Gender and Women's Studies
UNIVERSITY OF WISCONSIN–MADISON

Gen&WS 334/CHICLA 334: *Feminist Social Movements Across the Americas*

Instructor: Aurora Santiago Ortiz
Class/Seminar Time: Tuesday & Thursday 11:00am-12:15pm
Location: 1510 Microbial Sciences
Requisite: Sophomore standing
Office hours: Tuesdays 12:30-2:pm and by appointment (virtual or in-person)
Contact: santiagoorti@wisc.edu
Office: 3328 Sterling

3 Credit Course: This intermediate level, **social science** course fulfills the **social science** approach in the Gender & Women's Studies major and certificate. In addition, this course will meet the global issue area in the GWS major. This course also receives ethnic studies credit (e) and is cross listed with Chicane/Latine Studies major and certificate.

This class meets for two 75-minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Canvas Course URL: https://canvas.wisc.edu/courses/324791

Course Description

Explores feminist activism from a hemispheric perspective, drawing on select case studies and theoretical approaches from a range of disciplines—such as Political Science, Sociology, Anthropology, Feminist Studies, Geography, and more. Feminist activism broadly construed will be explored through ethnography, interviews, documentaries, public facing scholarship, among other forms of intellectual production. Applies transdisciplinary perspectives to consider work from a range of academic fields and topics to understand the major political, economic, and social issues framing feminist social movements across the Americas.

Undergraduate and Graduate Course Learning Outcomes

At the completion of this course, students will be able to:

- Identify and recognize key themes and issues of feminist social movements across the Americas

- Gain an awareness of the histories of various social movements across the Americas and their impact in the present
- Understand and analyze transnational connections among feminist social movements
- Identify and critically analyze the theoretical frameworks that undergird feminist activist scholarship across the Americas

Graduate Course Learning Outcomes

- Graduate students will strengthen their written and analytical skills, through a deeper engagement with the materials

This course provides regular and substantive interaction by:

- Providing direct instruction twice weekly through lecture and facilitating group discussion at least once/week on the scheduled and assigned weekly content.
- Assessing or providing feedback on a student's coursework throughout the semester based on the expectations of the learning activities described in the assignments section of this syllabus.

Required Texts:

All readings are either available online at the UW Madison library or are available as PDF downloads on our Canvas course website: https://canvas.wisc.edu/

COURSE REQUIREMENTS AND GRADING

Students are expected to attend every class and come prepared for discussion. As part of their formal assessment, students will have to write response papers based on the readings and other class materials. Students will also sign-up to bring in 3 icebreaking questions for discussion related to the readings. Students will need to complete a digital Consciousness Raising (CR) project, which can take the form of a podcast or *zine project,* in collaboration with other students and present to their peers and professor during the final weeks of the course.

Grading Breakdown Percentage

- Attendance and Engagement 10 pts
- Consciousness Raising Group Project 20 pts
    - Visual/Podcast Presentation (10 pts)
    - Written presentation (10 pts)
- Response Papers (2 pages each), 4 20 pts
- Quizzes 10 pts
- Icebreaking discussion question exercise 5 pts
- Final exam 35 pts

Total points: 100 pts

Graduate component:

- Attendance and Engagement 10 pts
- Graduate Class facilitation 10 pts
- Response Papers (2 pages each), 5 required 25 pts
- Final paper (in lieu of final exam; broken down into the following elements) 55 pts
    - Topic statement (10 pts)
    - Annotated bibliography (5 pts)
    - First Draft (15 pts)
    - Peer Review (5 pts)
    - Final Draft (20 pts)

Total points: 100 pts

Final letter grades are as follows:

A	93-100
AB	88-92
B	83-87
BC	78-82
C	70-77
D	60-69
F	59 and below

A. Attendance and Participation: Regular attendance will be taken at the beginning of each class. To prepare, students should complete the readings beforehand and bring their notes and/or questions to class. During class discussion, students **must remain respectful** of one another. Students must refer to course readings and other materials *directly* to substantiate their positions or critiques (i.e. point to specific quotes/passages using page numbers). Activities done during class are part of the participation points. There are no make-up assignments for these. Absences will only be excused for medical emergencies (documentation required), religious holidays, or other extenuating circumstances.

B. Five Response Papers (2pgs, double-spaced): Students will need to write five reading responses based on course readings, lecture, and/or films (if applicable) to be submitted in class. Students should demonstrate that they have done the readings and are engaging with the material in a critical way.

