

HISTORY 3814F
Kicking and Screaming: Women's Protest Movements
in Nineteenth and Twentieth-Century Canada and the United States
Fall/Winter 2022-23
Tuesday, 11:30-1:30, Location TBA]
in-person

Instructor: Monda Halpern, Professor
Office Hours: Tuesday, 2:30 PM-4:00 PM
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This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course delivery with respect to the COVID-19 pandemic

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (i.e. on Zoom at the times indicated in the timetable). The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

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:

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 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.

COURSE REQUIREMENTS:

Research essay (12-15 pages): TBA	45%
Critiques (2 critiques at 2 pages each): TBA	30%
Seminar presentation: TBA	15%
Attendance/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 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.

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. As you may be “sharing” your presentation date with a classmate, and in order to prevent overlap in

discussion topics, arrange with them which topics/readings that each one of you will present. Your presentation will last 20-30 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 paper and electronic format) will be due on that same day in class. 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 generally not be accepted for grading. If you are facing difficulties, please talk to me.**

ESSAY:

Your essay should be 12-15 pages. It must include a thesis statement that advances a clear argument and maps the discussion points of the paper. In addition to offering a meaningful examination, your essay must include an introduction, conclusion, endnotes or footnotes, and a bibliography. Endnotes/footnotes should be in a correct and consistent format. The bibliography should include 12-15 sources, 2/3 of which should be secondary sources (contemporary sources, mostly books, written by scholars) and 1/3 of which should be primary sources (written/spoken by observers during the time period under study). Primary sources can be books, articles, government documents, newspapers, etc., but they must be a stand-alone source/document, not simply an excerpt or quotation retrieved from a secondary source; in other words, you must locate your own primary sources (on the internet (on a credible site) or in a library or archive).

CRITIQUES:

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. Your critique is due in class and must be submitted 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 and double-spaced. They should include a concise thesis statement stating the strengths and weaknesses of the essay; they should then discuss those strengths and weaknesses. They should also have an introduction and conclusion, but they do not require extra research or citations. When submitting your critique, please indicate if it is critique 1 or 2.

Course Materials:

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:

Students must attend at least half the number of full classes in order to qualify for a passing final grade, regardless of marks received for other assignments.

Course Schedule and Readings:

SEPTEMBER 13 – 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>

SEPTEMBER 20 – 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>

SEPTEMBER 27 – NO CLASS MEETING (ROSH HASHANAH)

Work in lieu of this meeting will be assigned in advance.

OCTOBER 4 - 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>

OCTOBER 11 – PROHIBITION AND SUFFRAGE (WEEK 5, PRESENTATIONS BEGIN)

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>

OCTOBER 18 – PEACE

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>

OCTOBER 25 – 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>

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

Kate Bojin, "[Feminist Solidarity: No Boys Allowed? Views of Pro-Feminist Men on Collaboration and Alliance-Building with Women's Movements](#)," *Gender and Development*, 21(July 2013): 363-

79.<https://www.jstor.org/stable/24697253>

NOVEMBER 1 – NO CLASS (FALL READING WEEK)

NOVEMBER 8 – 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>

Crystal M. Moten, "Kept Right On Fightin' ...": African American Women's Economic Activism in Milwaukee," *Journal of Civil and Human Rights*, 2 (Spring/Summer 2016): 33-51.

<https://www.jstor.org/stable/10.5406/jcivihumarigh.2.1.33>

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>

NOVEMBER 15 – 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

NOVEMBER 22 – BODY POLITICS

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>

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>

NOVEMBER 29 – INDIGENOUS 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>

DECEMBER 6 – 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

Use of Electronic Devices:

During all class lectures, discussions, and presentations, the recreational use of lap-tops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices, is discouraged and could adversely affect your participation mark.

Additional Statements:

Please review the Department of History Course Must-Knows document,

<https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness