

IS 478: WOMEN, ACTIVISM, AND SOCIAL CHANGE

Fall 2022

Time & Location: MWF 13:00 - 13:50, SSH 504
Instructor: Dr. Vera Heuer
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Office Hours: MWF 14:00 – 16:00
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Course Description

This course will investigate the relationship among gender, policy, politics, and society and provides an overview of the major debates concerning women and politics in comparative perspective. The gendered character of citizenship, political participation, representation, as well as social and economic rights will be examined in order to explore how women's political efforts have given rise to the creation of counter-public spheres and alternative visions of democracy, social provision and economic participation.

Throughout this course we will seek answers to questions like:

- What does it mean and entail to be an activist, and how does the activist experience differ for women? What obstacles do female activist face?
- What types of tools are necessary to succeed as an activist to induce social change?
- What arenas have been shaped by women activist?
- How do states interact with their female populations and how have they shaped women's activism?
- What role do political institutions play?

By the end of the course, I anticipate cadets to have gained a firm grasp of both relevant theoretical concepts as well substantive knowledge on a variety of cases. Additionally, I expect that cadets will have developed and fostered the ability to interpret and critique qualitative and quantitative studies on different forms of political activism and to apply analytical skills commonly used in comparative politics. These skills should enable cadets to acquire the tools needed to conduct their own analyses in this particular subject field and beyond.

It is expected that students who complete this course will be informed consumers of domestic and international news as well as curiously engage with academic scholarship. Resources helpful in this endeavor and related to the course materials are:

<https://www.motherjones.com/>
<https://www.counterpunch.org/>
<https://culturalpolitics.net/index/>
<http://www.socialjusticejournal.org/>
<https://www.colorlines.com/>
<https://womenshistory.si.edu/>
<https://globaldatareview.com/>

Course Requirements

Reading Preparation and Participation

Since we will cover a wealth of information in a very short time, I expect you to keep up with the readings. All the **readings have to be done** according to the syllabus **before each class meeting**. The **readings can be found on Canvas**.

My teaching style is based on an interactive learning environment. While I do lecture to provide additional materials, I expect students to be able to comment on the readings when asked or to engage in group activity applying information from the readings. Therefore, without the readings you cannot adequately participate in class discussion.

It is not possible to do well in this course without keeping up with the reading. To see whether you have prepared the materials you will need to turn in **comments** pertaining to the readings and reflecting your critical thinking skills **for every session before class** (by 11:00) **on Canvas**. If two or more readings are assigned the **comments cannot be on only one reading**. Be sure to **include a “help received” statement** when submitting your reading comments via Canvas. You can talk with your fellow students about the readings, **but** you are not permitted to collaborate on formulating your comments.

Each set of reading preparations will be scored on a 0-100 scale. I will **drop the 5 lowest-scoring assignments to calculate your overall reading preparation grade**.

When engaging with the readings and submitting your reading assignments you should provide:

- *A brief summary of the core argument*
- *Apply previously learned theoretical concepts to the summary*
- *Assess, analyze, and compare the core argument to other arguments covered in class (in other words make connections between different readings and data)*

An important note on how to engage with class material. Academic freedom enables scholarly inquiry regardless of conclusions reached so long as scholarly methods are respected and followed. This means that scholars are evaluated for their use of scholarly methods, not for the popularity of their conclusions.

Written Assignments

You are responsible for turning in **six assignments** during the course of the semester:

1. a **Pecha Kucha** (a storytelling format using PowerPoint where a presenter shows 20 slides using only images for 20 seconds of commentary each)
2. a **podcast** (an episodic series of spoken word digital audio files that a user can download to a personal device for easy listening)
3. a **video** (a visualization of a podcast combining audio and video into a digitalized format that users can download to a personal device for watching)

These first three assignments are meant to be shared with (or in case of the Pecha Kucha performed in front of) the entire class in order to facilitate peer review and to share the produced material as additional course content.

4. an **art analysis** that requires to engage analytically with a fine art depiction (painting, sculpture etc.)
5. a **text analysis** that requires to engage analytically with a primary source (speech, essay etc.)
6. a comparative **research paper**

Your first 5 assignments are each worth 10% of your grade and will be centered around a female activist of your choice (the sign-up list can be found on Canvas) and related to a specific theme. You can **mix and match the assignment format** and activist **to your liking**; however, you will need to do one assignment for each of the following topics: 1) abolitionism, 2) suffrage, 3) civil rights movement, and 4) the Equal Rights Amendment. The 5th assignment can relate to either family, education, work, or health.

For the research paper you will choose 1 activist from the category “representation” and 1 activist from the “anti-state” category and compare them with each other regarding their commonalities and differences in their activist approach to induce social change.

