GRI 257: Social Movements of Gender, Race, and Identity
T/Th 4:00pm-5:15pm • MSS 100 • Spring 2015 • University of Nevada, Reno

Emily Hobson, Ph.D.
Assistant Professor, Department of History and Program in Gender, Race, and Identity
Office Hours: W 1-3pm • Office: MSS 124D • Phone: 775-682-6482 • Email: ehobson@unr.edu

This course examines feminist, LGBT/queer, and other social justice movements in the United States. We ask how feminist and LGBT/queer activists have addressed inequalities of gender, sexuality, race, and class and how diverse social movements have shaped feminist and LGBT/queer models for social justice and change. By exploring these questions, we develop an understanding of feminist and LGBT/queer histories, ethics, and activist methods. The first half of the course explores the development of feminist and LGBT/queer activism in the 1960s and 1970s. We will explore major events and organizations and consider the impact of surrounding social movements of the era. Further, we will analyze how factors of race, class, and ideology shaped strands of activism and investigate how activists responded to their differences, debates, and alliances. The second half of the course analyzes feminist and LGBT/queer responses to a given social justice issue from the 1970s to the present. For Spring 2015, this issue is the criminal justice system.* In studying this issue, we will consider how feminist and queer activists have responded to institutions of policing and mass incarceration; investigate how they have understood prison reform, prison abolition, and transformative justice; and consider the political, ethical, and methodological concerns that policing and mass incarceration raise for feminist and LGBT/queer movement building.

*In other semesters, topics in the second half of the course may include reproductive justice, workers’ rights, immigration, anti-war activism, or HIV/AIDS.

CORE OBJECTIVES
This class satisfies Core Objectives 10 and 12 of the Silver Core Curriculum:

- **CO10 – Diversity and Equity**: Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

- **CO12 – Ethics**: Students will demonstrate understanding of the ethical principles in general or in application of specialized knowledge, results of research, creative expression, or design processes. Students will demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts.

In addition, GRI 257 helps students to develop skills in Core Objectives 1 and 3, reinforced throughout the curriculum in courses students take to fulfill core and major requirements.

STUDENT LEARNING OUTCOMES
1. Identify and analyze major goals, contexts, and achievements of feminist and LGBT/queer social movements, including but not limited to intersectional analysis and alliance-building. (CO10 and CO12)
2. Compare social movements of the past to those being organized today. (CO10 and CO12)
3. Apply theories and concepts from feminist, queer, and other social movements to current social and ethical issues. (CO10 and CO12)
4. Through writing and discussion, articulate ethical and social justice frameworks within both historical and contemporary social movements. (CO10 and CO12)
COURSE READINGS
Angela Y. Davis, *Are Prisons Obsolete?* (Seven Stories Press, 2003)
Articles and other short readings, listed on the schedule and posted on e-reserves

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Brief explanation (see prompts for full details)</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Listen, speak, and take part in class discussions and activities.</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>Post a one-paragraph response on the readings to WebCampus each week. Due by noon each Thursday, except for the week your Collective leads discussion.</td>
<td>20%</td>
</tr>
<tr>
<td>Collective Work</td>
<td>You will form small groups of 3-4 people to lead discussion in one class. This assignment includes an individual written reflection.</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #1</td>
<td>Using assigned class readings, develop an exhibit on feminist/queer activism of the 1960s-1970s for a museum of social justice activism. Write an essay that explains your exhibit design and the messages it will communicate. Minimum 5-6 pages, due end of Week 8.</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #2</td>
<td>Using assigned class readings and resources, analyze feminist/queer responses to policing and/or mass incarceration. Assess how past movement histories shape these responses and analyze how activists have developed or applied feminist/queer ethics to the issues at hand. Minimum 5-6 pages, due in Finals Period.</td>
<td>20%</td>
</tr>
<tr>
<td>Short Exams</td>
<td>There will be four short written exams administered in class in Weeks 3, 6, 10, and 13. Each will compose 30 minutes of class time and will focus on key terms, concepts, or quotes from the readings. Exact dates and formats will be announced on WebCampus and in class.</td>
<td>20% (4 short exams worth 5% each)</td>
</tr>
</tbody>
</table>

GRADING CRITERIA
F (less than 60%): F is for work that is not acceptable. It demonstrates that the student has no idea what the course material is about, suggesting a lack of interest or effort and possibly some absences from class. Students who do the reading and come to class regularly rarely receive an F. If you think you have been trying hard and you get an F on an assignment, I encourage you to come to me for help.

