

History 3384.001

U.S. Women from Settlement to the Present

Fall 2015

Tuesday and Thursday 4:00-5:15 pm

JO 4.504

Office hours: Tuesdays 2-3 pm & Wednesdays 4:15-5:15 pm

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This introductory course critically analyzes gender and women's history through the experiences of those born as or living as female, from colonial North America to the contemporary United States. We will examine the perspectives of Native, European, African, Mexican, and Asian American women, as well as those who challenge gender categories, within the contexts of historical change in the U.S.

Integrating both historical and scholarly sources, this course is organized around three main themes and questions in women's history: What are the intersections of race, class, gender, and sexuality? How did an economic shift from the family economy to wage earning shape gender ideologies and women's lives? How has citizenship been gendered? The course will examine how women's history provides a crucial perspective on broader American history, and also how and why it is a dynamic and unique area of study.

We will examine a variety of historical sources, including political writings, photographs, music, and film. We will pay particular attention to oral history as a vital methodology for history "from the margins" – an approach that brings forward the voices of traditionally underrepresented groups and individuals. In the process, students will hone their skills of written analysis and oral communication.

Office hours

I strongly encourage you to visit me during my office hours to discuss the class, writing, or studying history in general. I look forward to getting to know each student as an individual.

Please make sure to see me at least once, preferably before mid-quarter. My office hours are Tuesdays 2-3 pm & Wednesdays 4-5 pm, and by appointment. Feel free to email me during the week as well, but allow 24 hours for me to respond. Many questions can best be discussed in person, so it is often best to ask during office hours.

Course Requirements

Attendance: Your attendance and participation every week is critical. Please arrive promptly. Each student is allowed one "freebie" absence; however, perfect attendance will enrich your experience and your preparation. Excused absences will only be granted with advance notice or for a documented emergency and must be made up with a written reading response. After

the “freebie,” each unexcused absence will result in a lowered grade. If you have any questions about this policy, please see me at the beginning of the semester.

Participation: I encourage each student to see her/himself as a co-facilitator of the discussion: keep an eye on where the discussion is going and actively participate in a respectful manner. If there are ten people in the group, challenge yourself to speak about one-tenth of the time (speaking up or stepping back accordingly). It is essential for you to come prepared to speak with your classmates about the material. Bring copies of the assigned reading with you to class. Please ensure cell phones are silent and put away. Please do not use any recording devices without my prior written consent.

Start-ups: At the beginning of each class, we will spend 5-10 minutes preparing an ungraded written response to the week’s reading. I will ask a question and each student will brainstorm an informal response that shows engagement with the reading. You will briefly share in pairs/small groups what you generated. The start-ups are intended to generate stimulating discussions and a roadmap of the texts discussed. While these will be ungraded responses, I will collect and record them. Their thoughtful completion will count as points toward your overall participation grade.

Facilitating Discussion: Early in the course, we will circulate sign-ups to share responsibility for leading discussion. To complete this assignment you must meet with me **the week before the discussion** with at least 5 discussion questions already prepared. You will need to encourage fellow students to analyze the reading and put sources in conversation with each other.

Assignments

Extensions are granted only in documented extraordinary circumstances. Late work will be graded down a third of a letter grade per day. Please raise any concerns you may have as soon as possible.

Papers: Students will write one 5-6 page essay; a revised 6-7 page essay; and a 6-7 page oral history analysis.

- A 5-6 page *analytical essay* will be drafted by Week 5, with a revised draft due in hard and electronic copy at the beginning of class in Week 6. Paper prompt will be delivered in class and on eLearning by the second week of class.
- A *revision of this essay into a 6-7 page final draft*, based on the structured self-guided process and from instructor feedback, will be due in hard and electronic copy at the beginning of class in Week 8.
- **Oral History Analysis:** Students will conduct an oral history with an older woman and will write a 6-7 page analysis of their oral history due finals week. Oral history is a demanding but rewarding methodology and requires specific preparation. More details will be provided in class and on the course website.

