

HH3041 History of Feminism

Semester 1 AY2024-2025

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Consultations:

Consultations are by email appointment.

Course Aims

In 'History of Feminism' you will examine the global history of feminist movements since the nineteenth century. Feminist movements have globally played a significant role in redefinitions of citizenship and shifts in gender norms. You will investigate the place of feminist movements in broader social, political and cultural transformations, as well as analyzing various strands of feminist thought, within and outside academia. You will be introduced to various gender history and transnational/global history methodologies and will compare, contrast, and appraise these methodologies. This course will equip you with skills in interpreting primary sources, especially analysing gendered language and images in historical documents. 'History of Feminism' will also develop your capacity to apply your historical research and writing skills outside of an academic context, for a non-specialist audience.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) will be able to:

1. Investigate and explain the historical factors which shaped the emergence of global feminist movements; historical shifts in feminist organising and thought; and the impacts of feminism on gender norms, politics, law and citizenship in a variety of geographic and historical contexts.
2. Compare and contrast the major approaches to gender history, as well as different strands of feminist thought, both within and outside academia.
3. Formulate novel and convincing historical arguments through a nuanced analysis of gendered language and images in historical documents.
4. Present historical ideas and evidence, along with inter-disciplinary gender studies research, to non-specialist audiences, including in government, private sector and NGO contexts.

Course Content

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The history of feminist movements sheds light on the gender structures of politics and citizenship, while debates about feminism illuminate contestations over gender and sexual norms. This course will use the history of feminism as a springboard to analyse broader questions surrounding the political, social and cultural history of gender in the modern world. Since feminists have been at the forefront of questioning political and social norms, this course will examine the intellectual history of feminist thought, as well as the feminist 'uses' of history. It will take a 'transnational' approach, not only comparing feminist movements in various parts of the world, but also examining the international networks forged by feminists and the manner in which transnational connections shaped local and national feminist movements.

The course begins by considering several historiographical questions, in particular, when did feminism 'begin,' what were its main periods or 'waves' and what has constituted 'feminism' historically? We will then investigate the role of transnational connections, imperialism, nationalism, class and race in shaping nineteenth and early twentieth century feminism. The second half of the course examines late twentieth century and twenty-first century feminism, especially the inclusions and exclusions of feminist movements on the basis of class, race, sexuality and other social markers. We will also investigate the role of the internet and social media in shaping recent feminist organizing and thought.

Assessment

Component	Weighting	Due
1. Participation in class and online discussion	10%	NA
2. Research essay	35%	TBA
3. AWARE research report	35%	TBA
4. Take-home exam	20%	TBA

Participation - 10%:

Participation has two components: 1) in-class discussion; 2) online discussion.

1) In-class discussion will be an important means by which you will learn from your peers and build key skills, including: constructing convincing arguments; analyzing primary and secondary sources; and verbal communication. As such, your contribution to discussion in class will be assessed. It is not enough to merely turn up to class; rather, you will be assessed on the extent to which you participate in and contribute to the class discussion.

2) From week 2-12, you are also required to post one question on the weekly readings to a forum on Blackboard. We will use these questions as a basis for class discussion. Questions should be posted **by 11:59pm on Wednesday night** (the night before class).

Participation will prepare you for your written assignments since class activities will involve: a) the investigation of historical processes behind the formation of feminist movements (ILO 1); b) comparing and contrasting different gender history approaches and forms of feminist thought (ILO 2); c) analysis of primary sources (ILO 3); and d) thinking about ways of articulating historical ideas to non-specialist audiences (ILO 4).

Research Essay (2000 words) - 35%

DUE: TBA

Component 3 assesses your ability to formulate convincing and novel historical arguments by deploying primary and secondary source evidence (ILO 3).

A list of essay questions will be provided and you can either choose one of these questions or develop your own research question. If you write your own research question, please email it to me with an explanation of the topic and scope of the essay, so that you can receive feedback.

The essay can examine any aspect of the global history of gender-based activism, including suffrage, feminism, and women's, lesbian, queer or transgender movements. However, there is one exception: your essay should not examine AWARE, Singapore's most prominent feminist organization. This is because AWARE is the subject of your second assignment.

The essay should be fully cited in footnotes according to the Chicago style:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

The research essay should be a polished piece of writing that demonstrates your skill in critical analysis (ILO 1). The research essay should include interpretation of several primary sources and be based on substantial secondary source research (ILO 3). This evidence should be marshalled to support a strong argument. Good essays will relate the author's argument to the historiography of the subject, that is, the arguments and approaches of other historians to the subject (ILO 2).

