

# Feminist Activism in Wisconsin, 1965-1980

HIST 201: Historian's Craft  
3-credit intermediate level course / Comm B Requirement  
Wednesdays 8:50-10:45  
Spring 2021

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## COVID-19

In this disrupted academic year with a public health situation that keeps changing, I will make sure to work with each of you individually and in smaller groups to help you do the research and writing that is required of a CommB course. Please do not hesitate to reach out to me if you have any questions or concerns. I look forward to working with you all!

## Course Description

The "Historian's Craft" courses offer an opportunity to experience the excitement and rewards of doing historical research. Through engagement with primary sources, you will ask and define historical questions, find and analyze evidence, assess and discuss historical interpretations of same sources, build a bibliography, and try out making a historical argument—all skills that are central to the history major. Upon successful completion of this course, you will be prepared to undertake substantial historical research and writing in a variety of courses, including the HIST 600 seminar.

This particular historian's craft course focuses on feminist activism in the United States between 1965 and 1980, with particular attention to Wisconsin. The history of the modern women's movement, also known as the second wave of feminism, is too often told as a story of white, upper middle class "leaders" or "stars", who started a movement that excluded all other feminists. This narrative ignores many of the feminist and queer social justice movements and activism that have their roots in the second wave. These underacknowledged activists and mobilizations to advance the rights and opportunities for working class women, non-binary people, sexual, racial, and/or other minorities, as well as disability activism have rich histories that go back to the 1960s and 1970s. In this class, we broach questions about *how* and *why* we might write histories about the second wave that emphasize the broader, more diverse range of movements that it was.

As other Comm-B courses this course involves substantial instruction in the four modes of literacy (that is, speaking, reading, writing, and listening) and focuses on developing the following skills:

- Asking questions. Developing historical questions through engagement with different kinds of sources and posing questions to prompt productive group discussion.
- Finding sources. Learning the logic of footnotes, bibliographies, libraries, and archives, and

consulting them to identify and locate source materials. Taking advantage of the range of library resources including interlibrary loan.

- Evaluating sources. Determining the perspective, credibility, and utility of source materials. Distinguishing between primary and secondary material for a particular topic. Identifying the perspective or authorial stance of a source. Summarizing an argument presented in a text. Distinguishing between the content of a source and its meaning in relation to a particular question.
- Developing and presenting an argument. Using sources appropriately to create, modify, and support tentative conclusions and new questions.
- Making an argument. Identifying the parts of an argument and how to support it convincingly.
- Communicating ideas and research findings effectively through formal and informal written and oral presentations.

### CREDIT HOURS

This 3-credit course meets as a seminar group for two hours per week. The course also carries the expectation that you will spend an average of at least two hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least four hours per week for reading, researching, writing, preparing for discussions, doing peer review, and/or preparing for your oral presentations. We will meet synchronously on zoom. All your work, including discussion posts and uploaded assignments are on Canvas.

READINGS: All texts that we are reading together are on Canvas. Most of the reading you will be doing will be for your own research projects. I will help you locate suitable materials over the course of the semester.

### SCHEDULE

**Week 1** (W 1/27) Introduction to the course and syllabus.

CONTEXT: THE MODERN WOMEN'S MOVEMENT IN THE US

**Week 2** (W 2/3)

*Preparation:*

- Read the prologue as well as Linda Gordon, "The Women's Liberation Moment," in *Feminism Unfinished: A Short Surprising History of American Women's Movements*, edited by Dorothy Sue Cobble, Linda Gordon and Astrid Henry (New York: Liveright, 2014), xv-xxi and 69-146.
- Watch *She is Beautiful when she is Angry* (Mary Dore, 2014) (Canvas).

**Week 3** (W 2/10)

- Read April Haynes, "'Sex-Ins, College Style': Black Feminism and Sexual Politics in the Student YWCA, 1968-80," in *Women's Activism and "second Wave" Feminism. Transnational Histories*, edited by Barbara Molony and Jennifer Nelson (New York: Bloomsbury, 2017), 99-167 as well as the following primary sources:

- Linda La Rue, "The Black Movement and Women's Liberation," *The Black Scholar* 1, no. 7 (1970), 36-42.
- Alma M. García, "Introduction", Ana Montes, "La Nueva Chicana" (1971), Mirta Vidal, "New Voice of La Raza: Chicanas Speak Out" (1971), Bernice Rincón, "La Chicana: Her Role in the Past and Her Search for a New Role in the Future" (1971) in *Chicana Feminist Thought: The Basic Historical Writings*, ed. by Alma M. García (London and New York: Routledge 1997), 17-27.
- Radicalesbians, *The Woman-Identified Woman* (1970).