For all papers, students will analyze secondary and primary sources and should draw on the lectures, ideas, and images in the course materials to make arguments. More details will be

provided in class. We will devote time to the writing process through in-class writing workshops and by engaging in a rigorous revision process. Please pay attention to the due dates for all assignments.

Oral Presentation: Students will work in small groups to prepare short presentations of what you found in your oral histories. The presentation should offer an analytical understanding of the group's oral histories. What themes emerge that highlight contrasts and continuities? Put the oral histories in conversation with each other and with course material. Each group will collaborate on a Google doc and will be evaluated according to a rubric of participation, analytical engagement, and communication. The time allowed will be determined by class enrollment. Students are encouraged to meet with me ahead of time to discuss their presentations.

Class Evaluation:

15% Class attendance and verbal participation, including discussion leading
20% Start-Ups (ungraded; points for informed brainstorming) & Timeline Synopsis
15% Initial draft of analytical essay
20% Final draft of analytical essay
25% Oral history paper
5% Group presentation

Texts:

- Linda K. Kerber, Jane Sherron De Hart, and Cornelia Hughes Dayton, eds., *Women's America: Refocusing the Past*, 8th edition (Oxford University Press, 2015), \$48.49. **(WA)**
- Toni Morrison, *A Mercy* (New York: Knopf), 2008.

Weeks will average 50-90 pages of reading. Recommended readings are listed for those interested in further pursuing a topic and are completely optional.

Learning Outcomes (see also: the American Historical Association Tuning Project)

Students will:

- Develop a body of knowledge of women's history with range and depth to recognize where they are in history
- Make and evaluate historical interpretations based on evidence and with historical context
- Engage a diversity of viewpoints in a civil and constructive fashion
- Demonstrate in writing and oral presentation how various sources may be synthesized

Student Services and Obligations

Excellent resources for writing help and oral presentations are available for all students at the Student Success Center and the Writing Center:

<http://www.utdallas.edu/studentsuccess/writing/index.html>

This course is accessible to all types of learners. I strongly encourage students with disabilities to notify me if it will help their learning experience in this course. Students who may need an academic accommodation should initiate it through the Office of Student AccessAbility: <http://www.utdallas.edu/studentaccess/>.

All work must be original for this class. Students are responsible for understanding and complying with standards for academic integrity. For more details please consult: <http://www.utdallas.edu/deanofstudents/bigfour/> and/or UT Dallas Syllabus Policies and Procedures: <http://go.utdallas.edu/syllabus-policies>.

Week 1: Approaches to the Histories of Women and Gender

Class 1 8/25	In class (and on course website)	Clay Shirky, " Why I Just Asked My Students to Put Their Laptops Away ," <i>Medium</i> , September 8, 2014.
Class 2 8/27	Secondary Sources on Course Website	Evelyn Brooks Higginbotham, "African-American Women's History and the Metalanguage of Race," <i>Signs</i> , Vol. 17, No. 2 (Winter, 1992), pp. 251-274 Joan Scott, "Gender: A Useful Category of Historical Analysis," <i>The American Historical Review</i> , Vol. 91, No. 5 (Dec., 1986), pp. 1053-1075 Sherna Gluck, "What's so Special about Women? Women's Oral History," <i>Frontiers: A Journal of Women Studies</i> , Vol. 2, No. 2, Women's Oral History (Summer, 1977), pp. 3-17
Questions: How and why do we study the histories of women and gender? How are they linked? What are some areas of divergence among scholars?		

Week 2: Women and Gender in "Early America"

Class 1 9/01	<i>Women's America (WA)</i> Secondary Sources	Kathleen Brown, "The Anglo-Indian Gender Frontier WA , 12-23 Jennifer L. Morgan, "'Some Could Suckle over Their Shoulder': European Depictions of Indigenous Women, 1492-1750," WA , 24-33
	WA Primary Source	"European Women and the Law: Examples from Colonial Connecticut," WA , 84-86
Class 2 9/03	WA & Website Secondary Sources	Mary Beth Norton, "An Indentured Servant Identifies as 'Both Man and Woeman': Jamestown, 1629," WA , 34-42 Albert Hurtado, "When Strangers Met: Sex and Gender on Three Frontiers," <i>Frontiers: A Journal of Women</i>