Late penalty: 2% per day that the assignment is late. **10% word limit allowance** below and in excess to the word limit.

AWARE Research Report (2200 words total) - 35%

DUE: TBA

Whereas Component 3 is a history research essay, Component 4 assesses your capacity to present convincing arguments (based on research) to a non-academic audience. That is, Component 4 will help you to take the research and writing skills from your history education and apply them in private sector, government and NGO contexts.

The assignment has two parts: (1) an 1800-2000 word a research report for AWARE, Singapore's largest feminist organization; (2) a 200-400 word critical reflection on the report itself. **The total word limit for both parts is 2200 words.**

The research you present in **both Part 1 and Part 2 should be fully cited in footnotes according to the Chicago style:** https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html. The bibliography should include the sources cited in Part 1 and 2.

Part 1: Report (1800-2000 words)

This report should be on a topic that is relevant to AWARE’s mission to create ‘A society where there is true gender equality – where women and men are valued as individuals free to make informed and responsible choices about their lives.’ The report should explore a social, economic or political *problem* related to gender inequality and suggest several *solutions*. You can choose your topic/problem, however, it should be pertinent to AWARE’s mission, values and current work.

The report should include the following elements:

- a) A succinct introduction briefly outlining the problem of gender inequality that the report examines and summarizing the key findings.
- b) The presentation of your research findings on the problem. This should be broken up into clear sections which examine different dimensions or aspects of the problem. These sections should be organized logically. If relevant, you may include graphs, tables and other visual presentations of data.
- c) A set of recommendations from AWARE to the Singaporean government and/or other stakeholders on solutions to the chosen problem of gender inequality.

For this assignment, **you will need to conduct several kinds of research:**

- a) You will need to research AWARE’s historical and current agenda, values and forms of organising. This will help you identify a problem of gender inequality relevant to AWARE’s work. Moreover, this research is vital to understand what sort of recommendations AWARE might make to the government or other stakeholders. You thus need to understand the political context of feminist organizing in Singapore and AWARE’s relationship to the Singaporean government and other civil society organisations. Thus, you will need to research not only AWARE, but also feminism, gender politics, NGOs and the political context in Singapore.
- b) You will also need to conduct research on the identified problem of gender inequality. This research should be interdisciplinary in nature, drawing on history to understand the historical factors that have shaped the problem, as well as other disciplines to understand the current situation. You might draw upon the disciplines of anthropology, sociology, gender studies, geography, economics, psychology or the sciences, depending on what problem of gender inequality you identify.

Part 1 should be fully referenced in footnotes.

Part 2: Critical Reflection (200-400 words)

In this part of the assignment, you should critically reflect on the report you have written for AWARE. You should discuss the analytical limitations which you encountered in the process of writing or researching the report.

You might consider some of the following questions:

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- Were there any limitations to the report as a result of AWARE’s mission and approach to activism, or due to the political context of Singapore? E.g. did this limit or shape the way you framed the ‘problem’ under examination, or the sort recommendations you made? Are there other ways you might analyse and seek to redress this problem of gender inequality?
- How did the audience of AWARE, the Singapore government and key ‘stakeholders’ shape the report and your recommendations?
- How did you deal with the approaches of different disciplines to analysing the problem of gender inequality under examination?
- Did any analytical challenges or shortcomings emerge, e.g. in the process of research, due to the report structure, or as a result of the need to provide recommendations?

Beyond these questions, you can discuss **any analytical limitations** which you encountered in the process of writing or researching the report. In the critical reflection, you should draw on the **further research** you conducted on AWARE, feminism, gender politics, NGOs and the political context in Singapore. **Part 2 should be fully referenced in footnotes.**

This assignment assesses your understanding of the feminist movement in Singapore (LO1); your ability to deploy primary and secondary source historical research (LO3); and your skills in articulating historical and interdisciplinary research and ideas to non-specialist audiences (LO4).

NOTE: The AWARE report marks and feedback will **not** be available until after the take-home exam is completed.

Late penalty: 2% per day that the assignment is late. **10% word limit allowance** below and in excess to the word limit.

