

**HIST 6335.501: United States Women
Room JO 3.906 Wednesdays 7-9:45 pm**

Dr. Kimberly Hill

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Mon-Thurs: 3-4 pm

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COURSE DESCRIPTION:

Catalog description: The study of recent historiography, current methods, and major themes in U.S. women's and gender history. (3-0) T

This semester, we will explore strategies to research and teach the history of American women since the 1500s. Our approach will focus on themes drawn from recent scholarship, significant changes in the field, and pedagogy. The class themes are arranged in chronological order from early Spanish exploration through globalization, but we will often use assigned readings to make historical comparisons. Besides monographs and articles on specific topics in women's history, we will also discuss strategies for teaching and researching in a controversial, ever-expanding field.

COURSE STRUCTURE AND ASSIGNMENTS:

Our meetings will follow a seminar format including analyses of the assigned texts and discussions of how to apply each one to lesson planning or publishing. After the first two weeks, you will share responsibility with a classmate to lead a discussion on the class theme and text of your choice.

The four assignments listed below will help you develop your teaching portfolio and prepare a research project.

ASSIGNMENTS:

- *Analysis of women's material culture* (3 pages) – due Oct. 1
Choose a non-written, visual primary source to analyze (such as an image, tool, clothing item, or media recording). Provide a close reading of its attributes, context, and historical significance. Relate it to the arguments of two assigned readings from this class, and explain how you would apply this source in a lesson plan or publication. Finally, respond to one or two questions that students or readers may ask regarding this source.
- *Historiography on an underdeveloped topic in U.S. women's history* (4-6 pages)
- due Oct. 22
Using either your ongoing research topic or a topic mentioned in the assigned readings, analyze and compare ten relevant sources. Explain what each source contributes to this discussion and summarize the overall significance of studying this topic. Include a vignette based on related current events. Conclude with an explanation of how further research on this topic should proceed and why.

- *Oral History research plan* (4-5 pages) – due Nov. 12
Describe a specific research topic related to American women and gender and identify a historical figure, a local leader, or a personal contact as a candidate for a possible oral history. Plan the hypothetical interview by writing a timeline of major events in the person's life as well as a synopsis of relevant events/issues in that person's community or career field. Summarize the details you hope to explore within this research topic and explain how this person's perspective can help you examine these issues. Include a list of eight to ten open-ended interview questions related to your topic and this person's background. Conclude with a short plan to provide meaningful public access to the interview or the overall project.
- *Survey course lesson plan based on one theme from this course* (10-12 pages)
- Due Dec. 12
Design a lecture or discussion section plan around one of the weekly themes and your material culture analysis. Include an outline of how you would teach the theme within a broader U.S. History course, and list three sources you would assign for that class day (including at least one primary source and an article or textbook chapter). Within the outline format, include three to four specific lesson topics. Write a page of relevant historical details for each topic, identify key terms, and provide an analysis of each primary source or article assigned (based on the material culture analysis format). Finally, include a review activity or quiz; describe a teaching strategy that could help students apply this lesson or recall it within a short assessment. Activities may use a written or digital format, and quizzes should include a mix of identification and short answer questions. For suggestions, see the list of relevant textbooks on reserve.

COURSE READINGS:

Several essays from these two publications will be assigned:

- Vicki Ruiz and Ellen Carol DuBois. *Unequal Sisters: A Multicultural Reader in U.S. Women's History*. 3rd Edition (NOT the 4th). New York: Routledge, 2000. ISBN: 0415925177.
- Carol Berkin, Margaret S. Crocco, and Barbara Winslow, eds. *Clio in the Classroom: A Guide for Teaching U.S. Women's History*. New York: Oxford University Press, 2009. ISBN: 9780195320138.

Books and Articles:

- Julia Kirk Blackwelder. *Women of the Depression*. College Station: Texas A&M University Press, 1984. ISBN: 9780890968642.
- Kathleen M. Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs*. Chapel Hill: University of North Carolina Press, 1996. ISBN: 9780807846230
- Betty Freidan, *The Feminine Mystique*. New York: WW Norton, 2013. ISBN: 978-0-393-34678-7 (or any other edition).
- Jacquelyn Dowd Hall, "Disorderly Women: Gender and Labor Militancy in the Appalachian South," *Journal of American History* (Sept. 1986), 354-382.

