

Women's Action for Social Change
Women's Studies 2711
Fall 2019, Tuesday and Thursday 8:30-10 am
Dr. Lori Chambers
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RB 2021, Tuesday 10-12
343-8218

Course Description

This course provides an historical overview of women's involvement in key social movements from the 19th century to the present. In addition to various women's rights movements, such as suffrage, discussion topics will include passivism, civil rights, Aboriginal sovereignty, and food and water security. We will always adopt an intersectional lens. Students are not expected to have a developed historical knowledge of these topics prior to taking the course.

Required Texts

Students must purchase Lori Chambers and Jen Roth, intro and eds., *Is it Just?* (Toronto: UTP, 2010) and Joan Sangster, *One Hundred Years of Struggle* (Vancouver: UBC Press, 2018). Many articles are available on-line or through e-journals on the university library website. These are indicated on the course outline and have not been included in the course pack to save you money. Those not available on-line or through e-journals will be posted for you on D2L the relevant week.

Evaluation

Seminar participation:	20% (delivered in two marks of 10 at mid-Oct and end)
Activist presentation:	20% (throughout the term)
Book review:	20% DUE Oct. 10
Activist participation:	10% DUE: Nov 7
Activist biography:	30% DUE: Nov. 21

Participation

Discussions require that everyone participates (speaks and listens) in a meaningful and civil way. Everyone is expected to foster an atmosphere of respect which includes, but is not limited to, open-mindedness, listening attentively, not speaking over or for others, and avoiding all forms of harassment and discrimination. Please note that the material covered in this class may not always be "comfortable," so we must be prepared to challenge and be challenged, to be critical and to be critiqued, and to support and to be supported. We may not always agree with each other. However, it is essential that we enter our conversations with generosity of spirit, good humour, and high regard for each other. Personal attacks, gender and racial slurs, disrespectful comments on ability or

sexuality, or other such behavior will not be tolerated. Tutorial participation grades will reflect both attendance and willingness to contribute to class discussions. A full mark out of 20 will be subtracted for each absence from class for which the student does not provide explanation in writing. Students are expected to refer directly to the readings during discussion. It should be noted that you may participate on-line as well as in-class (on the posting section in D2L) and this will be considered in your grade. You should also feel free to send me emails asking any questions you might wish to see addressed in class but are shy to ask about in public.

Presentation: Various dates throughout the term (see schedule below)

All students will be responsible for making a presentation to the class. The presentation should be approximately 15 minutes in length with 5 minutes for questions. The student will present the history, actions and impact of a selected activist. This is preparation for the major paper of the term, which is a written activist biography. The presentation both helps the student to develop public speaking skills and provides opportunity to get feedback on ideas before completing the written report (see below). Dates for individual presentations will be determined during the first week of class.

Book Review: DUE October 10, 2019

All students will write a review of the text of *Is It Just* (the text itself, using the introduction and the Sangster book as background).

In your introduction:

1. Identify the book and its context – When and why was it written??
2. State your thesis with regard to the effectiveness of the book.
3. Clearly set out how your paper will prove this argument. I call this giving the reader a ‘road map’.

In the body of your essay:

Summarize the Argument – What change does the author wish to see? Why? What arguments does she make in favor of such changes?

Evaluate/Critique – This is the most important component of the review and should form the majority of the paper. In this section, you must critically assess (“review”) the book. Remember, a critique is not necessarily negative. How does the author support her arguments? Would this approach have been effective in her context? Why or why not?

In your conclusion:

Summarize your arguments. Your conclusion should not introduce new points but should re-state the points you have made in the body of the review.

The book review should be 5-6 pages in length with standard formatting – 1 inch margins, double spaced in Times Roman 12 point font, with page numbers.

Activist Participation Assignment: DUE November 7

The purpose of this assignment is to provide an introduction to participation in social activism. The student must participate in some form of community activism. This can involve participating as a volunteer for an organization for a minimum of 10 hours, attending an activist event, writing a letter to the newspaper, or other form of protest/activism (to be approved directly by the instructor). Pick an issue about which you are excited/angry/engaged and get involved. If you volunteer, you need a statement of proof from the agency for which you work. If you participate in a protest action, you need a selfie at the event as proof of attendance. If you write a letter to the paper, provide me with a copy. You must also write a five page, double spaced description of the issue about which you are concerned, the focus of the event or activity in which you participated, and the impact such activity may have on the issue about which you wish to see societal change.

Critical Activist Biography: DUE November 21

The purpose of the assignment is to provide a summary of the actions and accomplishments of the selected activist or collective of activists. You are able to choose the person/group about whom you will learn. The student will have presented this information to the class and had the opportunity to benefit from the comments of his/her/their classmates before the submission of the written assignment.

Your summary should be 8-10 pages in length with standard formatting – 1 inch margins, double spaced, in Times Roman 12 point font, with page numbers.

Content of the Biography:

Identify the activist and her/their area of work – and state your thesis regarding the effectiveness of the activism.

