

SOC 399-03 Seminar: Women and Nonviolence
Fall 2014
M 1:00- 3:30
Beaven 229

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Office Hours: M 10-11, T and Th 11- 12:30, & by
appt.
Beaven 223



Women and Nonviolence

Women have been on the front lines of major revolutionary movements, from the global suffrage campaign for women’s rights to vote, to the U.S. civil rights movement to end segregation, to movements demanding a return of the “disappeared” in El Salvador, Chile, and Argentina, to the dismantling of apartheid in South Africa and the cessation of civil war in Liberia, to the confrontation of a corrupt regime for acts of genocide in Serbia, to the ongoing conflict in Israel and Palestine. And yet, women’s roles in these historical transformations are systematically “written out of” and “invisible to” the historical eye.

This course surveys some of the most exemplary cases of women’s efforts to use nonviolence in resistance, social change, and peacebuilding. We analyze women’s roles sociologically, not as a fundamental biological capacity for peace but as a result of the ways in which women’s lives have been gendered. We examine how this gendering shapes their involvement in conflicts as well as their contribution to nonviolent conflict resolution. We will therefore ask: why do women choose nonviolence as their framework for making claims and organizing change? And, how does their gendered experience shape their orientation to and implementation of nonviolent tactics?

This course straddles three disciplinary studies: from **sociology** you will gain insights on gender, social change and social movements; from **peace and conflict studies** you will gain an in-depth understanding of nonviolent revolutions and movements; from **women and gender studies** you will deepen your knowledge of how gendered experiences shape contributions to political transformation.

This course begins with knowledge of cases developed closer to home (in the global West and the U.S.) and builds into comparative analysis, focusing on women’s roles in major transformations in the developing world.

Course Structure and Objectives

This is an upper level seminar that is reading and writing intensive. Assignments will include weekly response papers, or short reflective essays on the weekly readings, and you will develop a term paper on one of a range of topics corresponding to the general theme of women and nonviolence.

The memos are the only way I can assess your level of engagement with the weekly readings and they will be key to your in-class participation preparation. Earning a good grade necessitates that you dedicate sufficient time to a substantial engagement with the week's assigned readings. As we move through different substantive cases, you will be able to build on and compare insights from different movements.

The paper will allow you to develop research and analytical skills in a more in-depth examination of one particular topic. With my guidance you will build on and add to your knowledge of one section (or subsection) of the course and learn how to conduct historical and archival research utilizing Dinand databases.

You will also be responsible for taking charge of 1 or 2 discussions. On the week you are in charge of discussion, you will turn into me some pointed discussion questions with page numbered sections. These will be approved by me and then distributed to your classmates in class. *This assignment will be turned in in lieu of a memo* (so you will not be required to turn in a memo but will be graded on your discussion questions instead). I will distribute guidelines for both memos and discussion questions on the first day of class. They will also be posted on the Moodle site.

By the end of the course I expect you to have gained insight into the following questions:

- What is nonviolence? How has it been approached differently by different types of social actors? How does it affect political change?
- What is the role of women in nonviolence? How has nonviolence been “gendered” in history and practice?
- What is common about women's participation in and contributions to nonviolence across the cases we have studied? What is distinctive to unique cultural and political contexts? What are the strengths and limitations of nonviolence to affect political change in the developing world?

Additionally, you will have gained a rich knowledge of a diverse number of major historical transformations in world history and in-depth knowledge on the topic you select for your research paper.

Required Reading

Required books are available for you at the campus bookstore or wherever used booksellers provide the following titles:

If Your Back's Not Bent, Dorothy Cotton
This River of Courage, Pam McAllister
Revolutionizing Motherhood, Margaret Guzman Bouvard
Maternal Thinking, Sara Ruddick
Occupied with Nonviolence: A Palestinian Woman Speaks, Jean Zaru

There will also be numerous articles, supplementary documents and book excerpts available for you on the course Moodle site.

Assignments

Weekly Reading and In-class Discussion

Each week is thematically focused. In the beginning we have some weeks to cover basic histories of the development of nonviolence as a framework for claimsmaking and social change, major canonical leaders and cases, and some basic conceptual knowledge of the fields of social movements and gendered analysis.

From there we explore in greater depth cases organized by region and movements. We will cover notable cases where women have played foundational roles in nonviolent movements in the U.S., Latin America, Africa, the Middle East, and Eastern Europe.

