

Women's Action for Social Change
Women 's Studies 2711
AT 5041
Fall 2022, Mondays and Wednesdays 1-2:30pm
Dr. Robyn O'Loughlin, raolough@lakeheadu.ca
Office Hours: by appointment

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Office Hours: Thursdays, 6-8pm [via Zoom, unless in-person is requested]

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

There are no required texts in this class.

The articles are available online or through e-journals on the university library website. It is important that you learn how to obtain these articles. There will be a librarian presentation September 19, 2022 to show the class how to find articles.

Evaluation

Seminar participation: 20% [delivered in two marks of 10 at mid-Oct and end of sem]
Activist presentation: 20% [throughout the term]
Activist participation: 10% [due on Nov. 14]
Movement paper & Pres.: 20% [due on Nov. 21] – this is a group assignment
Activist biography: 30% [due on Dec. 5]

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 behaviour 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 an explanation in writing. Students are expected to refer directly to readings during discussion. It should be noted that you may participate online 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 [20 minutes total]. 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.

Activist Participation Assignment: DUE November 14, 2022

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 activity in which you participated, and the impact such activity may have on the issue about which you wish to see societal change.

Group Work: Activist Movement Review DUE November 21, 2022

In groups of 5, students will write a review of an activist movement and give a presentation to the class. [15 minutes presentation, 5 minutes Q&A]

In the introduction:

1. Identify the movement and its context – provide the purpose of the activist movement and a timeline?
2. State your thesis with regard to the effectiveness of the movement
3. Clearly set out how the paper will prove this argument. This is called giving the reader a ‘road map.’

In the body of your essay:

Summarize the argument – what change(s) did the activist movement wish to see? Why? What arguments are made in favour of such changes?

Evaluate/critique – this is the most important component of the paper and should form the majority of it. In this section, you must critically assess the activist movement. Remember, a critique is not necessarily negative.

In the 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 paper.

The paper should be 5-6 pages in length with standard formatting: 1 inch margins, double-spaced in Times New Roman 12-pt font, with page numbers.

Critical Activist Biography: DUE December 5, 2022

The purpose of the assignment is to provide a summary of the action and accomplishments of the selected activist. You are able to choose the person 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 New Roman 12-pt font, with page numbers.

Content of the Biography:

1. Identify the activist and their area of work – and state your thesis regarding the effectiveness of the activism
2. Briefly summarize the activist's life and reasons for activism – situate the activist in their time period and context
3. Comment on the actions and accomplishments of the activist – summarize the central achievements of your subject(s)
4. Evaluate/critique – this is the most important component of the review. Why did the activist choose a particular form of activism? To what degree was there success in achieving their goals? Remember, a critique is not necessarily negative.
5. 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. **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 date on the top of the first page. Please number your pages. If you are able to submit your work online, please do so. 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. <https://www.lakeheadu.ca/students/academic-success/student-success-centre>

Student Health and Counselling Centre: For help with personal and/or medical issues, please visit the Student Health and Counselling Centre. Phone 343-8361.

<https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness>

Weekly Schedule for Lectures and Readings:

Week 1	September 7, 2022 Course Outline distributed. No class.
Week 2	September 12, 2022

	<p>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?</p> <p>Create groups. Decide on presentation dates.</p> <p>September 14, 2022: Abolition, Reconstruction & the Underground Railroad</p> <p>Vivian, M. (2014). Under-Theorized and Under-Taught: Re-Examining Harriet Tubman's Place in Women's Studies. <i>Meridians: Feminism, Race, Transnationalism</i>, 12(2), 28-49.</p> <p>Roseann, M. (2003). Commemorating sojourner truth: Negotiating the politics of race and gender in the spaces of public memory. <i>Western Journal of Communications</i>, 67(3), 271-291.</p>
Week 3	<p>September 19, 2022: Library Presentation – How to research and retrieve articles</p> <p>September 21, 2022: Suffrage in Canada</p> <p>Boychuk, G. (2020). One hundred years of struggle: The history of women and the vote in canada joan sangster, vancouver: UBC press, 2018, pp. 328. <i>Canadian Journal of Political Science</i>, 53(4), 938-939. doi:https://doi.org/10.1017/S0008423920000906</p> <p>Pilon, D. (2006). Explaining voting system reform in canada, 1874 to 1960. <i>Journal of Canadian Studies</i>, 40(3), 135-161,222. doi:https://doi.org/10.3138/jcs.40.3.135</p> <p>Working class experience: Rethinking the history of canadian labour, 1800-1991 // review. (1996). <i>Canadian Journal of Sociology</i>, 21(1), 126-128.</p> <p>Kinahan, A. (2008). Transcendent citizenship: Suffrage, the national council of women of canada, and the politics of organized womanhood. <i>Journal of Canadian Studies</i>, 42(3), 5-27,236. doi:https://doi.org/10.3138/jcs.42.3.5</p>
Week 4	<p>September 26, 2022: Suffrage in Canada</p> <p>Moss, E. L., Stam, H. J., & Kattevilder, D. (2013). From suffrage to sterilization: Eugenics and the women's movement in 20th century alberta. <i>Canadian Psychology</i>, 54(2), 105-114. doi:https://doi.org/10.1037/a0032644</p>

