

The UDL ft. Queen Bey: January-February 2015 Curriculum

*Feminism and Women's Rights
(with a focus on flowing)*



"hahaahahaha i like"-Adela Lilollari

"Great idea!"-Isabelle Taft

****Please email your teacher sponsor and your students when practice starts back up.****

****Tentative date for January tournament is Friday, January 30th. Depending on how tentative that date is by the time you start practice, consider telling your students and gauging attendance.****

Holidays and Half-Days for January:

- HALF DAY Monday the 12th
- HOLIDAY Monday the 19th
- HALF DAY Monday the 26th

Week 1 (January 12-16) Theme: Basics of Feminism

- Discussion: What is feminism? What issues concern women's rights? (20 minutes)
 - It would be good to take some to introduce these ideas to the kids and fill in any gaps in their knowledge of basics.
 - What is feminism?
 - What are some of its aims?
 - Role of government? (Should the government have a role?)
 - Present inequalities that women face?
 - How has the status of women improved?
 - Incorporated Activity:
 - As part of the discussion, have older/more experienced debaters who are knowledgeable on topic give 1-3 minute speeches. Speeches should try to be argumentative.
 - Either use above discussion topics/or other topics discussed or use possible motions:
 - THB that single sex schools are better than co-ed schools.
 - Have less experienced debaters flow each argument and together as a group review each argument that they wrote down.
 - This could also be a good opportunity to ask other debaters how they can strengthen each argument.
- Skills: Flowing/Argument Structure (depends on skill level of students--if less skilled, argument structure; if more skilled, flowing)
 - Flowing
 - either have some sort of debate live (teacher v. teacher, teacher v. student, student v. student) and have others flow
 - or show one of these videos and have them flow
 - <http://videos.apdaweab.org/?p=809> (Feminism is incompatible with capitalism) (10/10 would recommend)
 - <http://videos.apdaweab.org/?p=223>
 - (Larry Summer's comments in regards to the lack of women in math and science did not warrant a vote of no confidence.)
 - reasons to watch: "Summer was not sitting at a bar with a bunch of guys, smoking cigars and gawking at waitresses, talking about their innate differences"
 - <http://videos.apdaweab.org/?p=740> (Idealistic portrayals of women in power roles on television are preferable to realistic portrayals.)

- <http://debatevideoblog.blogspot.com/2010/04/debate-public-tie-development-aid-to.html> (Tie Development Aid to Women's Rights)
- - these vary in complexity and accessibility, so see which one works best for your students
- Structuring an argument
 - Remind the debaters the basics and encourage them to use this basic structure as much as possible.
 - Each argument should have a claim, warrant, and impact.
 - *Claim*: What is the argument?
 - *Warrant*: Why is the argument true?
 - *Impact*: Why should we care about the argument?
- Activity: Wholesome Link Chains/Feminism is for Everyone! (*however long you want because WE TRUST YOUR JUDGMENT*)
 - Sit the students in a circle
 - Go around and ask each one to justify how _____ feminist aim helps _____ thing/group/concept
 - e.g. "How does reducing sexism in the workplace better global warming?"
 - Don't worry about making these reasonable--primarily this is an activity to work on warranting and linking arguments together, though it does potentially help students think through feminism and make its importance more concrete

Week 2 (January 19-23) Theme: Feminism in US/Developed Countries

- Drill: Popcorn debate (*30-35 minutes*)
 - "THW provide free contraception."
 - Split the room into two sides, Gov and Opp, and set the above or something of your choosing as the motion up for debate
 - Have students brainstorm arguments (2-4 minutes)
 - On whiteboard, construct a PMC, LO, MG, and MO "speech" by calling on students to provide independent points for the first two (3-4 arguments) and refutation/rebuilding for the Member speeches.
 - **To continue focus on flowing, ensure that all students are flowing this "round"--it'll be easier than flowing an actual round, but still helpful in getting students to visualize arguments on the page and how they interact**
- Activity: Judging Panels (*20 minutes*)
 - Split the room into panels of 3
 - Have each panel judge which side won the round
 - Emphasize looking at how things went on the flow
 - Walk around addressing any questions they might have

- After 10 or so minutes, reconvene class-wide discussion, have each group present their RFD, and see if they can come to a consensus

Week 3 (January 26-30) Theme: Intersectionality

- Discussion: On the risks of single-narrative feminism. *(20 minutes)*
 - introduce the kids to the idea of intersectionality, structures of oppression, etc.
 - e.g. poor black women faced sexism but also classism and racism--a feminism that doesn't recognize this risks bettering the situation of those who suffer mostly sexism while in the best case doing nothing for and in the worst case harming those who suffer differently
 - Oppression not analyzable in additive terms, like "black female oppression = racism + sexism + classism" but through looking to the unique oppressions that stem from the union of the three.
 - "the view that women experience oppression in varying configurations and in varying degrees of intensity"
 - "the interplay of race, class, and gender, often resulting in multiple dimensions of disadvantage"
- Drill: Start-Stop Debate *(realistically the whole time)*
 - Have a practice round like usual, except whenever someone says something that's incorrect or doesn't articulate something well stop their speech, inform them of their error, and make them do it again.
 - Or Have other students flow each speech and after each speech call on other students who can give speaker ideas for other arguments, or have student use the same claim as speaker but use a better/more persuasive warrant/impact.
 - Possible Motions:
 - THBT Lipstick feminism does more harm than good.
 - This house believes women's rights are more important than religious doctrines.
 - THBT feminism ought prefer celebrities to intellectuals as its public face.
 - THW mandate that half of all elected offices be female.