

Class Activism Project

All class members will participate in a class activism project. This class project identifies a key women's issue for our community and produces some type of activism related to this issue. The class project will illustrate the principles of feminist activism with regard to the topic the class selects.

Step One: Select a campus women's issue. Research it.

This research may require traditional library work as well as surfing the Internet and talking to students, faculty, and staff. Take careful notes so you can cite your sources well.

Step Two: Write your individual research report on the local woman's issue you researched. (3-4 typed pages, double-spaced, 1 inch margins, 12-point Times font) Due: Oct. 12 to your instructor.

In your individual researched report, define the issue you studied, explain how or why it is a women's issue for our campus, note the current campus and/or local resources directed to this issue, and why you think our class should address this issue in our class activism project. Also include a brief proposal that describes what kind of activism project the class could conduct that addressed this issue.

Answering the following questions about your campus women's issue should provide you with plenty of material for your paper.

1. What is your issue?
2. How or why is it a women's issue?
3. How do you know it is a problem that would benefit from feminist activism?
4. Does this issue effect men? How so or why not?
5. Is this only an issue at the Stockton campus? Is it also a state, national, or global issue? Does it affect the Stockton campus differently than other geographic areas?
6. Are there any resources on campus and/or the local community that already address this issue? What are they? How do they address the issue? Are they effective? Why or why not?
7. Are there any resources on campus or in the local community that could address this issue, but currently do not? What are they? Why don't they currently address this issue?
8. If no campus or other local resources exist, why do you think that is? What would need to exist to address this issue?
9. What kind of class activism project would address this issue? The class activism project could involve a class performance or panel presentation, petition drive, the creation of pamphlets, posters, videos, handouts, surveys, and/or volunteer activities.

Some websites that might help you think about topics from a feminist and activist perspective are: www.feminist.org, www.FeministCampus.org, <http://www.guerrillagirls.com/index.shtml>, and www.MsMagazine.com.

Instructor, individual, and classmate evaluations determine your grade for this project.

Step Three: Share your report in an assigned small group. (Oct. 15, in class)

Select one report to propose to the entire class. Prepare a brief small group presentation (due Oct. 17)

Step Four: Work as a class: as individuals, in small groups and as a team to design and execute the class activism project. (Oct. 17-Dec. 7)

Step Five: Write a reflective paper. Due Dec. 7. (2 typed pages; double-spaced, 1 inch margins, 12-point Times font)

Your reflection paper should outline your individual contributions to the class activism project. You should also reflect on the work conducted by your classmates. Finally, reflect on what you learned during the course of researching, selecting, planning, and executing the project. Would you change anything? Why or why not? Did you think it was successful? How are you measuring its success or failure? Do you think the class produced feminist activism? How so? Why not?

Class project completion Due: Dec. 7.