

Department of History  
The University of Western Ontario  
Winter 2014

HIST 3814G

**KICKING AND SCREAMING: WOMEN'S PROTEST MOVEMENTS  
IN NINETEENTH AND TWENTIETH-CENTURY CANADA AND THE UNITED STATES**

**Professor Monda Halpern**

January-April, Thursday, 1:30-3:30  
STVH 1119

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Office Hours: Monday, 3:00pm-4:30pm,  
and by appointment

**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 was 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 governed their behavior, protest more often took other forms. This course will explore the social and economic conditions that gave rise to rebellion, with attention to issues of gender, class, ethnicity, and race, and will study movements, groups, and individuals who 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.

**REQUIRED READINGS:**

(available for purchase in the university bookstore; also available on two-hour reserve in Weldon Library)

Blee, Kathleen M., ed. *No Middle Ground: Women and Radical Protest*. New York: New York University, 1998.

West, Guida and Rhoda Lois Blumberg, eds. *Women and Social Protest* (New York: Oxford University Press, 1990).

Also see the online articles listed under the topics below.

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>

**COURSE REQUIREMENTS:**

Research essay (12-15): TBA	45%
Critiques (2): TBA	30%
Seminar presentation: TBA	15%
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 were shaped by, and influenced, various historical events and trends.

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

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

**PLEASE NOTE:**

During all lectures, videos, student presentations, and class breaks, the recreational use of lap-tops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices (cell phones, etc.), is not permitted in the classroom. Failure to comply will adversely affect your attendance/participation mark.

**REMINDER:**

Students are reminded that academic accommodation on medical grounds can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website: [https://studentservices.uwo.ca/secure/medical\\_document.pdf](https://studentservices.uwo.ca/secure/medical_document.pdf) or be picked up at the Academic Counselling Office in the student's home faculty (For Social Science students 2105 SSC). Further details on this policy can be found at the following website: <http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

A copy of the Faculty of Social Science policy on plagiarism has been attached to this syllabus. Students who violate these guidelines can expect to incur the full weight of the penalties outlined therein. The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.

**SCHEDULE:**

You will sign up for a presentation date beginning in Week 6. On your selected date, you will present at least 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 essay topic in the context of these readings. 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 her/him which topics/readings each one of you will present.

The subject of your research essay will coincide with the general seminar topic of your selected date. Your essay (in both electronic and hard copy format) will be due in class on that same day.

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 Sakai) on which you would like to write a critique. Your critique must be submitted (in hard copy) 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, be double-spaced, include a thesis statement, and assess the strengths and weaknesses of the papers.

## LECTURE SCHEDULE:

### JANUARY:

## 9 – INTRODUCTION

“Women on the Left/Women on the Right,” pp. 1-15, *No Middle Ground: Women and Radical Protest*, edited by Kathleen M. Blee (New York: New York University, 1998).

Guida West and Rhoda Lois Blumberg, pp. 3-35, “Reconstructing Social Protest from a Feminist Perspective,” *Women and Social Protest*, edited by Guida West and Rhoda Lois Blumberg (New York: Oxford University Press, 1990).

Verta Taylor, Gender and Social Movements: Gender Processes in Women's Self-Help Movements,” *Gender & Society*, 13, 1 (February 1999): 8-33.

<http://www.soc.washington.edu/users/brines/vertataylor.pdf>

## 16 – EARLY LABOUR PROTESTS AND STRIKES

Lynn Shoebinders (1830s and 40s)

Mary H. Blewett, *Men, Women, and Work: Class, Gender, and Protest in the New England Shoe Industry, 1780-1910*. Urbana: University of Illinois Press, 1988, pp. 20-43 [Chapter 2].

<http://quod.lib.umich.edu/cgi/t/text/text-idx?c=acls;idno=heb00463>

Lowell Cotton Mill Workers (1830s and 40s)

Thomas Dublin, “Women, Work, and Protest in the Early Lowell Mills: ‘The Oppressing Hand of Avarice Would Enslave Us,’” *Labor History*, 16 (1975): 99-116.