Take-Home Exam- 20% (1200 words)

Due: TBA

You will be given 5 full days to complete a take-home exam in essay format. You will be given three questions and will have to answer ALL THREE questions. The take-home exam will examine your understanding of the arguments of the assigned readings and the major themes of the course. The exam will also assess your ability to critically analyse connections between different case studies and to compare and contrast various approaches to the history of feminism. The take-home exam will be marked on: the convincingness of the argument; the examples used to support the argument; the clarity of the structure; and the clarity of expression. The assignment should be uploaded to Turnitin.

Late penalty: 5% per day that the assignment is late (due to the time-sensitive nature of the assignment). **10% word limit allowance** below and in excess to the word limit.

Late Assignments and Extensions

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A 2%/day late penalty applies to major essay and AWARE report. A 5%/day late penalty applies to the take-home exam.

It is **each student's responsibility** to ensure that their assignment is **properly uploaded on Turnitin**. If you have any issues, immediately email me your assignment and an explanation of the technical difficulty you are having so that no late penalties are deducted.

If you require an **extension** please email me **prior to the due date**. I do not grant extensions on the day an assignment is due. Extensions will only be given in **cases of illness** (in which a student presents a medical certificate) or in **serious extenuating circumstances**.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to participate in all seminar discussions and activities.

You are expected to treat your fellow students with respect. When doing group work in class, you are expected to include all group members in the discussion and give all students the opportunity to contribute.

You are expected to contribute to creating a welcoming environment for all students. **You are encouraged to be aware of the ways that gender, racial, class and other power dynamics may affect your fellow students**. If you have any concerns about diversity and inclusion, you can speak to myself or to Prof Tapsi Mathur, who is History's 'Diversity Point Person' (tapsi.mathur@ntu.edu.sg).

(2) Absenteeism

Absence from class without a valid reason can affect your overall course grade and your participation grade.

If you have a medical certificate for absence due to illness, you can make up for missed attendance by writing a 400-500 word discussion of the main arguments of the readings. Please email me with your medical certificate to arrange the make-up activity.

(3) Plagiarism

Plagiarism includes:

1. Passing off another author's work as your own work. This includes:
 - a. Entirely copying phrases or sentences from an author without quoting or paraphrasing.

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- b. Substantially copying phrases or sentences from an author without quoting or paraphrasing, e.g. copying a phrase, changing a few words to synonyms, swapping around phrases within a sentence, or substantially copying a sentence while only changing a phrase or a part of it.
 - c. Not referencing ideas, arguments, information, examples or background context that you have derived from other authors in the footnotes.
2. Self-plagiarism includes submitting an essay which you have submitted in a different course, or submitting an essay which includes *parts* of an essay from another course (e.g. sentences, paragraphs, arguments). Of course, you can build upon *reading* you have done for another course, but your essay topic and question should not overlap (wholly or partially) with that of *any* assignments you have submitted in other courses.

All forms of plagiarism are serious offences. Assignments that have significant plagiarism will receive a fail mark. Assignments that contain minor incidents of plagiarism (e.g. inadequate paraphrasing or improper citation practices) will be significantly marked down or failed.

Paraphrasing means writing *in your own words*.

The following are general principles for proper citation and paraphrasing:

1. Take good notes from sources so that you do not ‘accidentally’ plagiarise because you have not properly recorded where you read an idea, argument, concept, or empirical detail. Keep detailed notes including the source and page number.
2. **Paraphrase when taking notes**, so that your notes are in your own words
3. Quote sentences or phrases that you feel are particularly important or cannot be matched by paraphrasing. Every direct quote requires a reference in a footnote.
4. Paraphrasing material shows that you understand it and extensive quotes (particularly from secondary sources) are not recommended. Paraphrasing is *not* changing a few words or phrases around. Again, it entails writing *in your own words*.
5. **You need to reference a source in a footnote whenever you borrow an idea, argument or piece of information from another author.** If a paragraph or sentence contains material paraphrased from several different sources, you can cite multiple sources separated by semi-colons in one footnote at the end of the sentence.
6. Don’t choose a topic you have already written on in another course. If you are interested in a similar subject area, take a significantly different angle, ask a substantially different question, or explore a connected but distinct topic. Please email me for advice on self-plagiarism.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.

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As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week 1: Introduction

Compulsory reading for students who have not completed HH2002 (Gender in History) or HH3001 (Historiography):

Rose, Sonya O. *What is Gender History?* Cambridge: Polity Press, 2010, chapter 1 and 2.

