

HISTORY OF WOMEN IN THE UNITED STATES

This course is a one-semester survey of four centuries of female experiences in the territory now known as the United States. While time constraints mock any attempt at "exhaustive" coverage, we will strive to grasp some of the central issues that cut across the array of U.S. women's experiences. We will be doing the very thing that all women have had to do throughout U.S. history: switch back and forth between the issues that connect women *as* women and the issues of race, class, and ethnicity that often divide women. We will also be doing the very thing that historians must always do: switch back and forth between data on how differently-situated women have lived their lives and data on how "women" as a category have been treated in law and represented in the culture.

We will be examining issues that women have faced in all societies: how to combine their reproductive with their productive work; how to both bear and rear children and provide food and shelter for themselves and their children, either in partnership with men or not. We will also be examining issues unique to American women: how to use the promises and tools of democracy to demolish both patriarchy and racialized sexism. Thus, our job is to analyze women's experiences with production and reproduction in the context of American-style patriarchy, an American racial system, and an American class system – all three of which defined women's social status by whether they "worked" for wages or had "legitimate" husbands and children. At the same time, our job is to look at strategies women have used to change their circumstances, either by organizing as women with other women, or with men in their ethnic or racial group, or with men as a class group.

So we will be examining the experiences of women and the representation of women as workers, paid and not, in the home and outside of the home; as sexual beings who were sometimes agents, sometimes victims, sometimes mothers, sometimes not; and as political actors who allied with other political actors and achieved improvements in their circumstances, or failed in the effort. To do our job, we will read "secondary sources," i.e. analyses by historians, as well as "primary sources," i.e. texts written at the time we are studying. In addition, you will have varied opportunities to articulate, verbally and in writing, your own grasp of issues pertinent to U.S. women's history.

Required Texts: (available at campus bookstore)

Nancy Woloch, Women and the American Experience, 4th edition (Boston: McGrawHill)
Deborah Siegel, Sisterhood Interrupted (New York: Palgrave Macmillan, 2007)
Astrid Henry, Not My Mother's Sister (Bloomington: Indiana University Press, 2004)
Additional readings will be available on Blackboard
VBDocs will be distributed in class

Writing Assignments

1. **Short writing assignments.** There are 14 short writing assignments listed on the syllabus. Each is worth 10 points. The purpose of these assignments is to focus your reading and give you practice in identifying an author's central argument. Another purpose is to facilitate the day's discussion. Thus, no extensions are allowed on these. Don't ask. Your overall score on these writings is derived from a base of 120 points, so you can skip two writings assignment or drop your two lowest scores. I strongly advise that you not skip the first four.

2. **Two in-class essay exams.** The first is on Friday, February 20; the second is on Monday, April 20. In both cases, you will receive study questions to focus your preparation and, in both cases, you will get three prompts in class and be asked to write on two of them. I am willing to start class early on both exam days.

3. **Documents Analysis paper.** You will have the opportunity to conduct research in late-19th/early-20th century magazines focused on topics that you choose from a list I offer. This 5-7 page paper will be due on Friday before Spring Break. You will write a revision of this paper shortly after Spring Break.

4. **Book Comparison paper.** In the last two weeks of class, we will read and discuss two books that deal with the same topic – the second and the third wave women's movements – but in different ways. You will have the opportunity to write a 4-5 page analysis of the two books, their arguments, their similarities, their differences. Due during finals week.

In all the writing you do for this class, you will be evaluated on the clarity of your argument, the organization of your points, the precision of your language, and the "correctness" of your grammar and punctuation.

Evaluation Policy

12 (out of 14) short writings	= 120 points
2 exams	= 200 points (100 points each)
1 magazine analysis	= 200 points
Lecture notes and DQ's	= 40 points
Participation/contribution	= <u>200 points</u> (i.e. 26% of your grade)
Total points possible:	= 760 points

******Note: regardless of number of points you have amassed, it is not possible to pass this course if you do not complete and hand in both exams and both papers.***

See Class Contract for extension policy Class Participation

You are, of course, encouraged to spontaneously contribute your comments and questions to class discussion on a regular basis. But some of you find this difficult, either because there are too many contributors or because you are reticent to speak in a group. My goal is to provide space for your verbal contributions.