[http://invention.smithsonian.org/centerpieces/whole\\_cloth/u2ei/u2materials/dublin.html](http://invention.smithsonian.org/centerpieces/whole_cloth/u2ei/u2materials/dublin.html)

## 23 – THE SLAVERY ABOLITION MOVEMENT

Janice Sumler-Lewis, "The Forten-Purvis Women of Philadelphia and the American Anti-Slavery Crusade," *The Journal of Negro History*, 66, 4 (Winter 1981-1982): 281-288.

<http://www.jstor.org/stable/2717236>

Karen Sánchez-Eppler, "Bodily Bonds: The Intersecting Rhetorics of Feminism and Abolition," *Representations*, 24 (Autumn 1988): 28-

59. <http://www.jstor.org/stable/2928475>

Patrick H. Breen, "The Female Antislavery Petition Campaign of 1831-32," *The Virginia Magazine of History and Biography*, 110 (2002): 377-98.

<http://www.jstor.org/stable/4250028>

### 30 – PROHIBITION AND SUFFRAGE

Frances Grace Carver, "With Bible in One Hand and Battle-Axe in the Other: Carry A. Nation as Religious Performer and Self-Promoter," *Religion and American Culture: A Journal of Interpretation*, 9 (Winter 1999): 31-65.

<http://www.jstor.org/stable/1123926>

Holly J. McCammon, "'Out of the Parlors and into the Streets': The Changing Tactical Repertoire of the U.S. Women's Suffrage Movements," *Social Forces*, 81 (March 2003): 787-818.

<http://www.jstor.org/stable/3598176>

### FEBRUARY:

#### 6 – SOME NEW YORK PROTESTS

The Kosher Meat Boycott (New York, 1902)

Paula Hyman, "Immigrant Women and Consumer Protest: The New York City Kosher Meat Boycott of 1902," *American Jewish History*, 70 (September 1980):91-105.

<http://pao.chadwyck.com/articles/displayItemPage.do?FormatType=fulltextpdf&QueryType=articles&ResultsID=13BF212909B1194982&ItemNumber=1>

**The Uprising of the 20,000 (New York, 1909)**

Nancy Schrom Dye, "Creating a Feminist Alliance: Sisterhood and Class Conflict in the New York Women's Trade Union League, 1903-1914," *Feminist Studies*, 2, 2/3 (1975): 24-38.

<http://www.jstor.org/stable/3177768>

Amy Kolen, "Fire," *The Massachusetts Review*, 42, 1 (Spring 2001): 13-36.

<http://www.jstor.org/stable/25091716>

**Birth Control**

Andrea Tone, "Black Market Birth Control: Contraceptive Entrepreneurship and Criminality in the Gilded Age," *The Journal of American History*, 87, 2 (September 2000): 435-459.

<http://www.jstor.org/stable/2568759>

**13 -SOME TORONTO PROTESTS**

**The Bell Telephone Strike (Toronto, 1907)**

Joan Sangster, "The 1907 Bell Telephone Strike: Organizing Women Workers," *Labour/Le Travail*, 3 (1978): 109-30.

[www.lltjournal.ca/index.php/llt/article/download/2383/2787](http://www.lltjournal.ca/index.php/llt/article/download/2383/2787)

### The Eaton's Strike (Toronto, 1912)

Ruth Frager, "Sewing Solidarity: The Eaton's Strike of 1912," *Canadian Women's Studies*, 7 (1986): 96-98.

#### POSTED

Daniel Hiebert, "Jewish Immigrants and the Garment Industry of Toronto, 1901-1931: A Study of Ethnic and Class Relations," *Annals of the Association of American Geographers*, Vol. (June 1993): 243-271.

<http://www.jstor.org/stable/2563495>

### READING WEEK

27 - NO CLASS

### MARCH:

#### 6 - THE PEACE MOVEMENT

Carolyn Strange, "Mothers on the March: Maternalism in Women's Protest for Peace in North America and Western Europe, 1900-1985," pp. 209-224, *Women and Social Protest*, edited by Guida West and Rhoda Lois Blumberg (New York: Oxford University Press, 1990).

Susan Zeiger, "Finding a Cure for War: Women's Politics and the Peace Movement in the 1920s," *Journal of Social History*, 24 (Autumn 1990): 69-86.