Students who have not completed HH2002 or HH3001 should complete the week 1 supplementary reading handout and submit it to Turnitin by Sunday of week 1.

Week 2: How to Write a History of Feminism?

This week we will discuss some gender history basics and delve into questions surrounding the historiography of feminism. When did feminism 'begin,' what were its main periods or 'waves' and what has constituted 'feminism' historically? How have the power dynamics of late 20th and 21st century feminism shaped the historiography of feminism?

Compulsory reading:

Burton, Antoinette. "'History' is Now: Feminist Theory and the Production of Historical Feminisms." *Women's History Review* 1, no. 1 (1992): 25-39.

Gleadle, Kahtryn, and Zoe Thomas. 'Global Feminisms, c. 1870-1930: Vocabularies and Concepts—A Comparative Approach.' *Women's History Review* (2017): 1-16.

Further optional reading:

Bowie, Katherine. "Women's Suffrage in Thailand: A Southeast Asian Historiographical Challenge." *Comparative Studies in Society and History* 52, no. 4 (2010): 708-741.

Ko, Dorothy, and Wang Zheng. 'Introduction: Translating Feminisms in China.' *Gender & History* 18, no.3 (2006): 463–471.

Grewal, Inderpal, and Caren Kaplan (eds). *Scattered Hegemonies*. Minneapolis: University of Minnesota Press, 1994.

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Bracke, Maud Anne, Penelope Morris, and Emily Ryder. 'Introduction. Translating Feminism: Transfer, Transgression, Transformation (1950s–1980s).' *Gender & History* 30, no.1 (2018): 214–225.

de Groot, Joanna. 'Feminism in Another Language: Learning from "Feminist" Histories of Iran and/or Histories of Iranian "Feminism" since 1830.' *Women: A Cultural Review* 21, no. 3 (2010): 251–265.

PART 1: WOMEN'S MOVEMENTS, C. 1860-WW2

Week 3: Transnational Networks

Compulsory reading:

Botting, E. H. and Matthews, C. H. 'Overthrowing the Floresta–Wollstonecraft Myth for Latin American Feminism.' *Gender & History* 26 (2014): 64-83.

Mukherjee, Sumita. 'The All-Asian Women's Conference 1931: Indian Women and their Leadership of a Pan-Asian Feminist Organisation.' *Women's History Review* 26, no. 3 (2017): 363-381.

Primary source package.

Optional background reading on class case studies:

Midgley, Claire. 'Indian Feminist Pandita Ramabai and Transnational Liberal Religious Networks in the Nineteenth-Century World.' In *Women in transnational history: connecting the local and the global*, eds. Clare Midgley, Alison Twells and Julie Carlier, 13-32. Abingdon, Oxon.: Routledge, 2016.

Sluga, G. 'Women, Feminisms, and Twentieth-Century Internationalisms.' In *Internationalisms: A Twentieth-Century History*, ed. G. Sluga & P. Clavin, 61–84. Cambridge: Cambridge University Press, 2017.

Further reading:

Shibahara, Taeko. 'Not Only for the Welfare of the Nation but for the World and Humanity: The Interwar Suffrage Movement in Japan.' *Journal of Women's History* 24, no. 2 (2012): 62-88.

Rupp, L. J. *Worlds of Women: The Making of an International Women's Movement*. Princeton: Princeton University Press, 1997. [Outpost]

Sinha, Mrinalini. 'Suffragism and Internationalism: The Enfranchisement of British and Indian Women under an Imperial State.' *Indian Economic and Social History Review* 36, no. 4 (1999): 461-84.

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Mukherjee, Sumita. *Indian Suffragettes: Female Identities and Transnational Networks*. Oxford: Oxford University Press, 2018, chapter 3.

Sandell, M. *The rise of women's transnational activism: Identity and sisterhood between the world wars*. London: I.B. Tauris., 2015.

Tyrrell, I. *Women's World/Women's Empire: The Woman's Christian Temperance Union in International Perspective, 1800–1930*. Chapel Hill: University of North Carolina Press, 1991.

Roces, Mina, and Louise Edwards, ed. *Women's Movements in Asia: Feminisms and Transnational Activism*. Routledge, 2010.

de Haan, F., Allen, M., Purvis, J., & Daskalova, K., ed. *Women's Activism: Global Perspectives from the 1890s to the Present*. Oxford: Routledge, 2013.

Anderson, B. *Joyous Greetings: The First International Women's Movement 1830–1860*. Oxford: Oxford University Press, 2000.