The **required** contributions listed below are designed to boost your participation grade and encourage you to make additional, spontaneous contributions.

1. Lecture notes: I will deliver 11 lectures this semester. For ten of those lectures, 2-3 students will be responsible, as a team, for preparing a set of notes to be sent out to the class before the next meeting. I will not review these notes; you will simply e-mail them to all of us – before the next class meeting. We will spend five minutes at the start of the next meeting correcting and amending the notes. You will be evaluated on the clarity, conciseness, and accuracy of this contribution to the class.

2. Discussion questions and thesis statement: Typically, in the same week that you do lecture notes, you and your partner/s will also submit 2 discussion questions on the next day's readings and, if we have a thesis statement that day, you will share your thesis statement with the class. You will be evaluated on your questions' capacity for generating actual discussion. Typically, I will meet with you and your partner/s on Tuesday to discuss your questions and revise them together. You will receive guidelines on writing questions.

You will receive a score for this two-part contribution. Maximum of 40 points.

3. Assessment of participation:

- Do you come to class prepared to discuss the text and to refer to the text in making your comments? In other words, do your remarks demonstrate that you've done the day's reading and have thought about it?
- Are your comments relevant to the day's reading and discussion focus?
- Are you willing to ASK as well as ANSWER questions?
- Do you conduct yourself as someone who feels partially responsible for the success of the day's discussion? That means you neither monopolize nor silently observe the discussion; you join in and help out.
- Do you pick up on others' points and develop them?
- Do you interact with others and me in the classroom or confine yourself to more flat, narrow comments?
- Do you endeavor to elevate and expand the discussion by pointing to themes we've seen in prior readings or themes you've seen in other classes?

I will be keeping track of your participation and will converse with you if I feel you are not using History 222 as well as you could to develop your participation skills.

Students sometimes focus on the points assigned to exams and papers and fail to appreciate the importance of the points they can continually amass with short writings and consistent

contributions to class discussion. If you do the math, you'll realize it's silly to fret over getting an "80" instead of an "85" on an exam and then miss the opportunity to get a "7" or an "8" on a short writing by simply not doing it. If your final grade is important to you, then I strongly advise that you do the short writings and be a regular contributor to class discussion and activities. Attending to *that* part of the work will both prepare you to do well on exams and papers and will give you a solid base of course points.

Participation grading:

"C" in participation = you attended regularly and were reliable about assignments but seldom if ever spoke. In short, you did not *demonstrate* engagement with the day's readings.

"B" = you were regular & reliable about attendance and assignments, and you sometimes contributed in class . . . or you contributed regularly when you were in class, but you were not reliable about attendance and assignments.

"A" = you were regular & reliable about attendance and assignments, and you were a regular, reliable participant in discussion. You demonstrated (every week if not every day) an engagement with the readings and a commitment to making the classroom a lively, interesting place to be.

Overall Grading:

In my experience with grade distributions at Grinnell, it is safe to presume that those who earn 90% or more of all the possible points in History 222 will receive an A or A-; those who earn 80% or more will receive some sort of B grade; and those who earn 70% or more will receive a C grade. I do not mention the grades of D or F here because I do not expect anyone in this class to get into that situation. If I see you headed there, we will talk about how you can change direction.

My Schedule

I will be on campus every day this semester, except Thursdays. I live in Iowa City, but I stay over in Grinnell on Monday and Tuesday evenings. My **home phone** in Iowa City is: **319-354-8867**. If you need to reach me quickly on a Thursday or over the weekend, I advise using the phone instead of e-mail.

I will be in my office at the following times:

Mondays: 9:00 a.m. to noon

Tuesdays: 3:00 to 5:00 p.m.

Wednesdays: 9:00 a.m. to noon

Fridays: 9:00 a.m. to noon

And by appointment if necessary.

