# Instructor

## Amanda Roberti

### Contact

**Email:** [aroberti@sfsu.edu](mailto:aroberti@sfsu.edu)

### Office Hours

Tuesdays 12pm – 2pm or by appointment

### About

PhD, Political Science – concentrations in Women and Politics, American Politics, Public Policy, and Public Law. My research focuses specifically on abortion policy in the US, reproductive justice, gender and rhetoric, conservative women in the US, and US states. MA, Political Science, Women’s and Gender Studies – Rutgers, Newark BA, Political Science, Philosophy – Kutztown University, PA Certified to teach in Women’s and Gender Studies Fun facts: I lived in Philadelphia for about 7 years, I’ve traveled across the country twice, I moved during the pandemic from New Jersey to work at SFSU, I’m an extreme plant lover, avid hiker, and hula hoop dancer! Most importantly, I have an adorable puppy named Pepper who is an iggyhuahua!

# Course Information

## Women's Political Movements in the United States

**Class Number**

PLSI 0469

**Section**

01

**Semester**

Spring 2022

**Description**

Prerequisite: Upper-division standing or permission of the instructor. Study of women's movements in American politics. Cases may include the suffrage movement, women's rights movement, black feminist movements, conservative women's movements, contemporary feminist movements.

### Schedule Information

* Humanities Building 111 — **MW** 12:00 to 13:40

# Materials

All additional readings will be provided on iLearn.

## (Required) *“Rethinking American Women’s Activism”*

**Author(s)**

Annelise Orleck

**ISBN**

9780415811736

# Student Learning Outcomes

* Demonstrate understanding of the ways in which various women's movements have impacted policies and politics.
* Demonstrate oral and written ability to critically analyze the ways in which women's movements have shifted over time.
* Demonstrate ability to develop and apply a gendered lens through which to analyze current issues concerning women in American political movements.
* Demonstrate an understanding of the historical context in which women in the United States have entered into the political sphere.
* Demonstrate ability to develop and apply a intersectional lens through which to analyze current social issues.
* Demonstrate the ability to theorize about main concepts in social movement literature, such as the collective action dilemma and group identity.
* Demonstrate oral and written ability to critically analyze the ways in which political movements may be gendered and raced.

# Objectives

## Knowledge of Various Social Movements

In class you will develop a detailed knoweldge of the various social movements from the early feminist and abolitionist movements to contemporary social justice movements that center race and gender. This includes movements that are anti-feminist or non-feminist, but center gender. By taking a historical approach we will understand the roots of issues that still exist today, as well as develop an appreciation for the continued struggle for equal rights.

## Analysis of Social Movement Tactics

We will analyze the various tactics used by social movements to attempt to influence society and the law. In doing so, we will come to understand how these groups have overcome internal collective action dilemmas, and how they survived (or didn’t survive) backlask or pushback from opponents.

## Connect Individual Experiences

As we learn, the personal is political. As such, we will identify conteporary local activists who are working on issues that effect our everyday lives. Through interviewing and contextualizing their movements, we will gain our own understanding of how we might become mobilized towards action.

## Problematize Feminism

Because this course focuses on women and US political movements, we will spend a lot of time analyzing the feminist movement(s). In doing so, we will critique and problematize the idea of feminism: who gets to claim the label of feminist, what does feminist activism look like? We will explore the racist roots of feminism, trace the evolution of feminism towards its far more intersectional contemporary status, and anticipate where the movement will go from here.