Your readings will always feature one in-depth empirical study (and sometimes additional smaller empirical examples from the week's selected case) and there will be at least one concept piece per week that addresses some aspect of general theorizing on the role of women in nonviolent protest. The concept piece's application to the empirical case study will be a great starting point for your memos or in-class discussion.

Response Papers

Each week a short response paper will be due on that week's assigned readings and the general thematic topic of discussion. These are short, reflective writing pieces that will help you to make sense of the readings and prepare for class discussion, as they also help me to gauge how you are working through the material.

The response papers should consist of about 1 ½ pages summarizing and/or synthesizing the main points of the text/texts, then another 1 ½- 2 pages critically analyzing those main points (for a total of about 3 – 5 pages). For each week's readings you may choose to engage with the topic question(s) which I provide for you on the Moodle site or you may wish to compare and contrast the week's readings with those of a previous week, or with your own paper topic (outlined below), or you may find a point of interest of your own that you feel important to raise in your reflection.

Response papers are due in hard copy at the start of each class session. They must follow standard paper guidelines outlined on the Moodle site. The grading criteria for response papers is also outlined on Moodle.

Research Paper

Over the course of the semester you will develop a longer research paper on the topic of your choice to be decided upon in conversation with me. That is, I will provide a range of topic ideas, and you may select one of them or a variant of your own, so long as it directly corresponds to the course material. I will help you to refine and outline the scope of a paper that can be effectively developed given available resources and time constraints.

The paper will be developed and turned into me in a series of drafts. This will ensure that you get optimal feedback from me throughout its development, that you invest a sufficient amount of time to your research and writing over the course of the semester (and are not left scrambling at the end!), and that you will have the opportunity to refine and submit a polished piece of work you can be proud of. Finally, you will present your research to your peers at the semester's end in a 20 minute ppt. presentation.

The dates for each draft assignment are noted on the syllabus. I will distribute instructions for each assignment in class. ASA Style and formatting guidelines are required for your paper.

Course Policies and Grading

Attendance is required and will count as part of your participation grade. For each class session missed one letter grade will be lost for the attendance portion of your grade (averaged into your overall course grade). In the event of a personal emergency, please notify me a.s.a.p. as you also notify your Dean and have your Dean communicate with me.

Discussion is essential for working through course material in an upper level seminar. Although I will provide necessary contextual background and historical overviews for each new topic, I will also expect you to be prepared to discuss the weekly readings. *As some of us are chattier and some of us more reserved, I expect you to balance your own tendencies. So chatty students try to hold back some- you don't have to weigh in on every aspect of every question or topic. Reserved students, venture out- share with us your thoughts and concerns or things you found unclear in the readings.*

The classroom is a space to weigh and consider all points of view on any given topic. As junior sociologists I expect you to remain professional and respectful about your deliberations. Be open to the opinions of others. Know that everyone will not share your views on every topic. And others have real experiences that have shaped viewpoints you may strongly disagree with. Try to understand those experiences and viewpoints.

Finally, I have a ***no personal screened devices policy*** in my classes. That is, no laptops, ipads, smartphones or any other screened devices are welcome into the classroom. Although I understand the organizational benefits of computing, the distraction-effect outweighs the benefits in the classroom.

Grades will be calculated as follows:

Attendance and Participation	20%
Memos	30%
Paper/Presentation	50%

This course is reading and writing intensive. Advance preparation will be essential in allowing yourself the time and space that you need to read and write as required. You will need to spend about 1 whole work day each week reading and preparing for this class.

Disability Services Needs? Let me know within the first two weeks of class. And please speak to someone at: <http://offices.holycross.edu/disability-services>.

Finally, please observe the college’s policies on academic honesty and dishonesty: <http://www.holycross.edu/catalog/academic-honesty-policy.pdf>. Especially when relying on secondary sources, figuring out how to cite information versus ideas can become a slippery slope into the territory of plagiarism. If you’re not sure- please also review these criteria: <http://www.holycross.edu/catalog/academic-honesty-policy.pdf> or come and talk with me about your citation question.

Course Schedule

All readings are marked as empirical or concept pieces and their source (Moodle, web, or textbook) is noted.

