

SOC1 194-03  
Progress and Identity: Race, Gender, and Social Movements  
Spring 2017  
Monday/Wednesday/Friday 9:40am-10:40am

Instructor: Aisha A. Upton (she/her/hers)

Office: Carnegie 207G

Office Hours: Monday 10:40am-12:00pm/Wednesday 10:40am-11:40am

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*Course Description:*

In many contemporary social movements, the roles of race and class may either seem obvious or relatively easy to ascertain. But what happens when we add gender to this mix? What are the different roles that women take on in social movements and how can we account for differences across movements? How do gender, race, and class intersect in social movements? For example, what happens when we compare the ideas of progress in Black Lives Matter and white nationalist movements with particular emphasis on women's place(s) in the future? In this course, we scrutinize the intersections of race, class, and gender as they relate to the ideals to which movements aspire. Social movements that emphasize concepts such as progress, development, and nation-making indicate visions of the future that can illuminate how gender, race, and class shape peoples' lives. We will focus on the experiences of women (as individuals and as members of groups or organizations) in their historical and structural locations and explore what concepts such as progress, development, and nation-making mean for women in the struggle over feminist meanings and claims.

*Learning Objectives:*

This course is designed to help you develop your own informed perspectives on race, gender, and social movements. You will be asked to move beyond your experience and perspectives to sociologically analyze and evaluate explanations of past and contemporary issues as they appear in our readings. Leaving this course you will be able to:

- 1) Synthesize the themes of *progress, development, and nation-making* to describe the roles that race, class, and gender play in social movements.
- 2) Understand the ways that intersecting identities inform and are informed by ideas of progress, development, and nation-making.

*Course Requirements*

Readings:

This course requires **a lot** of reading. There is no traditional textbook for this course. The following books are required for class:

Blee, Kathleen. 2002. *Inside Organized Racism: Women in the Hate Movement*. Berkely: University of California Press.

Robnett, Belinda. 1997. *How Long? How Long?: African-American Women in the Struggle for Civil Right*. New York: Oxford University Press.

Roth, Benita. 2004. *Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in Americas Second Wave*. Cambridge: Cambridge University Press.

Springer, Kimberly. 2005. *Living For the Revolution: Black Feminist Organizations 1968-1980*.

White, Deborah Gray. 1999. *Too Heavy a Load: Black Women in Defense of Themselves, 1894-1994*. New York: W.W. Norton and Company.

*How You Will Be Graded:*

Participation (10 points)  
Two Page Weekly Response Papers (10 points)  
Five Page Response Papers (20 points)  
Exam One (20 points)  
Exam Two (20 points)  
Final Paper/Presentation (20 points)  
*Total Points Possible = 100*

Your point value will be calculated into a percentage grade, meaning:

A 93% and above  
A- 90-92%  
B+ 87-89%  
B 83-86%  
B- 80-82%  
C+ 77-79%  
C 73-76%  
C- 70-72%  
D 60-69%  
NC Below 60%

Class Participation: 10% of your final grade:

Because this is a discussion-based class, your participation in class is crucial!

Participation includes, (1) *coming to class*<sup>1</sup>. At no point will I take formal attendance.

You are adults and the decision to participate in this course is yours. However, if you are not here to participate, your grade will suffer. In my experience, students who regularly attend classes have a better experience in courses, get the most out of those experiences, and tend to get better grades. I guarantee that you will get out of this course what you put into it. (2) *Reading the required texts*. Again, you will get out of this course what you put into it. The readings for each week may seem daunting – but it would behoove you to not get behind on the reading. (3) *Regularly contributing to class discussions* (talking in class). Please note that your ability to contribute to class discussions is directly correlated

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<sup>1</sup> Please contact me if you experience a personal or family emergency. I am strict about late assignments, but not inflexible.

with your class attendance and your complete reading of the assigned texts. Not every comment/question must be brilliant and insightful; questions and “thinking aloud” are important to the learning process. I cannot stress enough how important contributing to class discussions will be to you, other students, and me as the instructor. Speak up!

#### Two Page Informal Writing Responses:

Each Friday Meeting (with the exception of two days when 5 page responses are due: see below). You will turn in a two page informal writing response. These writing responses are not formal papers. The purpose of the weekly two page responses is for you to reflect on the readings/discussions. Do you still have any burning questions? Is there anything that you adamantly disagree with? Is there something that you really like? Do you see a connection to something we’ve covered in class to your own life or a cultural artifact? Do you just need to rant? Go for it. This is your space to put it out into the world. On the Fridays these are due, bring some of your thoughts to class to add to our discussion. These must be turned in, in class, on the Friday they are due. I will not accept them via email.