Week 4: Imperialism

Compulsory reading:

Sneider, A. *Suffragists in an Imperial Age: U.S. Expansion and the Woman Question, 1870–1929*. New York: Oxford University Press, 2008, p 3-17, 87-116. [e-book]

Kwon, Insook. "The New Women's movement" in 1920s Korea: rethinking the relationship between imperialism and women.' *Gender & History* 10, no. 3 (1998): 381-405.

Optional reading on class case studies:

Grimshaw, Patricia. 'Settler anxieties, indigenous peoples, and women's suffrage in the colonies of Australia, New Zealand, and Hawai'i, 1888 to 1902.' *Pacific Historical Review* 69, no. 4 (2000): 553-572.

Mukherjee, Sumita. *Indian Suffragettes: Female Identities and Transnational Networks*. Oxford: Oxford University Press, 2018.

Sinha, Mrinalini. 'Suffragism and Internationalism: The Enfranchisement of British and Indian Women under an Imperial State.' *Indian Economic and Social History Review* 36, no. 4 (1999): 461-84.

Further optional reading:

Burton, Antoinette. *Burdens of History: British Feminists, Indian Women and Imperial Culture, 1865–1915*. Durham: University of North Carolina Press, 1994.

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Chaudhuri, Nupur, and Margaret Strobel (eds.). *Western Women and Imperialism: Complicity and Resistance*. Bloomington: University of Indiana Press, 1992.

Anagol, Padma. *The Emergence of Feminism in India, 1850-1920*. Routledge, 2017.

Jayawardena, Kumari. *The white woman's other burden: Western women and South Asia during British rule*. Routledge, 2014.

Grimshaw, Patricia. *Women's suffrage in New Zealand*. Auckland University Press, 2013.

Yasutake, Rumi. 'Women in Hawai'i and the Nineteenth Amendment.' *Journal of Women's History* 32, no. 1 (2020): 32-40.

Keating, James. 'Piecing together suffrage internationalism: Place, space, and connected histories of Australasian women's activism.' *History Compass* 16, no. 8 (2018): 1-15.

Woollacott, A. 'Inventing Commonwealth and Pan-Pacific Feminisms: Australian Women's Internationalist Activism in the 1920s–30s.' *Gender & History* 10, no. 3 (1998): 425–448.

Fletcher, I., Nym Mayhall, L. E., and Levine, P., (ed.). *Women's Suffrage in the British Empire: Citizenship, Nation and Race*. London and New York: Routledge, 2000.

Molony, Barbara. 'Women's Rights, Feminism, and Suffragism in Japan, 1870-1925.' *Pacific Historical Review* 69, no. 4 (2000): 639-661.

Stevenson, Ana. 'Imagining Women's Suffrage: Frontier Landscapes and the Transnational Print Culture Networks of Australia, New Zealand, and the United States,' *Pacific Historical Review* 87, no. 3 (2018).

Week 5: Nationalism

Compulsory readings:

Chiang, Yung-Chen. 'Womanhood, Motherhood and Biology: The Early Phases of *The Ladies' Journal*, 1915–25.' *Gender & History* 18, no.3 (2006): 519–545.

Crozier-De Rosa, Sharon. "Shame and the Anti-Suffragist in Britain and Ireland: Drawing Women Back into the Fold?" *Australian Journal of Politics and History* 60, no. 3 (2014): 346-59.

Further reading:

Andrews, Julia F. "Persuading with Pictures: Cover Art and *The Ladies' Journal* (1915–1931)." In *Women and the Periodical Press in China's Long Twentieth Century: A Space of their Own?*, ed. Michel Hockx et al., 21-56. Cambridge University Press, 2018.

Ko, Dorothy, and Wang Zheng. 'Introduction: Translating Feminisms in China.' *Gender & History* 18, no.3 (2006): 463–471.

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Sedo, Mizuyo. 'Concepts of Women's Rights in Modern China.' *Gender & History* 18, no. 3 (2006): 472-489.

Chin, Carol C. 'Translating the New Woman: Chinese Feminists View the West, 1905-15.' *Gender & History* 18, no. 3 (2006): 490-518.

Locher-Scholten, Elsbeth. 'Morals, Harmony, and National Identity: "Companionate Feminism" in Colonial Indonesia in the 1930s.' *Journal of Women's History* 14, no. 4 (2003): 38-58.