		<i>Studies</i> , Vol. 17, No. 3 (1996), pp. 52-75 Website
	WA Primary Source	Read the 4 documents for "Hidden Transcripts within Slavery" WA , 106-109
Recommended: Elizabeth Reis, "Impossible Hermaphrodites: Intersex in America, 1620-1960." <i>The Journal of American History</i> , Vol. 92, No. 2 (Sep., 2005), pp. 411-441		

Week 3: Gender and Slavery

Class 1 9/08	Historical Fiction	Toni Morrison, <i>A Mercy</i> , Sections 1-6, pp. 3-118
Class 2 9/10	Historical Fiction	Morrison, <i>A Mercy</i> , Sections 7-13, pp. 119-224

Week 4: Gender and Race during and after the American Revolution

Class 1 9/15	WA Primary Source	Read the 4 documents for "Living Through War and Revolution," WA , 110-116
	WA Secondary Sources	Annette Gordon-Reed, "The Hemings-Jefferson Treaty: Paris, 1789," WA , 97-105 Sharon Block, "Lines of Color, Sex, and Service: Sexual Coercion in the Early Republic," WA , 179-188
Class 2 9/17	WA Secondary Sources	Linda Kerber, "The Republican Mother and the Woman Citizen," WA , 117-126 Jeanne Boydston, "The Pastoralization of Housework," WA , 128-138
Recommended: Jill Lepore, "The Prodigal Daughter: Personal History," <i>The New Yorker</i> , Vol. 89, No. 20 (July 2013)		

Week 5: The Victorians: Slavery, Segregation and Reform

DUE Class 1 9/22	5-6 page first draft Submit via email AND bring hard copy to class	This draft should be a complete first version. You will add and change it based on self-review & peer feedback. You will turn in an edited draft next week.
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Class 1 9/22	WA Primary Source	"Testimony on Working Conditions in Early Factories, 1845," WA , 158-159 "Declaration of Sentiments, 1848," WA , 247-249
	WA Secondary Sources	Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America," WA , 189-201

		Gerda Lerner, "The Meanings of Seneca Falls, 1848-1998," WA , 221-226
Class 2 9/24	WA Primary Sources	Sojourner Truth's Visiting Card, WA , 252-254 "Young women particularly flock back & forth," WA , 287 "I was more dead than alive," WA , 288-289
	WA Secondary Sources	Stephanie McCurry, "Women Numerous and Armed," WA , 267-275 Tera Hunter, "Reconstruction and the Meanings of Freedom," WA , 276-286
Recommended: Susan Zaeske, "Signatures of Citizenship: Debating Women's Antislavery Petitions," WA , 213-220		

Week 6: Conflicts and New Coalitions at the Turn of the Twentieth Century

DUE Class 1 9/29	5-6 page edited first draft Submit via email AND turn in hard copy in class	This draft should be an edited first version. You will add and change it based on further self-review & instructor feedback.
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Class 1 9/29	WA & Website Primary Sources	Ida B. Wells, "Southern Horrors," (with preface) 323-328 Zitkala-Ša, "this semblance of civilization..." WA 345-349 Charlotte Hawkins Brown, Speech at Interracial Conference (1920) Website
	WA Secondary Sources	Glenda Gilmore, "Forging Interracial Links in the Jim Crow South," WA , 300-309 Peggy Pascoe, "Ophelia Paquet, a Tillamook of Oregon, Challenges Miscegenation Laws," WA 332-336
Class 2 10/01	Website Primary Source	Spend at least 30 minutes exploring this website on the Triangle Factory Fire. Read the overview and take notes on your observations from photographs and/or interviews: http://www.ilr.cornell.edu/trianglefire/
	WA Secondary Sources	Judy Yung, "Unbound Feet: From China to San Francisco's Chinatown" WA 337-344 Kathryn Kish Sklar, "Florence Kelley and Women's Activism in the Progressive Era," WA , 350-360 Annelise Orleck, "From The Russian Pale to Labor Organizing in New York City," WA , 361-376
Recommended: Documentary Film: "Ida B. Wells: A Passion for Justice"		