#### Five Page Writing Responses

On two Fridays of the semester there will be a five-page semi-formal response paper due. In these five page papers I expect you to connect your ideas directly to the readings that we have covered thus far. Do you feel like any of the authors are in conversation with each other? Do you recognize an overarching theme from the readings? What separates the five page response from the two page responses is that in the five page you should have a clear focus and should use citation for both readings from class and any additional readings (if you choose to use them)

#### Exams:

You will have two exams for this course. The exam format will be take-home and short answer/essay. The exams will not be cumulative and are designed to help you wrap your mind around concepts for the final paper. Because the exams are take-home, barring any unforeseen emergencies, there will be no make-up exams. Your exams must be turned in, in class, on the days they are due.

#### Final Paper and Presentation:

You will be expected to write an 8-10 page paper on a specific social movement or social movement organization (that we have either covered in class or have not). You are expected to use concepts from our course. The details of this assignment will be discussed in further detail in class.

#### *Concerned about your grade? Want to dispute your grade?*

If you are concerned about your performance in the class, the best course of action is to talk to me immediately so we can discuss strategies for improvement. Do not wait until the end of the term!

Also, if you would like to dispute a grade, please wait 24 hours before contacting me about it. From there we can meet and discuss the grade.

## *Other Important Things You Should Know*

### *Technology policy:*

I do not mind if you use technology in the classroom with the exception of cell phones. Again, I will not permit the use of cell phones. Texting, GroupMe, WhatsApp, Snapchat, Facebook, Tumblr, Instagram, and any other app/site that exist to talk to people outside of the classroom have no place in the classroom unless specifically directed. Other technology such as laptops and tablets for note-taking are allowed as long as they do not become a distraction to you or other students (again, don't use social media/social networking sites/apps). It's important that we pay attention to each other. In class discussions we need to be respectful of other people while they are talking. I do not want to ban the use of technology, but I will if I need to.

### *In-Class Discussion Policy:*

Due to the topic of the course, in this class we will cover difficult and controversial topics (race, class, gender, sexuality, etc.) to which we may not all agree. You are welcome to share your own opinions/ask questions about these topics and are expected to listen to others when they share their opinions/ask questions, even if you do not agree. Everyone in class is expected to be respectful of others. With this in mind, personal or group-based attacks will not be tolerated.

### *Accommodations*

Students with special needs that might impact their ability to complete the course should inform me as soon as possible and provide documentation from university services, so that suitable accommodations can be made.

### *Academic Dishonesty*

Absolutely no incidents of academic dishonesty or academic misconduct will be tolerated.

### *Sharing Personal Information*

Macalester College is committed to fostering a safe and productive learning environment for all students. As a faculty/staff member, it is my goal that you feel able to share information about your experiences as a student; however, please know that I am required to report any disclosure of harm to self or others, or any other reported sexual misconduct of any kind, to the appropriate college personnel who are responsible for responding to such reports. Please keep this in mind when you choose to share information in papers, class, etc.

## Schedule

*Friday January 20*

**Campus Conversations and Introductions.**

*Monday January 23*

**More introductions. Introduction to intersectionality.**

Reading: Crenshaw “Why intersectionality can’t wait” (Moodle), Desmond-Harris “To understand the Women’s March on Washington you need to understand intersectional feminism: It’s much bigger than ‘check your privilege’” (Moodle)

*Wednesday January 25*

**A brief introduction to feminism(s). Challenging the wave analogy.**

Reading: bell hooks selected chapters from *Feminism is for Everybody*.(Moodle)

*Friday January 27*

**Introduction to social movements. What you need to know to get started.**

Reading: Small “The meaning of the social movement”

*Monday January 30*

**The Clubwomen’s Movement. Women moving into the public sphere.**

Reading: White, *Too Heavy a Load* chapter one – “The First Step in Nation Making” and Blair introduction and conclusion from *Clubwoman as Feminist* (Moodle)

*Wednesday February 1*

**The Negro woman has practically carried her own man on her back...” Club women and gender/class conflict**

Reading: *Too Heavy a Load* chapter two “The Dilemmas of Nation- Making”

*Friday February 3*

**Class Canceled**

*Monday February 6*

**Who does racial progress depend on?**

Reading: *Too Heavy a Load* chapters three “Their Own Best Argument” and four “A New Era”

*Wednesday February 8*

**On the eve of the civil rights movement: new hurdles for black women’s organizations**

Reading: *Too Heavy a Load* chapter five “Rethinking Place”

***Friday February 10***

**Shifts to civil rights**

Reading: *Too Heavy a Load* chapter six “The Sacrifices of Unity”

***Monday February 13***

**Rethinking social movement theory and women in the Civil Rights Movement**

Reading: Robnett *How Long? How Long?* chapters one “Rethinking Social Movement Theory,” two “Exclusion, Empowerment, and Partnership,” and three “Sustaining the Momentum of the Movement”

***Wednesday February 15***

**Momentum and mass mobilization**

Reading: *How Long? How Long?* chapters four “Sustaining the Momentum of the Movement” and five “Sewing the Seeds of Mass Mobilization.”