C. Quizzes: Students will have two assigned quizzes on asynchronous weeks. They will be multiple choice and will include material presented in class as well as assigned readings and video.

D. Final Exam/Monograph

Undergraduate students will take a final exam, in class. The exam consists of discussion questions that require critical thinking, rather than memorization. A list of possible topics will be shared prior to the final.

Graduate students will write a monograph (20-25 pages) on a topic relevant to the course.

The assignment is divided in four installments:

- **A one-page topic statement modeled similarly to an abstract. Students will present their topic, why they chose it, the analytical frameworks they will explore, and the main argument of the paper. Due October 16th, 11:59pm**
- **Preliminary bibliography due October 30th, 11:59pm**
- **a first draft due December 2, 11:59pm**
- **Peer review of the first draft on December 9th, 11:59pm**

The **final draft of the paper** must be **posted to Canvas by 11:59pm on December 17th.**

Your grade will be reduced by one half a letter grade for each day or part of a day that the paper is late, no exceptions.

E. Consciousness Raising Project. Students will work collaboratively in groups of no more than 5 and develop a digital project on a selected topic we cover during the semester. The project may be a zine, a slideshow, or a podcast with visuals detailing an organization that address the topic or movement. Each person will develop and present their own portion of the project, and at the end of the semester, will present to the class their final project for 12-15 minutes. **The final Consciousness Raising project is due December 9, at 11:59pm.** A more detailed rubric will be provided by the third week of class.

Graduate students will be assigned to work in smaller groups with other graduate students.

F. Icebreaking discussion question exercise: Students will pick a week and draft 3 questions from one of the readings to share out to the class for collective dialogue.

COURSE POLICIES, ACCESSIBILITY, AND ACADEMIC INTEGRITY

Late Submissions: All assignments are due on the date and time specified in the syllabus. Assignments turned in after the due date will receive **an automatic deduction of half a letter grade per day,** they are late. If a student needs an extension due to an **extenuating circumstance**, he/she/they must inform me before the deadline and wait for my approval. I may request additional information or documentary evidence, so make sure to communicate with me ahead of time.

Extra Credit: Students may attend a special lecture or campus event on a course related topic and write a 2-page reflection for extra credit, for up to 5 points. Events have to be approved by the instructor.

Laptops and Phones: Students may use laptops to take notes (quietly) or to refer to the readings during class discussion. Phones should also be turned off or put on silent, and not visible while class is being conducted. Failure to comply with these policies will result in the revoking of laptop privileges and a deduction of class participation points.

Syllabus Modification: I reserve the right to make minor revisions the syllabus (this includes substituting readings, as well as eliminating readings). I will provide a reasonable amount of notice (at least one week).

RULES, RIGHTS & RESPONSIBILITIES

- See: https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext

AI USE AND EXPECTATIONS

The use of artificial intelligence (AI) tools and applications (including, but not limited to, Copilot, DALL-E, and others) for course assignments and assessments does not support the learning objectives of this course and is prohibited. Using them in any way for this course is a violation of the course's expectations and will be addressed through UW–Madison's academic misconduct policy, specifically UWS 14.03(1)b (b) Uses unauthorized materials or fabricated data in any academic exercise.

The purpose of this course is to utilize critical thinking skills, as well as learn to use university and online scholarly research resources. AI has shown to be inaccurate and misrepresentative of existing literature.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: https://secfac.wisc.edu/academic-calendar/#religious-observances

ACADEMIC INTEGRITY

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. https://conduct.students.wisc.edu/syllabus-statement/

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. https://mcburney.wisc.edu/instructor/

DIVERSITY & INCLUSION

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. https://diversity.wisc.edu/.

To provide a safe and inclusive environment, we will create community guidelines to foster a collaborative learning space. It is important for that we articulate and support our positions through a scholarly and critical lens across difference. If there is a difference of opinion, students should be thoughtful about their use of language, as no hate speech or biased incidents will be tolerated. Students may consult with me if they encounter any form of discrimination or microaggression from a peer or person at the University.

* I reserve the right to make small changes to the syllabus for the purpose of optimizing student learning. Students will be notified ahead of time if changes are made.

SEXUAL HARASSMENT & OTHER FORMS OF SEXUAL MISCONDUCT

As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct.

If you wish to seek out free, confidential support, there are a number of services available on campus and in the community.

If you would like to report sexual misconduct to the campus, a number of reporting options are available. In addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison's Title IX Office.