**DUE:** Library assignment 1—Friday 2/12 at 2PM.

#### **Week 4 (2/17) FEMINIST & QUEER ORAL HISTORY**

*Preparation:*

- Read Katrina Srigley et.al., eds. *Beyond Women's Words* (London: Routledge, 2018), introduction and chapters 16 (Couchie and Miquel) and 21 (Shea) (in one document)-
- Read Nan Alamilla Boyd and Horacio N. Roque Ramírez, eds. *Bodies of Evidence. The Practice of Queer Oral History* (Oxford: Oxford University Press, 2012), 6-20.

**DUE:** Preliminary topic paragraph—Friday 2/19 @ 2PM

#### **CASE 1: SOMOS LATINAS—CHICANA HISTORY IN WISCONSIN, 1965-1980**

##### **Week 5 (2/24) Historical Context**

*Preparation:* Read Vicki L. Ruiz, *From Out of the Shadows* (New York: Oxford University Press, 1998 & 2008), xi-xv and 99-126.

##### **Week 6 (3/3) Primary Sources**

*Preparation:*

- Watch [this video](#) with an interview with Barbara Medina and listen to this [follow-up interview](#) with Medina (both from the Somos Latinas Oral History project at Wisconsin Historical Society).
- Read Andrea-Teresa Arena and Eloisa Gómez, *Somos Latinas: Voices of Wisconsin Latina Activists* (Madison: Wisconsin Historical Press, 2018), xi-xvii, 1-6, 119-129.

**DUE:** Annotated bibliography—Friday 3/5 @ 2PM

#### **CASE 2: THE BLACK STUDENT STRIKE 1969—BLACK LIFE AT UW, 1965-1970**

##### **Week 7 (3/10) Historical Context**

*Preparation:*

- Read Martha Biondi, *The Black Revolution on Campus* (Berkeley: University of California Press, 2013), introduction and chapter one.
- Read Edward Frame, "Black Power, Black Studies: Creating the Afro-American Studies Department at the University of Wisconsin, 1966-1970" (Unpublished MA thesis in History, University of Wisconsin, Madison).

## Week 8 (3/17) Primary Sources

### Preparation:

- Spend some time studying this [website](#) about the Black student strike in 1969 made by University Communications and University Marketing in partnership with the Black Cultural Center and The Black Voice. How is the site organized? What does it contain? Then read the protesting students' 13 demands on the same site.
- Listen to this oral history with [Geraldine Hines](#) (2014).

**DUE:** Draft research question(s)—Friday 3/19 @ 2PM

## Week 9 (3/24) FIRST ROUND OF ORAL PRESENTATIONS

*Preparation:* Prepare a two and half minute presentation (5-10 slides) on a topic of your choice related to the class. It *can* be related to your own research project but does not have to be. Record your presentation ahead of time or do it "live" in zoom. Details and schedule to follow.

**DUE:** Draft Outline Friday 3/26 @ 2PM

## CASE 3: 3 LYSISTRATA—LGBT HISTORY IN MADISON, 1965-1980

## Week 10 (3/31) Historical Context

### Preparation:

- Read Finn Enke, *Finding the Movement: Sexuality, Contested Space, and Feminist activism* (Durham: Duke University Press, 2007), 1-24.
- Read Scott C. Seyforth and Nichole Barnes, "'In People's Faces for Lesbian and Gay Rights': Stories of Activism in Madison, Wisconsin, 1970 to 1990," *The Oral History Review* 43, no. 1 (2016): 81-97.

**DUE:** Library assignment 2—Friday 4/2 at 2PM

## Week 11 (4/7) Primary Sources

### Preparation:

- Watch [this](#) short video about Hotel Washington and Lysistrata with photos and recordings from UW Archives.
- Read the Lysistrata pamphlet on Canvas (primary sources module).
- Listen to the first half hour of the 2009 oral history interview with Mariamne Whatley on Canvas and compare it to this [2016](#) interview with Mariamne Whatley and Nancy Worcester.