D– (60–62%), D (63–66%), D+ (67–69%): D is given for work that is inadequate. It omits important points, contains more than a few inaccuracies, and is badly organized. It suggests that the student has not been paying much attention to the course or is having problems understanding the material. As in the case of an F grade, if you think you have been trying hard and receive a D grade for a writing assignment, come and see me for help. I will do everything I can to assist students who want to work to improve their grades.

C– (70–72%), C (73–76%), C+ (77–79%): C is given for work that is average. The student shows familiarity with the material and is mostly accurate, but the paper lacks detail or effective organization. The C essay might
make general points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent theme or thesis. You can pass the course with this kind of work, but you should aim higher.

**B– (80–82%), B (83–86%), B+ (87–89%):** B denotes work that is above average in quality. It demonstrates that the student knows and understands the material covered in class, and that s/he is capable of synthesizing it into a competent essay. It is accurate, detailed, and well organized, with an introduction, a thesis, and a conclusion.

**A– (90–94%), A (95–100%):** A is for work of exceptional quality. This grade is for essays that present a clear thesis supported by persuasive evidence and analysis, logically organized, and free from typing or grammatical errors. The A essay does more than just competently summarize material from the readings or lectures. It shows the student has thought things through on a deeper level and offers his or her own perspective on the topics under consideration.

**ACADEMIC RESOURCES**
I encourage you to take advantage of these resources. I also welcome you to visit my office hours for guidance.

**History Writing Center:** Mack Social Science (MSS) 109 – Mon.-Weds. 9am-1pm, Thurs. 1pm-5pm, and by appointment. Tim Smith, tpsmith@unr.edu

**University Writing Center:** Mackay Science (MS) 108 – Mondays-Thursdays 9am-4pm, Fridays 9am-2pm and Knowledge Center (MIKC) – Sundays-Thursdays 4pm-9pm. Appointments also available online. 784-6030 or [http://www.unr.edu/writing_center/](http://www.unr.edu/writing_center/)

**Tutoring Center:** Thompson Building (TB) 101M – Mondays-Thursdays 8am-8pm, Fridays 8am-4pm. 784-6801 or [www.unr.edu/tutoring/](http://www.unr.edu/tutoring/)

**Disability Resource Center (DRC):** Thompson Building (TB) 100 – Mon., Tues., and Fri. 7am-5pm, Weds.-Thurs. 7am-7pm. 784-6000, [http://www.unr.edu/drc](http://www.unr.edu/drc)

**CLASS POLICIES**
**Technology:** Multiple studies and my own personal experiences as a student and a professor have shown that laptops/tablets in class seriously inhibit learning. I discourage such devices and encourage pen/pencil and paper instead. If you must use a laptop/tablet, you must sit at the front of the class and access your device only for notes or readings; I will call on you frequently. Phones must always be put away and silenced. Students who use phones, whose phones make noise, or who use any device inappropriately will be asked to leave class and will see their participation grade affected.

**Email Communication:** I use email to schedule meetings but not to respond to questions already answered in the syllabus or to essay drafts. Please follow professional standards for email. I make every attempt to respond in 24 hours or in 48 hours on weekends.

**Late Penalties/Extensions:** Essays will be penalized one letter grade for every 24-hour period late, beginning 15 minutes after being due. If you want to request an extension for an essay, email me 48 hours before due date.