The Department of Gender & Women's Studies has the following Responsible Employees:

- Department Chair, Dr. Nicholas Swett (nsyrett@wisc.edu).
- Department Administrator, Jamie Gratrix (jamie.gratrix@wisc.edu)
- Graduate Program Manager, Duachi Yang (duachi.yang@wisc.edu)
- Undergraduate Advisor, LaChrista Greco (lachrista.greco@wisc.edu)

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURERS STATEMENT

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

WEEKLY SCHEDULE

Week 1: Introduction to the course and establishing a learning community

TH (9/4): Introductions/Introduction to the course

- Review syllabus (course objectives, key themes, and assignments).
- Fill out Student Profile Forms

Week 2: Introduction to the course and establishing a learning community

TU 9/9: What are social movements?

Readings:

Almeida, Paul. 2019. *Social Movements: The Structure of Collective Mobilization*. Oakland: University of California Press. **Read pp. 6-12 AND pp. 19-31**

della Porta, Donatella, and Diani, Mario. 2006. *Social Movements: An Introduction*. Hoboken: John Wiley & Sons, Incorporated. **Read 1-8, 12-19, 20-29**

Graduate Students:

Almeida, **Read Chapter 1 and 2**
Della Porta and Diani, Read **Introduction**

TH (9/11) – Defining Social Movements continued

Readings:

Della Porta and Diani, **Read 36-52**
Almeida**, Read pp. 46-62**

Graduate Students

Della Porta, **Read Chapter 2**
Almeida, **Read Chapter 3**
Tarrow, Sidney G. 2011. *Power in Movement: Social Movements and Contentious Politics.* Cambridge University Press. Read Chapter 1.

Week 3: Social Movement Emergence, Identities, Participation, Framing

TU (9/16) – Emergence, Collective Action, Identities

Readings:

Almeida, **Read Chapter 4 (pp. 63-79)**
Della Porta, Read Chapter 4 (pp. 89-113)

In class: Form group and pick a name for CR project

Graduate Students: In class response paper.

TH (9/18) – The Framing Process

Readings:

Almeida, **Read Chapter 5 (pp. 80-100).**

Extra credit opportunities: Attend the cuestiones caribeñas/caribbean matters exhibit talks

- Thursday, **September 18, 2025** (5:30pm)
    - Public lecture: "Collected Puerto Rico," by Prof. Amanda J. Guzmán (Trinity College) at the Chazen Museum of Art.
- Friday, **September 19, 2025** (5:00-7:00pm)
    - Reception with remarks by the internationally renowned, Puerto Rican artist Pablo Delano.

Week 4: Networks, Participation, Movement Outcomes

TU (9/23) – Individuals, Networks, Participation

Readings:

Della Porta, **Read Chapter 5, pp. 114-134**

Graduate Students:

Tarrow, Chapter 5.

TH (9/25) – Forms of Protests and Outcomes

Readings:

Almeida, **Read Chapter 7 (pp. 121-146).**

Week 5: What is a feminist movement?

TU (9/30)– Feminism is for Everybody

Readings:

hooks, bell. 2000. *Feminism is for Everybody*. Cambridge: South End Press**. Read Pp. 1-18, 25-30**

TH (10/2) – Feminist and gender lenses to social movements

Readings:

Hooks, **Read pp. 37-60**

Zemlinskaya, Yulia. 2010. "Social movements through the gender lens." *Sociology Compass* 4, no. 8: 628-641.

Week 6: Intersectional and Third World Feminisms

TU (10/7) – Precursors to Intersectionality

Readings:

Combahee River Collective Statement, https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/

Farmer, Ashley D. 2017. "The Third World Black Woman, 1970–1979." In *Remaking Black Power: How Black Women Transformed an Era*. Chapel Hill, NC: University of North Carolina Press. **Read pp. 159–174.**

Hooks, **Read pp. 44-47**

TH (10/9) – Third World Women's Alliance and Triple Jeopardy

Farmer, Ashley D. 2017. "The Third World Black Woman, 1970–1979." In *Remaking Black Power: How Black Women Transformed an Era*. Chapel Hill, NC: University of North Carolina Press. **Read pp. 174-192.**

Read 1 issue of Triple Jeopardy. Find them online, UW library.

In class:

- Watch: https://www.youtube.com/watch?v=MiXain1Smko

- Discussion of Triple Jeopardy articles

Week 7: Anti-imperial movements

TU (10/14) – From the local to the global

Readings:

Black Panther's Ten Point Program (1966),
retrieved from https://www.blackpast.org/african-american-history/primary-documents-african-american-history/black-panther-party-ten-point-program-1966/

Enck, Darrel. "On Women in the Revolution."