SCHEDULE OF CLASS ACTIVITIES AND READINGS

Key:

Woloch = Women and the American Experience by Nancy Woloch

VBDocs = Documents handed out in class

Blackboard = articles on the History 222 Blackboard site

Week One

January 19: Introduction to History 222

Reading: Woloch, Preface; Kerber, Acknowledgments and Preface

January 21: Framing the Issues: A Brainstorming Session

Reading: The Seneca Falls Declaration of Sentiments and Resolutions. Download and print from: <http://ecssba.rutgers.edu/docs/seneca.html>

Writing assignment: Implicitly, this “declaration” was a protest against patriarchy. Based on this document, what rights and privileges do you think U.S. patriarchy granted to men and denied to women? Come to class with a typed list of only key 3-5 items.

January 23: Defining Gender and Patriarchy in Colonized North America

Reading: Woloch, Chapter 2; Blackboard: K. Brown, “Anglo-Indian Gender Frontier,” Norton, “Searchers Again Assembled”

Writing assignment: Identify Brown’s “thesis statement” and Norton’s. Come to class with a typed sheet that quotes the key, single place in Brown’s article where she best states the core of her argument and give the page number. Do the same for Norton.

Week Two

January 26: Lecture: Gender and Race as Tools in Organizing Colonial Society

Reading: Blackboard: Berkin, “African American Women;” and K. Brown, “Engendering Racial Differences;” VBDocs: “The Law of Slavery”

Writing assignment: Identify Brown’s “thesis statement.” Come to class with a typed sheet that quotes the key, single place in Brown’s article where she best states the core of her argument and give the page number.

January 28: Discussion: Daughters of Zion and Deputy Husbands

Reading: Blackboard: Ulrich, Good Wives: “Deputy Husbands” and Malmsheimer, “Daughters of Zion”

Writing assignment: One-paragraph statement of Malmsheimer’s thesis in your own words, though you may quote Malmsheimer in your paragraph.

January 30: Discussion: Social and Demographic Shifts in the 18th Century

Reading: Blackboard: Dayton, “Taking the Trade;” Sommerville, “The Salem (Mass.) Woman in the Home, 1660-1770;” VBDocs: Data on 18th C. Transformations

Week Three

February 2: Lecture: Women and the Revolutionary War

Reading: Woloch, Chapters 3 & 4; VBDocs: "Supporting the Revolution" documents thru John Adams to James Sullivan

Film, Monday evening, February 2, 8:30-10:00: "A Midwife's Tale." We will discuss in class on Wednesday. Film will be on Reserve in A-V if you need to view at another time.

February 4: Discussion: Women's Status in the New Republic

Reading: Blackboard: Kerber, "The Republican Mother;" Ulrich, "January 1796: 'find my house up in arms'"; VB Docs: "Martha's Diary and Mine"

Writing assignment: One-paragraph statement of Kerber's thesis.

February 6: Discussion: Educating Females for the Republic

Reading: VBDocs: Judith Sargent Murray documents; Benjamin Rush, "Thoughts on Female Education," & Valedictory/Salutatory Orations by Molly Wallace and Priscilla Mason

Week Four

February 9: Lecture: Female Role, Resistance, & Reform in Antebellum America

Reading: Woloch, Chapters 5 & 6 & pp. 174-180; VBDocs: "Fight, and if you can't fight, kick" & The Testimony of Slave Women

February 11: Discussion: Separate Spheres in the White Antebellum Economy

Reading: Blackboard: Boydston, "Pastoralization of Housework;" VBDocs: Mary Paul Letters

Writing assignment: One-paragraph statement of Boydston's thesis

February 13: Discussion: Sex, Power, and Respectable Womanhood

Reading: Blackboard: Block, "Lines of Color, Sex, and Service;" Arnold, "Sexual Assault in New York City;" Rothman, "Sex and Self Control;" Ryan, "The Power of Women's Networks;" VBDocs: Recipe for a condom (in time for Valentine's Day)

Week Five

February 16: Lecture: The "First Wave" Women's Rights Movement

Reading: Woloch, Chapters 7 & 8; review "Seneca Falls Declaration"

Film, Monday evening, February 16, 8:00-9:00 p.m. "One Woman, One Vote, Part I." Will be on Reserve in A-V.

