or Checker + Producer/Webmaster or Recorder + Checker).

Step 4. Develop your reference list to submit via the Carmen DROPBOX by 5pm on Wednesday.

Sources
You should have a minimum of five academic sources:
1/ three of these must be refereed academic journal articles or books (use Thompson and OhioLink!).

2/ one reading or website to accompany your presentation that everyone will read as an introduction to your topic. I can make copies or post links on Carmen.

3/ Your footnotes and bibliography should follow the Chicago Manual of Style Guide, including names television shows, newspapers, magazine, websites, etc. (see Guidelines for Written Work above)

Points will be deducted for neglecting to follow these source, citation, and formatting guidelines.

Step 5. Think analysis, not solely description!
Questions to research and consider for your presentation:

• Who is making claims?
• What are the claims being made either by the oppressed group or on their behalf?
• How is the problem defined?
• What solutions are proposed?
• At what levels should, in your group’s opinion, should change occur: the individual, societal, institutional?
Step 6. Presentation and Seminar Leadership

Each group will present their research to the rest of the class who will have read the group’s selected reading.

Your presentation can be up to 20 minutes long—practice and time your presentation! No one wants to be rushed because another group has gone over time and I’m terrible at cutting people off. Seriously: use a stopwatch, time your presentation, and edit as needed.

Every member of the group does not have to participate in this aspect; some can present, others can lead the discussion seminar.

You have options for how you present your material. Presentation formats include, but are not limited to:

- a PowerPoint (use keywords, not whole sentences; images are better than slides full of text; more tips are here: http://www.makeuseof.com/tag/10-tips-for-preparing-a-professional-presentation/);
- a Pecha Kucha (http://www.pechakucha.org/) presentation;
- a blog or website that you’ve constructed on the web;
- a short film or digital narrative (10 mins max).

The group receiving an A combined fictionalized accounts with reportage in a dramatization of their topic.

The group receiving a C- merely reported the facts of their topic with a wordy PowerPoint and lacked any analysis of the issue.

Step 7. Group Portfolio

At the end of the term each group’s Carmen DROPBOX should include these items:

1/ a reference list (see instructions for “Sources” above) and

2/ a one-page progress report for each group: what themes will your group explore, what challenges are you encountering in finding sources? (due Tues, 1 Nov)

3/ a link or attachment to your final presentation (due on your presentation day)

4/ a one-page summary of the group discussion that includes insights that add to your group’s work and connections to the other group presentation topics (Fri., 2 Dec).

Final Exam (30%) on Tues, 6 Dec

The in-class exam will consist of multiple choice, true/false, short answer, and applying concepts to case studies. Questions are drawn from lectures, assigned readings, and a specific question related to each group project topic.

Deadlines

Please submit these assignments to the course Dropbox in Carmen!

11 Oct: Groups & tasks assigned

1 Nov: reference list and progress report

15, 22, or 28 Nov: link or attachment of presentation materials

2 Dec: summary of group discussion & connections to other presentations

6 December: final exam
Course Schedule

27 Sept
Syllabus overview
Discussion of participation expectations
Why study social movements and organizations?

4 Oct
1. Clapham, chapters 1, 2, and 5, 7-9
3. Margaret Snyder, “Unlikely Godmother: The UN and the Global Women’s Movement” in Global Feminism [Carmen]

Identifying the Problem: Framing

11 Oct: Group Project Research and Sign-up
1. Researching Women’s Rights Globally
   Session with Cynthia Preston, Subject Librarian for Women’s Studies (TBC)
2. Come to class prepared to sign up for group topics; initial discussion with groups and division of labor (if you miss class on this day you’ll be assigned to a group and a task)

18 Oct: New Social Movement Theory and Collective Identity
Reading

25 Oct: Framing & Solidarity
Reading
2. Eckert & Bensonsmith, “Crossing Lines: Mandy Carter, Grassroots Activism, and Mobilization ’96” [SCLC]

Outcomes

1 Nov
Lecture Notes on outcomes

Reading
2. Tait, “‘Workers Just Like Us’” [SLSC]
8 Nov
1. Ross, “African American Women’s Activism in the Global Arena” [SLSC]
2. Chandra Mohanty, “‘Under Western Eyes’ Revisited: Antiglobalization Pedagogies” [Carmen]
3. Myra Marx Ferree, “Globalization and Feminism: Opportunities and Obstacles for Activism in the Global Arena” [Carmen]