The themes will be tied to a specific due date. Make sure when choosing your own adventure that you can identify relevant aspects – like an artistic depiction of or a speech by the matched activist. The due dates and list of each theme along with the choice of assignment format are listed in the table below. I will provide **more detailed prompts** for each assignment **to be found on Canvas**.

Themes	Pecha Kucha	Podcast	Video	Art Analysis	Text Analysis	Paper	Due Date
Abolitionism							09/16
Suffrage							09/27
CRM							10/05
ERA							10/17
Family							11/16
Education							
Work							
Health							
Representation							12/14
Anti-State							

Grading Summary and Policies

10% - Participation

10% - Reading Preparations

50% - Homework Assignments (1-5; each 10%)

30% - Comparative Research Paper

Students are entitled to an explanation of their grades. I am aiming at providing adequate instructions as well as comments on the assignments to indicate how grade decisions are reached. If you wish to challenge any of my grades, you must write me a memo explaining why. I will not consider changing any grades without a written request to do so.

General Policies

- Office hours are very helpful and meant to be an opportunity for students to talk about class materials and assignments outside of class.
- Not everything discussed in class will be captured by lecture materials (such as power point presentations). So be alert and take notes.
- Participation is crucial. Engaging in classroom discussion will help not only your grade, but your understanding of new concepts. Ask questions.
- Keep copies of all your work. (i.e. e-mail it to yourself, store it on multiple flash drives or clouds).
- Ignorance is no excuse for plagiarism. Ensure that you cite properly. I will be happy to discuss proper citation style if you have any questions.
- Citations should follow **Chicago Manual of Style** Formatting Guidelines (details available on Canvas).
- I will only discuss grades in my office and never on the day that I have turned back an assignment.
- All work handed into me will be graded in a timely manner.

Rules for the Classroom

Profanity as well as racial or gender slurs will not be tolerated. This course is centered on the idea of providing an inclusive learning environment where human diversity is recognized, respected, valued, and seen as a source of strength. Academic learning will be enriched for each of us when cadets of all backgrounds and experiences engage in openly sharing ideas, beliefs, and perspectives. All cadets are expected to help foster this inclusive learning environment.

Students with Disabilities

VMI abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which mandate reasonable accommodations are provided for all cadets with documented disabilities. If you have a registered disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disabilities Services, the designated office on Post to provide services for cadets with disabilities. The office is located on the 2nd floor of the VMI Health Center. Please call or stop by the office of LTC Jones, Director of Disabilities Services, for more information, 464-7667 or jonesl10@vmi.edu.

Class Schedule and Reading Assignments

- While a syllabus may be considered a contract between students and instructors, I reserve the right to amend this syllabus by giving due notification before making any major changes. -

Introduction & Overview

Wednesday – August 31

- Intro

Social Change

Friday – September 2

- <https://open.lib.umn.edu/sociology/chapter/20-2-sources-of-social-change/>
- Bobel, Chris. 2007. "I'm not an activist, though I've done a lot of it': Doing Activism, Being Activist and the 'Perfect Standard' in a Contemporary Movement." *Social Movement Studies* 6:2, 147-159.

Activism

Monday – September 5

- McAdam, Doug et.al. 1996. *Comparative Perspectives on Social Movements*. Cambridge University Press, 1-20
- Hurwitz, Heather McKee and Alison Dahl Crossley. "Gender and Social Movements." In: Snow, David A. et.al. (Ed). 2019. *The Wiley Blackwell Companion to Social Movements*. Wiley Blackwell.

NO CLASS – CONVOCATION

Wednesday (September 7)

Gender and Identity

Friday – September 9

- Spellman, Elizabeth V. 1988. *Inessential Woman*. Beacon Press: Boston, Ch.6.
- Nash, Jennifer C. 2008 "Re-thinking intersectionality." *Feminist review* 89:1, 1-15.

Abolitionism

The Fight against Slavery

Monday – September 12

- Finnie, Gordon E. 1969. "The Antislavery Movement in the Upper South Before 1840." *The Journal of Southern History* 35:3, 319-342.
- Carpenter, Daniel and Colin D. Moore. 2014. "When Canvassers Became Activists: Antislavery Petitioning and the Political Mobilization of American Women." *The American Political Science Review* 108:3, 479-498.

