

**INTL 190: Gender and Political Protest**

T 2-4:50pm

Robinson Building Complex (RBC) 1328

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Student Hours: Thurs. 2-3:30pm, oba

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In this seminar course, we will examine protest movements centered around issues of gender, in order to understand the developmental arc of protest movements. What sparks a protest? What resources are necessary to sustain protest movements? How do protest movements end, and what is their legacy? Additionally and simultaneously, you will each have the opportunity to undertake a significant research project regarding gender and political protest. Our goal will be to undertake that process in a mutually supportive environment, culminating in your final paper and the presentation of your research at the end of the quarter.

So how do we get from here to there? First, this is a seminar, which means that we are working through the readings and their meanings together. Although each of you will be part of presenting a reading or set of readings, all of you are responsible for doing the assigned reading and coming to class ready to discuss it. Additionally, the ideas, themes, and frameworks that are present in each week's reading may be applied to other situations of protest in other readings. Be alert to those comparisons, as they will enrich our discussions. This is part of what makes a seminar such a unique opportunity for learning in community.

Second, each of you will choose a research project related to the topic of gender and political protest. You will seek to understand the political, social and cultural dynamics that led to that moment or period of protest, the issues involved in the protest, and the legacies of your protest group or social movement. There are steps along the way that we will examine and that you will undertake both separately and in pairs or groups in this course. There are assignments you will be asked to undertake along the way, some in class and some outside of class, all of which will contribute to the development of your research project, and your presentation of it. Ultimately, research is a solo undertaking, where *you* are making choices about what to research and how to do it. Sometimes that feels glorious, and sometimes it may feel isolating. What will help to amplify the glory and stave off the worst of the isolation is to undertake that process in a community of learners who will support each other through the triumphs and the challenges.

Once you have successfully completed this course, you will have undertaken a research project that can serve as a writing sample for job or graduate school applications. You will have an understanding of what it takes to do thorough, high-quality research on a topic that you have chosen and developed from initial spark of an idea to final forms. This also means that you will have done *your own work*, according to the guidelines of academic integrity. Failure to abide by these guidelines may result in a failing grade for this course, which is built around the research process. UCSD has principles of academic integrity. Please consult them. If you have any questions about your work and its integrity, please contact me *before* you submit your work. Submitting your work on time is also part of the integrity of the process. Submission of late work without my prior approval will be penalized one **course** percentage point per day. You must complete all assignments in order to pass the class.

Earning your grade:

Annotated bibliography (due 10.15):	10%
Outline (due 10.29):	10%
First Draft (due 11.12):	15%
Final Draft (due 12.3):	25%
Presentation of Research (12.3 or 12.12):	10%
Reading Presentation and Discussion:	10%
Reading Write-up (Thursday before RPD)	10%

Participation and Discussion: 10%

The **Annotated Bibliography (due 10.15)** should be headed by a working thesis and include 15 sources related to your topic, all correctly cited using MLA, APA, or another format (named by you on the bibliography) that is used in your discipline. Your annotation should be a paragraph or two about the main ideas in the source and their relevance to your topic. You must select a protest group or social movement from a non-US country that has relevance to the theme of gender and its intersection with political protest. “Gender” is interpreted broadly and may include issues of sex, sexuality, identity, embodiment, and equity in a range of social and political arenas. ***Your topic is subject to approval by me, as of October 15, when your bibliography is due.***

The **Outline (due 10.29)** should be 3-4 pages in length, mapping out sections of the paper, and noting sources that are appropriate to addressing those sections. This builds on the work that you will have done in your annotated bibliography.

The **First Draft (due 11.12)** should be 8-10 pages in length, developing sections of your paper proposed in the outline, and developing the thesis you presented in your bibliography. You must include an introductory paragraph as part of this draft.

The **Final Draft (due 12.3)** will be 20-25 pages in length, well-organized, properly citing 15-20 scholarly sources as the basis of your research, and making an argument about the protest group that you have chosen.

Your **Presentation of Research** should be 7-10 minutes long, and you should be prepared to answer questions about your research. Your presentation is evaluated on the following criteria: 1) organization and clarity; 2) creativity, originality, and effectiveness of delivery; and 3) accuracy, specificity, and comprehensiveness of research synthesis.

