

HIST 5610, Fall 2015 Women in North America

DRAFT SYLLABUS

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This year's seminar explores the historiography of American feminisms from 1964 to 1979. It meets on Tuesday mornings, 9:30-12:00.

1963 witnessed the publication of The Feminine Mystique, Betty Friedan's now infamous account of the "progressive dehumanization" that awaited the postwar suburban housewife in America. Many consider Friedan's withering criticisms of Sigmund Freud and Margaret Mead, of "the sexual sell" and of the "comfortable concentration camp" of the suburban home, to have launched the so-called "second wave" feminist movement. Yet, in many respects, Friedan and the National Organization of Women proved a rival to, rather than the centre of, the emerging Women's Liberation Movement. We will focus on the development of the Women's Liberation Movement in the context of civil rights and various national liberation movements. Special attention will be devoted to the analysis of primary documents, and the complicated relationship between ideology and organizing efforts. Was there a single feminist movement, or did conflicts around racial politics, sexual identity and other factors create several distinct feminisms?

Please note: some topics can prompt strong emotional reactions. I will make every attempt to be considerate of diverse feelings and sensitivities among the students, and I ask all of you to do the same. During this term, you will be exposed to what may seem to you be (or may in fact be) misogynist and other disturbing concepts or language or images. Part of our task in this course will be to analyse and explain these sometimes ugly aspects of our history and historical writing. We cannot and should not ignore our emotional reactions to these facts, but in the spirit of scholarship, we must think about and examine our reactions. Please talk to me if you find some aspect of the course's climate uncomfortable, and I will respond to your concerns as best I can.

Reading Schedule

Sept 15th Introduction: "Gun Consciousness Raising"

In our first session, we'll go over the syllabus, and discuss the rights and responsibilities of students and faculty. Then, for our first discussion, we'll consider the feminist advocacy of armed self-defense, an increasingly popular if always controversial position in the late 1970s.

For background, first read the 1976 interview with Inez Garcia conducted by the underground press Liberation News Service. Then, pick up The Women's Gun Pamphlet, written by a group of women and published anonymously by the Woman's Press Collective in 1975.

Documents "Interview with Inez Garcia: 'When You're Raped, They Make You the Guilty One'," Liberation News Service #772 (10 March 1976), pg 9-11. (OWL)

Anonymous, The Woman's Gun Pamphlet: A Primer on Handguns (Oakland: Woman's Press Collective, 1975). (OWL)

Sept 22nd Historiography and Methodology

Alice Echols, Daring To Be Bad: Radical Feminism in America, 1967-1975 (Minneapolis: University of Minnesota Press, 1989), 3-50.

Kimberly Springer, Living for the Revolution: Black Feminist Organizations, 1968-1980 (Durham: Duke University Press, 2005), 1-44.

Winifred Breines, The Trouble Between Us: An Uneasy History of White and Black Women in the Feminist Movement (Oxford: Oxford University Press, 2006), 3-18.

Sept 29th Historical Background I

Estelle B. Freedman, Redefining Rape: Sexual Violence in the Era of Suffrage and Segregation (Cambridge: Harvard University Press, 2013), 1-124.

Oct 6th Historical Background II

Freedman, Redefining Rape, 125-252.

Oct 13th The Civil Rights Movement

Echols, Daring To Be Bad, 51-102.

Breines, The Trouble Between Us, 19-49.

Catherine Jacquet, "Rape as Racial Injustice: Confronting Interracial Rape in the Civil Rights Movement," in "Responding to Rape: Contesting the Meanings of Sexual Violence in the United States, 1950-1980," PhD thesis, University of Illinois at Chicago, 2012, 51-82. (Reader)

Document Casey Hayden and Mary King, "Sex and Caste," Liberation (April 1966), 35-36. (OWL)

Oct 20th New Left, Black Power

Echols, Daring To Be Bad, 103-137.

Breines, The Trouble Between Us, 51-78.

Tanisha C. Ford, "SNCC Women, Denim, and the Politics of Dress," Journal of Southern History 79:3 (August 2013), 625-658. (OWL)

Document "Discussion at Sandy Springs Conference, August 1968," in Daring to Be Bad, 369-377.

Oct 27th Organizing the Women's Liberation Movement

Echols, Daring To Be Bad, 139-203.

Breines, The Trouble Between Us, 79-116.

Documents Read a few foundational articles in the following journals:

New York Radical Women, Notes from the Second Year: Women's Liberation, 1970, online courtesy of the Women's Liberation Movement Print Culture Collection, Duke University: http://library.duke.edu/digitalcollections/wlmpc_wlmms01039/

Notes from the Third Year: Women's Liberation, 1971, online courtesy of the Women's Liberation Movement Print Culture Collection, Duke University: http://library.duke.edu/digitalcollections/wlmpc_wlmms01038/

Nov 3rd "Triple Jeopardy": Black and Third World Women's Organizations

Springer, Living for the Revolution, 45-87.

Documents Frances Beal, "Double Jeopardy: To Be Black and Female," in Third World Women's Alliance, Black Woman's Manifesto (1970), 19-33. (OWL)

Linda La Rue, "The Black Movement and Women's Liberation," in Third World Women's Alliance, Black Woman's Manifesto (1970), 35-48. (OWL)

Third World Women's Alliance, "Tactics and Tools," in Redstockings, Feminist Revolution (New York: Random House, 1978), 176-177. (Reader) 978- 0-394-73240-4

Nov 10th "The Rage of All Women Condensed to the Point of Explosion": Lesbian Feminism

Echols, Daring To Be Bad, 203-242.