Week 7: Cultural and Electoral Politics in the 1920s

Class 1 10/06	WA & Website Primary Sources	<p>"Equal Suffrage (Nineteenth) Amendment, 1920," WA, 416-418</p> <p>Margaret Sanger, WA 457-464</p> <p>Spend at least 20 minutes exploring the "About Sanger" or "Documents Online" parts of this website and take notes. http://www.nyu.edu/projects/sanger</p> <p>"Morality and Birth Control" (1918) Website</p>
	WA Secondary Sources	<p>Leila Rupp, "Sexuality and Politics in the Early Twentieth-Century International Women's Movement" WA, 393-404</p> <p>Nancy F. Cott, "Equal Rights and Economic Roles: The Conflict over the Equal Rights Amendment in the 1920s," WA 503-512</p>
Class 2 10/08	Website Primary Sources	<p>Listen to the blues as written and sung by Gertrude "Ma" Rainey: "Sissy Blues," "Ma Rainey's Black Bottom," "Prove it on Me Blues," and "Sweet Rough Man." Listen closely and take notes on the music and lyrics. Website</p>
	WA Secondary Sources	<p>Vicki Ruiz, "The Flapper and the Chaperone: Mexican American Teenagers in the Southwest," WA 428-434</p> <p>Cheryl Hicks, "Mabel Hampton in Harlem: Regulating Black Women's Sexuality in the 1920s" WA, 435-450</p>
Recommended: Ellen Carol Dubois, "The Next Generation of Suffragists: Harriot Stanton Blatch and Grassroots Politics," WA , 420-426		

Week 8: Gendered Labor and Struggle in the Great Depression

DUE Class 1 10/13	6-7 page final draft (2100-2450 words) Submit via email AND hard copy	The final draft will have undergone significant revision according to a guided process. Include your before-and-after pages of topic sentences.
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Class 1 10/13	Website Primary Sources	<p>Visually examine Dorothea Lange's photographs "Dust Bowl Refugees" and "Migrant Mother." Set a timer for at least 5-10 minutes for each photograph and take notes.</p> <p>http://www.getty.edu/education/teachers/classroom_resources/curricula/dorothea_lange/lange_ib.html</p>
	WA & Website Secondary Sources	<p>Alice Kessler-Harris, "Designing Women and Old Fools: Writing Gender into Social Security Law," WA 513-522</p> <p>Linda Gordon, <i>Dorothea Lange: A Life Beyond Limits</i>, Ch.</p>

		13, "Migrant Mother," pp. 235-243 Website
Class 2 10/15		In-Class Oral History Workshop Come prepared with questions and an established contact.
	Website Primary Source	Rose Pesotta, "Subterranean Sweatshops in Chinatown" (1934) Website
	WA Secondary Sources	Leslie J. Reagan, "When Abortion was a Crime: Reproduction and the Economy in the Great Depression," WA , 451-456 Devra Ann Weber, "Mexican Women on Strike in 1933: the Structure of Memory," WA , 492-502
Recommended: Jacquelyn Down Hall, "Disorderly Women on Strike in 1933," WA , 480-491		

Week 9: World War II: A Turning Point?

Class 1 10/20	Website Secondary Source	Nan Boyd, <i>Wide-Open Town: A History of Queer San Francisco</i> , Ch. 2 "Reba Hudson Oral History & Lesbian Space, Lesbian Territory," pp. 63-101 Website
Class 2 10/22	WA Secondary Sources	Valerie Matsumoto, "Japanese American Women during World War II," WA 530-535 Ruth Milkman, "Gender at Work: The Sexual Division of Labor during World War II," WA 536-548
	Website Secondary Source	Listen and take notes to 30 minute audio documentary on the WASP: http://www.npr.org/templates/story/story.php?storyId=881741 Website
Recommended: Nan Boyd, <i>Wide-Open Town</i> , Introduction and Ch. 1 "José Sarria Oral History & Transgender and Gay Male Cultures from the 1890s through the 1960s," pp. 1-62; See also: Catherine S. Ramírez, "Saying 'Nothin': Pachucas and the Languages of Resistance," <i>Frontiers: A Journal of Women Studies</i> Vol. 27, No. 3 (2006), pp. 1-33		