Briefly summarize the activist's life and reasons for activism – situate the activist in her/their time period and context.

Comment on the actions and accomplishments of the activist – Summarize the central achievements of your subject(s).

Evaluate/Critique – This is the most important component of the review. Why did the activist(s) choose a particular form of activism? To what degree was she/they successful in achieving her/their goals. Remember, a critique is not necessarily negative.

Conclusion – Conclude by summarizing your arguments. Your conclusion should not introduce new points, but re-state the points you have made in the body of the review.

Other Issues for Student Information:

Academic dishonesty and plagiarism: Plagiarism is a serious academic offence. Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment all constitute plagiarism.

Resubmitting material you've submitted to another course is also academic dishonesty. The minimum penalty for academic misconduct is a 0 on the assignment in question. Students might also be subject to more severe academic penalties. All students are required to know what constitutes plagiarism and how to avoid it. Please review the university guidelines at <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>, or speak with the professor. All cases of plagiarism will be dealt with in accordance with the Code of Student Behaviour and Disciplinary Procedures approved by Senate and the Board of Governors. Other instances of Academic Dishonesty, including but not limited to double submission, purchasing of assignments (either online or from another student on campus), or copying of assignments will also be dealt with in accordance with the University regulations on Academic Dishonesty. **Please do your own work.**

Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. I make every effort to meet the varied needs of students. Please feel free to speak to me directly about your needs. You are also strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. Phone 343-8047. <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>.

Assignment due dates: All assignments must be handed in at the beginning of class on the due dates, either in person or online. If you have trouble meeting a due date, please discuss it with me **at least one week prior** to your due date and, if accepted, we will negotiate a new contract for a due date. Missing due dates without prior approval will result in a deduction of 5% per day.

Expectations and marking: All written work will be evaluated based on organization, presentation, grammar and clarity as well as content. Writing is a process and it is only learned through practice and repetition. It is also an important skill you can take into the workplace. Written communication can be very powerful. However, your first draft is unlikely to be the best possible work you can produce. For this reason, I strongly encourage you to submit rough drafts of papers for review. I will mark your paper as many times as you want to submit it, and only the final mark will count towards your grade, but the paper must be ready for review one week before the final due date.

Reduce, re-use, recycle: Cover pages are not necessary in this course – simply write your name and the date on the top of the first page. If you can print your assignments double-sided without too much hassle, please do.

Student Success Centre: Help regarding academic matters can be found at the Student Success Centre. Phone 343-8018. <http://academicadvising.lakeheadu.ca/>.

Student Health and Counselling Centre: For help with personal and/or medical issues, please visit the Student Health and Counselling Centre. Phone 343-8361.
<http://healthservices.lakeheadu.ca/>.

Weekly Schedule for Lectures and Readings:

September 3

Introduction to Women's Action for Social Change

We will introduce ourselves to each other, set the schedule for the term, and introduce questions such as what constitutes activism? What forms can it take? How can it be constrained by context? How are such contexts gendered?

September 5

Abolition, Reconstruction and the Underground Railroad

Readings:

Vivian May, "Under-Theorized and Under-Taught: Re-Examining Harriet Tubman's Place in Women's Studies", *Meridians: Feminism, Race, Transnationalism* 12 (2) (2014), 28-49. **E-journals.**

Roseann Mandziuk, "commemorating sojourner truth: Negotiating the politics of race and gender in the spaces of public memory", *Western Journal of Communication* 67 (3) (2003), 271-291: <https://doi.org/10.1080/10570310309374772>.

September 10

Suffrage in Canada 1

Readings:

Joan Sangster, *One Hundred Years of Struggle*, chapters 4, 5 and 6, 79-172.

September 12

Suffrage in Canada 2

Readings:

Jen Roth and Lori Chambers, *Is It Just?* (Toronto: UTP, 2010). You are all writing the book review about this book so be sure to attend class.

September 17

Student presentations

September 19

No class as I am in Sudbury completing a program review.

September 24

Pacifism and Anti-War Protest

Readings:

Joan Sangster, *One Hundred Years of Struggle*, chapter 7, 173-204.

Shannon Stettner, "We Were Forced to Declare War": Linkages Between the 1970 Abortion Caravan and Women's Anti-Vietnam War Activism", *Histoire sociale/Social History* 46 (92) (November 2013), 423-441. **E-journals.**

September 26**Socialism and Anti-Poverty Protest****Readings:**

Joan Sangster, *One Hundred Years of Struggle*, chapter 3, 55-78.

Rhonda Y. Williams, “We’re tired of being treated like dogs”: Poor Women and Power Politics in Black Baltimore”, *The Black Scholar: Journal of Black Studies and Research* 31 (3-4) (2001). DOI: 10:1080/00064246.2001.11431154. **On-line.**

October 1**Student presentations****October 3****Indigenous Activism 1****Readings:**

Joan Sangster, *One Hundred Years of Struggle*, chapter 9, 245-267.