# Activities

|  |  |  |
| --- | --- | --- |
| Name | Contribution to Grade | Description |
| Forum posts | 20% | During each unit, students will interact with each other in forums on iLearn. They will post an original reflection that answers prompt questions provided by me, and then respond to at least one of their classmates to facilitate more discussion than we can cover in class. Original reflections should be about 500 words (a long paragraph) and responses to classmates should be about 200 words – a substantive response. These forums in addition to providing additional discussion space, are a good way to reflect on some broader conceptual/theoretical questions while immersing in the literature. |
| News Article Presentations | 20% | This low-stake assignment asks students to present a news article that has to do with a gendered or intersectional issue currently happening. Students will spend five to ten minutes at the beginning of class that week to discuss the article, and relate it to class material. |
| Quizzes | 20% | Students will take 5 reading comprehension quizzes. These will not be tricky in any way – they are merely a way to assess whether students are reading and understanding the concepts that underlie the readings. Lowest quiz grades will be dropped. Numerous attempts are allowed. |
| Interview Project | 40% | Students will pair up for this culminating project. They will choose a (local if possible) activist/leader to interview. In the interview, the team should discuss: The team should record this interview, so long as the interviewee has no problems with it, and present it to the class. If the activist does not consent to recording, the presentation will be a summary of their interview. The presentation should include a brief history and background of the organization that is original to the team – not one that is described by the interviewee (in other words, don’t waste interview time asking about what the movement does). The members of each team will also separately write papers on what they learned from the interview project, and connect it to relevant theories and concepts from the literature we have read in class, as well as their own research. The papers should be 6-8 pages long and have proper citations and formatting in either APA, MLA, Chicago, or APSA styles. The papers should have at least 5 scholarly sources. We will do this project in stages throughout the semester, including: pairing up, identifying an issue area, locating activists in that area, developing interview questions (and we will go over interview tactics), setting up the interview, executing the interview, and presenting. This should be a fun, creative project with the accountability of a partner and individuality expressed within the paper. |

* the origins of the activist’s issue(s)
* the challenges and rewards of being an activist generally, and in that particular movement
* ways in which the movement is intersectional (if it is), and ways they would make it more inclusive
* the future of the movement
* tactics for creating change
* ways they overcome the collective action dilemma (if they do)
* any other relevant questions the team decides to ask! Be creative!

# Grades

|  |  |
| --- | --- |
|  |  |
| 100.00% - 93.00% | A |
| 92.99% - 90.00% | A- |
| 89.99% - 87.00% | B+ |
| 86.99% - 83.00% | B |
| 82.99% - 80.00% | B- |
| 79.99% - 77.0% | C+ |
| 76.99% - 73.00% | C |
| 72.99% - 70.00% | C- |
| 69.99% - 67.00% | D+ |
| 66.99% - 63.00% | D |
| 62.99% - 60.00% | D- |
| 59.99% - 0.00% | F |

# Schedule

|  |  |  |
| --- | --- | --- |
| Date | Topics & Activities | Deliverables |
| Week 1 (Jan 24, 26) | Foundations: Theory and Praxis | Read: Syllabus Selected readings on iLearn |
| Week 2 (Jan 31, Feb 2) | Early battles for the right to the public sphere | Read: Selected readings on iLearn Assignment: Forum #1 Quiz #1 |
| Weeks 3-5 (Feb 7 – Feb 23) | Women’s rights are civil rights | Read: Selected readings on iLearn Assignment: Forum #2 Quiz #2 |
| Weeks 6-8 (Feb 28 – Mar 16) | The personal is political | Read: Selected readings on iLearn Assignment: Forum #3 Quiz #3 |
| Week 9 (Mar 21, 23) | Spring Break! | Work on Projects |
| Weeks 10-11 (Mar 28 – Apr 6) | Not all women | Read: Selected readings on iLearn Assignment: Forum #4 Quiz #4 |
| Weeks 12-15 (Apr 11 – May 4) | Progressivism and Intersectionality | Read: Selected readings on iLearn Assignment: Forum #5 Quiz #5 |
| Week 16 (May 9, 11) | Presentations | Presentations due May 9 Final papers due May 18, 11:59pm on iLearn |

# Policies

## COVID-19 and Our Campus

Your health and safety is our paramount concern at SF State. During the COVD-19 pandemic, every member of our Gator community is expected to do their part in keeping fellow students, faculty, and staff safe and well. Feeling well and safe will support you in focusing on your academic success.

For the limited number of classes meeting face-to-face, In-person class attendance is an option, but not a requirement. Students who do not wish to or are unable to comply with these requirements will be allowed to take the class virtually or provided with other remote options for course completion.

Please consult the campus plan website ( <https://news.sfsu.edu/campus-plan>) for up-to-date information and explanation of requirements. For all students attending in-person, the following are required:

* Wear a face covering when around other people outside of those in your household.
* Stay at least 6 feet physically distant from people outside the members of your household.
* Stay home if you have one or more symptoms of COVID-19 (Please check in with the SF DPH website for the most up-to-date symptoms & testing: <https://www.sfcdcp.org/wp-content/uploads/2020/04/GetTestedSF-Eng-052920.pdf>)
* If you would like to discuss reasonable accommodations based on disability related to COVID- 19, please contact the Disability Programs & Resource Center: dprc@sfsu.edu.