Week 10: Cold War America: Consensus and Disruption

Class 1 10/27	WA & Website Secondary Sources	Estelle Freedman, "Miriam Van Waters and the Burning of Letters" Website Susan K. Cahn, "'Mannishness,' Lesbianism, and Homophobia in U.S. Women's Sports," WA , 550-558 Joanne Meyerowitz, "Christine Jorgensen and The Story of How Sex Changed," WA , 615-628
Class 2	WA Primary	Betty Friedan, "The problem that has no name," WA ,

10/29	Sources	606-609 Phyllis Schlafly, "The thoughts of one who loves life as a woman...." WA , 610-614
	WA Secondary Sources	Daniel Horowitz, "Betty Friedan and the Origins of Feminism in Cold War America," WA , 569-580 Michelle Nickerson, "Politically Desperate Housewives in Southern California," WA , 581-590

Week 11: Cold War Culture and Activism

Class 1 11/03	Website Primary Source	See links and watch at least one episode of: <i>I Love Lucy</i> , <i>Bewitched</i> , or <i>I Dream of Jeannie</i> . Take notes on your observations.
	WA Secondary Sources	Ji-Yeon Yuh, "Korean Military Brides," WA , 637-647 Lisa Levenstein, "Hard Choices at 1801 Vine: African American Women, Child Support, and Domestic Violence in Postwar Philadelphia," WA , 648-655
Class 2 11/05	WA & Website Primary Sources	StoryCorps, Storm Reyes re: growing up as a Native American farm laborer in the 1960s (3 minutes) http://storycorps.org/listen/storm-reyes/ <i>Hoyt, Taylor</i> cases and Civil Rights Act (Title VII), WA , 741-745
	WA & Website Secondary Sources	Danielle McGuire, "Sexual Violence and the Long Civil Rights Movement" WA , 591-605 Lori A. Flores, "An Unladylike Strike Fashionably Clothed: Mexicana and Anglo Women Garment Workers Against Tex-Son, 1959–1963," <i>Pacific Historical Review</i> , Vol. 78, No. 3 (August 2009), pp. 367-402 Website
Recommended: Helen Lefkowitz Horowitz, "The 1960s and the Transformation of Campus Cultures," <i>History of Education Quarterly</i> , Vol. 26, No. 1 (Spring, 1986), pp. 1-38		

Week 12: The Women's Liberation Movement and Responses

Class 1 11/10	WA Primary Sources	4 Documents: "The Personal is Political," WA 731-740 ERA, Title IX WA 746 Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House," in <i>Sister Outsider (1984)</i> Website
	WA Secondary Source	Rosalyn Baxandall and Linda Gordon, "The Women's Liberation Movement," WA , 705-718
Class 2	WA Primary	<i>Kay Weiss</i> , "With doctors like these for friends, who

11/12	Sources	needs enemies?," WA , 656-657 <i>Roe v. Wade</i> (etc.) WA , 658-668
	Website Secondary Source	Wendy Kline, "'Please Include This in Your Book': Readers Respond to <i>Our Bodies, Ourselves</i> ," <i>Bulletin of the History of Medicine</i> , Vol. 79, No. 1 (Spring 2005), pp. 81-110 Website
Recommended: Susan Armitage and Sherna Gluck, " Reflections on Women's Oral History: An Exchange " <i>Frontiers: A Journal of Women Studies</i> , Vol. 19, No. 3, Problems and Perplexities in Women's Oral History (1998), pp. 1-11		