Yuval-Davis, Nira. "Gender and nation." *Ethnic and racial studies* 16, no. 4 (1993): 621-632.

Anagol, Padma. *The Emergence of Feminism in India, 1850-1920*. Routledge, 2017.

Blackburn, Susan, and Helen Ting, ed. *Women in Southeast Asian Nationalist Movements: A Biographical Approach*. Singapore: NUS Press, 2013. [Outpost]

Baron, Beth. *Egypt as a Woman: Nationalism, Gender, and Politics*. Berkeley and Los Angeles: University of California Press, 2005.

Booth, Marilyn. *Classes of Ladies of Cloistered Spaces: Writing Feminist History through Biography in Fin-de-siecle Egypt*. Edinburgh: Edinburgh University Press, 2015.

Edwards, Louise. *Gender, Politics, and Democracy: Women's Suffrage in China*. Stanford University Press, 2008.

Hong, Fan. *Footbinding, Feminism and Freedom: The Liberation of Women's Bodies in Modern China*. Routledge, 2013.

Roces, Mina, and Louise Edwards, ed. *Women's Suffrage in Asia: Gender, Nationalism, and Democracy*. London: RoutledgeCurzon, 2004.

Altink, Henrice "'We are Equal to Men in Ability to Do Anything!': African Jamaican Women and Citizenship in the Interwar Years.' In *Women's Activism: Global Perspectives From the 1890s to the Present*, ed. de Haan, F., Allen, M., Purvis, J., & Daskalova, K., 77-89. Oxford: Routledge, 2013.

Cain, Barbara. 'The Trials and Tribulations of a Black Woman Leader: Lilian Ngoyi and the South African Liberation Struggle.' In *Women's Activism: Global Perspectives From the 1890s to the Present*, ed. de Haan, F., Allen, M., Purvis, J., & Daskalova, K., 90-105. Oxford: Routledge, 2013.

Newman, L. *White Women's Rights: The Racial Origins of Feminism in the United States*. New York: Oxford University Press, 1999.

Gilmore, G. E. *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*. Chapel Hill: University of North Carolina Press, 1996.

Tickner, L. *The Spectacle of Women: Imagery of the Suffrage Campaign, 1907-14*. Chicago, IL: University of Chicago Press, 1988.

Week 6: Making Class Identities, Challenging Class Structures

Note: This week we will view part of the film *Suffragette* (2015) in class.

Compulsory Reading:

Aitken, Jo. "The Horrors of Matrimony among the Masses": Feminist Representations of Wife Beating in England and Australia, 1870-1914." *Journal of Women's History* 19, no. 4 (2007): 107-131.

Mackie, Vera. *Creating Socialist Women in Japan: Gender, Labour and Activism, 1900-1937*. Cambridge University Press, 1997, chapter 5.

Further reading:

Marino, K. M. 'Marta Vergara, Popular-Front Pan-American Feminism and the Transnational Struggle for Working Women's Rights in the 1930s.' *Gender & History* 26 (2014): 642-660.

Mayes, A. J. 'Why Dominican Feminism Moved to the Right: Class, Colour and Women's Activism in the Dominican Republic, 1880s-1940s.' *Gender & History* 20 (2008): 349-371.

PART 2: GLOBAL FEMINISM SINCE THE MID-TWENTIETH CENTURY

Week 7: Feminism, the Cold War and Decolonisation

Compulsory readings:

de Haan, Francisca. 'Continuing Cold War Paradigms in Western Historiography of Transnational Women's Organisations: The Case of the Women's International Democratic Federation (WIDF).' *Women's History Review* 19, no. 44 (2010): 547-73.

Wang Zheng. "'State Feminism'? Gender and Socialist State Formation in Maoist China.' *Feminist Studies* 31, no. 3 (2005): 519-55.

Optional reading discussed in lecture:

Bellows-Blakely, Sarah. 'Review Essay: Disentangling Feminisms from the Cold War.' *Gender & History* 20, no. 1 (2020): 247-58. ***See for recent books on feminism, the Cold War and decolonisation***

Further optional reading:

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Kim, Suzy. 'The Origins of Cold War Feminism During the Korean War.' *Gender & History* 31, no.2 (2019): 460–79.

Armstrong, Elisabeth. 'Before Bandung: The Anti-Imperialist Women's Movement in Asia and the Women's International Democratic Federation.' *Signs* 41, no. 2 (2016): 305-331.

