

**HISTORY 3814G, VIRTUAL
KICKING AND SCREAMING:
WOMEN'S PROTEST MOVEMENTS
IN NINETEENTH AND TWENTIETH-CENTURY CANADA AND THE UNITED STATES
Fall/Winter 2020-21
Tuesday, 1:30-3:30 pm
Location TBD**

Instructor: Monda Halpern, Professor

Office Hours: TBA, and by appointment
Department of History, Office: Lawson Hall 2266
Email: Halpern@uwo.ca

This is a draft syllabus. Please see your course OWL site for the final syllabus.

Lectures will take place in a virtual, synchronous format - on-line and at a dedicated time

The University is investigating a blend of online and live course delivery, and is being guided by recommendations from health authorities and the provincial and federal governments. The Department of History is committed to providing a superior learning experience for all students, and our faculty members are reimagining their course offerings to take advantage of the best new technologies and practices available in online teaching and learning. Please monitor the department website for course information - we will post updates as soon as they are available.

Course Description:

This course will focus on female protest movements whose primary goal was to better the lives of women. With attention to issues of gender, sexuality, race, and class, it will explore various conditions that gave rise to rebellion, and will assess the movements' strategies and achievements.

Prerequisite(s):

1.0 History course at the 2200 level or above.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Antirequisite(s):

History 2813F/G.

Course Syllabus:

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 has been 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 have governed their behavior, protest has more often taken other forms. This course will explore the social and economic conditions that have given rise to rebellion, with attention to issues of gender, sexuality, class, ethnicity, and race, and will study movements, groups, and individuals who have 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.

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 have been shaped by, and have influenced, various historical events and trends.

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

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

Course Materials:

Required Readings

1. Online articles (with links) listed under the topics below.
2. Articles posted on OWL

[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>]

Methods of Evaluation:

Research essay (12-15): TBA 45%

Critiques (2): TBA 30%

Seminar presentation: TBA 15%

Participation:

10%

Seminar Presentation

You will sign up for a presentation date beginning in Week 5. On your selected date, you (possibly along with one other) will present 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 related essay topic in the context of your reading. 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. Your presentation will last 30 minutes. To facilitate the research of your essay, the subject of your essay will coincide with the general seminar topic of your selected presentation date. **Your essay (in both electronic and hard copy format) will be due in class on that same day. As your classmates are relying on the timely submission of your essay in order to write their critiques (see below), essays MUST be submitted on your assigned due date! Late research essays will not be accepted for grading.**

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 OWL) on which you would like to write a critique (do not select an essay by a co-presenter). Your critique is due in class, and 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.

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 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.

Accommodation for missed midterms with a Self Reported Absence:

Students with an approved absence from an in-class test will be required to write a makeup test on one of the two time slots available in each term:

Fall Term

- Tests scheduled before November 1 – the makeup will take place Monday, November 9 at 9:30am.
- Tests scheduled between November 9 and December 3 – the makeup will take place Friday, December 4 at 12:30pm.

Winter Term

- Tests scheduled before February 13 – the makeup will take place Monday, February 22 at 9:30am.
- Tests scheduled between February 22 and April 1 – the makeup will take place Friday, April 2 at 12:30pm

No other make-up opportunities will be provided. Students who fail to write a makeup test in the designated time slots will receive a grade of zero.

Students in online courses will write the make-up test through OWL over a 24-hour period beginning at the time noted above.

Students should be aware that course professors may not be available to respond to questions during the makeup test slots.

Accommodation for missed assignment deadlines with a Self Reported Absence:

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 48 hours after the SRA was submitted. For example, if you complete a SRA on March 19 at 3pm, your new due date will be March 21 at 3pm.

Course Schedule and Readings:

JANUARY 5 – INTRODUCTION

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).

POSTED

"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).

POSTED

Karen Beckwith, "Women, Gender, and Nonviolence in Political Movements,"

PS: Political Science and Politics, 35, 1 (March 2002): 75-81.

<http://www.jstor.org/stable/1554766>

JANUARY 12 – EARLY LABOUR PROTESTS AND STRIKES

Thomas Dublin, "Women, Work, and the Family: Female Operatives in the Lowell Mills, 1830-1860,"

Feminist Studies, 3 (1975): 30–39.

www.jstor.org/stable/3518953

"Constitution: Lowell Factory Girls Association; Lowell, Massachusetts; October 1836," pp. 53-55, in *Feminist Manifestos: A Global Documentary Reader*, edited by Penny A Weiss (New York: NYU Press, 2018). www.jstor.org/stable/j.ctvf3w44b.12 AND "Preamble and Constitution: Lowell Female Labor Reform Association: Lowell, Massachusetts; January 1845," pp. 64-66, in *Feminist Manifestos: A Global Documentary Reader*, edited by Penny A Weiss (New York: NYU Press, 2018).

