

**HIST 407/507**  
**The Gender of the Crowd**  
April R. Haynes  
Spring 2013

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:
  - Gustave Le Bon, *The Crowd: A Study of the Popular Mind* (1895) 25-65.
  - Eric Hobsbawm, “The City Mob,” in *Primitive Rebels* (1959) 108-125.
  - Elias Canetti, *Crowds and Power* (1960) 15-20, 29-30, 62-67, 74-90.
  - George Rude, *The Crowd in History: A Study of Popular Disturbances in France and England, 1730-1848* (1964) 3-16.
  - Natalie Zemon Davis, “The Reasons of Misrule: Youth Groups and Charivaris in 16<sup>th</sup>-century France,” *Past & Present* 50 (Feb. 1971) 41-75.
  - E.P. Thompson, “The Moral Economy of the English Crowd in the Eighteenth Century,” *Past & Present* 50 (Feb. 1971) 76-136.
- 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:
  - Joan Scott, “Gender: A Useful Category of Historical Analysis,” *AHR* 91:5 (Dec. 1986).
    - Undergrads read pp. 1066-1075
    - Grad students read pp. 1053-1075
  - Natalie Zemon Davis, *Society and Culture in Early Modern France* (1975) 124-151
  - Nancy Fraser, “Rethinking the Public Sphere: a Contribution to the Critique of Actually Existing Democracy,” *Social Text* 25/26 (1990) 56-80
  - Belinda Davis, *Home Fires Burning: Food, Politics, and Everyday Life in World War I Berlin* (UNC, 2000)—selections online.
  - Temma Kaplan, *Taking Back the Streets: Women, Youth, and Direct Democracy* (2004) —selections online.
- 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:
  - Crystal Feimster, *Southern Horrors: Women and the Politics of Rape and Lynching* (2009) —selections online.
  - Catherine S. Ramírez, *The Woman in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory* (2009)—selections online.
  - Hannah Rosen, *Terror in the Heart of Freedom* (2009) 61-86, 179-221.
- 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