



Sonya Renee Taylor, *The Body Is Not an Apology*

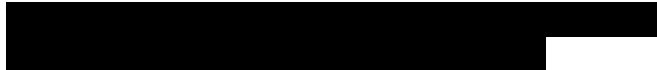


## Answers to Important Questions

**Who's the professor?**

Anjali Vats, JD, PhD

**When and where does the class meet?**



**Why does the syllabus look like this!?**

Pedagogy scholars argue that the contract model of syllabuses is increasingly outdated. This is a way of making the class accessible and interesting!

**What will I learn in this class?**

This class is intended to help us think through questions of activism and justice in this era of perpetual crisis. We'll focus on understanding cultural theories and practices of joyfulness - including friendship, baking, meme-making, and breathwork - in anchoring inviting and collaborative activist calls for justice. We'll run this class as a collaborative reading group, with the expectation that we'll all aim to show up ready to share and discuss ideas.

**Halp! How do I meet with you?**



**Can't I just email you?**

Yes and no. I'll do my best to respond to short, easy questions not addressed on the syllabus within 48 hours, not including weekends/holidays. For all other questions, face-to-face contact - or the best available simulation thereof - is ideal. You can email me at [vats@bc.edu](mailto:vats@bc.edu).

**What do I have to read/watch?**

A lot of books, articles, and essay mostly available on Canvas! Also, some books, TV shows, podcasts, movies, and IG Live.

**What will I be graded on this semester?**

Paper Proposal	100 points
Journaling	100 points
Practicing Joy	100 points
Final Paper	200 points
<b>TOTAL</b>	<b>500 points</b>

**Can you say more about all that?**

I can and will as the semester goes on!

**What about late assignments?**

Late assignments will lose 10 points per day. I will accept them for 7 days. All assignments must be in .doc, .docx, or .pdf format. If they are not, you will incur one day of late penalty for every day that it takes you to get me an acceptable file format.

**Okay, what if I have to miss class?**

Sometimes people have to miss class, especially during a pandemic. Do your honest best to attend synchronous classes and we'll work through any disruptions collaboratively. Please get any missed notes from a classmate.

**What about makeup work?**

Makeup works is allowed in the case of excused absences, discussed in advance, and emergencies, with timely notification.

**Can I use my computer, phone, iPad, graphing calculator, abacus, fax machine...?**

I run a no technology classroom!

Just kidding! We're in a pandemic and this is an online course so please make sure that you have a device on which you can access the course. Please note that I'll be running this course *synchronously*.

**What's the grade scale?**

Grading will be done on total points, calculated into a percentage, and translated as follows:

A	4.0	94 - 100%
A-	3.66	90 - 93%
B+	3.33	87 - 89%
B	3.0	84 - 86%
B-	2.66	80 - 83%
C+	2.33	77 - 79%
C	2.0	74 - 76%
C-	1.66	70 - 73%
D+	1.33	67 - 69%
D	1.0	64 - 66%
D-	.66	60 - 63%
F	0	59% or below

**What if I disagree with my grade?**

I'm *always* happy to discuss your grade concern with you! If you want to talk about or challenge your grade you must: (1) wait 24 hours after receiving your score, (2) email me a paragraph summary of your concerns, making reference to the assignment, and (3) make an appointment to meet with me. I'll take grade disputes for one week after papers are returned. Please note that grades can go up or down if I regrade your paper!

**How are we going to talk about social justice?**

Talking about social justice is tough! And often triggering. We're going to try to create a safe enough classroom space in which everyone is comfortable speaking. This is no small feat. It requires mutual respect, vulnerability, thoughtfulness, self-awareness, generosity, compassion, and grace. Perhaps most importantly, it requires acting instead of reacting, by understanding how our trauma gets in the way of hearing each other. We won't be perfect. But we'll create a space without harassing or discriminatory language, with a supportive environment in which we can work through our mistakes. For that to happen effectively, we need to be present and engaged with each other. To that end, I ask you to refrain from behaviors that might disrupt the flow of the course or distract others in class.