**UNR Policy on Video and Audio Recording:** “Surreptitious or covert videotaping or unauthorized audio recording of class is prohibited by law and Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”
ACADEMIC HONESTY
I have no tolerance for plagiarism, cheating, or any academic dishonesty. I expect all students to do their own work in this course unless I have specifically assigned a group activity or project. Copying someone else's work, or allowing your own work to be copied, is dishonest and unfair to other students who are striving to complete assignments and essays on their own. It is your responsibility to understand and follow all academic honesty standards. Academic Standards are defined in the University Administrative Manual, 6,502 and state:

Academic dishonesty is against university as well as community standards. Academic dishonesty includes, but is not limited to, the following:

• **Plagiarism**: defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.
• **Cheating**: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.
• **Sanctions for violations of university academic standards may include the following**: (1) filing a final grade of “F”; (2) reducing the student’s final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

**Important Information on Plagiarism:** Copying someone else’s entire paper or article is a clear example of academic dishonesty, but note that plagiarism can take other, less obvious forms as well. “Language, ideas, thoughts or work of another” includes any material from assigned reading as well as any other work written or produced by others. Using phrases, sentences, or ideas from books, articles, internet sites, documents, or other sources without letting your reader know that they are direct quotes (by placing them in quote marks) or where they came from (by citing the page number and source) is a form of plagiarism. You must properly acknowledge your use of all other people’s words by placing those words in quotation marks and citing all sources used in your paper. If you draw on another person’s ideas without quoting them directly, you must still indicate where those ideas came from. Citations should also be given for little-known facts and statistics.

Any student found violating academic standards in this course will receive a zero for the assignment in question. A serious first offense, and any second offense, will produce an automatic F in this course. I report all cases of academic dishonesty to the Office of Student Conduct, where they become part of the a student’s academic record and available to employers and directors of graduate/professional programs.

SCHEDULE
Part I: Histories of Feminist and Queer Activism

Week 1: Introduction and Contemporary Contexts

Week 2: Rethinking Public Memories of Radicalism
- Black Panther Party for Self-Defense: 10-Point Program (1966)
Week 3: Feminism’s “Second Wave”: White Women
- Roth, Separate Roads to Feminism, Introduction and Chapters 1-2 (1-75)
- Chicago Women’s Liberation, “How to Start Your Own Consciousness Raising Group” (1971)

In-Class Exam #1

Week 4: Feminism’s “Second Wave”: Black Women
- Roth, Separate Roads to Feminism, Chapter 3 (76-128)

Week 5: Feminism’s “Second Wave”: Chicana Women
- Roth, Separate Roads to Feminism, Chapters 4 and 5 (129-213)

Week 6: Family Poverty and Welfare Rights
- Johnnie Tillmon, “Welfare is a Woman’s Issue” (1972)

In-Class Exam #2

Week 7: Gay Liberation and Lesbian Feminism
- Film: Outrage ’69 (directed by Arthur Dong, 1993) – screened in class
- Third World Gay Revolution, “What We Want, What We Believe” (1971)

Week 8: Expanding Queer Histories
- Cei Bell, “The Radical Queens: Trans-formation,” in Mecca, ed., Smash the Church, Smash the State! The Early Years of Gay Liberation (City Lights Books, 2009), 116-124.
- Interview with Ron Vernon, “Sissy in Prison” (1971)

Essay #1 due no later than Friday 5pm

* * * * * * * SPRING BREAK * * * * * * *
Part II: Feminist and Queer Responses to Policing and Incarceration

Week 9: Political Prisoners and Feminist Leadership

- *Free Angela and All Political Prisoners* (2014) – film screened in class

Week 10: Coalition and Reform in the Anti-Violence Movement


In-Class Exam #3

Week 11: Queer Experiences and Critiques

- Wesley Ware, “‘Rounding Up the Homosexuals’: The Impact of Juvenile Court on Queer and Trans/Gender-Non-Conforming Youth,” in *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, eds. Stanley and Smith (AK Press, 2011), 77-84.

*Laverne Cox speaks on campus, JCSU, 4/9

Week 12: Questioning Prisons

- Davis, *Are Prisons Obsolete?* (Chapters 1-4, pages 9-83)

Week 13: Defining Prison Abolition

- Davis, *Are Prisons Obsolete?* (Chapters 5-6, pages 84-115)
- Film: *Visions of Abolition* (directed by Critical Resistance, 2012) – screened in class

In-Class Exam #4

Week 14: Feminist and Queer Alternatives


Week 15: Transformative Justice


Week 16 and Finals

Essay #2 due at date/time assigned by UNR finals schedule