Reger, Jeffrey Drew. 'Ba'athist State Feminism: The General Federation of Iraqi Women in the Global 1970s.' *Journal of Women's History* 32, no. 4 (2020): 38-62.

Chase, Michelle. "'Hands Off Korea!': Women's Internationalist Solidarity and Peace Activism in Early Cold War Cuba.' *Journal of Women's History* 32, no. 3 (2020): 64-88.

Bonfiglioli, Chiara. 'Feminist Translations in a Socialist Context: The Case of Yugoslavia.' *Gender & History* 30, no. 1 (2018): 240-254.

Coogan-Gehr, Kelly. *The Geopolitics of the Cold War and Narratives of Inclusion: Excavating a Feminist Archive*. Springer, 2011.

McDuffie, Erik S. *Sojourning for Freedom: Black Women, American Communism, and the Making of Black Left Feminism*. Durham: Duke University Press, 2011.

Manning, Kimberley Ens. 'Making a Great Leap Forward? The Politics of Women's Liberation in Maoist China.' *Gender & History* 18, no. 3 (2006): 574-593.

Zhong, Xueping. 'Who is a Feminist? Understanding the Ambivalence towards *Shanghai Baby*, 'Body Writing' and Feminism in Post-Women's Liberation China.' *Gender & History* 18, no. 3 (2006): 635-660.

Barlow, Tani. *The Question of Women in Chinese Feminism*. Duke University Press, 2004.

Week 8: Anti-Racism, 'Third World Women' and Decolonisation

Compulsory reading:

Farmer, Ashley D. "'Abolition of Every Possibility of Oppression": Black Women, Black Power, and the Black Women's United Front, 1970-1976.' *Journal of Women's History* 32, no. 3 (2020): 89-114.

Johnson, W. Chris. 'Guerrilla Ganja Gun Girls: Policing Black Revolutionaries from Notting Hill to Laventille.' *Gender & History* 26, no.3 (2014): 661–787.

Excerpt from Mohanty, Chandra Talpade. 'Under Western Eyes: Feminist Scholarship and Colonial Discourses.' *Boundary 2* 12, no. 3 (1984): 333-58.

Further optional reading:

PROVISIONAL SYLLABUS – SUBJECT TO CHANGE

Mohanty, Chandra Talpade, Ann Russo, and Lourdes Torres. *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press, 1991.

Mohanty, Chandra Talpade. “‘Under Western Eyes’ Revisited: Feminist Solidarity through Anticapitalist Struggles.’ *Signs* 28, no. 2 (2003): 499-535.

Law, Kate. “‘We Wanted to be Free as a Nation, and We Wanted to be Free as Women’”: Decolonisation, Nationalism and Women’s Liberation in Zimbabwe, 1979-85.’ *Gender & History* (July 2020): 1-20.

Deo, Nandini. ‘Indian Women Activists and Transnational Feminism over the Twentieth Century.’ *Journal of Women’s History* 24, no. 4 (2012): 149-174.

Williams, Rhonda Y. ‘To the Front and Center of the Field: Recent Histories of Black Women, Gender, and Black Power.’ *Journal of Women’s History* 32, no. 2 (2020): 118-27.

Week 9: Feminism and Women’s Movements in Singapore

Compulsory readings:

Lyons, Lenore. “A Curious Space ‘In-Between’: The Public/Private Divide and Gender-based Activism in Singapore.” *Gender Technology and Development* 11, no. 1 (2007): 27-51.

Koh, Wee, Goh and Yeoh. ‘Cultural mediation through Vernacularization: Framing Rights Claims through the Day-Off Campaign for Migrant Domestic Workers in Singapore.’ *International Migration* 55, no. 3 (2017): 89-104.

Further reading:

Lyons, Lenore. *A State of Ambivalence: The Feminist Movement in Singapore*. Brill, 2004.

Lyons, Lenore. ‘Transnational networks and localized campaigns: The women’s movement in Singapore.’ In *Women’s Movements in Asia: feminisms and transnational activism*, ed. Mina Roces and Louise Edwards, 85-99. Routledge, 2010.

Lyons, Lenore. ‘Organizing for Domestic Worker Rights in Singapore: The Limits of Transnationalism.’ In *Feminist Politics, Activism and Vision: Local and Global Challenges*, ed. L. Ricciutelli, A.Miles & M. McFadden, 149-168. London: Zed Publications, 2004.