Information is changing rapidly, as our health professionals, scholars, and researchers are learning more about COVID-19, and as such, we encourage you to frequently check your San Francisco State University email account and <https://news.sfsu.edu/campus-plan/students-families>for the most current information.

* You are encouraged to keep your emergency information updated on Campus Solutions in order to receive campus emergency alerts: https://upd.sfsu.edu/ENSFAQ
* You are also encouraged to provide your contact information to receive city of SF emergency alerts, including COVID-19 updates and instructions for public safety: https://sfdem.org/get-cityalerts
* If you have any questions regarding COVID-19 or your own health during this time, please reach out to Student Health Services: https://health.sfsu.edu
* If you are feeling overwhelmed, you are encouraged to connect with our on-campus health professionals in Counseling & Psychological Services: https://caps.sfsu.edu
* If you are looking for education on how to keep yourself and your loved ones healthy, then reach out to our Health Promotion & Wellness Team: https://wellness.sfsu.edu

## Plagiarism Policy

In this course, we will be employing software from TurnItIn.com as a tool for learning how to correctly cite resources. Turnitin.com is useful in helping to determine whether or not a writer is relying too heavily upon sources and whether a writer has given appropriate credit to an author or source. Students will be assigned a username and will be expected to submit their papers on the assigned due date to Turnitin.com, which in turn produces an “originality” report. This report will compare the student’s paper to content on the Web, to the Turnitin.com database of previously submitted papers, and to databases of common full-text journals. In creating an account, students agree that by taking this course, all required papers will be reviewed by Turnitin.com and acknowledge that their papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism. All identifiers (student name, ID #, etc.) will be removed from the paper before it is uploaded into Turnitin.com. Use of Turnitin.com services is subject to the Terms and Conditions of Use, which are posted on the Turnitin.com website.

## Plagiarism Policy

Plagiarism is the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source.

For more information on Standards for Student Conduct, visit the Office of Student Conduct site, here: <https://conduct.sfsu.edu/standards>.

## Accommodations for Religious Holidays Policy

The SFSU community recognizes and takes pride in the diversity of religious and spiritual backgrounds of its student body and strives to make every reasonable effort to give its students the opportunity to observe their recognized religious holidays. If any of the assignments conflict with a major religious holiday, please notify your instructor in order to make the necessary accommodations.

## Syllabus Change Policy

Disclaimer: This syllabus is subject to change.

## Personal Identity Policy

All humans have the right to be addressed in accordance with their personal identity preferences. In some cases, you may prefer to be called by a name other than what is listed on the course roster. For example, you want to be called the shortened version of a name (for example, “Alex” as opposed to “Alexander/Alexandra”). Sometimes this means that though your given name might be coded as one gender, you identify as another, and use a different name and pronoun. In all cases, faculty will use the name you provide, rather than the name provided by the campus database. If you have reason to believe that your instructor may refer to you by an incorrect name or pronoun, please inform your instructor as to how you would prefer to be addressed (for example: she, he, they, ze, etc.) right away.

## How to Appeal a Grade

How to appeal a grade: <https://senate.sfsu.edu/policy/grade-appeal-practices-and-procedures-current>.

## How to Enroll in/Drop a Class

How to enroll in/drop a class: <https://cms.sfsu.edu/content/registering-classes>.

## University Grading Information

Information regarding grades: <https://cms.sfsu.edu/content/grades-student-information>.

## Course Culture

**My classroom is based on mutual respect.** Students need to **respect** the professor and other students in the course. Controversial topics may arise in political classes, opinions will likely differ, but the tone and tenor of class shall always remain cordial and civil. I seek to provide an intellectual environment where students can feel free to express their views without ideological or partisan oppression from the professor or other students. As this is college, we are all adults, and fully expect our conversations to reflect that fact.

## Academic Calendar

To review course drop, withdrawal, instruction dates, or other information related to important dates at the university, visit the SF State academic calendar, here: <https://webapps.sfsu.edu/public/webcal/acadcalendar>.

## Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

## Resilient Teaching and Learning Plan

Our campus community is often called to demonstrate compassionate resiliency by adapting and responding to a number of unexpected events, or disruptions, such as personal illness or injury, the COVID-19 pandemic, or unhealthy air quality and power outages due to wildfires. A disruption is a situation that will prevent you, me, or the entire class from participating in 'class as usual' for a reason we could not have predicted at the beginning of the semester. Our goal as a learning community is to do our best to keep teaching and learning with as little interruption as possible, so here’s my plan to keep teaching in the event of a possible class disruption:

**If I’m out:**

How I will communicate my absence: Via email (so be sure to check your sfsu emails often)

How I expect you to participate in my absence: Complete any assignments I indicate in my email.

Possible alternative assignments in my absence: Watch a documentary and reflect on it via an online forum.

**If you’re out:**

How you can communicate your absence: Please email me as soon as you know you’ll be out!

How you can keep pace with the course in your absence: Try not to miss more than 2-3 classes but check in with me to make sure you can make up any missed deadlines.

Possible alternative assignments in your absence: I am willing to extend deadlines for assignments.

**If the campus is closed:**

How I will communicate with students about next steps: Via email!

How the course will change: It largely will not – it will move to a synchronous online format. All assignments and responsibilities will stay the same.

Possible low-bandwidth assignments in case poor access: Reflections can be emailed.

For more information and to help you prepare to “Keep Learning,” visit the Instructional Continuity website.

The Instructional Continuity website provides a collection of resources on many topics that support teaching and learning during times of disruption and unforeseen events, including instructor planning guides on resilient teaching, teaching modalities, equity and inclusion, academic integrity, technology, and well-being.

## Class Attendance Policy

As this will commence in an online format, this will be a synchronous course. As such, students are expected to attend all scheduled zoom meetings as they would a regular in-person class. I would absolutely prefer web cameras on, as this allows myself, and your fellow classmates to fully engage. If there is a privacy issue, please reach out to me ASAP and we can discuss it.

As a rule, I don’t cunt attendance towards your grade. However, not attending class whether online or in person will negatively impact your grade in other ways. You won’t get the full explanation of the material, nor the brilliant discussions of your classmates. Students who miss classes typically fall behind, and misunderstand the material.

That being said, life happens, and I understand. Please notify me of any expected or unexpected absences and we will work together to keep you up to date in class.

# SF State Policies

## Disclosures of Sexual Violence (Title IX)

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

* The SAFE Place – (415) 338-2208; [psyservs.sfsu.edu/content/safe-place](http://www.sfsu.edu/~safe_plc/)
* Counseling and Psychological Services Center – (415) 338-2208; [psyservs.sfsu.edu](http://psyservs.sfsu.edu/)

## Disability Access

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The [Disability Programs and Resource Center](http://www.sfsu.edu/~dprc) (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email to [dprc@sfsu.edu](http://mailto:dprc@sfsu.edu) .

## COVID-19 and Our Campus

Your health and safety are our paramount concern at SF State. We ask every member of our campus community to join a pledge to make and follow plans to keep fellow students, faculty, and staff safe and well. Feeling confident, safe and well will help you focus on your academic success. To participate in this class, all students are expected to:

* stay informed on the most up-to-date information related to SF State’s COVID-19 response and Campus Comeback plan
* plan ahead for possible class disruptions due to COVID-19 or other unexpected events, such as unhealthy air quality caused by smoke
* take care of yourself and others by staying home when you aren’t feeling well or believe you have been exposed to COVID-19, and
* follow all required health and safety guidelines, including verifying your proof of vaccination or exemption status before coming to class; and wearing a multilayered mask over your nose and mouth at all times when indoors on campus; and wash your hands as often as possible (i.e. soap and water, hand sanitizer).

For more information about SF State’s response to COVID-19 and how you can keep yourself and others safe and well, visit the [Campus Comeback Website](https://together.sfsu.edu/) . To plan for how you will maintain your academic success when unexpected events disrupt regular teaching and learning activities, follow the information on the course syllabus and consult the Keep Learning guide.

Per Academic Senate policy resolution SU21-292