February 18: Discussion: Morality, Abolition, and Women's Rights

Reading: Blackboard: DuBois, "Women's Rights Before the Civil War;"

VBDocs: "Pastoral Letter;" Web documents: Sarah Grimke, "Letters on the Equality of the Sexes" #1, #3, #4, and #8. See: <http://www.pinn.net/~sunshine/book-sum/grimke3.html>

February 20: ****In-class exam****

Week Six

February 23: Lecture: Working-class Women & Industrial Capitalism

Reading: Woloch, Chapters 9 & 10; VBDocs: Tables on Women in the Workforce, 1880-1920

February 25: Discussion: Female Education in the Progressive Era

Reading: Blackboard: V. Brown, "Fear of Feminization;" Gilmore, "Forging Interracial Links," Zimmerman, "Daughters of Main Street"

Guidelines for documents analysis will be distributed in class. Due March 13.

February 27: Discussion: The Modern Science of Gender: Making an Argument with Primary Sources

Reading: Blackboard: Trecker, "Sex, Science, and Education;" VBDocs: Grant Allen, Miss M.A. Hardacker, and Nina Morais

Week Seven

March 2: Lecture: Jane Addams, Maternalism, and Women's Progressive Era Power

Reading: Woloch, Chapters 11 & 12; Blackboard: V. Brown, "Jane Addams, Progressivism, and Woman Suffrage;" Hine, "Rape and the Inner Lives of Black Women"

March 4: Discussion: Progressive Era 'Sisterhoods'?

Reading: Blackboard: Pascoe, "Gender Systems in Conflict;" DG White, "Visible Women: The Cost of Club Work;" Women & Social Movements website: Report of National Council of Jewish Women to Senate Immigration Commission, 1911 (guidance to that site will be provided)

Writing Assignment: One-paragraph statement of White's thesis

March 6: Discussion: Legislating for Women's Welfare: Making an Argument with Primary Sources

Reading: Blackboard: Woloch on Muller v. Oregon plus documents

Week Eight

March 9: *Film, "One Woman, One Vote, Part II"*

Reading: Woloch, Chapters 13 & 14

March 11: Lecture: How Women Won the Vote

March 13: Lecture: "The New Woman, 1900-1930"

Reading: VBDocs: "Why I Have No Family"

*** *You will receive your assignments for the ERA debate on April 1!*

DOCUMENTS ANALYSIS DUE AT 4:15 IN MEARS COTTAGE

Spring Break: *All of us will need to rest and recoup over break, but I encourage you to make the week following break more successful by reading Monday's documents, Woloch, Chapters 15 & 16 and, perhaps, the readings for Wednesday's debate. Before break, you will receive a Study Guide re: post-break readings.*

Week Nine:

****I will meet with each of you this week to discuss your revisions of your papers****

March 30: Framing the Issues Again

Reading: VBDocs: N.O.W. Statement of Purpose & Bill of Rights; Ladies' Home Journal insert on "Women's Liberation;" "Lilith's Manifesto".

April 1: Class Debate: The Equal Rights Amendment

Reading: Woloch, Chapters 15 & 16; Blackboard: Zimmerman, "Women's Rights, Feminist Conflict, and the Jurisprudence of Equality;" Women and Social Movements website/Documents Project titled "Who Won the Debate Over the Equal Rights Amendment in the 1920's?" All students will read Zimmerman and the Sklar Introduction, and each of you will have assigned documents to read. Guidance to the site will be provided.

Writing assignment: Bring a paragraph statement of where your person/your document fits in the debate over the ERA; what's that person's position in the debate?

April 3: Discussion: The Liberated Flapper?

Optional lunchtime gathering at 12:15 in our classroom to view "The Flapper Story" (30 minutes long). Will be on Reserve in A-V all week.