Group Presentations

15 Nov
Group 1: Female Genital Mutilation: the Current State of the Issue
Group 2: Mexican & Mexican-American Women’s Responses to the Cuidad Juarez Femicides

22 Nov
Group 3: South African Lesbians & “Corrective” Rape
Group 4: Women in Iraq Before the U.S. Invasion & After

29 Nov
Group 5: Egyptian Women’s Rights: Before the 2011 Revolution & After

Reading
Cricket Keating, “Building Coalitional Consciousness” [Carmen]

Wrap-up/conclusions/course evaluation

Final exam: Tues, 6 December, 3:30-5:18pm

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.
Non-Negotiables
You are expected to bring your readings with you to class. If you do not have the text and/or have not done the reading, do not bother coming to class. You will only waste your time and that of the class.

Your attendance and on time arrival are required in order for you to participate in class. The sign-in sheet will be passed around at the start of class. You are not permitted to sign the attendance sheet if you arrive late.

Should you be required, or choose, to miss class it is your responsibility to ask a classmate to loan you notes for the day’s discussion. “Can I meet with you to go over what was covered in class?,” is an unacceptable request.

Given the number of emails we all receive daily, please do not email with news about your absence. I will assume we will see you, prepared to participate, in class next session. I do not accept doctor’s notes.

There is no eating in class, but drinks are fine.

Periodically, you will be asked to work in small groups to expedite getting through a large amount of material. This course also requires working on a group project.

Please decide whether these expectations and the course requirements work for your schedule, work habits, and personality.

Deadlines
The ability to plan one’s work and meet deadlines are integral to succeeding academically and in the work world. Assignments for my courses are spaced to maximize students’ comprehension of materials and to allow sufficient time for completion of all assignments.

When signing up for one of my courses, you are entering into a contract to meet the requirements for this course. This includes meeting deadlines. Before committing to the course, you should gather all your syllabi for the term and be sure that the deadlines for this course will fit your class and/or work schedule.

I only grant extensions under the following circumstances with the appropriate accompanying documentation:

1. a death in the family (copy of the funeral program) or
2. illness (doctor’s/physician’s assistant’s note on office stationary).

Requests for extensions without this documentation will be not be approved.

Computer hardware/software and printer failures are not acceptable grounds for extensions. Students should save work frequently, as well as maintain a backup copy.

As part of our contract, I establish my own personal deadlines to grade your work, so that you receive feedback in a timely fashion. Late work impinges on my ability to uphold my end of the contract. For this reason, late penalties are assessed as follows:

1/3rd of a grade is deducted for each day the assignment is late;

late work will be accepted up to 3 days beyond the original deadline with appropriate deductions subtracted from the grade;

work submitted beyond 3 days after the
deadline will not be graded and assigned a 0.

**Digital Etiquette**

Laptops are not permitted in class.

Cellphones must be put on silent and put away for the duration of the class period.

I read and respond to work emails Monday through Friday, from 9am to 5pm.

This means that emails sent after 5pm pertaining to class the next day will not be read and/or responded to until at least 9am the next morning.

Average turnaround time for responses is 24-48 hours. If you ask a question already addressed in the syllabus, I will refer you back to that document.

If I am away at a conference, the auto-reply message will let you know when I will next retrieve and respond to emails.

I do not respond to emails written as text or instant messages. If you’re unsure of the proper format an email should take, please check out Professor Michael Leddy's concise tips on “How to Email a Professor” (http://mleddy.blogspot.com/2005/01/how-to-email-professor.html).

**Guidelines for Written Work**

When submitting work electronically please:

submit your work as a .doc, .docx, or .txt file. If you submit your work as a .pdf, I cannot make comments using the “track changes” function and you will receive only a grade, but not comments on your work;

if you are concerned that I may be unable to open your document, send it in more than one format (e.g. .doc and .txt).

use this format for your file name: FirstInitialLastName_homework1.docx (e.g. KSpringer_interviewquestions.docx);

use 12pt typeface, regular font;

use 1.25″ left/right margins/1.00″ top/bottom (MS Word’s default)


**Plagiarism**

*The official take: 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.*