



This course has a Canvas site that is available through MySLU. Canvas will be used in the following ways:

Required readings: Articles will be posted, usually as PDF files or web links. Students should print articles and bring them to class.

All handouts and assignments, including a copy of this syllabus, are available on Canvas.

Written assignments will be submitted through Canvas.

Announcements and important links will be posted on Canvas.

## **GRADING**

Attendance, Participation,

The project is divided into stages to scaffold your work and to give you maximum feedback on your project as it develops. A full assignment sheet with details on the project will be given out early in the semester. The stages and deadlines are as follows:

**Stage 1: The Problem [~2 page paper] (Due Feb 26)**

**Stage 2: Learning from Others [~2 page paper + 10 Community Engagement Hours] (Due March 27)**

**Stage 3: The Action [10 hour individual action] (Due April 22)**

**Stage 4: Presentation (Due Date TBD)**

Each student will present their project in a showcase of presentations that will be open to the WGS community and friends. Presentation times will vary based on the number of students but will be announced in advance.

**Stage 5: Reflection Essay [6-8 pages] (Friday May 10)**

**Peer Support (3 hours):** In addition to completing your own action, you will earn credit for work you do in support of classmates' activism. This could include doing graphics or photography for someone, helping set up an event, participating in a brainstorming meeting, editing a brochure, etc. The total amount of peer support time should be at least 3 hours. You can support one person for three hours, or a number of people/ projects for three hours total. A form will be provided for you to log your hours. Reflection on your peer support hours will be incorporated into your final reflection essay.

## **COURSE POLICIES AND EXPECTATIONS:**

**Late work:** The personal reflections and first 3 stages for the activist project can be submitted within one week of the deadline, for credit minus a 10% late penalty. The last two stages of the activist project (action and paper/ presentation) need to be submitted by the deadline in order to earn credit. Students with concerns about submitting work on time are encouraged to contact the instructor in advance of the deadline.

## **Community Care Policies:**

Please prepare in advance of class. Review the assigned material, reflect on it, and bring specific thoughts and questions to create a fruitful discussion.

Please learn and use the names of classmates.

Keep in mind that this course covers a variety of topics, which may elicit strong opinions or personal feelings for you and/or your classmates. Please listen closely and display respect for everyone in our community, as we explore these ideas together.

You have the right to request content warnings for specific subject matter, the use of an alternate name or personal pronouns, or other accommodations from the instructor, to improve your ability to participate in the course. You also have the right to remove yourself from class discussions when necessary and to follow-up with the instructor afterward.

You are encouraged to use any necessary accommodations provided through Disability Services. If you have disability accommodations you plan to use, please bring them to the

On certain occasions, we will use electronic devices (laptops, cell phones, tablets) as part of our course work.

## COURSE SCHEDULE

All readings/ assignments should be completed ahead of class for the day they are listed. This schedule is subject to change. Any changes will be announced in-class and on Canvas.

Personal Reflections: 3 of 4 required, one of which must be the Killjoy Survival Kit. (In other words, you may skip the Defining Feminism/ Activism assignment, the Feminist Manifesto, *or* the Feminist Playlist.)

### UNIT 1: FOUNDATIONS & DEBATES

**W Jan 17**     **Intro to Class/ Each Other/ Feminism(s)**  
In-

**W Jan 24**     **Feminism(s): What is it? What “counts”?**  
Readings: *Living a Feminist Life* [excerpts] (Ahmed)  
Assignments:

- Complete the introduction survey on Canvas.
- literally anything a meme, a song, a book, a pin, an item of clothing, etc but it should be something that you can show to the class and

**M Jan 29**     **Feminism(s) and Feminist Principles (What do feminists believe?)**  
Readings Demarginalizing the Intersection of Race and Sex (Crenshaw)

**W Jan 31**     **Feminist Principles & Manifestos**  
Readings: A Killjoy Manifesto (Ahmed)  
Assignment: Personal Reflection 1: Your Definition of Feminism

**M Feb 5**     **Tactics (What do feminists/ activists do?)**  
Readings: *Beautiful Trouble* excerpts (Boyd)  
Assignment: Personal Reflection 2: Your Manifesto

**W Feb 7**     **When is Activism Performative? / Calling out & Calling In**  
Readings: TBD  
Assignments:

- Post-It Activism Project Due

### UNIT 2: CASE STUDIES: IDENTITY-BASED ACTIVISM

**M Feb 12**     **No Class – 1-on-1 Meetings**

**W Feb 14**     **No Class – 1-on-1 meetings**

**M Feb 19      Disability Activism: Camp Crip and the ADA**  
    Video: *Camp Crip* [documentary, running time: ~1 hour, 45 minutes]  
    ○ Please view the entire documentary prior to class.  
    **Sidewalk Chalk Action Due**

**W Feb 21      Lesbian**

- Explore the Stop Telling Women to Smile website

**W Mar 27**    **Stage 2 & Review**

Assignments: Stage 2 Learning from Others + Community Engagement Hours  
Due

**M Apr 1**    **NO CLASS – EASTER BREAK**

**W Apr 3**    **Sexual Violence: Chanel Miller**

#### **UNIT 4: CASE STUDIES: SEXUALITY AND REPRODUCTIVE JUSTICE**

**M Apr 8**    **Sex Education**