	<p>Bader-Zaar, B. (2011). Gender and suffrage politics: New approaches to the history of women's political emancipation. <i>Journal of Women's History</i>, 23(2), 208-218,229. doi:https://doi.org/10.1353/jowh.2011.0016</p> <p>Robson, A. P. W. (1973). The founding of the national society for women's suffrage 1866-1867. <i>Canadian Journal of History/Annales Canadiennes d'Histoire</i>, 8(1), 1.</p> <p>Ramirez, F. O., Soysal, Y., & Shanahan, S. (1997). The changing logic of political citizenship: Cross-national acquisition of women's suffrage rights, 1890 to 1990. <i>American Sociological Review</i>, 62(5), 735-745.</p> <p>Monture, P. A. (2008). Women's words: Power, identity, and indigenous sovereignty. <i>Canadian Woman Studies</i>, 26(3), 154-159,14.</p> <p>Miller, Henry (2021) 'The British women's suffrage movement and the practice of petitioning, 1890-1914.', <i>Historical journal.</i>, 64 (2). pp. 332-356.</p> <p>September 28, 2022: Sexual Liberation</p> <p>Fiona Meyercook and Diane Labelle, “Namaji: Two-Spirit Organizing in Montreal”, <i>Journal of Gay and Lesbian Social Services</i> 16 (1) (2004), 29-51.</p> <p>Deborah Gould, “Life During Wartime: Emotion and the Development of Act Up”, <i>Mobilization: An International Quarterly</i> 7 (2) (2002), 177-200.</p> <p>Katherine McFarland Bruce, “LGBT Pride as a Cultural Protest Tactic in a Southern City”, <i>Journal of Contemporary Ethnography</i> 42 (5) (2013), 608-635.</p>
Week 5	<p>October 3, 2022: Pacifism and Anti-War Protest</p> <p>Shannon Stettner, “We Were Forced to Declare War”: Linkages Between the 1970 Abortion Caravan and Women’s Anti-Vietnam War Activism”, <i>Histoire sociale/Social History</i> 46 (92) (November 2013), 423-441.</p> <p>Moerk, E. L. (1997). Socialism and pacifism: Historical relations, value homologies, and implications of recent political developments, or the return of history. <i>Peace and Conflict: Journal of Peace Psychology</i>, 3(1), 59-79. doi:https://doi.org/10.1207/s15327949pac0301_4</p> <p>Neu, M. (2011). Why there is no such thing as just war pacifism and why just war theorists and pacifists can talk nonetheless. <i>Social Theory and Practice</i>, 37(3), 413-433. doi:https://doi.org/10.5840/soctheorpract201137325</p> <p>October 5, 2022: Socialism and Anti-Poverty Protest</p> <p>Luxton, M. (2001). Feminism as a class act: Working-class feminism and the women's movement in Canada. <i>Labour</i>, (48), 63-88.</p>

	<p>Rhonda Y. Williams, “We’re tired of being treated like dogs”: Poor Women and Power Politics in Black Baltimore”, <i>The Black Scholar: Journal of Black Studies and Research</i> 31 (3-4) (2001). DOI: 10:1080/00064246.2001.11431154.</p> <p>López, A.,R. (2019). “We know what the pigs Don’t like”: The formation and solidarity of the original rainbow coalition. <i>Journal of African American Studies</i>, 23(4), 476-518. doi:https://doi.org/10.1007/s12111-019-09442-w</p>
Week 6	READING WEEK – NO CLASSES
Week 7	<p>October 17, 2022: Indigenous Activism</p> <p>Shiri Pasternak, “The fiscal body of sovereignty: to ‘make live’ in Indian country”, <i>Settler Colonial Studies</i> 6 (4) (2016), 317-338.</p> <p>Karl Reimer, “What Other Canadian Kids Have: The Fight for a New School in Attiwapiskat”, <i>Native Studies Review</i> 19 (1) (2010), 119-136.</p> <p>Sonja John, “Idle No More: Indigenous Activism and Feminism”, <i>Theory in Action</i> 8 (4) (October 2015). DOI: 3798/tia.1937-0237.15022.</p> <p>October 19, 2022: Food and Water Security</p> <p>Martha McMahon, “Resisting Globalization: Women Organic Farmers and Local Food Systems”, <i>Canadian Woman Studies</i> 21/22 (4/1) (2002), 203-206.</p> <p>Ana Isla, “A Struggle for Clean Water and Livelihood: Canadian Mining in Costa Rica”, <i>Canadian Woman Studies</i> 21/22 (4/1) (2002), 148-154.</p> <p>Charlotte Cote, “Indigenizing Food Sovereignty: Revitalizing Indigenous Food Practices and Ecological Knowledges in Canada and the United States”, <i>Humanities</i> 5 (3) (2016), 57-71.</p>
Week 8	<p>October 24, 2022</p> <p>October 26, 2022</p> <p>*student activism presentations – 5 per week</p>
Week 9	<p>October 31, 2022</p> <p>November 2, 2022</p> <p>*student activism presentations – 5 per week</p>
Week 10	<p>November 7, 2022</p> <p>November 9, 2022</p> <p>*student activist presentations – 5 per week</p>
Week 11	<p>November 14, 2022</p> <p>November 16, 2022</p> <p>*student activist presentations – 5 per week</p>

Week 12	November 21, 2022 November 23, 2022 *group activist presentations – 4 per week
Week 13	November 28, 2022 November 30, 2022 *group activist presentations – 4 per week
Week 14	December 5, 2022 *make-up class Wrap-up