Wednesday – September 14

- Bush, Barbara. 1984. "Towards Emancipation: Slave Women and Resistance to Coercive Labour Regimes in the British West Indian colonies, 1790–1838." *Slavery & Abolition* 5:3, 222-243. **(everyone)**
- Council, Ashley. 2020. "Ringling Liberty's Bell: African-American Women, Gender, and the Underground Railroad in Philadelphia." *Pennsylvania History* 87:3, 494-531. **(only cadets with last names A to L)**
- Yee, Shirley J. 1992. *Black Women Abolitionists: A Study in Activism, 1828-1860*. Knoxville: University of Tennessee Press, Ch.1. **(only cadets with last names M to Z)**

Responses to Emancipation

Friday – September 16

- Bell, Richard. 2016. "'Thence to Patty Cannon's': Gender, Family, and the Reverse Underground Railroad." *Slavery & Abolition*, 1-19. **(only cadets with last names A to L)**
- Blee, Kathleen M. 1991. "Women in the 1920s' Ku Klux Klan Movement." *Feminist Studies* 17:1, 57-77. **(only cadets with last names M to Z)**

Additional (Optional) Reading:

- <https://www.pbs.org/wgbh/americanexperience/features/reconstruction-white-southern-responses-black-emancipation/>

→ 1st Assignment due

Suffrage

The Fight for Women to Vote

Monday – September 19

- Olympe de Gouges. 1791. "The Declaration of the Rights of Woman."
- "The Declaration of Sentiments." Seneca Falls Conference, 1848.
- Kraditor, Aileen S. 1981. *The Ideas of the Women Suffrage Movement, 1890-1920*. New York: W.W. Norton & Company. Ch. 1 + 3. (JK 1896. K7)

Wednesday – September 21

- McCammon, Holly J. 2003. "'Out of the Parlors and into the Streets': The Changing Tactical Repertoire of the US Women's Suffrage Movements." *Social Forces* 81:3, 787-818.
- Pernet, Corinne A. 2000. "Chilean Feminists, the International Women's Movement, and Suffrage, 1915-1950." *Pacific Historical Review* 69:4, 663-688.

Role of Minority Women

Friday – September 23

- Cahill, Cathleen D. and Sarah Deer. July 31, 2020. "In 1920, Native Women Sought the Vote. Here's What's Next." *The New York Times*.
- Terborg-Penn, Rosalyn. 2004. "Discontented Black Feminists." In: Bobo, Jacqueline et.al. (eds.) *The Black Studies Reader*. New York: Routledge, 65-78.

Additional (Optional) Material:

- <https://www.youtube.com/watch?v=vBI6NCs3k1c>

Racism and the Anti-Suffrage Argument

Monday – September 26

- McDanel, Jan. 2013. "White Suffragist Dis/Entitlement: The Revolution and the Rhetoric of Racism." *Legacy* 30:2, 243-264.
- Kraditor, Aileen S. 1981. *The Ideas of the Women Suffrage Movement, 1890-1920*. New York: W.W. Norton & Company. Ch. 2. (JK 1896. K7)

MAKE-UP CLASS

Tuesday – September 27

- <https://segregationinamerica.eji.org/report/beyond-brown.html>

→ 2nd Assignment due

The US Civil Rights Movement

Wednesday – September 28

- Robnett, Belinda. 1996. "African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization." *American Journal of Sociology* 101:6, 1661-1693.
- Greene, Christina. "Women in the Civil Rights and Black Power Movements." *Oxford Research Encyclopedia of American History*. 22 Nov. 2016; Accessed 18 Aug. 2020.
<https://oxfordre.com/americanhistory/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-212>

White Allies

Friday – September 30

- Stefani, Anne. 2011. "Image, Discourse, Facts: Southern White Women in the Fight for Desegregation, 1954-1965." *Miranda* 5, 1-17.
- McAdam, Doug. 1992. "Gender as a Mediator of the Activist Experience: The Case of Freedom Summer." *American Journal of Sociology* 97:5, 1211-1240.

White Resistance: Segregationist Response

Monday – October 3

- <https://segregationinamerica.eji.org/report/how-segregation-survived.html>
- <https://www.wbur.org/npr/140953088/elizabeth-and-hazel-the-legacy-of-little-rock>
- McRae, Elizabeth Gillespie. January 31, 2018. "How the 'Grassroots Resistance' of White Women Shaped White Supremacy." *Jezebel*.

Wednesday – October 5

→ 3rd Assignment due

ERA

Overview

Friday – October 7

- Chronology of the ERA
- Hamlin, Kimberly A. 2017. "Are Women People? The Equal Rights Amendment Then and Now." *Origins* 10:10.
- Ginsburg, Ruth Bader. 1973. "The Need for the Equal Rights Amendment." *American Bar Association Journal* 59:9, 1013-1019.