WEEK 10: REPORT WRITING WEEK – NO CLASS

Week 11: Lesbian and Trans Activism

Compulsory readings (48 pages total):

PROVISIONAL SYLLABUS – SUBJECT TO CHANGE

Dave, Naisargi N. "To Render Real the Imagined: An Ethnographic History of Lesbian Community in India." *Signs* 35, no. 3 (2010): 595-619.

Gilmore, Stephanie, and Elizabeth Kaminski. "A Part and Apart: Lesbian and Straight Feminist Activists Negotiate Identity in a Second-Wave Organization." *Journal of the History of Sexuality* 16, no. 1 (2007): 95-113.

Semmalar, Gee Imaan. "Unpacking Solidarities of the Oppressed: Notes on Trans Struggles in India." *WSQ: Women's Studies Quarterly* 42, no. 3-4 (2014): 286-291.

Lewis, Sophie. "How British Feminism Became Anti-Trans." *New York Times*, 7 February 2019. Available at: <https://www.nytimes.com/2019/02/07/opinion/terf-trans-women-britain.html>.

Further reading:

Whelehan, Imelda. *Modern Feminist Thought: From the Second Wave to 'Post-Feminism'* (New York: New York University Press, 1995), chapter 4.

Jennings, R. 'Lesbian Mothers and Child Custody: Australian Debates in the 1970s.' *Gender & History*, 24 (2012): 502-517.

Week 12: Feminism, Social Media and Digital Activism

Compulsory readings:

Baer, Hester. 'Redoing Feminism: Digital Activism, Body Politics, and Neoliberalism.' *Feminist Media Studies* 16, no. 1 (2016): 17-34.

Tambe, Ashwini. 'Reckoning With the Silences of #MeToo.' *Feminist Studies* 44, no. 1 (2018): 197-202.

Recent media sources package **TBA**.

Further reading:

Williams, Sherri. 'Digital Defense: Black Feminists Resist Violence With Hashtag Activism.' *Feminist Media Studies* 15, no. 2 (2015): 341-344.

Maxfield, Mary. 'History Retweeting Itself: Imperial Feminist Appropriations of "Bring Back Our Girls".' *Feminist Media Studies* 16, no. 5 (2016): 886-900.

Week 13: NO CLASS – Take-home test

Further optional reading on late 20th century feminism for your research:

Rinaldo, Rachel. 'Pious and Critical: Muslim Women Activists and the Question of Agency.' *Gender & Society* 28, no. 6 (2014): 824-846.

Loomba, Ania, and Ritty A. Lukose (ed.). *South Asian Feminisms: Contemporary Interventions*. Duke University Press: 2012.

Khan, Shanaz. *Zina, Transnational Feminism, and the Moral Regulation of Pakistani Women*. UBC Press, 2011.

Roces, Mina. *Women's Movements and the Filipina, 1986–2008*. Honolulu: University of Hawai'i Press, 2012.

Mackie, Vera. *Feminism in Modern Japan: Citizenship, Embodiment and Sexuality*. Cambridge University Press, 2003.

Wieringa, Saskia. 'The Birth of the New Order State in Indonesia: Sexual Politics and Nationalism.' *Journal of Women's History* 15, no. 1 (2003): 70-91.

Institute for Research on Women and Gender (IRWG, University of Michigan). 'Global Feminisms Project.' Available at: <https://deepblue.lib.umich.edu/handle/2027.42/55692>.

Lal et. Al. 'Recasting Global Feminisms: Toward a Comparative Historical Approach to Women's Activism and Feminist Scholarship.' *Feminist Studies* 36, no. 1 (2010): 13-39.

Rinaldo, Rachel. *Mobilizing piety: Islam and Feminism in Indonesia*. Oxford University Press, 2013.

Lavrin, Asunción. 'International Feminisms: Latin American Alternatives.' *Gender & History* 10, no. 3 (1998): 519–534.

Davis, Kathy. *The Making of Our Bodies, Ourselves: How Feminism Travels across Borders*. Duke, 2012.

Breins, Winifred. *The Trouble Between Us: An Uneasy History of White and Black Women in the Feminist Movement*. Oxford: Oxford University Press, 2006.

Roth, Benita. *Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in America's Second Wave*. Cambridge University Press, 2004.

Evans, Sara M. *Feminist Coalitions: Historical Perspectives on Second-Wave Feminism in the United States*. University of Illinois Press, 2008.