Phillips, Mary. 2015. "The Power of First-Person Narrative: Ericka Huggins and the Black Panther Party." *Women's Studies Quarterly* 43(3/4): 33-51.

Young Lords' Thirteen Point Program and Platform. *http://palante.org/YLPProg.html*.

In class reflection.

Extra credit opportunity:

- Monday, **October 13, 2025** (4:30pm – 7:30pm)
    - Official launch of the *Puerto Rican Studies Hub* (El Hub) at the University of Wisconsin-Madison with special guests from Puerto Rico. The event will take place at the Union's Great Hall and is open to the public, but RSVP (forthcoming) will be required.

TH (10/16) – Movements in Latin America

Readings:

Almeida, **Read Chapter 8 (pp. 147-172)**

Week 8: Activisms, Struggles, and Resistance in Turtle Island

TU (10/21) – Indigenous Feminisms on Turtle Island

Readings:

Arvin, Maile, Eve Tuck, and Angie Morrill. 2013. "Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy." *Feminist formations* 25, no. 1: 8-34.

Women of All Red Nations (WARN) Booklet. Read pp. 20-30, 43-56
https://babel.hathitrust.org/cgi/pt?id=mdp.39015011030361&view=1up&seq=57

TH (10/23)– Idle No More

Website: Idle No More: https://idlenomore.ca/

Women of all Red Nations (watch videos and read website):

a. https:/ /equalityarchive.com/issues/women-of-all-red-nations/
b. https://babel.hathitrust.org/cgi/pt?id=mdp.39015011030361&view=1up&seq=20

John, Sonja. "Idle no more-indigenous activism and feminism." *Theory in Action* 8, no. 4 (2015): 38.

Graduate Students:

Simpson, Audra. 2016. "The State Is a Man: Theresa Spence, Loretta Saunders, and the Gender of Settler Sovereignty." Theory and Event 19 (4).

Week 9: Movements in Abya Yala

TU (10/28) – Indigenous feminisms in Abya Yala

Readings:

Barbosa, Lia Pinheiro. 2021. "Lajan lajan'ayatik or "Walking in Complementary Pairs" in the Zapatista Women's Struggle." *Latin American Perspectives* 48, no. 5: 4-24.

Castillo, R. Aida Hernandez. 2002. "Zapatismo and the emergence of indigenous feminism." *NACLA Report on the Americas* 35, no. 6: 39.

Extra credit opportunity:

- Tuesday, **October 28, 2025** (4:30pm – 7:00pm)

- El Hub's inaugural annual "Francisco Scarano Lecture Series" delivered by UW-Madison's emeritus professor, Francisco Scarano. The event will take place at the Chazen Museum of Art's auditorium and is open to the public.

TH (10/30) – Performance as Activism

Readings:

Carr, Joetta L. 2013. "The SlutWalk Movement: A Study in Transnational Feminist Activism." *Journal of Feminist Scholarship, 4: 24-38.*

Serafini, Paula. "'A rapist in your path': Transnational feminist protest and why (and how) performance matters." *European Journal of Cultural Studies* 23, no. 2 (2020): 290-295.

Watch: Various media on the SlutWalk: https://web.colby.edu/social-movements/wm-media/ (watch videos).

In class:

- Who are Lastesis? https://aldianews.com/en/culture/heritage-and-history/chiles-most-influential

- 'A Rapist in your path': Chilean protest song becomes feminist anthem: https://www.youtube.com/watch?v=s5AAscy7qbI

In class reflection.

Week 10: The land and the body

TU (11/4)— Feminist Understandings of Environmental Justice

Readings:

Gomes, Simone da Silva Ribeiro. 2025. "When Resisting Is Not Enough: The killing of Latin American Feminist Activists (2015–23)." *Latin American Politics and Society* 67, no. 1: 96-113.

Martínez Andrade, Luis. 2020. "Communitarian Feminism in Latin America". Praktyka teoretyczna 38:149-154.

Watch: https://www.zinnedproject.org/materials/berta-caceres-environmental-organizer/

Graduate Students:

Curiel, Ochy, Bruna Barros, and Jess Oliveira. “Berta Cáceres and Decolonial Feminism.” *WSQ: Women's Studies Quarterly* 49, no. 1 (2021): 64-81.

TH (11/6)—Black and Decolonial Feminisms

Readings:

Martínez, Silvana, and Juan Agüero. 2021. "Cartography of Southern Feminisms: Contributions of decolonial feminisms and community feminisms." *International Social Work*, 1-13.

