Do crowds have gender? Are riots masculine modes of resistance by dint of their aggression? Are crowds feminized by dint of their spontaneity, emotionality, and materiality? When have mass actions enforced patriarchal order, and when have they disrupted it? What consequences have gendered crowds wrought?

This class will explore the gender politics of crowd actions, a form of protest often understood to develop out of class-based and racial oppression. We will discover the ways in which gender has historically intersected with racial and class dynamics of protest. Further, we will scrutinize issues of representation, memory, and scholarship in the construction of riotous behavior.

Our readings will compare a variety of cases in modern world history. Student research projects on the other hand may (and perhaps should) focus on a single region or event. The objective is to train students in historical research methods, while situating that original research project within a larger historiographical conversation concerning gender, protest, and mass culture.

There is only one required textbook for this course: Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed. (Bedford/St. Martin’s, 2009). All other readings will be made available online; some of the optional readings will be accessed via Knight Library.

**Grades**

20% Verbal participation
- Show that you have prepared for seminar by critically engaging all of the assigned readings for the week

30% Homework
- 1 historiographical review essay @ 20%
- 1 peer review @ 5%
- Annotated bibliography @ 5%

50% Final paper
- Twenty to twenty-five pages in length (double-spaced, 12-point font, with 1” margins).
- **Due via Safeassign** If the paper is submitted after 10 am on the due date, I will subtract one-third of a letter grade from the grade that it otherwise would have earned (e.g., a B paper will become a B- paper). The paper will continue to lose one third of a letter grade per hour thereafter.
A papers…
Are turned in on time
Meet the page requirement
Use primary sources in innovative ways
Persuasively argue an original thesis
Make a significant contribution to the existing historiography
Are superbly written and skillfully organized

B papers…
Are turned in on the due date
Meet the page requirement
Interpret primary sources
Present a clear and persuasive argument
Are well-written and clearly organized

C papers…
Are turned in on the due date
Meet the page requirement
Incorporate primary research, but only weakly interpret sources
Present a weak or unpersuasive argument
Are clearly written and have some sense of organization

D papers…
Are turned in on the due date
Meet the page requirement
Rely on secondary, more than primary, sources
Present no clear argument at all or maintain an unoriginal thesis
Use primary sources without analysis
Have a few big writing problems

F papers…
Are turned in after the due date
Don’t meet (or far exceed) the page requirement
Are plagiarized or fabricated
Show no evidence of original primary research
Schedule

Apr. 1  Course Introduction; doing history at UO
  • Research tutorial, Knight Library

Apr. 8  Theory: What is “the crowd”?
  Practice: Historiography: history as conversation
  • Readings online: Readings online, due for discussion week 2:
  ➢ Bring at least six discussion questions: at least one based on each author’s work

Apr. 15  Theory: Thinking gender
  Practice: Creating a realistic research question
  • Bring three potential research topics related to the course theme
  • Read Rampolla, ch. 5
  • Readings online:
      ▪ Undergrads read pp. 1066-1075
      ▪ Grad students read pp. 1053-1075
    o Natalie Zemon Davis, *Society and Culture in Early Modern France* (1975) 124-151
    o Nancy Fraser, “Rethinking the Public Sphere: a Contribution to the Critique of Actually Existing Democracy,” *Social Text* 25/26 (1990) 56-80
  ➢ Bring at least five discussion questions: at least one based on each author’s work
Apr. 22  Theory: Seeing Gender in Racial Conflicts  
Practice: Working with Primary and Secondary Sources  
- Read Rampolla, ch. 2-3  
- Readings online:  
  
- Bring at least three discussion questions: at least one based on each author’s work  
- Commit to a research topic  
- Find, reproduce, and bring to class two relevant primary sources

Apr. 25  Creating a research plan  
- What’s a review essay? Why write one?  
  Also: peer review—how (and why) to do it well  
- Read Rampolla, ch. 4  
- Read two scholarly monographs related to your topic

May 6  Independent research and writing (no class)  
- Read Rampolla, ch. 6-7  
  - Projected bibliography due in class (hard copy)  
  - Review essay due via safeassign

May 13  Drafting a full essay (no class)  
- Meet with Professor Haynes individually  
  - Rough draft due—2 paper copies, plus one uploaded to safeassign.

May 20  Review your actual peers  
- Bring peer review essays: 1 hard copy, 1 uploaded to safeassign  
- Annotated bibliography due via safeassign

May 27  Revise your essays (no class)  
- Meet with Professor Haynes individually

June 3  Course conclusion  
- Revised papers due via safeassign  
- Present research process and findings to the class