**What about access for persons with disabilities?**

I'll do everything I can to support you! You can start the process by contacting Kathy Duggan, (617) 552-8093, at the Connors Family Learning Center regarding learning disabilities, or Paulette Durrett, (617) 552-3470, in the Disability Services Office regarding all other types of disabilities.

**One more thing, academic integrity!**

I'll abide by BC's academic integrity policy. I've attached a copy at the end of the syllabus.

**What if I have questions about all of this?**

My door is always open and I'm 100% happy to talk with you about any of the issues outlined here!

**Visualizing mutual aid, from *Autonomies***



**adrienne marie brown, on joyfulness**



# Course Schedule

## INTRODUCTORY MATTERS

### 9.1 Course Introduction

- Syllabus and Introduction
- Reading in the Information Age
- Taking an Online Course

### 9.3 Some Perspectives on Joy, Activism & Justice

- BadAss Visionary Healers, “A Babe-ilicious Healing Justice Statement,” *nineteen sixty nine: an ethnic studies journal* 2(1) (2013), <https://escholarship.org/content/qt1z61z54j/qt1z61z54j.pdf>
- Zadie Smith, “Joy,” *New York Review of Books*, January 10, 2013, <http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/09/Joy-by-Zadie-Smith.pdf>
- Center for Story-Based Strategy, “Pleasure Activism & Story-Based Strategy: A Conversation with Jess St. Louis & Lawrence Barriner,” *Center for Story-Based Strategy*, February 14, 2020, <https://www.storybasedstrategy.org/blog-full/2020/2/14/pleasure-activism-amp-story-based-strategy-a-conversation-with-jess-st-louis-amp-lawrence-barriner>

### \*\*\* Journaling Guidelines\*\*\*

### 9.8 No Class - #ScholarStrike

<https://www.insidehighered.com/news/2020/08/28/professors-plan-strike-racial-justice>

## HOW DO YOU DREAM SOCIAL JUSTICE?

### 9.10 No Class - Mass of the Holy Spirit

### 9.15 Beyond Rigid Radicalism

Carla Bergman and Nick Montgomery, *Joyful Militancy* (Chico, CA: AK Press, 2017).

### 9.17 Beyond Rigid Radicalism

Carla Bergman and Nick Montgomery, *Joyful Militancy* (Chico, CA: AK Press, 2017).

### 9.22 Beyond Rigid Radicalism

Carla Bergman and Nick Montgomery, *Joyful Militancy* (Chico, CA: AK Press, 2017).

## FROM DESPAIR TO JOY

### 9.24 Reimagining Activism

adrienne maree brown, *Emergent Strategy* (Chico, CA: AK Press, XXXX).

### \*\*\*Paper Proposal/Final Paper Guidelines\*\*\*

### 9.29 Reimagining Activism

adrienne maree brown, *Emergent Strategy* (Chico, CA: AK Press, XXXX).

### 10.1 Centering Joy and Pleasure

adrienne maree brown, *Pleasure Activism* (Chico, CA: AK Press, XXXX).

### 10.6 Centering Joy and Pleasure

adrienne maree brown, *Pleasure Activism* (Chico, CA: AK Press, XXXX).

### \*\*\*Practicing Joy Guidelines\*\*\*

## FINDING JOY

### 10.8 Friendship

- Mary Adkins-Cartee and Karni Pal Bhati, “On the Path of Friendship,” in *Friendship as Social Justice Activism: Critical Solidarities in a Global Perspective* (London, UK: Seagull Books, 2018).
- Adam Fitzgerald, “When Trauma Becomes Dominance: An Interview with Sarah Schulman,” *Lit Hub*, August 2, 2017, <https://lithub.com/when-trauma-becomes-dominance-an-interview-with-sarah-schulman/>

### 10.13 NO CLASS MONDAY SCHEDULE

### 10.16 Astrology

- Christine Smallwood, “Astrology in the Age of Uncertainty,” *The New Yorker*, October 19, 2019, <https://www.newyorker.com/magazine/2019/10/28/astrology-in-the-age-of-uncertainty>
- Callie Beusman, “The Rise of the Queer Astrology Movement,” *Vice*, August 21, 2015, [https://www.vice.com/en\\_us/article/evgg9a/the-rise-of-the-queer-astrology-movement](https://www.vice.com/en_us/article/evgg9a/the-rise-of-the-queer-astrology-movement)

### 10.20 Baking

- Kathy Gunst, “Introduction” in *Rage Baking: The Transformative Power of Flour and Fury* (New York, NY: Tiller Press, 2020).
- Jaya Saxena, “The ‘Rage Baking’ Controversy, Explained,” *Eater.com*, February 19, 2020, <https://www.eater.com/cookbooks/2020/2/19/21142732/rage-baking-tangerine-jones-racial-injustice-controversy-explained>

**\*\*\*Paper Proposals Due\*\*\***

### 10.22 Foraging

- David Chang and Heesoon Bai, “Savoring the Free Lunch: Edible Activism and the Joy of Foraging,” in *Place Based Learning for the Plate* (Cham, Switzerland: Springer, 2020).
- Emma Orlow, “Foraging in the Wake of #MeToo,” *Food Tank*, October 2018, <https://foodtank.com/news/2018/10/opinion-foraging-in-the-wake-of-metoo/>

### 10.27 Memes and Tweets

- An Xiao Mina, “Introduction,” in *Memes to Movements: How the World’s Most Viral Media is Changing Social Protest and Power* (Boston, MA: Beacon Hill Books, 2019).
- Andre Brock, “Black Online Discourse, Part I: Ratchet and Racism,” in *Distributed Blackness: African American Cybercultures* (New York: NYU Press, 2020).
- Catherine Shu, “All Your Memes Are Belong to AOC,” *Tech Crunch*, January 21, 2019, <https://techcrunch.com/2019/01/21/all-your-meme-are-belong-to-aoc/>

### 10.29 Tumblrs

- Jessica Ringrose and Emilie Lawrence, “Remixing Misandry, Manspreading, and Dick Pics: Networked Feminist Humour on Tumblr,” *Feminist Media Studies* 18(40), 2018.
- Rosemary Counter, “A Mancyyclopedia,” *The New Yorker*, October 19, 2016, <https://www.newyorker.com/humor/daily-shouts/a-mancyyclopedia>

### 11.3 Speculative Fiction

- Ta-Nehisi Coates, *Black Panther: A Nation Under Our Feet* (New York, NY: Marvel, 2016)
- Nora Samaran, “Building Strength Through Movement and Afrofuturism” in *Turn This World Inside Out: The Emergence of Nurturance Culture* (Chico, CA: AK Press, 2019).

## 11.5 Movement and Breath

- Anuradha Kowtha, “Decolonizing Yoga for People of Color and the Trope of the White Yoga Teacher,” *Medium*, October 13, 2017, <https://medium.com/@AnuradhaKowtha/decolonizing-yoga-for-people-of-color-and-the-trope-of-the-white-yoga-teacher-64fd19cfd4f2>
- Alexis Gumbs, “That Transformative Dark Thing,” *New Inquiry*, May 19, 2015, <https://thenewinquiry.com/that-transformative-dark-thing/>

## RADICAL CARE

### 11.10 Creating Nurturance Culture

- Nora Samaran, “Introduction: Nurturance Culture Means Holding the Circle” and *Turn This World Inside Out: The Emergence of Nurturance Culture* (Chico, CA: AK Press, 2019).
- Leanne Betasamosake Simpson in conversation with Dionne Brand, “Temporary Spaces of Joy and Freedom,” *Literary Review of Canada*, June 2018, <http://reviewcanada.ca/magazine/2018/06/temporary-spaces-of-joy-and-freedom/>

\*\*\*Practicing Joy Due\*\*\*

### 11.12 Virtues of Joyful Care

- Derrick Bell, “Humility’s Wisdom,” *Ethical Ambition* (New York, NY: Bloomsbury Press, 2002).
- Ben Shepard, “The Use of Joyfulness as Community Organizing Strategy,” *Peace & Change: A Journal of Peace Research*, 30(4) (September 2005).