<http://www.jstor.com/stable/j.ctvf3w44b.14>

Judith A. Ranta, "A true woman's courage and hopefulness": Martha W. Tyler's *A Book without a Title: or, Thrilling Events in the Life of Mira Dana* (1855–56), *Legacy*, 21, 1 (2004): 17-33.

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/25679480>

JANUARY 19 - SLAVERY RESISTENCE AND ABOLITION

Kelly Houston Jones, "A Rough, Saucy Set of Hands to Manage": Slave Resistance in Arkansas," *The Arkansas Historical Quarterly*, 71, 1 (Spring 2012): 1-21.

<http://www.jstor.org/stable/23187813>

Carol Faulkner, "The Root of the Evil: Free Produce and Radical Antislavery, 1820-1860," *Journal of the Early Republic*, 27, 3 (Fall 2007): 377-405.

<http://www.jstor.org/stable/30043514>

Daniel Carpenter and Colin D. Moore, "When Canvassers Became Activists: Antislavery Petitioning and the Political Mobilization of American Women," *The American Political Science Review*, 108, 3 (August 2014): 479-498.

<http://www.jstor.org/stable/43654388>

JANUARY 26 – 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>

Joe C. Miller, "Never A Fight of Woman Against Man: What Textbooks Don't Say about Women's Suffrage," *The History Teacher*, 48, 3 (May 2015): 437-482.

<http://www.jstor.org/stable/24810524>

FEBRUARY 2 – PEACE (WEEK 5, PRESENTATIONS BEGIN)

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).

POSTED

Sherry R. Shepler and Anne F. Mattina, "Paying the Price for Pacifism: The Press's Rhetorical Shift from 'Saint Jane' to 'The Most Dangerous Woman in America,'" *Feminist Formations*, 24, 1(Spring 2012):154-171. <https://www.jstor.org/stable/23275093>

Swanee Hunt and Cristina Posa, "Women Waging Peace," *Foreign Policy*, 124 (May- June 2001): 38-47.

<https://www.jstor.org/stable/3183189>

FEBRUARY 9 – THE STRUGGLES OF/FOR FEMALE SPACE

Richard A. Greenwald, "'The Burning Building at 23 Washington Place': The Triangle Fire, Workers and Reformers in Progressive Era New York," *New York History*, 83, 1 (Winter 2002): 55-91.

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/23183517>

Elisabeth Israels Perry, "Rhetoric, Strategy, and Politics in the New York Campaign for Women's Jury Service, 1917-1975," *New York History*, 82, 1 (Winter 2001): 53-78.

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/42677752>

Tamara Myers and Joan Sangster, "Retorts, Runaways and Riots: Patterns of Resistance in Canadian Reform Schools for Girls, 1930-60," *Journal of Social History*, 34, 3 (Spring 2001): 669-697.

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/3789822>

Alexandra Ketchum, "'The Place We've Always Wanted to Go But Never Could Find': Finding Woman Space in Feminist Restaurants and Cafés in Ontario 1974–1982," *Feminist Studies*, 44 (2018): 126-52.
www.jstor.org/stable/10.15767/feministstudies.44.1.0126

FEBRUARY 16 – SPRING READING WEEK (NO CLASS)

FEBRUARY 23 – BLACK CIVIL RIGHTS

Janell Hobson, "Everybody's Protest Song: Music as Social Protest in the Performances of Marian Anderson and Billie Holiday," *Signs*, 33, 2 (Winter 2008): 443-448.

<http://www.jstor.org/stable/10.1086/521057>

Megan Taylor Shockley, "Working for Democracy: Working-Class African-American Women, Citizenship, and Civil Rights in Detroit, 1940-1954," *Michigan Historical Review*, 29, 2 (Fall 2003): 125-157.

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/20174036>

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>

MARCH 2 – SECOND-WAVE WOMEN’S MOVEMENT

J. Zeitz, "Rejecting the Center: Radical Grassroots Politics in the 1970s — Second-Wave Feminism as a Case Study," *Journal of Contemporary History*, 43, 4 (October 2008): 673-688.