Actors and Debates

Monday – October 10

- Testimony by Gloria Steinem. Congress, Senate, Committee on the Judiciary, The "Equal Rights" Amendment: Hearings before the Subcommittee on Constitutional Amendments of the Committee on the Judiciary, 91st Cong., 2d sess., May 5, 6, and 7, 1970.
- Sedwick, Cathy and Reba Williams. 1976. "Black Women and the Equal Rights Amendment." *The Black Scholar* 7:10, 24-29.
- Suk, Julie C. 2020. *We the Women*. Skyhorse Publishing. Ch.6.

Tuesday – October 11

- Brady, David W. and Kent L. Tedin. 1976. "Ladies in Pink: Religion and Political Ideology in the Anti-ERA Movement." *Social Science Quarterly* 56:4, 564- 575.
- Kolbert, Elizabeth. October 31, 2005. "Firebrand: Phyllis Schlafly and the Conservative Revolution." *The New Yorker*.
- Northcott, Kaye. 1977. "At War with the Pink Ladies." *Mother Jones Magazine*, 21-30.

Wednesday – October 12

- Mansbridge, Jane. 1984. "Who's in Charge Here? Decision by Accretion and Gatekeeping in the Struggle for the ERA." *Politics & Society* 13:4, 343-82.

Recent Developments and the Future of the ERA

Friday – October 14

- Soule, Sarah A. and Susan Olzak. 2004. "When Do Movements Matter? The Politics of Contingency and the Equal Rights Amendment." *American Sociological Review*, 69:4, 473- 97.
- Suk, Julie C. 2020. *We the Women*. Skyhorse Publishing. Ch.12

Additional (Optional) Reading:

- <https://genderpolicyreport.umn.edu/portfolio-item/era/?fbclid=IwAR3zKlaHjd-bNp4qcg97CpB3NMh-ViLIY9nhDy6PUGMSiY6GI-I0EY-yivU>

Monday – October 17

→ 4th Assignment due

The Private Sphere: Family Policies

Wednesday – October 19

- Williams, Joan C. 1994. "Married Women and Property." *Virginia Journal of Social Policy & the Law* 1, 383-408.
- McCammon, Holly J., Sandra C. Arch and Erin M. Bergner. 2014. "A Radical Demand Effect: Early US Feminists and the Married Women's Property Acts." *Social Science History* 38:1-2, 221-250.

NO CLASS

Friday (October 21)

Monday – October 24

- Ibrahim, Hauwa. 2004. "Rule of Law Prevails in the Case of Amina Lawal." *Human Rights Brief* 11:3, 39-41.
- Yengde, Suraj. 2020. "Apartheid in Fancy Dress." *The Baffler* (Vol. 51).

The Realm of Education

Wednesday – October 26

- Fish, Virginia Kemp. 1990. "The Struggle over Women's Education in the Nineteenth Century: A Social Movement and Countermovement." In: West, Guida and Rhoda Lois Blumberg (Ed.) *Women and Social Protest*. Oxford University Press.
- Graham, Patricia Albjerg. 1978. "Expansion and Exclusion: A History of Women in American Higher Education." *Signs* 3:4, 759-773.

Friday – October 28

- Manjrekar, Nandini. 2003. "Contemporary Challenges to Women's Education: Towards an Elusive Goal?" *Economic and Political Weekly* 38:43, 4577-4582.
- Arends-Kuenning, Mary and Sajeda Amin. 2001. "Women's Capabilities and the Right to Education in Bangladesh." *International Journal of Politics, Culture, and Society* 15:1, 125-142.
- Hoodfar, Homa. 2007. "Women, Religion and the 'Afghan Education Movement' in Iran." *Journal of Development Studies* 43:2, 265-93.

NO CLASS

Monday (October 31)

Work and Labor

Tuesday – November 1

- Maggard, Sally Ward. 1990. "Gender Contested: Women's Participation in the Brookside Coal Strike." In: West, Guida and Rhoda Lois Blumberg (Ed.) *Women and Social Protest*. Oxford University Press.
- Cook, Alice H. 1968. "Women and American Trade Unions." *The Annals of the American Academy of Political and Social Science* 375, 124-132.

Wednesday – November 2

- Blau, Francine D. et.al. (Ed.) 2006. *The Declining Significance of Gender?* New York: Russell Sage Foundation. Ch.2.
- Zeigler, Sara L. 2006. "Litigating Equality: The Limits of the Equal Pay Act." *Review of Public Personnel Administration* 26:3, 199-215.