Reading: Blackboard: Simmons, "Modern Sexuality & the Myth of Victorian Repression;" Ruiz, "The Flapper and the Chaperone;" VBDocs: Bromley, "Feminist – New Style;" Davis, "Why They Failed to Marry;" Eastman, "Now We Can Begin;" Mavity, "The Wife, the Home, and the Job"

Week Ten

April 6: Lecture: Gender Assumptions in the Depression & New Deal

Reading: Woloch, Chapter 17 & pp. 440-461; Blackboard: Reagan, "When Abortion Was a Crime," VBDocs: editorials by Eleanor Roosevelt and Clarence Stone

Films, Monday evening, April 6, 8:00-10:00: "With Babies and Banners," (45 minutes); "The Life and Times of Rosie the Riveter," (65 minutes). Both will be on Reserve in A-V.

April 8: Discussion: Women's Experience in World War II

Reading: Woloch, pp. 461-474; Blackboard: Matsumoto, "Japanese American Women

During World War II;" Anderson, "Last Hired, First Fired;" and Pauli Murray recollections; VBDocs: Reagan, "Woman's World"

April 10: Discussion: The Impact of World War II on American Women

Reading: Blackboard: Hartmann, "Prescriptions for Penelope;" VBDocs: M. Mead, "What Women Want;" D. Cyrus, "Why Mothers Fail"

Writing assignment: One paragraph statement of Hartmann's thesis

Week Eleven

April 13: Lecture: The Fifties/The Decade that Lasted 20 Years, 1945-1965

Reading: Woloch, pp. 497-512; VBDocs: "Modern Woman: Lost Sex" thru "The Problem That Has No Name"

April 15: Discussion: Gender in the McCarthy Era

Reading: Blackboard: Storrs, "'Attacking the Washington Femocracy,'" Swerdlow, "Ladies' Day at the Capitol;" Horowitz, "Betty Friedan and the Origins of Feminism in Cold War America"

Film, Wednesday evening, April 17, 8:00-9:00: "Standing on My Sisters' Shoulders." Will be on Reserve in A-V.

April 17: Discussion: Gender in the Civil Rights Movement

Reading: Woloch, pp. 512-517; Blackboard: Feldstein, “I Wanted the Whole World to See;” Crawford, “African American Women in the Mississippi Freedom Democratic Party;” Lee, “Anger, Memory, and Personal Power”
Writing assignment: One paragraph statement of Feldstein’s thesis

Week Twelve

April 20: ****In-class exam****

Film, Tuesday evening, April 21, 8:00-9:00: “Step by Step: Building a Feminist Movement”

April 22: Lecture: Origins of the Second Wave Women’s Movement

Reading: Woloch, Chapter 19 and pp. 517-532; VBDocs: Hayden & King, “Sex & Caste: A Kind of Memo” and Washington, “We Came From Different Ends of the Spectrum

April 24: Discussion: Origins of the Second Wave Women’s Movement

Reading: Women & Social Movements website: selected sections of the Report from the Presidential Commission on the Status of Women, 1963
and
VBDocs: Margaret Mead, “Do We Undervalue Full-Time Housewives?”

Week Thirteen

April 27: Discussion: Sisterhood Interrupted

_____ Reading: Siegel, Sisterhood Interrupted, pp. 1-93
Writing assignment: One paragraph statement of Siegel’s basic argument in Chapters 1-3.

April 29: Discussion: Sisterhood Interrupted

_____ Reading: Siegel, Sisterhood Interrupted, pp. 98-126; VBDocs tba

May 1: Discussion: Sisterhood Interrupted

_____ Reading: Siegel, Sisterhood Interrupted, pp. 98-126
Writing assignment: One paragraph statement of Siegel’s basic argument in Chapters 4-5

Week Fourteen

May 4: Discussion: Not My Mother's Sister

Reading: Henry, Not My Mother's Sister, pp. 1-87; VBDocs: Koedt, "Myth of the Vaginal Orgasm"

Writing assignment: One paragraph statement of Henry's thesis in Chapter 2

May 6: Discussion: Not My Mother's Sister

Reading: Henry, Not My Mother's Sister, pp. 88-114; VBDocs: Roiphe excerpt

May 8: Discussion: Not My Mother's Sister

Reading: Henry, Not My Mother's Sister, pp. 115-183

Writing assignment: One paragraph statement of Henry's thesis in Chapter 5

Final paper, comparing Siegel and Henry due Thursday, May 14, 4:30 p.m. in Mears Cottage.