In your **Seminar Presentation and Discussion**, you and a colleague or two will lead the class, presenting the historical, social, and political context of the place affiliated with your assigned text(s), and offering questions that will guide a group discussion of the text(s). You should presume that your classmates will have read the text, so you do not need to summarize it, but rather give context to the article and point to places in the text that develop an idea of interest, raise an interesting question, or relate to themes and ideas we have already encountered.

In conjunction with your Seminar Presentation and Discussion, you will also submit a **Reading Write-up due the Thursday prior to your Presentation and Discussion**. It will be approximately *three single-spaced pages long*, and should include a two-page précis of the text and its main themes, and one page of follow-up questions for further investigation and discussion. This will become a map of your presentation and the contextual research you will need to do before presenting, as well as some questions that could guide discussion.

**Participation and Discussion** includes your attending class, having read assigned texts, engaging in discussion, working on in-class assignments, and community workshopping of your research projects. Your discussion should stem from your reading of assigned texts, as well as the reading you are doing for your chosen paper topic. For example, if we are talking about how social media is used by a particular protest group in the assigned text for that day, you should contribute to the conversation how your social movement uses social media, or why it may not have, and what alternative it may have used.

Tentative Schedule of topics: In each class meeting, part of the course will be spent with assigned texts and discussion relevant to the subject of Gender and Political Protest, and part of the class will be spent workshopping your research projects, and exploring their links to gender and political protest as well. Please be attentive to any changes in the schedule, announced in class or via Canvas.

**October 1**: What Motivates Social Change?; What Resources Facilitate Social Movements and Protest?  
Reading: David A. Snow, Daniel M. Cress, Liam Downey, Andrew W. Jones, “Disrupting the ‘Quotidian’: Reconceptualizing the Relationship Between Breakdown and the Emergence of Collective Action” (excerpt in *Reading on Social Movements*, ed. Doug McAdam and David Snow)

University of California San Diego, Fall 2019

Reading: Table (one page) from Cress and Snow “Mobilization at the Margins”

Workshop: Finding your topic, making choices

**October 8:** Changing Contexts, Changing Movements

Reading: Aili Mari Tripp, “Transformations in African Political Landscapes” (*International Feminist Journal of Politics* 5: 233-255)

Workshop: Working thesis; Building a bibliography and citing your sources

**October 15:** Mothers and Protest

Reading: Mhajne and Whetstone “The use of political motherhood in Egypt’s Arab Spring uprising and aftermath” (*International Feminist Journal of Politics* 20: 54-68)

**(Annotated Bibliography due – 15 sources)**

Workshop: What’s your question? With whom are you in conversation? Developing your thesis

**October 22:** Defining Moments of History and Time

Reading: Bevernage and Aerts, “Haunting pasts: time and historicity as constructed by the Argentine *Madres de Plaza de Mayo* and radical Flemish nationalists” (*Social History* 34: 391-408)

Workshop: Outlining your research; Identifying your methods; Academic integrity

**October 29: (Working Outline due)** Social Media Impact

Reading: Rudolfsdottir and Johannesdottir “Fuck Patriarchy! An analysis of digital mainstream media discussion of the #freethenipple activities in Iceland in March 2015” (*Feminism & Psychology* 28: 133-151)

Workshop: From outline to paragraphs: Building your draft

**November 5:** Patriarchal Prefigurations

Reading: Robert Futrell and Pete Simi, “Free Spaces, Collective Identity, and the Persistence of U.S. White Power Activism” (*Social Problems* 51: 16-42)

Workshop: Draft development

**November 12:** Activism Under Repressive Regimes

In-Class Film: *Pray the Devil Back to Hell*

**(First Draft (8-10 pages) due electronically in Canvas, also bring two hard copies to class)**

Workshop: Giving and receiving critical feedback

**November 19:** Women’s Movements Making Peace

Reading: One of the Women Peacemaker Narratives – selections TBA

Workshop: Introduction and Conclusion

**November 26:** For the Long Term?

Reading: Frances S. Hasso “Feminist Generations? The Long-Term Impact of Social Movement Involvement on Palestinian Women’s Lives” (*American Journal of Sociology* 107: 586-611)

Workshop: More revising, revising, revising: from revision to the final draft

**December 3: (Final Draft due electronically in Canvas and in hard copy in class – 20-25 pages; Begin Presentations of Research)**

**December 12, 3-6pm: (Continue Presentations of Research; Final Group Discussion)**