<http://www.jstor.org/stable/3787631>

### 13-BLACK WOMEN, DESEGREGATION, AND CIVIL RIGHTS

Belinda Robnett, "African American Women in the Civil Rights Movement: Spontaneity and Emotion in Social Movement Theory," pp. 65-95, *No Middle Ground: Women and Radical Protest*, edited by Kathleen M. Blee (New York: New York University, 1998).

Pam Brooks, "‘But Once They Are Organised, You Can Never Stop Them’: 1950s Black Women in Montgomery and Johannesburg Defy Men and the State," *Agenda*, 58(2003): 84-97.

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

## 20 – ABORTION

Marsha L. Vanderford, "Vilification and Social Movements: A Case Study of Pro-Life and Pro-Choice Rhetoric," *Quarterly Journal of Speech*, 75, 2 (May 1989):166-

182.<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=8d2d6519-05ed-4bf0-be47-7fa7093791c9%40sessionmgr14&vid=4&hid=20>

Anne E. Shaw and Alane C. Spinney, "Rhetoric, Repetition, and Violence: A Case Study of Clinic Conflict in Milwaukee," *College Literature*, 26, 1(Winter 1999): 170-192.

<http://www.jstor.org/stable/25112435>

C.E. Joffe, T.A. Weitz, C.L. Stacey, "Uneasy Allies: Pro-Choice Physicians, Feminist Health Activists and the Struggle for Abortion Rights," *Sociology of Health & Illness*, 26, 6 (2004): 775-796.

<http://journals1.scholarsportal.info/tmp/10278539610706157286.pdf>

Sarah Todd, "Secrecy and Safety: Health Care Workers in Abortion Clinics," *Labour / Le Travail*, 50 (Fall 2002): 401-406.

<http://www.jstor.org/stable/25149324>

## 27-NATIVE WOMEN'S RIGHTS AND THE INDIAN ACT; WOMEN ARTISTS

Lynn Gehl, "The Queen and I: Discrimination against Women," *Canadian Woman Studies*, 20, 2 (2000): 64-69.

<http://pi.library.yorku.ca/ojs/index.php/cws/article/viewFile/7611/6742>

Bonita Lawrence, "Gender, Race, and the Regulation of Native Identity in Canada and the United States: An Overview," *Hypatia*, 18 (Spring 2003): 3-31.

<http://www.letras.ufmg.br/profs/marcel/data1/arquivos/Native2.pdf>

Cindy Nemser, "The Women Artists' Movement," *Art Education*, 28 (November 1975): 18-22.

<http://www.jstor.org/stable/3192015>

Frida Kahlo and Kathe Kollwitz [pseudonyms], "Transgressive Techniques of the Guerrilla Girls," *Getty Research Journal*, 2 (2010): 203-208.

<http://www.jstor.org/stable/23005421>

"Guerrilla Girls," *Off Our Backs*, 37 (2007): 32.

<http://www.jstor.org/stable/20838811>

APRIL:

## 3 - A CHALLENGE TO FEMINISM: DIVERSITY

African-American Women

Shirley A. Jackson, "Something about the Word": African American Women and Feminism, *No Middle Ground: Women and Radical Protest*, pp. 38-50, edited by Kathleen M. Blee (New York: New York University, 1998).

### Lesbian Women

Susan Cavin, The Invisible Army of Women: Lesbian Social Protests, 1969-1988," pp. 321-332, *Women and Social Protest*, edited by Guida West and Rhoda Lois Blumberg (New York: Oxford University Press, 1990).

### Global Concerns

Isabelle R Gunning, "Arrogant Perception, World-Travelling and Multicultural Feminism: The Case of Female Genital Surgeries," *Columbia Human Rights Law Review*, 23, 189(1991):189-248.

[http://wiki.dcc.ufba.br/pub/Main/LivioSansone/I.\\_Gunning\\_Arrogant\\_Perception.pdf](http://wiki.dcc.ufba.br/pub/Main/LivioSansone/I._Gunning_Arrogant_Perception.pdf)

### **SUPPORT SERVICES**

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

### PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

## MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)