**DUE:** Draft argument—Friday 4/9 at 2PM

## FROM TOPIC TO FINAL PAPER

## Week 12 (4/14) Workshopping preliminary arguments

*Preparation:* Instead of a discussion post, this week please post your preliminary draft argument on Canvas and submit peer review comments to your group's arguments. Details to follow.

**DUE:** Draft papers—Friday 4/16 @ 9PM

### **Week 13 (4/28) and Week 14 (4/28) ORAL PRESENTATIONS**

These presentations are similar to the ones in week 4, except this time they are five minutes. Schedule and further details to follow.

**DUE:** Peer reviews—Friday 4/23 @ 2PM

**DUE:** Final paper—Friday 4/30 @ 2PM.

## **WORK AND POLICIES**

### **Participation**

I expect you to participate actively in discussions, on zoom and in the weekly discussion posts and peer reviews. In our zoom meetings please, as a rule, keep your camera on during class. As we get further into the semester, once we know each other better, if you are having an off day and would prefer to keep the camera off, please let me know ahead of time. I find that seeing each other makes a big difference in terms of building an engaged seminar community.

**Absences:** You may miss class once without it affecting your grade. Let me know if you are going to be absent. In case of illness or emergency please contact me as soon as you can. **Religious holidays:** Absences due to religious holidays are excused. However, you must inform me at least two weeks in advance.

### **Weekly writing in discussion forums on Canvas**

To get you writing, I will post a weekly discussion prompt on Canvas in week 2-8, 10, 11 & 12. These posts are **due Tuesday at noon** and can be **no more than 150 words**.

After you have posted your response, please return to the discussion forum at least two times over the course of the week to respond to other people's comments and questions.

Each post is worth 1% of your grade.

### **Oral presentations**

Like other Comm-B courses, you will make two brief oral presentations. The *first* round of oral presentations (2 ½ minutes) will be on a topic of your choice related to the class. The *second* round of presentations (5 minutes) will be drawn from your research papers. Further guidelines to follow.

### **Research paper**

Your objective in this class is to work incrementally towards composing an 8-page research paper. This will require a number of smaller steps along the way, including peer reviews and revision (see grade break-down below). From week 12 to 15 your work in the class will be entirely devoted to your own and your classmates' research projects.

## COURSE POLICIES

I am committed to help you live and learn in a community that values you as individuals and recognize the integrity of the communities that provide you identity and support. I want to help you find the best ways for you to engage with your learning. If you think I can help you learn and better succeed in the course, please reach out to me. If you have a documented disability, please contact me within the first two weeks of the course. If you have an undocumented disability or your disability status changes over the course of the semester, please come see me as soon as you can. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I will treat any information that you share as private and confidential. Questions about documenting your disability can be directed to the McBurney Disability Resource Center ([mcburney@studentlife.wisc.edu](mailto:mcburney@studentlife.wisc.edu)).

### UW Statement on accessibility

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

### Academic misconduct (plagiarism and cheating)

Academic misconduct is NOT WORTH IT. It will create a lot of unnecessary work for both you and me and may cause you to be expelled from this class or college in general! This class will strictly follow and enforce the rules defined in UWS 14.03, which defines academic misconduct as acts in which a student:

- \* seeks to claim credit for the work or efforts of another without authorization or citation.
- \* uses unauthorized materials or fabricated data in any academic exercise.
- \* forges or falsifies academic documents or records.
- \* intentionally impedes or damages the academic work of others.
- \* engages in conduct aimed at making false representation of a student's academic performance.
- \* assists other students in any of these acts.

### Grade breakdown

Research paper related, total 55%	Other, total 45%
Topic paragraph, 5%	Two library exercises (5 % each)
Annotated bibliography, 5%	Two brief oral presentations (5 % each)
Research question, 5%	10 weekly posts on Canvas (max. 150 words), 10%
Draft outline, 5%	Participation and engagement, 15%
Draft argument, 5%	
Draft paper, 10%	

Peer reviews, 5%	
Final paper, 15%	

**Grading scale**

A	93-100	C	70-77
AB	88-92	D	60-69
B	83-87	F	59>
BC	78-82		