

Feminist Practice & Thought: WOMST 590 (#15750) and Applied Nonviolence DAS 590 (# 16622), or capstone field-experience and social-action research in Women's Studies and Nonviolence Studies, fall 2008. Tues//Thurs, 11:30-12:45, LS 001, Exam: Wed., Dec. 17, 9:40-11:30 am.

Instructor: T. Dickinson, Professor, Women's Studies, 3 Leasure Hall, Kansas State University, Manhattan, KS 66506, 785 532-7781, dickins@ksu.edu

Office hours: Tuesday and Thursday, 1:30-2:30 and 3:45-5:00, and by appointment.
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GOALS: This combined course, "Feminist Practice & Thought and Applied Nonviolence" is designed to provide undergraduate and graduate students with skill- and research-based experiences in gender- and/or nonviolence-related social change projects of their choice. Projects can be local, regional, national, or international in scope. In order to ensure that students get the most from this classroom- and community-based learning experience, students' field placements will be supervised by seasoned professionals or volunteers who are engaged in students' projects and field-placement organizations.

Students will read interdisciplinary, gender-inclusive and nonviolence-oriented articles and books on social change, in addition to learning from guest speakers and films that address gender and nonviolence. As they work in their field placements, students will read fundamental writings on global society, democratic learner-centered education for change, strategies and processes of change, nonviolence and war, and case studies on social-change movements and projects. They will discuss feminist and nonviolence social-change theories and the empirical knowledge they generate from their hands-on experiences in the field. By studying social action processes, student will acquire practical knowledge on community service, global social change, and participatory action or social-action research.

For Women's Studies students, Nonviolence Studies students, and undergraduate and graduate students, this course examines, via students' direct engagement with non-profits and social-change organizations, community service and global social change that is peaceful, feminist, and fully inclusive. Students will learn how to research social problems and discover social solutions by working with grassroots and global groups. They will gain employment-related and academic skills as they work in the field and participate in class learning activities.

Students will study feminist and nonviolent theories and relate them to their library and social-action research. Key parts of Women's Studies and Nonviolence Studies are: a) learning how to apply theories and concepts to social action and community service, and b) learning how to use knowledge from community service to develop more effective theories and concepts. These two learning processes inform each other and help community service providers and scholars to develop their skills. Students learn about these interrelated learning processes as they explore and practice holistic thinking and systemic analysis.

As students engage in classroom and field activities, they will learn how to help implement Women's Studies and nonviolence Studies practices through the cultivation of gender/sexuality, ethnic, and global diversity; peace and nonviolence; the establishment of inclusive work relations; and the promotion of health, well-being, and environmental care. Emphasis will be placed on addressing the intersection of gender, ethnic/ "racial",

class and other hierarchies as they are expressed in social-change settings that are local/regional, national, and international. For students who are interested in grassroots and/or global change, this knowledge begins to prepare students to design social-change organizations and to introduce innovative social-change solutions in established organizations.

Women's Studies Learning Outcomes for Feminist Practice/Thought

When the student completes the course requirements for WOMST590, she/he should be able to demonstrate:

An understanding of the full inclusion of women and other historically disadvantaged groups, nonviolence, and other social change theories that help students understand how to address gender and nonviolence issues in community change processes;

An understanding of feminist and participatory research methods that prepare students to be effective researchers and participants in field work;

An appreciation of the importance of addressing intersecting hierarchies in community change work (including the hierarchies of gender/sexuality, ethnicity/"race," class, and Global North/South, as well as other social divisions);

Knowledge about effective social change skills and perspectives that come from course readings, class discussions, and students' individual work on their field projects;

An appreciation of how gender/sexuality and conflict/peace issues are expressed in diverse community projects, and how local and international sites are influenced by society and social movements;

The acquisition of academic and professional knowledge on community service, social participatory research, and social change processes;

An understanding of the meaning of the field experience and how it relates to the readings, partly through the completion of a notebook on the student's field experience (including at least 10 weekly observations and analyses, at least one interview with a community expert, and writing on readings and research), and the completion of an analytical 10- to 12-page paper on the student's field experience.