***Friday February 17***

**Women as community bridge leaders**

Reading: *How Long? How Long?* chapter six “Bridging Students to the Movement”

**First five-page paper due in class**

***Monday February 20***

**Race, class, and culture in the Civil Rights Movement**

Reading: *How Long? How Long?* chapter seven “Race, Class, and Culture Matter” and Olson chapter nine “Being White Does Not Answer Your Problems” (Moodle).

***Wednesday February 22***

**Women as indigenous bridge leaders and as primary and formal leaders**

Reading: *How Long? How Long?* chapters eight “Bringing the Movement Home to small cities and Rural Communities” and nine “Cooperation and Conflict in the Civil Rights Movement”

***Friday February 24***

**The movement unravels and theoretical conclusions**

Reading: *How Long? How Long?* chapter ten “The Movement Unravels From the Bottom” and conclusion “Theoretical Conclusions”

**Take-home exam 1 available in class and on Moodle**

***Monday February 27***

**Intersecting racial and ethnic feminisms**

Reading: Roth *Separate Roads to Feminism* introduction “The Emergence and Development of Racial/Ethnic Feminisms in the 1960s and 1970s” and chapter one “To Whom Do You Refer? Structure and the Situated Feminist”

***Wednesday March 1***

**The Emergence of the White Women's Liberation movement**

Reading: *Separate Roads to Feminism* chapter two "The 'Fourth World' Is Born"

***Friday March 3***

**The emergence of Black Feminism**

Reading: *Separate Roads to Feminism* chapter three "The Vanguard Center: Intramovement and the emergence of Black Feminism"

***Monday March 6***

**The emergence of Chicana Feminism**

Reading: *Separate Roads to Feminism* chapter four "We Called Ourselves 'Feministas'"

***Wednesday March 8***

**Multiple feminist insurgencies**

Reading: Blackwell *Chicana Power* selected reading (Moodle), and Moraga and Anzaldúa *This Bridge Called My Back* selected readings.

***Friday March 10***

**Intersecting feminisms.**

**Take-home exam due to me via email by 11:59pm**

***Monday, Wednesday, Friday March 13, 15, 17***

**Spring Break**

***Monday March 20***

**The "rise" of feminist movements**

Reading: *Separate Roads to Feminism* chapter five "Organizing One's Own" and conclusion "Feminists on Their Own and for Their Own"

***Wednesday March 22***

**Living for the Revolution: More Social Movements Theory and a Focus on Organizations**

Reading: Springer *Living for the Revolution* chapter one "The Soul of Women's Lib"

***Friday March 24***

**Introduction to Black Feminist Organizations**

Reading: *Living for the Revolution* chapter two "No Longer Divided Against Ourselves"

***Monday March 27***

**The task at hand for Black Feminist Organizations**

Reading: *Living for the Revolution* chapters three "Barbecue and Bake Sales Won't Fund a Movement" and four "Black Women's Issues as Feminist Issues"

***Wednesday March 29***

**Identities in contestation**

Reading: *Living for the Revolution* chapter five “Black Feminist Identities in Contestation”

***Friday March 31***

**Organizing does not end with formal organizations**

Reading: *Living for the Revolution* chapter six “War Weary Warriors”

***Monday April 3***

**Introduction to hate groups**

Reading: Selected readings available on Moodle.

***Wednesday April 5***

**Becoming a racist**

Reading: Blee *Inside Organized Racism* chapter one “The Racist Self”

***Friday April 7***

**Becoming a racist**

Reading: *Inside Organized Racism* chapter two “Whiteness”

**Second five-page paper due in class**

**Second Take-home exam handed out in class and available on Moodle**

***Monday April 10***

**Becoming a racist**

Reading: *Inside Organized Racism* chapter three “Enemies”

***Wednesday April 12***

**Living as a racist**

Reading: *Inside Organized Racism* chapter four “The Place of Women”

***Friday April 14***

**Living as a racist**

Reading: *Inside Organized Racism* chapter five “A Culture of Violence”

***Monday April 17***

**Contemporary social movements**

Reading: timely articles on Moodle

***Wednesday April 19***

**Contemporary social movements**

***Friday April 21***

**Where do we go from here?**

**Second Take-home exam to me via email by 11:59pm**

***Monday April 24***

**Tying things together – a recap of social movements theory**

***Wednesday April 26***

**Tying things together – a recap of social movements Theory**

***Friday April 28***

**Aisha presents her research**

***Monday May 1***

**Final papers due. Celebration.**