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/40543229>

Beth Kreydatus, "Confronting the 'Bra-Burners': Teaching Radical Feminism with a Case Study," *The History Teacher*, 41, 4 (August 2008): 489-504.

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/40543887>

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).

POSTED

MARCH 9 – BODY POLITICS, PART 1

Betty Luther Hillman, "'The Most Profoundly Revolutionary Act a Homosexual can Engage in': Drag and the Politics of Gender Presentation in the San Francisco Gay Liberation Movement, 1964–1972," *Journal of the History of Sexuality*, 20, 1 (January 2011), 153-181.

<https://www.jstor.org/stable/40986358>

Katrina R. Ackerman, "'Not in the Atlantic Provinces': The Abortion Debate in New Brunswick, 1980-1987," *Acadiensis*, 41, 1 (Winter/Spring; Hiver/Printemps 2012), 75-101.

<https://www.jstor.org/stable/41803333>

Courtney Smith, "Who Defines 'Mutilation'? Challenging Imperialism in the Discourse of Female Genital Cutting," *Feminist Formations*, 23, 1 (Spring 2011), 25-46.

<https://www.jstor.org/stable/41301637>

MARCH 16 – BODY POLITICS, PART 2

Andrea O'Reilly, "Slut Pride: A Tribute to SlutWalk Toronto," *Feminist Studies*, 38, 1 (Spring 2012): 245-250

<http://www.jstor.org/stable/23269179> AND

Stephanie Croft, "Pin-up Protest," *Alternatives Journal*, 27(2001): 28-29.

www.jstor.org/stable/45031994

Josée Johnston and Judith Taylor, "Feminist Consumerism and Fat Activists: A Comparative Study of Grassroots Activism and the Dove Real Beauty Campaign," *Signs*, 33, 4 (Summer 2008), 941-966.
<https://www.jstor.org/stable/10.1086/528849>

Sharon Doetsch-Kidder and Ruby Bracamonte, "'My Story Is Really Not Mine': An Interview with Latina Trans Activist Ruby Bracamonte," *Feminist Studies*, 37, 2, Race and Transgender Studies (Summer 2011), 441-467. <https://www.jstor.org/stable/23069913>

MARCH 23 – ABORIGINAL WOMEN

Joanne Barker, "Gender, Sovereignty, and the Discourse of Rights in Native Women's Activism," *Meridians*, 7, 1 (2006): 127-161.
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/40338720>

Heather Howard-Bobiwash, "Women's Class Strategies as Activism in Native Community Building in Toronto, 1950-1975," *American Indian Quarterly*, 27, 3/4 (Summer-Autumn 2003): 566-582.
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/4138963>

Dara Culhane, "Their Spirits Live within Us: Aboriginal Women in Downtown Eastside Vancouver Emerging into Visibility," *American Indian Quarterly*, 27, 3/4 (Summer-Autumn, 2003): 593-606.
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/4138965>

MARCH 30 – VARIED VOICES AND VENUES

Marisa Ragonese, "Riot Grrrls Castrate 'Cock Rock' in New York," *Off Our Backs*, 32, 5/6 (May-June 2002): 27-29, 31.
<http://www.jstor.org/stable/20837577> AND

Frida Kahlo and Kathe Kollwitz, "Transgressive Techniques of the Guerrilla Girls," *Getty Research Journal*, 2 (2010): 203-208.
<http://www.jstor.org/stable/23005421>

Carole Roy, "When Wisdom Speaks Sparks Fly: Raging Grannies Perform Humor as Protest," *Women's Studies Quarterly*, 35, 3/4 (Fall-Winter 2007): 150-164
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/27649702> AND

Ina Seethaler, "'Big Bad Chinese Mama': How Internet Humor Subverts Stereotypes about Asian American Women," *Studies in American Humor*, 3, 27 (2013), 117-138.
www.jstor.org/stable/23823982

Joni Seager, "Rachel Carson Died of Breast Cancer: The Coming of Age of Feminist Environmentalism," *Signs*, 28, 3 (Spring 2003): 945-972.
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/10.1086/345456>

END OF TERM

Additional Statements

Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

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 for such checking 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>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Options:

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 Student Accessibility Services at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:
www.registrar.uwo.ca/examinations/accommodated_exams.html

Medical Issues

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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. 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 should be requested. They will subsequently contact the instructors in the

relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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 another writers ideas.

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 receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Copyright

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Health and Wellness

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 Student Accessibility Services at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.

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