This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course delivery with respect to the COVID-19 pandemic
The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (i.e. on Zoom at the times indicated in the timetable). The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

Course Description:
This course will focus on female protest movements whose primary goal was to better the lives of women. With attention to issues of gender, sexuality, race, and class, it will explore various conditions that gave rise to rebellion, and will assess the movements' strategies and achievements.

Prerequisite(s):
1.0 History course at the 2200 level or above.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Antirequisite(s):
History 2813F/G.

Course Syllabus:

COURSE DESCRIPTION:
While women have participated in many protest movements on behalf of countless causes, this seminar half-course focuses on those female protest movements whose primary goal has been to better the lives of women in particular. Important acts of resistance and rebellion have generally been studied as the preserve of men, and as most often involving violence. But for women, due largely to gender expectations that have governed their behavior, protest has more often taken other forms. This course will explore the social and economic conditions that have given rise to rebellion, with attention to issues of gender, sexuality, class, ethnicity, and race, and will study movements, groups, and individuals who have battled these injustices. It will also assess the achievements of these women by reconsidering the standards by which their “success” and/or “failure” have been measured. All of these examinations will consider various sociological/political theories related to the character of social/protest movements.

COURSE REQUIREMENTS:

Research essay (12-15 pages): TBA 45%
Critiques (2 critiques at 2 pages each): TBA 30%
Seminar presentation: TBA 15%
Attendance/Participation: 10%

LEARNING OUTCOMES:

Students should be able to:

chronicle the central priorities, struggles, and achievements of some major women’s protest movements, and the ways in which they have been shaped by, and have influenced, various historical events and trends.

understand the ways in which issues of gender, sexuality, class, ethnicity, and race have intersected in women’s protest movements.

recognize the ways in which women’s protest movements have been similar to and have differed from those of men, with consideration of motivation, strategy, reprisal, outcome, and measures of success.

SEMINAR PRESENTATION:

You will sign up for a presentation date beginning in Week 5. On your selected date, you (possibly along with one other) will present one of the scheduled articles. In your presentation, address and critique your article’s thesis, main arguments, biases, and sources, and situate your article in the larger historiography. As well, discuss your related essay topic in the context of your reading. Stimulate class discussion by asking questions and fielding comments. Feel free to incorporate audio-visual aids. You will be graded on the content of your presentation, and on your facilitation of the seminar discussion. As you may be “sharing” your presentation date with a classmate, and in order to prevent overlap in
discussion topics, arrange with them which topics/readings that each one of you will present. Your presentation will last 20-30 minutes.

To facilitate the research of your essay, the subject of your essay will coincide with the general seminar topic of your selected presentation date. **Your essay (in both paper and electronic format) will be due on that same day in class. As your classmates are relying on the timely submission of your essay in order to write their critiques (see below), essays MUST be submitted on your assigned due date. Late research essays will generally not be accepted for grading. If you are facing difficulties, please talk to me.**

**ESSAY:**

Your essay should be 12-15 pages. It must include a thesis statement that advances a clear argument and maps the discussion points of the paper. In addition to offering a meaningful examination, your essay must include an introduction, conclusion, endnotes or footnotes, and a bibliography. Endnotes/footnotes should be in a correct and consistent format. The bibliography should include 12-15 sources, 2/3 of which should be secondary sources (contemporary sources, mostly books, written by scholars) and 1/3 of which should be primary sources (written/spoken by observers during the time period under study). Primary sources can be books, articles, government documents, newspapers, etc., but they must be a stand-alone source/document, not simply an excerpt or quotation retrieved from a secondary source; in other words, you must locate your own primary sources (on the internet (on a credible site) or in a library or archive).

**CRITIQUES:**

Those students not presenting an article and submitting an essay on a given week will be required to do the assigned readings, participate in the seminar discussion, and write an essay critique. Select two student essays (which will be accessible on OWL) on which you would like to write a critique. Your critique is due in class and must be submitted no later than one week following the submission of the essay about which it is written. Submitted critiques will not be seen by anyone other than me; they will be returned with a mark as soon as possible. Critiques should be two typed pages and double-spaced. They should include a concise thesis statement stating the strengths and weaknesses of the essay; they should then discuss those strengths and weaknesses. They should also have an introduction and conclusion, but they do not require extra research or citations. When submitting your critique, please indicate if it is critique 1 or 2.

**Course Materials:**

1. Online articles (with links) listed under the topics below

2. Articles posted on OWL

[For a vast online collection of primary sources, see Women and Social Movements in the United States, 1600-2000: http://asp6new.alexanderstreet.com/wam2/wam2.index.map.aspx]
Methods of Evaluation:
Students must attend at least half the number of full classes in order to qualify for a passing final grade, regardless of marks received for other assignments.

Course Schedule and Readings:

SEPTEMBER 13 – INTRODUCTION
POSTED

POSTED

http://www.jstor.org/stable/1554766

SEPTEMBER 20 – EARLY LABOUR PROTESTS AND STRIKES
www.jstor.org/stable/3518953


http://www.jstor.com/stable/j.ctvf3w44b.14


SEPTEMBER 27 – NO CLASS MEETING (ROSH HASHANAH)
Work in lieu of this meeting will be assigned in advance.

OCTOBER 4 - SLAVERY RESISTENCE AND ABOLITION


**OCTOBER 11 – PROHIBITION AND SUFFRAGE (WEEK 5, PRESENTATIONS BEGIN)**


**OCTOBER 18 – PEACE**

POSTED

https://www.jstor.org/stable/3183189

**OCTOBER 25 – THE STRUGGLES OF/FOR FEMALE SPACE**


www.jstor.org/stable/10.15767/feministstudies.44.1.0126


**NOVEMBER 1 – NO CLASS (FALL READING WEEK)**

**NOVEMBER 8 – BLACK CIVIL RIGHTS**

http://www.jstor.org/stable/10.1086/521057

https://www.jstor.org/stable/10.5406/jcivihumarigh.2.1.33

http://www.jstor.org/stable/4548101

**NOVEMBER 15 – SECOND-WAVE WOMEN’S MOVEMENT**


**POSTED**

**NOVEMBER 22 – BODY POLITICS**

https://www.jstor.org/stable/10.1086/528849

https://www.jstor.org/stable/23069913

https://www.jstor.org/stable/41301637

**NOVEMBER 29 – INDIGENOUS WOMEN**


**DECEMBER 6 – VARIED VOICES AND VENUES**

http://www.jstor.org/stable/20837577 AND


END OF TERM

Use of Electronic Devices:
During all class lectures, discussions, and presentations, the recreational use of lap-tops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices, is discouraged and could adversely affect your participation mark.

Additional Statements:
Please review the Department of History Course Must-Knows document,  
[https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf](https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf) for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness