

Arlene Kaplan Daniels Award Committee Report 2021

Submitted by LaTonya Trotter, Committee Chair

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This committee is historically comprised of six members. However, a range of factors directly and indirectly related to the pandemic lowered the number of people that were available to do this work.

This year, the committee evaluated 21 submissions. Our charge was to evaluate the submissions as to how well they met the following three criteria:

1. Addresses contemporary issues of women's justice locally, nationally, and globally;
2. Brings a fresh perspective to women's inclusion in global society and advances new theoretical directions discussing women and social justice;
3. Is theoretically informed and possess an empirical orientation.

Our process as a committee was to read each paper, and to rank order our top 3-4 papers. We then met (virtually) to discuss all of the papers that made the ranked list. After this discussion, we selected one winner and one honorable mention.

The 2021 Arlene Kaplan Daniels Paper Award winner was Teresa Irene Gonzales for the paper, "Ratchet-Rasquache Activism: Aesthetic and Discursive Frames within Chicago-Based Women-of-Color Activism." Combining 30 months of ethnographic fieldwork with interviews, Teresa's paper demonstrated how Black Women and Chicana activists used a set of deliberate strategies to disrupt gendered, classed, and racialized narratives that attempted to delegitimize their leadership as activists. She showed how their embrace of behavior normally maligned as "Ratchet" and "Rasquache" became an active oppositional strategy to the politics of respectability. The paper incisively demonstrated how these activists deployed a set of working-class, asset-based strategies to guard against the gendered politics of erasure at work within dominant framings grounded in notions of "cleaning up" marginalized, poor communities.

The honorable mention went to Shannon Malone Gonzalez for the paper, "Black Girls and the Talk? Policing, Parenting, and the Politics of Protection." Using interviews with black mothers, Shannon explores how social class intersects with gender and race to shape practices of caregiving known as "the talk." In contrast to previous work based on parenting black boys, "the talk" for black girls was both gendered and classed. Middle class mothers taught their daughters to "act like ladies" as a foundational strategy to mitigate the risk of police contact. However, working class mothers spoke frankly about the reality of sexual violence and harassment by police and identified practical strategies rather than those related to gendered presentations of self. Shannon's work demonstrates the importance of an intersectional framework for understanding not only how black families deal with the threat of police violence, but also how

gender and class shapes their understanding of racialized risk in ways that can reproduce gender and class inequality.