Muñoz, Solange. "Marielle Franco and black spatial imaginaries." *The Black Geographic: Praxis, Resistance, Futurity* (2023): 167-189.

Graduate Students:

Curiel, Ochy. 2016. "Rethinking Radical Anti-Racist Feminist Politics in a Global Neoliberal Context: Feminism, Race, Transnationalism." *Meridians* 14 (2): 46-55.

Lloréns, Hilda. 2021. Making Livable Worlds. University of Washington Press. Read Introduction, Chapters 3 and 4.

Week 11: Transnational Labor

TU (11/11)—Gender and labor

Readings:

Armbruster-Sandoval, Ralph. 2003. "Globalization and Transnational Labor Organizing: The Honduran Maquiladora Industry and the Kimi Campaign." *Social Science History* 27 (4): 551-576.

Watch: *Maquilópolis*, https://www.youtube.com/watch?v=C3EGupx8u18

In class reflection.

TH (11/13)— Mobilizing Motherhood —Asynchronous

Readings:

Rivera Hernández, Raúl. 2017. "Making absence visible: the caravan of Central American mothers in search of disappeared migrants." *Latin American Perspectives* 44, no. 5: 108-126.

Bosco, Fernando J. "Place, space, networks, and the sustainability of collective action: the Madres de Plaza de Mayo." *Global Networks* 1, no. 4 (2001): 307-329.

Complete quiz on Canvas.

Week 12: Reproductive and Gender Justice

TU 11/18– Activism against forced sterilizations—Virtual Class

Readings:

Gutiérrez, Elena R., and Liza Fuentes. 2009. "Population Control by Sterilization: The Cases of Puerto Rican and Mexican-Origin Women in the United States." *Latino(a) Research Review* 7(3): 85-100.

Nelson, Jennifer. 2001. "" Abortions under Community Control": Feminism, Nationalism, and the Politics of Reproduction among New York City's Young Lords." *Journal of Women's History* 13, no. 1: 157-180.

Watch: La Operación https://www.dailymotion.com/video/xpu79i

TH 11/20 – Queer and Transfeminist Activisms—Asynchronous

Readings:

Bastian Duarte, Á.I., 2012. From the margins of Latin American feminism: Indigenous and lesbian feminisms. *Signs: Journal of Women in Culture and Society*, *38*(1), pp.153-178.

LaFountain-Stokes, Lawrence. 2021. "The Life and Times of Trans Activist Sylvia Rivera." In *Critical Dialogues in Latinx Studies: A Reader,* edited by Ana Ramos-Zayas, Mérida M. Rúa, 241-253. New York: NYU Press.

Watch: Y'all better quiet down speech https://www.youtube.com/watch?v=Jb-JIOWUw1o&list=RDJb-JIOWUw1o&start_radio=1

Graduate Students:

Saunders, Tanya. 2009. "La lucha mujerista: Krudas CUBENSI and Black Feminist Sexual Politics in Cuba." *Caribbean Review of Gender Studies* 3: 1-20.

Write: Complete Quiz on Canvas

Week 13:

TU 11/25— Visit to GWS Library

TH 11/27—No class! Holiday.

Week 14: Prefiguring other worlds

TU 12/2 – A Feminist Prefigurative Politics

Readings:

Santiago Ortiz, Aurora. 2024. "Colectiva Feminista en Construcción: Building a Transnational Feminist Pedagogy." *Meridians* 23, no. 2: 439-464.

Santiago Ortiz, Aurora, and Jorell Meléndez Badillo. "Puerto Rico's Multiple Solidarities: Emergent Landscapes and the Geographies of Protest." (2019, July 22). Retrieved from: https://www.radicalhistoryreview.org/abusablepast/puerto-ricos-multiple-solidarities-emergent-landscapes-and-the-geographies-of-protest/

Watch:

El Apagón.

Graduate Students:

Santiago Ortiz, Aurora. Forthcoming. Forging Puerto Rico's Infrastructures of Resistance: Toward a Prefigurative Anti-Colonial Praxis in Puerto Rico.

Yates, Luke. 2021. "Prefigurative politics and social movement strategy: The roles of prefiguration in the reproduction, mobilisation and coordination of movements." *Political Studies* 69, no. 4: 1033-1052.

In class reflection.

TH 12/4 – CR Project presentations

Week 15:

TU 12/9—CR Project Presentations

Last day of class!