Anna M. Valk, "Living a Feminist Lifestyle: The Intersection of Theory and Action in a Lesbian Feminist Collective," Feminist Studies 28:2 (Summer 2002), 303-332. (OWL)

Susan Stryker, Transgender History (Berkeley: Seal Press, 2008), 91-120. (Reader) 978-0-451-20864-4

Documents Radicalesbians, "The Woman Identified Woman," 1970. (OWL)

The Furies Volume 1 (January 1972), online courtesy of the Women's Liberation Movement Print Culture Collection, Duke University: http://library.duke.edu/digitalcollections/wlmpc_wlmms01033/

Nov 17th Combahee, or, Intersectionality before "Intersectionality"

Springer, Living for the Revolution, 88-138.

Breines, The Trouble Between Us, 117-149.

Documents Combahee River Collective, "A Black Feminist Statement," off our backs 9:6 (June 1979), 6-8. (OWL)

Combahee River Collective, "Why Did They Die? A Document of Black Feminism," Radical America 13:6 (Nov-Dec 1979), 41-49. (OWL)

Nov 24th Feminist Capitalism and the Book Makers

Echols, Daring To Be Bad, 243-295.

Julie Enzer, "The Whole Naked Truth of Our Lives: Lesbian-Feminist Print Culture From 1969 Through 1989," PhD thesis, University of Maryland, 2013, 48-144. (Reader)

Documents Visit Dr. Enzer's site, <http://www.lesbianpoetryarchive.org/>, and read a few poems.

Dec 1st Interpreting Campaigns against Sexual Violence

Breines, The Trouble Between Us, 151-191.

Catherine Jacquet, "Giving Rape Its History and Denying It A Future: Susan Brownmiller's Against Our Will," in "Responding to Rape," 199-226. (Reader)

Victoria Law, "Sick of the Abuse: Feminist Responses to Sexual Assault, Battering, and Self-Defense," in Dan Berger, Ed., The Hidden 1970s: Histories of Radicalism (New Brunswick: Rutgers University Press, 2010), 39-56. (Reader) 978-0-8135-4874-6

Document Angela Davis, "Joan Little: The Dialectics of Rape," Ms. Magazine, June 1975, reprinted in Ms. Magazine, Spring 2002, 37-40. (OWL)

Texts

The following are in stock at Venus Envy, 1598 Barrington Street, <http://venusenvy.ca/Halifax>:

1. Alice Echols, Daring To Be Bad: Radical Feminism in America, 1967-1975 (Minneapolis: University of Minnesota Press, 1989).
2. Kimberly Springer, Living for the Revolution: Black Feminist Organizations, 1968-1980 (Durham: Duke University Press, 2005).
3. Winifred Breines, The Trouble Between Us: An Uneasy History of White and Black Women in the Feminist Movement (Oxford: Oxford University Press, 2006).

I will provide students with a copy of Estelle Freedman's Redefining Rape. The reader can be purchased at the Dal Bookstore. The remainder have been posted on OWL.

Marking Breakdown

Class Discussions	20%	
Paper #1	20%	Oct 23 rd
Paper #2	60%	Dec 16 th

Assignments

All essays are expected to conform to the policies set out in the History Style Guide, online at: <http://www.dal.ca/faculty/arts/history/current-students/style-guide.html>

Participation

Topics in Modern History is a seminar course. All students are expected to evaluate the arguments in the readings before coming to class, and to have ideas and questions about the material for others to consider – discussion is the heart of any seminar course.

No marks are earned for attendance. Your participation grade is earned based on the quantity and quality of your contributions to class discussions. A portion of this mark will be earned by providing written answers to questions in class.

Paper #1, Due October 23rd

In 2500 words, create a historical narrative that explains the significance of race at the 1968 Sandy Springs conference. What conflicting positions about the participation of black women were articulated by the white feminists in attendance? How were these ideas related to past experience? In what ways did the policy adopted at the conference influence subsequent events?

Two paper copies of your essay are due by 3 pm, October 23rd. Essays submitted after that date will receive a deduction of 5%. No papers will be accepted after October 30th, save for documented medical or personal reasons.

Paper #2, Due December 16th

Research Essay

For the major assignment, students will complete a research essay (approx. 6000 words) that combines primary and secondary forms of research. The topic, which must be related to the themes of the course, will be chosen by the student in consultation with the instructor. All essays are expected to conform to the policies in the History Style Guide, found online at <http://history.dal.ca>.

Research Essay Proposal

With a minimum of 500 words, explain the subject and scope of your research, including a clearly defined thesis statement. In a separate bibliography, list at least 7 secondary sources that will figure prominently in your paper. Your bibliography should also contain a list of your primary sources, with brief descriptions of each.

You must submit 1 paper copy of the proposal by 3 pm, October 16th. There are no extensions, save for documented medical and family emergencies.

Research essays are built with the following components:

1. An introduction that conveys the significance of the subject as well as your research questions and answers.
2. A clear and concise thesis statement, in the form of an argument that can be proven by marshalling evidence.
3. A historiographical section that describes and evaluates the major schools of thought about your subject.
4. The so-called 'body' of the paper, which combines evidence and analysis in order to demonstrate the validity of your thesis.
5. A conclusion that restates the arguments.

You must submit 2 paper copies of the research essay by 3 pm, December 16th. There are no extensions, save for documented medical and family emergencies.

Academic Integrity Statement

Accommodation Policy for Students