Nonviolence Studies Student Learning Outcomes

Upon completion of an undergraduate certificate in nonviolence studies, student will be able to demonstrate...

...their understanding of:

- systems theory (interconnectedness and interdependence in dynamic balance)
- history and theories of past and current nonviolence movements, including major writers
- the survival necessity of diversity within systems and the importance of a willingness to live with the reality of diverse ideas
- their positionality in the social order and in what ways their life choices make a difference
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...their ability to apply:

- systems theory to human issues ranging from local to global
- critical thinking to real-world situations
- nonviolence theories and concepts to real-world issues
- the concepts and methodologies of nonviolent resistance and direct action
- the basic skills of nonviolent conflict resolution, democratic decision-making, and inclusive interaction

NOTE: If individual students want to do field work that links local issues to the Global South, they may make arrangements to take this course for International Studies credit. Please talk to the instructor if you are interested in receiving credit for the International Studies secondary major.

COURSE components and grading policy: 600 points

1. **Exam #1:** essay questions will be drawn from the assigned readings: 100 points
2. **Exam #2:** essay questions will be drawn from the assigned readings: 100 points
3. **Final 10- to 12-page research paper on the literature of Feminist Practice/Thought and Applied Nonviolence as it relates to your social-action work** (“final exam” is due by the final exam date and time on Wed., Dec. 17 at 11:30): 100 points
4. **Active Learning and Field Experience Notebook:** 100 points (graded in two parts); include student’s notes from **focused reading** in Women’s Studies and/or Nonviolence Studies, 100 points
5. **Successful completion of field experience work:** based on at least 52 documented hours and supervisor’s letter or phone call to instructor: 100 points
6. **Class engagement and community-building:** 100 points

It is critical to engage in community-building in the classroom and when you work with your community organization. This requires responsible engagement on a daily basis. At the beginning of every class, attendance will be taken. If students miss more than two classes, their final average will drop one level. If they miss more than four classes, their grade will drop two levels, etc. If students miss more six class sessions, they will not pass the course. After we cover the basic material on learner-centered education, the workings

of the global system, and the politics of praxis, students will be taking Thursday's class session to do community service at their social-action site. Because many class hours will be spent in individual field settings, it is important to come to every class. Similarly, it is critical to participate in your community organization and to be a responsible member of your action group. If a student misses class, she/he must get notes and any assignments from other students. Students need to get each other's phone numbers and e-mail addresses when class starts. All coursework needs to be completed, even if a student misses class. After October 30, class will not meet on Thursdays; this will provide more time for students to engage in field experience work and to do their social-action and other research.

Academic Honesty Policy: everyone will abide by KSU's Honor Code. All students are asked to take the honor pledge, and to follow it throughout the course. "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

Confidentiality Commitment: Because students will learn confidential information in the classroom and in their community sites, all students are asked to respect the confidentiality of classmates and people in their community sites.

University Policy on Academic Accommodations for Students with Disabilities: If you need assistance please contact Disability Support Services, Andrea Blair Director, 202 Holton Hall, 532-6441, at the beginning of the semester. Or talk with Torry Dickinson.

Campus Safety: To obtain information about campus safety, go to www.k-state.edu and click on the Emergency Information button.

Copyright Notification: Materials prepared by the teacher for this class are subject to copyright protection. This includes the syllabus.

Thoughtfulness about Social Inclusiveness and Nonviolence: All students are asked to promote inclusive, respectful, nonviolent interactions in class, on campus, and in their community field placements. This includes demonstrating respect for all people from diverse cultural groups.

Required readings:

Books are available for purchase at Varney's. These books will be on reserve in Hale Library.

1. bell hooks, Teaching Community: A Pedagogy of Hope. NY: Routledge, 2003.