Date	Topic/Objective	Readings	Assignments/ Discussion Leaders
9/8	Introductions: What is nonviolence? Why study women and nonviolence? What can you expect in this course?	<ul style="list-style-type: none"> - Introductions and Course Overview - Nonviolent History: What’s Gendered About it? - <i>A Force More Powerful</i> (in class film) 	In class film response: <i>Where are the women? What kinds of roles do they play?</i>
9/15	What is nonviolence? Why (and how to) study women and nonviolence?	Empirical Study: <ul style="list-style-type: none"> - <i>Nonviolence: An Introduction</i> (Moodle) - “Why Gender Matters for Building Peace” http://wagingnonviolence.org/feature/why-gender-matters-for-building-peace/ Concept Study: <ul style="list-style-type: none"> - “Political Process Theory” (Moodle) - “Night to His Day” (Moodle) - “Nonviolence: Does Gender Matter?” http://calpeacepower.org/0202/pdf/gender.pdf 	Response Paper Due Discussion Leader:
9/22	Early Movements and Historical Trajectories	Empirical Study: <ul style="list-style-type: none"> - <i>River of Courage</i> (textbook) - <i>Where are the women?</i> http://wagingnonviolence.org/feature 	Response Paper Due Discussion

	What is (gendered) power?	/where-are-the-women/ Concept Study: - “American Mothers of Nonviolence” (Moodle)	Leader:
9/29	Women in the Civil Rights Movement	Empirical study: - <i>If Your Back’s Not Bent</i> (textbook) Concept Study: - “Rethinking Social Movement Theory” (Moodle)	Response Paper Due Discussion Leader:
10/6	Women in the Civil Rights Movement	Empirical Study: - “Sex and Caste” (Moodle) - Excerpts from <i>Freedom Song</i> (Moodle) Concept Study: - “Cooperation and Conflict” (Moodle) - “Theoretical Conclusions” (Moodle)	Response Paper Due Discussion Leader:
10/13	Latin America: El Salvador and Chile (Choose only 1 case!)	Empirical Study: <i>You may choose to read on Chile:</i> - “Women and the Democratization Process in Chile” (Moodle) - “Chilean Women’s Resistance in the Arpillera Movement” (Moodle) <i>Or you may read on El Salvador:</i> - “Women’s Rights are Human Rights” (Moodle) - “Women for Dignity and Life” (Moodle) Concept Study: <i>Choose concept study that corresponds to your choice of empirical study, either:</i> - “Women against the State” (Moodle, Chile) <i>Or:</i> - “The Seeking of Truth and the Gendering of Consciousness” (Moodle, El Salvador)	Response Paper due Discussion Leader:
10/20	Fall Break	Enjoy!	
10/27	Latin America: Argentina	Empirical Study: - <i>Revolutionizing Motherhood</i> (textbook) Concept Study:	Response Paper Due Discussion Leader:

		- <i>Revolutionizing Motherhood</i> , Chapter 10 (textbook)	
11/3	Israel/Palestine	Empirical Study: <ul style="list-style-type: none"> - <i>Occupied with Nonviolence: A Palestinian Woman Speaks</i> (textbook) - “Women at the Forefront of Nonviolent Strategies”(Moodle) Concept Study: <ul style="list-style-type: none"> - “A Refusal of Othering”(Moodle) 	Response Paper Due Discussion Leader:
11/10	Serbia	Empirical Study: <ul style="list-style-type: none"> - “Always Disobedient”(Moodle) - Also check out website: http://zeneucrnom.org/index.php?lang=en Concept Study: <ul style="list-style-type: none"> - “Disloyal to Nation and State”(Moodle) 	Response Paper Due Discussion Leader:
11/17	South Africa	Empirical Study: <ul style="list-style-type: none"> - <i>Women and Resistance in South Africa</i>, Parts 2 and 3 http://www.sahistory.org.za/archive/women-and-resistance-south-africa-cherryl-walker-1982-south-africa Concept Study: <ul style="list-style-type: none"> - <i>Women and Resistance in South Africa</i>, Introduction (same link) 	Response Paper Due Discussion Leader
11/24	Liberia	Empirical Study: <ul style="list-style-type: none"> - <i>Pray the Devil Back to Hell</i> (in class film, no preparatory reading required) Concept Study: <ul style="list-style-type: none"> - <i>Maternal Thinking</i> (textbook) 	- Draft #1 Due
12/1		Student Presentations	Final Presentations
12/8		Student Presentations	Final Presentations
12/15		Exam Period	Papers Due: Tuesday December 16, 5pm

Note: I reserve the right to change the syllabus but will do so only with care toward your work schedule and overall work load.