Shiri Pasternak, “The fiscal body of sovereignty: to ‘make live’ in Indian country”, *Settler Colonial Studies* 6 (4) (2016), 317-338. **E-journals.**

October 8**Indigenous Activism 2**

Winona LaDuke, “Akswesasne”, *All Our Relations* (Cambridge: South End Press, 1999), 11-26. **D2L** – still need to get copy

Karl Reimer, “What Other Canadian Kids Have: The Fight for a New School in Attiwapiskat”, *Native Studies Review* 19 (1) (2010), 119-136. **E-journals.**

Sonja John, “Idle No More: Indigenous Activism and Feminism”, *Theory in Action* 8 (4) (October 2015). DOI: 3798/tia.1937-0237.15022. **On-line.**

October 10**Student presentations**

Note: **BOOK REVIEW DUE OCTOBER 10**

October 15 and 17**READING WEEK (no classes)****October 22**

No class as I am away for research.

October 24**The Civil Rights Movement****Readings:**

V.P. Franklin and Bettye Collier-Thomas, “For the Race in General and Black Women in Particular: The Civil Rights Activism of African American Women’s Organizations, 1915-1950”, in V.P. Franklin and Bettye Collier-Thomas, eds., *Sisters in the Struggle:*

African American Women in the Civil Rights and Black Power Movement (New York: New York University Press, 2001), 21-41. **D2L**

Tracye A. Matthews, “No One Ever Asks What a Man’s Role in the Revolution Is? Gender Politics and Leadership in the Black Panther Party, 1966-1971”, in V.P. Franklin and Bettye Collier-Thomas, eds., *Sisters in the Struggle: African American Women in the Civil Rights and Black Power Movement* (New York: New York University Press, 2001), 230-256. **D2L**.

October 29

Sexual Liberation

Readings:

Fiona Meyercook and Diane Labelle, “Namaji: Two-Spirit Organizing in Montreal”, *Journal of Gay and Lesbian Social Services* 16 (1) (2004), 29-51. **E-journals.**

Deborah Gould, “Life During Wartime: Emotion and the Development of Act Up”, *Mobilization: An International Quarterly* 7 (2) (2002), 177-200. **E-journals.**

Katherine McFarland Bruce, “LGBT Pride as a Cultural Protest Tactic in a Southern City”, *Journal of Contemporary Ethnography* 42 (5) (2013), 608-635. **E-journals.**

October 31

Students presentations

November 5

Resisting Violence

Readings:

Sharon Rosenberg, “Neither Forgotten nor Fully Remembered: Tracing an Ambivalent Public Memory on the 10th Anniversary of the Montreal Massacre”, *Feminist Theory* 4 (1) (2003): <https://doi.org/10.1177/1464700103004001001>. **On-line.**

Shelly Johnson and Alessandra Santos, “REDressing Invisibility and Marking Violence Against Indigenous Women in the Americas through Art, Activism and Advocacy”, *First People Child and Family Review* 7 (2) (2013), 97-111. **D2L. need to print**

Angela Onwuachi-Willig, “What About #UsToo? The Invisibility of Race in the #MeToo Movement”, *The Yale Law Journal Forum* 128 (2018), 105-120. **D2L.**

November 7

Student presentations

Note: **ACTIVIST PARTICIPATION DUE NOVEMBER 7**

November 12

Student presentations

November 14

Student presentations

November 19**Saving the Earth****Readings:**

Amy Hay, "Recipe for Disaster: Motherhood and Citizenship at Love Canal", *Journal of Women's History* 21 (1) (2009), 111-134. **E-journals.**

Kyle Powys White, "Indigenous Women, Climate Change Impacts and Collective Action", *Hypatia* 29 (3) (2014), 599-616. **E-journals.**

Shannon Elizabeth Bell and Yvonne Braun, "Coal, Identity, and the Gendering of Environmental Justice Activism in Central Appalachia", *Gender and Society* 24 (6) (2010), 794-813. **E-journals.**

November 21**Food and Water Security****Readings:**

Vandana Shiva, *Water Wars* (Toronto: Between the Lines, 2002), 107-118. **D2L.**

Martha McMahon, "Resisting Globalization: Women Organic Farmers and Local Food Systems", *Canadian Woman Studies* 21/22 (4/1) (2002), 203-206. **E-journals.**

Ana Isla, "A Struggle for Clean Water and Livelihood: Canadian Mining in Costa Rica", *Canadian Woman Studies* 21/22 (4/1) (2002), 148-154. **E-journals.**

Charlotte Cote, "Indigenizing Food Sovereignty: Revitalizing Indigenous Food Practices and Ecological Knowledges in Canada and the United States", *Humanities* 5 (3) (2016), 57-71. **E-journals.**

Note: **ACTIVIST BIOGRAPHY DUE NOVEMBER 21**

November 26**WRAP UP****November 28**

No class as I am away for research.