As professionals, we will be working as community educators and "teachers" in diverse work settings. As students in action-work in the field and in our seminar class, we will be teaching each other, as well as teaching and learning in our community sites. As life-long learners, it is useful to understand different democratic practices and how they are applied.

2. Immanuel Wallerstein, World-Systems Analysis. Durham, NC: Duke Univ. Press, 2004. In order to change communities and the world in which they develop, we need to understand how global society has been working, how it is changing, and how we can participate in change.

3. Paulo Freire, Pedagogy of Indignation. Boulder: Paradigm Publishers, 2004.

4. Torry Dickinson and Terrie Becerra with Summer Lewis, eds. **Democracy Works: Joining Theory and Action to Foster Global Change**. Boulder: Paradigm Publishers., 2008.

5. Daniela Gioseffi, **Women on War: an international anthology of writings from antiquity to the present**. New York, NY: Feminist Press, 2003.

Recommended reading on feminism, war, peace (located in edited books)
Nancy A. Naples and Manisha Desai, eds. **Women's Activism and Globalization: Linking Local Struggles and Transnational Politics**. NY: Routledge, 2002. ON RESERVE, Hale Library.

--Recommended article: "*Las Mujeres Invisible/The Invisible Women*" (the development of work and cultural programs in El Paso and the women's connections with Ciudad Juarez)

--Recommended article: "Redefining Security: Okinawa Women's Resistance to U.S. Militarism" (military and state violence against women and women's efforts to end the military's presence on the island, and its environmental contamination of Okinawa).

Recommended: Karen Alexander and Mary Hawkesworth, eds., War and Terror: Feminist Perspectives. Chicago: Chicago Univ. Press, 2008. ON RESERVE.

Recommended: **Hawkesworth's introduction: "War as a Mode of Production and Reproduction," 1-34.**

Then choose some of the following articles:

----White, "All the Men Are fighting for Freedom....," an examination of Franz Fanon's ideas about the importance of anti-colonial violence in the struggle for liberation, 61-88.

----Naaman, "Brides of Palestine...Female Suicide Bombers," 113-136.

----Specs, "Women's Advocacy in the Creation of the International Criminal Court," 185-206.

----Abdi, "Convergence of Civil War and the Religious Right...Somali Women," 279-306.

----Philipose, "Politics of Pain and Uses of Torture," 389-414.

----Salime, "The War on Terrorism..Moroccan Women," 415-438.

Additional Readings that You Might Find Helpful:

Temma Kaplan, Crazy for Democracy: Women in Grassroots Movements. NY: Routledge, 1997. As she examines linkages between women's movements in White and Black communities in the U.S. and South Africa, Temma Kaplan demonstrates common and historically specific ways that democratic, grassroots women-led movements have worked for change.

Michael Penn and Rahel Nardos, Overcoming Violence Against Women and Girls: The International Campaign. Lanham, MD: Rowman and Littlefield, 2003. This book examines UN and other global efforts to end violence against women.

Gene Sharp, Waging Nonviolent Struggle.

Rinku Sen, Stir it Up.

Meredith Minkler, Community Organizing and Community Building for Health.

bell hooks, Teaching to Transgress: Education as the Practice of Freedom (1994).

Paulo Freire, The Politics of Education: Culture, Power, and Liberation. (Or choose books by Paulo Freire, Myles Horton, and/or Saul Alinsky.)

Michael R. Stevenson and Jeanine C. Cogan, eds. Everyday Activism: A Handbook for Lesbian, Gay, and Bisexual People and Their Allies. NY:Routledge, 2003. This clear, well-organized book identifies policies and ways to promote change.

Torry Dickinson and Robert Schaeffer, Transformations: Feminist Pathways to Global Change. Boulder: Paradigm, 2008.

Torry Dickinson and Robert Schaeffer, Fast Forward: Work, Gender and Protest in a Changing World. Lanham: Rowman and Littlefield, 2001.

Temma Kaplan, Taking Back the Streets: Women, Youth, and Direct Democracy. Berkeley: Univ. of CA. Press, 2004. (This book examines Latin America and Spain.)

M. Jaqui Alexander, Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred. Durham: Duke Univ. Press, 2005.

Zillah Eisenstein, Against Empire.

Gargi Bhattacharaya, Traffick: The Illicit Movement of People and Things.

Andrea Smith, Conquest: Sexual Violence and American Indian Genocide.

Arundhati Roy, War Talk. Cambridge: South End Press, 2003.

Riverbend, Baghdad Burning: Girl Blog from Iraq. NY, New York: Feminist Press, 2005.

WEEKLY COURSE SCHEDULE

WEEK of Aug 26: Why Inclusive, Learner-Centered Education and Participatory Democracy are Important Social-Change Processes that Can Promote Nonviolence and the Reconstruction of Society.

INTRODUCTION: **Tuesday.** Participants will identify social-change groups or organizations where they'll be engaging in change for 52+ hours during the semester. These "field placements" will relate to their interests, work, and educational goals.

Participants' active learning and field experience notebook could include all or some of the following: notes on readings, daily field placement experiences, notes from class, research notes, related creative writings, notes on related films and novels, etc., and any other related materials.

For **Thursday:** read bell hooks, Teaching Community, Preface and Chapters 1-4, pp. ix-49. Come into class prepared to discuss the ideas that interest you.

WEEK of Sept. 2: Social Change through Learner-Defined Anti-Racist and Anti-Sexist Community Education: What Dominant and Subordinate Groups Can Do Alone and Together.

TUES: come ready to discuss Teaching Community, chapters 5-10, pp. 51-126.

THURS: Teaching Community, 127-198.

WEEK of Sept. 9: How the World Has Been Working: Global Society in Formation, 1450-2008.

TUES: be ready to consider I. Wallerstein, World-Systems Analysis, preface and Chapters 1, pp. ix to 22.

THURS: World-Systems Analysis, Chapters 2-3, pp. 23-59.

WEEK of Sept. 16: How the World Has Been Changing: Global Society in Deformation and the Emergence of a Family of Social Movements.

TUES: World-Systems Analysis, Chapters 4-5, & review Glossary, pp. 60-99.

THURS: Paulo Freire, Pedagogy of Indignation, forward by Donald Macedo and Part I, and Chapters 1-3, pp. ix-50.

WEEK of Sept. 23: From the Ground Up through Action Learning, and From an Analysis of the Top Down: Praxis-Oriented Educational Change as a Way to Promote Nonviolence and Societal Change.

TUES: Pedagogy of Indignation, Part II and Chapters 4-6, pp.51-86.

THURS: Pedagogy of Indignation, Chapters 7-9, pp. 87-122.

Class Activity: Carpool and attend the Prairie Festival at Salina's Land Institute. This educational event takes place on Sept. 26-28. Barbara Kingsolver will speak about the environment, and read from her writings, on Saturday afternoon. Cost for students: \$10/weekend.

WEEK of Sept. 30: We Take Action: Starting our Educational Change Work in the Field, and Considering Ways to Apply the Knowledge We Have Gained.

TUES: Students should have started their social-change work with a group or organization by September 30. Students will receive take-home essay questions. They will come to class on Thursday with outlines for two essays. In class, students will write their answers.

THURS: In-Class Exam, which requires reviewing the literature and preparing detailed outlines before the exam time. Bring in your outlines and attach them to your essays.

Student holiday: Oct. 6

WEEK of Oct. 7: Considering Social Change Theories in Relation to History and Social Movements, including Feminism and Peace Movements

TUES: Democracy Works, Chapters 1 and 4, Dickinson "Using Democracy to Promote a Historical Transition" and Manuratne and Bandara, "The Power of One," and pp. 3-17, pp. 57-71.

THURS: Ways to Cultivate Participatory Engagement and Democratic, Critical Thinking. Democracy Works, Chapters 2 and 3, Bilorusky, "Participatory Action Research" (at the Western Institute for Social Research) and Schenck-Hamlin, "Deliberative Democracy," pp. 19-55.