### 11.17 Coalitions as Anticolonial Praxis

- Leandra Hinojosa Hernandez & Sarah De Los Santos Upton, “Insider/Outsiders, Reproductive (In)justice, and the US Mexico Border,” *Health Communication* 35(8) (2020).
- Jia Tolentino, “Barbara Ehrenreich Is Not An Optimist, But She Has Hope for the Future,” *The New Yorker*, March 21, 2020, <https://www.newyorker.com/culture/the-new-yorker-interview/barbara-ehrenreich-is-not-an-optimist-but-she-has-hope-for-the-future>

### 11.19 Paper Q&A

### 11.24 NO CLASS - THANKSGIVING

### 11.26 NO CLASS - THANKSGIVING

### 12.1 Care as Joy and Justice

- Hi‘ilei Julia Kawehipuaakahaopulani Hobart and Tamara Kneese, “Radical Care: Survival Strategies for Uncertain Times,” *Social Text* 38(1(142)), March 2020.
- Leah Lakshmi Piepzna-Samarasinha, “Prince, Chronic Pain, and Living to Get Old,” *Care Work: Dreaming Disability Justice* (Vancouver, BC: Arsenal Pulp Press, 2018).

### 12.3 Love, Study, Struggle

- Sonya Renee Taylor, “Building a Radical Self-Love Practice in an Age of Self-Loathing,” *The Body is Not An Apology* (Oakland, CA: Berrett-Koehler Publishers, 2018).
- RDG Kelley, “Black Study, Black Struggle,” *The Boston Review*, March 7, 2016, <http://bostonreview.net/forum/robin-d-g-kelley-black-study-black-struggle>

### 12.8 Final Paper Office Hours

### 12.10 Final Paper Office Hours

### 12.15 STUDY DAYS

### 12.17 \*\*\*Final Paper Due\*\*\*

## Statement on Academic Integrity from the College of Arts and Sciences

The College [of Arts and Sciences] expects all students to adhere to the accepted norms of intellectual honesty in their academic work. Any forms of cheating, plagiarism, or dishonesty or collusion in another's dishonesty is a fundamental violation of these norms. CHEATING is the use or attempted use of unauthorized aids in any exam or other academic exercise submitted for evaluation. This includes data falsification; the fabrication of data; deceitful alteration of collected data included in a report; copying from another student's work; unauthorized cooperation in doing assignments or during an examination; the use of purchased essays, term papers, or preparatory research for such papers; submission of the same written work in more than one course without prior written approval from the instructor(s) involved; and dishonesty in requests for either extensions or papers or make-up examinations. PLAGIARISM is the deliberate act of taking the words, ideas, data illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one's own. COLLUSION is assisting or attempting to assist another student in an act of academic dishonesty. As part of your scholarly development, you must learn how to work cooperatively in a community of scholars and fruitfully utilize the work of others without violating the norms of intellectual honesty. You have a responsibility to learn the parameters of collaboration and the proper forms for quoting, summarizing and paraphrasing.

Faculty members who detect any form of academic dishonesty have the responsibility to take appropriate action. The faculty member also has the responsibility to report the incident and penalty to the Department Chairperson and the appropriate Class Dean. The report will remain in your student file until you graduate. If the gravity of the offense seems to warrant it or if the faculty member prefers that another academic authority decide the matter, he or she may refer the case to a Dean. In addition, if the student is unwilling to accept the faculty member's decision, he or she may choose to have the matter adjudicated either by an Associate Dean or by an Administrative Board. The section of the College of Arts and Sciences in the Boston College Undergraduate Catalogue has further details about this process. Academic integrity is a very important matter. If you have any questions in any of your courses about what is allowed or not allowed, please discuss the matter immediately with the instructor.