- Tera W. Hunter, *To 'Joy My Freedom: Southern Black Women's Lives and Labors After the Civil War*. Cambridge: Harvard University Press, 1998. ISBN: 9780674893092
- Mark Hamilton Lytle, *The Gentle Subversive: Rachel Carson, Silent Spring, and the Rise of the Environmental Movement*. New York: Oxford University Press, 2007. ISBN: 9780198038535.
- Danielle McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance*. New York: Knopf Doubleday, 2010. ISBN: 9780307594471
- Jennifer Morgan. *Laboring Women*. Philadelphia: University of Pennsylvania Press, 2004. ISBN: 9780812218732.
- Louise Michele Newman. *White Women's Rights: The Racial Origins of Feminism*. New York: Oxford, 1999. ISBN: 0-19-512466-9. (available as a free download)
- Marcy Norton, "Tasting Empire: Chocolate and the European Internalization of Mesoamerican Aesthetics." *The American Historical Review*, Vol. 111, No. 3 (June 2006): 660-691.
- Joanna Stratton. *Pioneer Women*. New York: Simon & Schuster, 1981. ISBN: 9781476753591

Textbooks and Readers on Reserve:

- Mary Jo Buhle, et al., *A Concise Women's History* (New York: Pearson, 2015).
- Darlene Clark Hine and Thompson, *A Shining Thread of Hope: The History of Black Women in America* (New York: Broadway Books, 1998).
- Mary Beth Norton and Ruth M. Alexander, eds., *Major Problems in American Women's History*, 2nd ed. (Lexington, Mass: D.C. Heath and Co., 1989).
- Ruthe Winegarten, *Black Texas Women: A Sourcebook* (Austin: University of Texas Press, 1996).
- Susan Ware, *Title IX: A Brief History with Documents* (New York: Bedford/St. Martin's, 2006).

SEMINAR SCHEDULE:

The schedule is subject to change during the semester, but changes will be announced ahead of time. All digitized readings are available on the class E-Learning site and the library e-reserves site.

WEEK 1: AUG. 27TH NATIVE AMERICAN WOMEN AND COMMUNITY-BUILDING

- *Clio in the Classroom* Ch. 1 "Women in Colonial and Revolutionary America," p. 11-26
- Norton, "Tasting Empire: Chocolate and the European Internalization of Mesoamerican Aesthetics" (digitized)
- Laura E. Donaldson, "On Medicine Women and White Shame-ans: New Age Native Americanism and Commodity Fetishism as Pop Culture Feminism," in *Women, Gender, and Religion* (digitized)

WEEK 2: SEPT. 3RD COLONIZATION AND LABOR

- Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs* p. 1- 136, 283-318
- *Clio in the Classroom* Ch. 4, "Conceptualizing U.S. Women's History through the History of Medicine," p. 77-90

WEEK 3: SEPT. 10TH SLAVERY, LABOR, AND TRADE

- Morgan, *Laboring Women*
- *Clio in the Classroom* Ch. 15, "History You Can Touch," p. 239-252

WEEK 4: SEPT. 17TH NATIONALISM AND POLITICS

- Theda Perdue, "Cherokee Women and the Trail of Tears," *Unequal Sisters* p. 93-104
- *Clio in the Classroom* Ch. 6, "Conceptualizing Citizenship in U.S. Women's History" p. 103-118

WEEK 5: SEPT. 24TH REFORM AND EXPANSION

- Newman, *White Women's Rights* p. 1-115 (digitized)
- Enstam, "Where Do We Go From Here?" in *Women and Texas History* p. 177-182 (digitized)
- Elizabeth C. Ramirez, "Hispanic and Mexican American Women on the Texas Stage, 1875-1990" in *Women and Texas History* p. 34-41 (digitized)

WEEK 6: OCT. 1ST AGRICULTURE AND HOMESTEADING

- Stratton, *Pioneer Women*
- *Clio in the Classroom* Ch. 9, "Conceptualizing the Intersectionality of Race, Class, and Gender in U.S. Women's History" p. 149-162

Due: Analysis of material culture

WEEK 7: OCT. 8TH INDUSTRIALIZATION AND PROFESSIONALISM

- Hunter, *To Joy My Freedom*
- Jacquelyn Dowd Hall, "Disorderly Women" (digitized)
- *Clio in the Classroom* Ch. 16, "Teaching Women's History Through Oral History," p. 253-266