WEEK of Oct. 14: Working for Change within the System: Changing Institutions

TUES: Democracy Works, Chapters 5-7, Nagel "Abolishing the Death Penalty," Allen "Defining Nonviolence," and Romanova "Women's Civil Societal Movements for Peace in Chechnya and Russia," pp.75-112.

THURS: Democracy Works, Chapters 8-10, Renner “Becoming an Activist,” Lewis with Staley “Comercio con Justicia (Fair Trade) ..at a Guatemalan Women’s Textile Cooperative,” and R. Dickinson “The Corporatization of Fair Trade,” pp. 113-142.

WEEK OF OCT. 21: Rebuilding Society by Working Outside of the System’s Institutions: Reclaiming Civil Society and the Civil/Global Commons

TUES: Democracy Works, Chapters 11-15, Rothschild “Women Take the Lead... in cooperatives,” Jackson “Education for Life at Danish Folk Schools,” Becerra “Addressing Global Water Issues,” and Nkonya “Building Feminism Redesigning Water Governance in Sub-Saharan Africa,” Carroll, “Have I Got an Ethic for You: Ecofeminism,” pp.145-214.

THURS: Democracy Works, Chapters 16-19, Nagengast “Evolution of an Agricultural-Environmental Ethic,” Janke “Social Change through Sustainable Agriculture,” Kattau “Small Farmers’ Movement of Cajibío, Colombia,” and Dickinson “Praxis Reinvents Education, Democracy, and Society,” pp. 215-259.

WEEK of OCT. 28: Practice/Thought in Feminist and Nonviolence Movements

TUESDAY and THURSDAY: Student-led wild card days.

After Oct. 30, on Thursdays only, students will go to their social-action groups and organizations instead of coming to class. Or, they may choose to do social-action research during this hour and go to their field sites at some other time.

WEEK OF NOV. 4: Electoral Democracy, the State, War and Social-Change Possibilities

TUES: Read Women on War, ed. Gioseffi, Introduction, pp.xvii-xl.

Election Watch Activities. Students will receive questions that they will take home and answer there (due next Tuesday). (**THURS:** Action work in the field during class hours.)

WEEK OF Nov. 11: War and Peace: A Feminist-Nonviolence Perspective

TUES: Turn in second paper. Part I: Prophecies and Warnings, pp. 3-97: choose selections or read all writings. Be sure to read Arundhati Roy, “An Algebra of Infinite Justice,” pp. 90-97. **THURS:** Action work.

WEEK of NOV. 18: Local/Global Social Action through Feminist Fair Trade

TUES: As a class, we’ll do some work on fair trade. This may mean volunteering for KSU’s Fair Trade Marketplace on Tues. and/or Weds., 10am-6 pm, Student Union Courtyard.

Reading for this week: Women on War, Part II, Violence and Mourning, pp. 101-212.

THURS: Action work.

WEEK of Nov. 25: Local/Global Social Action through Feminist Nonviolence Movements

TUES: Women on War, Part III, Courage and Resistance, pp. 217-287.

THANKSGIVING BREAK: Nov. 26-Nov. 30.

WEEK of Dec. 2: In Social Change Work, Learning from the Joining of Thought and Action (or Praxis)

TUES: Women on War, Part IV, Hope and Survival, pp. 293-355. Participants will lead discussions of their social change work. Questions for the final take-home exam will be given to participants today.

WEEK of Dec. 9: Remaking the World through the Practice/Thought of Feminist Nonviolence

TUES: Participants will define the closing activities for our last day in class. Class members will have until the FINAL EXAM DATE/TIME (**WED. DEC. 17 at 11:30**) to go to 3 Leasure Hall and turn in notebooks, documentation of their 52+ field-experience hours, and the final exam.

WEEK of Dec. 15: Final Exam Week.

Have a wonderful winter break! Keep in touch.