Week 13: Sexual Politics in the 1980s & 1990s

DUE Class 2 11/19	Timeline synopsis Submit via email AND bring hard copy to class	Bring to class an annotated timeline of 15 key dates you would use to create a synopsis of U.S. women's history. Include 1-2 people who were involved in making each date notable, a brief ID for each, and a 1-page explanation of the main themes and continuities/change over time.
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Class 1 11/17	Website Primary Sources	StoryCorps (3 minute interviews) re: the AIDS crisis http://storycorps.org/listen/stefan-lynch-strassfeld-and-his-friend-beth-teper/ Listen to at least one additional story: http://storycorps.org/?s=aids&term=story Ann Ferguson, " Sex War: The Debate between Radical and Libertarian Feminists ," <i>Signs</i> Vol. 10, No. 1 (Autumn, 1984), pp. 106-112 Website
	Website Secondary Source	Elizabeth L. Kennedy and Madeline D. Davis, "Constructing Lesbian Community History Using Oral History," <i>Boots of Leather, Slippers of Gold</i> , pp. 15-26 Website
Class 2 11/19	Website & WA Primary Sources	Anita Hill, Excerpt from Testimony Before the Senate Judiciary Committee, 1991 Website Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," <i>Stanford Law Review</i> (1991) pp. 1241-1299 Website Hillary Clinton, "Women's Rights are Human Rights," WA , 790-794
Recommended: Alison Bechdel, "Dykes to Watch Out For" (Iconic comic 1983 - 2008)		

<http://dykestowatchoutfor.com/>

Week 14: Brave New World: Women and Gender in the New Millennium

DUE Class 2 12/03	Outline of oral history paper Submit via email AND bring hard copy to class	This outline should map out key arguments and insights. You will add and change it based on self-review & peer feedback.
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Class 1 12/01	WA Primary Sources	Documents: Rethinking Marriage, WA 766-776
	WA Secondary Sources	Margot Canaday, "Finding a Home in the Army: Before 'Don't Ask, Don't Tell'" WA , 678-688 Ashraf Zahedi, "Muslim-American Women in the Post- Sept 9/11 Era" WA , 775-784
Class 2 12/03	Website Secondary Sources	Alison Crossley, "Facebook Feminism: Social Media, Blogs, and Contemporary U.S. Feminism," <i>Mobilization</i> (June 2015) Website
		In-class writing workshop Bring your oral history paper outline to class for in-class discussion and feedback
Recommended: Ruth Padawer, "When Women Become Men at Wellesley," <i>New York Times</i> Oct. 15, 2014		

Week 15: Reflection and Next Steps

Class 1 12/08	Oral history group presentations and discussion. Include a minimum of two relevant images. This is also a chance to discuss the process of research and writing, what worked and did not work, and what new questions emerged.
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Week 16: Finals Week

DUE 12/15	6-7 page oral history paper (2100-2450 words) Submit via email AND hard copy	Your final paper will have incorporated feedback from the in-class writing process and from your experience creating the group presentation.
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DATES TO REMEMBER		
Week 5 9/22	5-6 page first draft Submit via email AND bring hard copy to class	This draft should be a complete first version. You will add and change it based on self-review & peer feedback. You will turn in an edited draft next week.
Week 6 9/29	5-6 page edited first draft Submit via email AND bring hard copy to class	This draft should be an edited early version. You will add and change it based on self-review & instructor feedback.
Week 8 10/13	6-7 page final draft (2100-2450 words) Submit via email AND hard copy	The final draft will have undergone significant revision according to a guided process. Include your before-and-after pages of topic sentences.
Week 8 10/15	In-class oral history workshop	Come prepared with questions and an established contact.
Week 13 11/19	Timeline synopsis Submit via email AND bring hard copy to class	Bring to class an annotated timeline of 15 key dates you would use to create a synopsis of U.S. women's history. Include who was involved in making that date notable, a brief ID for each, and a 1-page explanation of the main themes and continuities/change over time.
Week 14 12/03	In-class writing workshop	Bring your oral history paper outline to class for in-class discussion and feedback
Week 15 12/08	Oral history group presentations	Include a minimum of two relevant images
Week 16 12/15	6-7 page oral history paper (2100-2450 words) Submit via email AND hard copy	Your final paper will have incorporated feedback from the in-class writing process and from your experience creating the group presentation