

Rebels, Radicals, Revolutionaries
GWSS 4402
Small Group Assignment #1
4 Feb 2008

FEMINISM: AN OVERVIEW

1. First, spend some time getting to know your other group members by asking each other some or all of the following questions:
 - a. Why are you taking this class?
 - b. What are your immediate reactions to the term “feminism”? How is feminism represented in the media/popular culture?
 - c. Would you call yourself a feminist? Why/why not?
 - d. What kind of impact has the feminist movement/feminist ideas had on your own life or the lives of others? What impact has it had locally, nationally, globally?
 - e. Has the feminist movement been a success?
 - f. Is feminism still necessary? Why?
 - g. What is a feminist issue? What kinds of issues should feminists be focusing on?

2. Second, drawing upon our readings (intros + three chapters), discuss the following questions:
 - a. Is it important to study feminist history? Why/why not?
 - b. Why do Freedman, Schneir, and Guy-Sheftall think we should?
 - c. What can we learn from past feminists?
 - d. What kind of feminist role models can we draw upon from the past? The present?
 - e. How should we judge the mistakes of past feminism/feminists? Is the work of early white western feminists still valuable or is it too racist, classist, heterosexist?
 - f. All three of the texts discuss how early feminists frequently ignored or rejected seemingly controversial issues (like race, divorce, critique of religion) in order to gain broader appeal. What gets left out/lost in the interest of getting things done? How can feminists learn to balance the need to be inclusive with the need to be effective/productive/successful? The need to get broad support with the need to radically critique oppressive structures/institutions?

3. Third, develop a very brief working definition of feminism. Be prepared to explain your definition to the rest of the class.

Select someone in your group to write down your definition of feminism. You will be handing in your definition at the end of class today, so make sure that the names of all of your group members are listed.

Rebels, Radicals, Revolutionaries
GWSS 4402
18 Feb 2008
Small Group #2

REFUSING TO OBEY AND RAISING OUR VOICES IN PROTEST

Discuss the following questions about feminist rebels by drawing upon the readings, the film *Iron Jawed Angels*, and your own insights/opinions. Make sure to have one person record your answers. Also remember to hand these worksheets in at the end of class.

1. Which is more effective: focusing all of your energies and resources on one issue (such as suffrage) or developing policies/practices that respond to a wide range of issues? Are both strategies necessary? In answering this question, think about the readings and the limits and possibilities of both of these strategies. Was it necessary for the NWP to focus much of their energy exclusively on the vote? Is the vote, as Susan B. Anthony suggests, *the* ultimate symbol of freedom and equality? Is it more important than bread? Is it, as Alice Paul suggests, a fire escape? Does the winning of the vote change other institutions oppressive to women like marriage? What strategies do feminists like Emma Goldman or Lucy Stone offer for rebelling against marriage?

Rebels, Radicals, Revolutionaries
3 March 2008
Revised Reading Assignment

READING ASSIGNMENT

EVERYONE SHOULD READ THE FOLLOWING CLOSELY:

1. Rhodes, Jacqueline. Handout from *Radical Feminism, Writing, and Critical Agency*.
2. Sarachild, Kathie. "Consciousness-Raising: A Radical Weapon" (ONLINE)
<http://scriptorium.lib.duke.edu/wlm/fem/sarachild.html#bar>.

EVERYONE SHOULD SKIM THE FOLLOWING:

III. Sisterhood, 89-187.

YOUR ASSIGNED GROUP SHOULD READ THE FOLLOWING VERY CLOSELY:

GROUP 1: Friedan, Betty. "Feminine Mystique" + "The National Organization for Women Statement of Purpose"

Michele, Linnea, Jill, Kelly B, Rachel

GROUP 2: "An SDS Statement on the Liberation of Women" + Jones, Beverly. "Toward a Female Liberation Movement"

Chris, Briar, Jessica E, Greta, Jessica H.

GROUP 3: "Redstockings Manifesto" + "Radicalesbians"

Jackie, Sylar, Katie K, Cindy, Julia K.

GROUP 4: McAfee, Kathy and Myra Wood. "Bread and Roses"

Rachel K, Anjolie, Davina, Anna N.

GROUP 5: Morgan, Robin. "Goodbye to All That" + "Goodbye to All That, Part II" (online) <http://www.womensmediacenter.com/ex/020108.html>

Steph P, Jillian, Jennifer R, Alyssa

GROUP 6: "National Black Organization Statement of Purpose" + "The Combahee River Collective Statement"

Betsy, Ami S, Rebecca S, Stephanie T, Anna T.

GROUP 7: Solanas, Valerie. "The SCUM Manifesto" (online)

Carey, Ami W, Diane, Johanna, Lara

You and your group members will do a close reading and give a very brief presentation on your assigned manifestos next week. This assignment DOES NOT require that you meet with your group before class next week. You will be given time in class next week to discuss the texts and prepare your

summary/critical thoughts. As you are reading your assigned texts, keep the following questions in mind:

1. What is the purpose of the manifesto?
2. What “radical” claims is/are the author/s making?
3. How effective are they in communicating their message?
4. How “realistic” and/or “reasonable” are their demands? Should their demands be realistic or reasonable? Why/why not?

Rebels, Radicals, Revolutionaries
21 April 2008
Small Group

Winona LaDuke

1. In your small group, discuss the following questions:

- a. What vision of social transformation does LaDuke offer in her work? How does that vision differ from other feminists that we have discussed this semester?
- b. What is revolutionary about her proposals, her activism, her wholistic world view? Who and what is she trying to revolutionize and how?
- c. What issues does she prioritize? Why are they important to her? Does her focus differ from mainstream feminism? If so, how?
- d. In her written interview she claims that we must do political work on all levels. What does she mean by this and how does she do her work on many different levels?

2. Now, with question 1d in mind, pick an important feminist issue (that is, an issue that you, as a group, thinks is important from a feminist perspective) and brainstorm about the different levels of political work that should be done to address this issue. Should we work locally? Nationally? Transnationally? Within the system? Outside the system? Should we work to educate others? Violently (or not-so-violently) disrupt their practices? Should we work with immediate change in mind or with the hope of transforming the world for future generations?

- a. As you are brainstorming, think about these questions/your issue in relation to Winona LaDuke and her ethical/political vision of social transformation.
- b. Clearly define your issue (why it is important, what it is, etc.) and write a list of possible actions to take to address it.