WEEK 8: OCT. 15TH URBANIZATION AND THE PROGRESSIVE MOVEMENT

- Newman, *White Women's Rights* p. 116-186 (digitized)
- Judy Yung, "Unbound Feet: Chinese Women in the Public Sphere," in *Unequal Sisters*, p. 257-265
- *Clio in the Classroom* Ch. 10, "Conceptualizing the Female World of Religion in U.S. Women's History" p. 163-174

WEEK 9: OCT. 22ND POVERTY AND WAR

- Blackwelder, *Women of the Depression*
- Matsumoto, “Japanese American Women during World War 2” in *Unequal Sisters* p. 478-491
- World War 2 oral histories (digitized)

Due: Historiography

WEEK 10: OCT. 29TH CONSUMERISM AND DOMESTICITY

- Hunter, *The Gospel of Gentility* p. 1-26, 128-173 (digitized)
- Kathy Peiss, “Making Faces: The Cosmetics Industry and the Cultural Construction of Gender, 1890-1930” in *Unequal Sisters* p. 324-345.
- *Clio in the Classroom* Ch. 7, “Conceptualizing U.S. Women’s History through Consumerism” p. 119-134

WEEK 11: NOV. 5TH CIVIL RIGHTS AND IDENTITY POLITICS

- McGuire, *At the Dark End of the Street*
- Devra Anne Weber, “Raiz Fuerte: Oral History and Mexicana Farmworkers” in *Unequal Sisters*, p. 393-402
- Your choice of a Long Civil Rights Movement interview from the Southern Oral History Program (<http://www.docsouth.edu>)

WEEK 12: NOV. 12TH MASS MEDIA AND STEREOTYPES

- Friedan, *The Feminine Mystique* ch. 1-2, 9-12
- Daniel Horowitz, “Rethinking Betty Friedan and the Feminine Mystique: Labor Union Radicalism and Feminism in Cold War America” in *Unequal Sisters* p. 492-518.
- *Clio in the Classroom* Ch. 14, “Teaching Women’s History With Visual Images” p. 223-238
- Farenthold, “Are You too Timid to Be in Politics?”(digitized)
- Film: “Miss Representation”

Due: Oral History Research Plan

WEEK 13: NOV. 19TH CHILDHOOD, ENTERTAINMENT, AND TECHNOLOGY

- Your choice of *Clio in the Classroom* Ch. 5, 8, or 11: “Conceptualizing U.S. Women’s History through the History of Sexuality,” “Conceptualizing U.S. Women’s History in Medicine, Law, and Business,” or “Conceptualizing Radicalism in U.S. Women’s History”
- Vicki L. Ruiz, “Star Struck: Acculturation, Adolescence, and Mexican American Women, 1920-1950” in *Unequal Sisters* p. 346-361
- Annelise Orleck, “We Are that Mythical Thing Called the Public: Militant Housewives During the Great Depression” in *Unequal Sisters* p. 376-392
- Introduction to *Title IX: A History* (digitized)

WEEK 14: FALL BREAK – ENJOY YOUR VACATION**WEEK 15: DEC. 3RD BIOGRAPHY AND CONTEXT**

- Lytle, *The Gentle Subversive*
- Fox-Genovese, “Texas Women and the Writing of Women’s History” (digitized)

WEEK 16: DEC. 10TH TEACHING DEMONSTRATIONS

- *Clio in the Classroom* Ch. 13,17-18, “Redesigning the US Women’s History Survey Course,” “Who is Teaching Women’s History?,” and “What Educational Research Says About Teaching and Learning Women’s History” p. 209-222, 267-295

Due on Dec 12th: Survey Course Lesson Plan**GRADING AND SEMINAR POLICIES:**

Your graded assignments will be weighted as follows:

Material Culture Analysis	10%
Historiography	20%
Oral History Research Plan	25%
Survey Course Lesson Plan	35%
Participation co-leading a discussion	10%

Please arrive prepared to evaluate the arguments and structure of each assigned reading. Though our academic interests and professional goals vary, you should participate in each part of the seminar through active listening, critical thinking, or teaching/research suggestions. Avoid plagiarism, as defined by American Historical Association standards and the UTD standards of conduct. Please inform me in advance if you must reschedule an assignment due date or your preferred date for leading a discussion. I will not be able to provide comments on rescheduled assignments without advance notice.

Welcome to the course! I look forward to working with you in this exploration of U.S. women’s history.