Friday – November 4

- Elsesser, Kim M. and Janet Lever. 2011. "Does Gender Bias Against Female Leaders Persist? Quantitative and Qualitative Data from a Large-scale Survey." *Human Relations* 64:12, 1555-1578.
- Mills, Mary Beth. 2005. "From Nimble Fingers to Raised Fists: Women and Labor Activism in Globalizing Thailand." *Signs* 31:1, 117-144.

Health and Reproductive Rights

Monday – November 7

- Luna, Zakiya. 2009. "From Rights to Justice: Women of Color Changing the Face of US Reproductive Rights Organizing." *Societies Without Borders* 4: 343-365.
- Staggenborg, Suzanne. 1986. "Coalition Work in the Pro-Choice Movement: Organizational and Environmental Opportunities and Obstacles." *Social Problems* 33:5, 374-390.

NO CLASS

Wednesday (November 9)

NO CLASS – FOUNDER'S DAY

Friday (November 11)

Monday – November 14

- Ralstin-Lewis, D. Marie. 2005. "The Continuing Struggle against Genocide: Indigenous Women's Reproductive Rights." *Wicazo Sa Review* 20:1, 71-95.
- El Dawla, Aida Seif. 2000. "Reproductive Rights of Egyptian Women: Issues for Debate." *Reproductive Health Matters* 8:16, 45-54.
- Moore, Jina. January 13, 2018. "She Ran from the Cut, and Helped Thousands of Other Girls Escape, Too." *The New York Times*.

Wednesday – November 16

- <http://www.zeromothersdie.org/>

→ 5th Assignment due

Representation

Friday – November 18 (Ring Figure)

- <https://cawp.rutgers.edu/facts/milestones-for-women>

- Fox, Richard L. and Jennifer Lawless. 2004. "Entering the Arena: Gender and the Decision to Run for Office." *American Journal of Political Science* 48: 264-280.
- Beckwith, Karen and Kimberly Cowell-Meyers. 2007. "Sheer Numbers: Critical Representation Thresholds and Women's Political Representation." *Perspectives on Politics* 5(3): 553-565.

NO CLASS – THANKSGIVING FURLOUGH

Saturday (November 19) – Sunday (November 27)

Monday – November 28

- Hawkesworth, Mary. 2003. "Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions." *The American Political Science Review* 97:4, 529-550.

Wednesday – November 30

- Yoon, Mi Yung. 2010. "Explaining Women's Legislative Representation in Sub-Saharan Africa." In: Krook, Mona Lena and Sarah Childs (Ed.) *Women, Gender, and Politics: A Reader*. Oxford University Press.
- Beaman, Lori et.al. 2012. "Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India." *Science* 335, 582-586.

Friday – December 2

- Alexander, Amy C. and Farida Jalalzai. 2020. "Symbolic Empowerment and Female Heads of States and Government: A Global, Multilevel Analysis." *Politics, Groups, and Identities* 8:1, 24-43.
- <https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures>
- <https://www.cfr.org/article/womens-power-index>

Taking on the State

Building Democracy

Monday – December 5

- Thapar, Suruchi. 1993. "Women as Activists; Women as Symbols: A Study of the Indian Nationalist Movement." *Feminist Review* 44, 81-96.
- Baldez, Lisa. 2010. "Women's Movements and Democratic Transition in Chile, Brazil, East Germany, and Poland." In: Krook, Mona Lena and Sarah Childs (Ed.) *Women, Gender, and Politics: A Reader*. Oxford University Press.

Change through Violence

Wednesday – December 7

- Berry, Marie E. 2015. "From Violence to Mobilization: Women, War, and Threat in Rwanda." *Mobilization* 20:2, 135-156.
- Prash, Allison M. 2015. "Maternal Bodies in Militant Protest: Leymah Gbowee and the Rhetorical Agency of African Motherhood." *Women's Studies in Communication* 38, 187-205.

Friday – December 9

- Lobao, Linda. 1990. "Women in Revolutionary Movements: Changing Patterns of Latin American Guerilla Struggle." In: West, Guida and Rhoda Lois Blumberg (Ed.) *Women and Social Protest*. Oxford University Press.
- Fuentes, Andrés Reséndez 1995. "Battleground Women: Soldaderas and Female Soldiers in the Mexican Revolution." *The Americas* 51:4, 525-553.

Monday – December 12

- Cunningham, Karla J. 2010. "Regional Trends in Female Terrorism." In: Krook, Mona Lena and Sarah Childs (Ed.) *Women, Gender, and Politics: A Reader*. Oxford University Press.
- Institute for Economics & Peace. November 2019. *Global Terrorism Index 2019: Measuring the Impact of Terrorism*. Available from: <http://visionofhumanity.org/reports>. 62-69.

Review & Wrap-Up

Wednesday – December 14

→ 6th assignment due at 1600.