

Women and Social Movements, 20th Century

Professor Anne Enke

History 500, Section 2: Wednesday, 1:20-3:20. Spring, 2005

Office Hours: Tues. 2-3:45, and Weds. 12:00-1:00, Ingraham 102B

class list email: wsm-500@students.lists.wisc.edu

This course focuses on women's involvement in some of the most significant social movements of the 20th Century. We will begin with Aryan supremacy and the growth of social welfare and feminism in the U.S. We then turn to the Cultural Revolution in China, Fascism and Resistance in Europe, and finally, McCarthyism and the Civil Rights movement in the United States. Throughout, we will pay close attention to constructions of gender and sexuality in these contexts. Our sources include biography, autobiography, and historical monographs. They focus on "ordinary" women such as women of the Ku Klux Klan, and on famous women like Eleanor Roosevelt and Ella Baker. These works allow us to delve into questions such as: how and why do people come together to form social movements? how do gender, class, race, sexuality and/or ethnicity—as those are understood within particular cultural contexts—affect people's relationships to social movements? what differences do social movements make in communities and in society as a whole? In addition, we will consider the endeavor of writing historical narrative: what kinds of sources lend themselves to writing a credible history? what makes a historical narrative credible? what are some purposes of writing history?

Required Reading: All books available from Rainbow Bookstore on Gilman, and on Reserve at College Library.

Women and the Klan. Kathleen Blee.

Eleanor Roosevelt. Vol. 1. Blanche Wiesen Cook.

Red Azalea. Anchee Min.

Fireweed: A Political Autobiography. Gerda Lerner.

Ella Baker and the Black Freedom Movement. Barbara Ransby.

The Wall Between. Anne Braden.

Supplementary Texts: READER: Available as a packet from the Humanities Bldg Copy Center, and on Reserve at College Library

Recommended Texts, Available at Rainbow Books and on Reserve College Library:

Common Sense and a Little Fire. Annalise Orleck.

Wild Swans: Three Daughters of China. Jung Chang.

Aimee and Jaguar. Erica Fischer

Sisters in the Resistance: How Women Fought to Free France. Margaret Weitz.

Subversive Southerner: Anne Braden and the Struggle for Racial Justice. C. Foss.

Zami: A New Spelling of My Name. Audre Lorde.

Assata. Assata Shakur.

Course Requirements:

You must complete all assignments in order to receive a passing grade for the course. First and foremost, I ask that you come to class having read and prepared to discuss the day's readings. Your final grade will depend additionally on attendance, in-class writing, an oral presentation, weekly email detail, 10 reflection papers, and one historiographic paper with a formal proposal. Assignment grades are as follows:

Attendance and Participation: 15% Because much of the learning for this course occurs in the classroom, attendance is required. *You will be allowed only one absence during the semester, and any additional absences will lower your final grade by one full grade.* Late arrival or leaving early will also lower your grade. Participation means consistent participation in class discussions, quizzes, and other in-class writing.

Oral Presentation: 10% In groups of 3: Each group will sign up to present a 10-minute comment on or related to one of the books we read. Comments should include researched information about some aspect of the historical context at hand. You may prepare handouts with summaries, time-lines, or anything else you feel might be useful, but please do not prepare power-point presentations unless absolutely necessary. Groups should also find at least two contemporaneous journalistic sources (e.g. newspaper articles) and provide copies for the class as a jumping-off point for discussion.

Email Detail: 15%. Each week, by 10pm Monday night, you will submit to the class email list one question based on the week's reading. Questions may pertain to historiographic method, or to themes such as sexuality, or to historic issues about social movement formation, etc.

Reflection Papers: 30% 10 total. 2 typed pages, due at the beginning of class. Late papers will not be accepted. Reflection papers include three components: 1. your response to a question that I will give in advance of the reading, and 2. your reflections on any aspect of the reading that particularly interests you. Weeks for which reflection papers are required are marked with *

Paper Proposal: 10%. 2 typed pages, due April 6.

Your proposal must include a formal statement of your topic and an annotated list of sources you intend to use. You will receive a detailed assignment sheet during week four.

Paper: 20%. 6 pages, due May 4.

This paper asks you to delve into some aspect of one of our required books, along with one of the corresponding books on the "recommended" list. You will consult some of the primary sources that your authors used, as well as others that you might find relevant. Then, your paper will focus on method: how have the authors used their sources to create convincing narratives? What do we gain from reading the two texts, and supplemental sources, together? You will receive a detailed assignment sheet during week four. May be done in groups of 2.

Class Schedule:

Jan. 19 Introduction: Women, Social Movements, and History

Akasha (Gloria) Hull, "Researching Alice Dunbar Nelson"

Jan. 26 Introduction ctd: in reader: Nancy Hewitt, "Re-Rooting Women's Activism,"

Aryan Supremacy

Blee, *Women in the Klan*, pp. 1-98

Feb. 2* *Women in the Klan*, finish.

in reader: Blee, Introduction to *Inside Organized Racism*

Social Welfare and Feminist Activism

Feb. 9 Blanche Wiesen Cook. *Eleanor Roosevelt*.

Feb. 16* *Eleanor Roosevelt*.

Feb. 23* in reader: Laura Behling, "Unsightly Evidence."

Leila Rupp, "Sexuality and Politics in the Early Twentieth C."

book reviews of *Eleanor Roosevelt* (various)

The Cultural Revolution

Mar. 2* Anchee Min, *Red Azalea* pp. 1-156

in reader: excerpt from *Wild Swans*,

Mar. 9* *Red Azalea* pp. 159-end

in reader: Wendy Larsen, "Never This Wild" *Modern China* (October 1999).

Patricia Sieber, Introduction, *Red Is Not the Only Color*

Mar. 16 SPRING BREAK

Fascism and Resistance in Europe

Mar. 23* Gerda Lerner, *Fireweed: A Political Autobiography* pp. 1-216

in reader: Claudia Schoppmann, "Introduction," "Annette Eick," in *Days of Masquerade*

Paula Schwartz, "Redefining Resistance" (in Higomet et. al., *Behind the Lines: Gender and the Second World War*).

The McCarthy Era

Mar. 30* Gerda Lerner, *Fireweed: A Political Autobiography* pp.219-end

in reader: Daniel Horowitz, "Rethinking Betty Friedan and the Feminine Mystique"

Civil Rights and the McCarthy Era

Apr. 6* Anne Braden. *The Wall Between*.

***Paper Proposal Due* no later than 6pm via email:** aenke@wisc.edu

Apr. 13* in reader:

David Johnson, selections from *Lavender Scare*

Laura McEnany, “Atomic Age Motherhood”

Amy Swerdlow, “Ladies Day at the Capital”

Apr. 20* Barbara Ransby. *Ella Baker and the Black Freedom Movement*

Feminist Activism Again

Apr. 27 in reader:

Premilla Nadasen, “Expanding the Boundaries of the Women’s Movement”

The Combahee River Collective, “A Black Feminist Statement”

Audre Lorde, “I Am Your Sister”

Karla Jay, selections from *Lavender Menace*

May 4 Last Class

Paper Due