

History 4360.501
Topics in American Women's History:
Home as an Idea and a Place

Spring 2016
Monday & Wednesday 5:30-6:45 pm
ATC 2.302
Office hours: Mondays & Wednesdays 3:30-4:30 pm

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We are bombarded with ideas and images of home and family, whether in political rhetoric or popular television. From the Victorian “cult of domesticity” to the twentieth-century “American Dream” of a white picket fence, home takes both a material form in housing and built landscapes, and ideological importance as a representation of respectability and belonging. In this seminar, we will deepen skills of historical thinking and communication through analysis of past cultural conversations, including mass media, images, and text.

This course is structured around key questions and themes, including:

- What makes a home? What has “the home” stood for? According to whom?
 - What are dominant ideals, what are exceptions and exclusions, and what are alternative visions of the home? How and why have these changed or continued over time?
- How and why have housing structures changed over time, and why is that important?

Beginning in the early nineteenth century and ending in the late twentieth century, we will pay particular attention to two eras with explicit cultural emphasis on domesticity: the mid-nineteenth-century, and the post-WWII twentieth-century. Your research papers will examine contemporary issues from historical perspective and address the historical roots of a relevant modern-day topic that interests you.

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 Mondays & Wednesdays 3:30-4:30 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. 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 and relevant documents on eLearning read. You will need to encourage fellow students to analyze the reading and put sources in conversation with each other. After facilitating discussion, you will complete a brief self-reflection; instructions to follow.

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.

Students will write one 5-6-page research paper to be **revised** into a 6-7-page **research paper**, as well as a 2-3-page **essay**. The essay will also result in an in-class **presentation**. The research paper will involve multiple short assignments. (More information below and in class). PLEASE NOTE: **all assignments are due in hard and electronic copy at the beginning of class.**

- *Research paper prompt:* Identify a contemporary issue you care about that relates to the theme of the course. What are historical roots of this topic? What are points of continuity and change? Pay attention to historical thinking skills of analysis, evidence, and communication. You will find and use two historical sources and two scholarly sources *outside the assigned reading*; any assigned material may also be used.

Research paper process and due dates:

- Week 1: Choose topic
- Week 2: Ask historical questions
- Week 3: Establish sources: 1 contemporary, 2 primary, 2 secondary
- Week 4: Primary source report [5 pts]

- Week 5: Annotated bibliography [5 pts]
 - Week 6: Exercise: sources in conversation
 - Week 7: Outline [5 pts]
 - Week 8: Workshop/Self-revision and reflection Part I
 - Week 9: Turn in draft [10 pts]
 - Week 11: Revise draft (self-revision and reflection Part II)
 - Week 12: Final draft [25 pts]
- *Essay prompt:* Engage with the public with your knowledge and the contemporary topic you care about. All students are expected to apply the revision and reflection process from the research paper to their essays as well. You may choose one of the following formats:
 - *Op-Ed:* Think about what you learned from your research paper. How does this history help us solve modern-day problems? An op-ed asserts a point of view and/or call to action. See <http://www.smith.edu/collegerelations/news-office/op-ed-guidelines> for more information.
 - *Personal history:* Do the historical legacies you researched resonate with you personally? Why? Weave together the history you researched and your personal or family history. See <http://www.newyorker.com/culture/culture-desk/auld-lang-syne-and-four-generations-of-my-family> for an example.
 - *Museum exhibit:* Write a brief proposal for a museum exhibit containing at least four artifacts (broadly defined) that you think would best explain the history you've researched to the general public. Explain the significance of each artifact, give your reasons for grouping them together, and explain how – as a whole -- this history exhibit offers important insights into a contemporary issue.

Texts:

Weeks will average 70-90 pages of reading. Most readings will be posted on eLearning. The two required texts are on reserve at McDermott Library and are available for purchase.

Nancy Cott, <i>The Bonds of Womanhood</i> , 2nd ed. (1997)	ISBN 9780300072983
Elaine Tyler May, <i>Homeward Bound/Edition 20</i> (2008)	ISBN 9780465010202

Please come prepared to discuss each week's assignment and reading. I expect everyone to come with notes of some kind -- this practice is especially important given that most of the readings are posted online (I encourage you to print them out). **Participation requires that you come with notes from at least these three preparatory considerations for each reading:**

1. What was the main argument or takeaway, in your own words?
2. What is the meaning and significance of the title (where applicable)?
3. Identify a few key passages in the text or elements of an image – how do they illustrate the main takeaway?

Some readings will include disturbing material and offensive language. History demands honest examination of painful and complex legacies. Please see me if you have any questions or concerns.

Class Evaluation:

- 15% Class attendance and verbal participation, including leading discussion
- 15% Start-Ups (ungraded; points for informed brainstorming)
- 50% Research paper (process & paper)
- 20% Final essay & presentation

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

Students will:

- Develop a body of knowledge 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 specific needs 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: Roots: Origins in the History of Domesticity

Class 1 1/11	<i>Course Introduction</i>
Class 2 1/13	Barbara Welter, "The Cult of True Womanhood: 1820-1860," <i>American Quarterly</i> 18:2 (Summer, 1966), pp. 151-174. Nancy Hewitt, "Taking the True Woman Hostage," <i>Journal of Women's History</i> (2002): p. 156-162. "Cult of Domesticity" text selections, excerpted by the National Humanities Center (5 pages)

Week 2: Dominant Ideals in the Early Nation

Class 1 1/18	No class – Dr. Martin Luther King, Jr. Day
Class 2 1/20	Nancy Cott, <i>Bonds of Womanhood</i> , Preface and Chapter 1, pp. xi-62

Week 3: There's No Place Like Home

Class 1 1/25	Nancy Cott, <i>Bonds of Womanhood</i> , Chapter 2, p. 63-100 "Home, Sweet Home," <i>Advocate of Peace</i> 3:41 (May, 1872), p. 1.
Class 2 1/27	MEET AT SPECIAL COLLECTIONS IN MCDERMOTT LIBRARY <i>Email me your chosen sources for your research paper</i> Gwendolyn Wright, "Prescribing the Model Home," <i>Social Research</i> , 58:1 (Spring 1991), pp. 213-225.

Week 4: Separate Spheres?

Class 1 2/01	Amy Dru Stanley, "Home Life and the Morality of the Market," in ed. Melvyn Stokes, <i>The Market Revolution in America</i> , 1996, pp. 74-96. Jeanne Boydston, "The Woman Who Wasn't There: Women's Market Labor and the Transition to Capitalism in the United States," <i>Journal of the Early Republic</i> 16.2 (1996), pp. 183–206.
Class 2	Thavolia Glymph, "Making 'Better Girls': Mistresses, Slave Women, and the Claims of Domesticity," from <i>Out of the House of Bondage: The Transformation of the</i>

2/03	<p><i>Plantation Household</i>, pp. 63-96.</p> <p>Wendy Gamber, "Tarnished Labor: The Home, the Market, and the Boardinghouse in Antebellum America." <i>Journal of the Early Republic</i> 22:2 (2002), pp. 177–204.</p> <p>Primary source report DUE</p>
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Week 5: Alternative Domesticities – Class, Politics, and Region

Class 1 2/08	<p>Paula Baker, "The Domestication of Politics: Women and American Political Society, 1780-1920," <i>American Historical Review</i> 89 (June 1984), pp. 620-647.</p> <p>Christine Stansell, "Women, Children, and the Uses of the Street" <i>Class and Gender Conflict in New York City, 1850-60</i>," <i>Feminist Studies</i> 8 (Summer 1982), 309-35.</p>
Class 2 2/10	<p>Marlene Smith-Baranzini, "Introduction," from <i>The Shirley Letters from the California Mines, 1851-1852</i>, pp. ix-xxxvii. Skim intro for main biographical information and historical context.</p> <p>Louise Clappe, "Letter Seventh (1851)," pp. 43-51, and "Letter Tenth (1851)," pp. 68-77, from <i>The Shirley Letters</i>.</p> <p>Annotated bibliography DUE</p>

Week 6: Exclusions and Demands in the mid-19th Century

Class 1 2/15	<p>Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i>, Chapters 10 and 12, pp. 82-89, 97-104.</p> <p>Heather Williams, "How Slavery Affected African American Families," National Humanities Center (3 pages)</p> <p>"The Enslaved Family: Selections from the WPA interviews of formerly enslaved African Americans, 1936-1938," National Humanities Center (9 pages)</p>
Class 2 2/17	<p>Amy Dru Stanley, "'We Did Not Separate Man and Wife, But All Had to Work': Freedom and Dependence in the Aftermath of Slave Emancipation," in <i>The Terms of Labor</i>, Stanley L. Engerman ed. (1999) pp. 188-212</p> <p>Elsa Barkley Brown, "Constructing a Life and a Community: A Partial Story of Maggie Lena Walker," <i>OAH Magazine of History</i> 7:4 (1993), pp. 28–31.</p> <p>Be prepared to discuss your primary and secondary sources</p>

Week 7: Built Environments in the Progressive Era

Class 1	<p>Ann McCleary, Work in Progress: Domesticity and the Farm Woman: A Case Study of Women in Augusta County, Virginia 1850 - 1940, <i>Perspectives in Vernacular</i></p>
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2/22	<p><i>Architecture</i>, Vol. 1 (1982), pp. 25-30</p> <p>Jane Simonsen, "Object Lessons: Domesticity and Display in Native American Assimilation," <i>American Studies</i>, Vol. 43, No. 1 (Spring 2002), pp. 75-99</p> <p>Christine Frederick, excerpts from <i>The New Housekeeping: Efficiency Studies in Home Management</i> (1913) (8 pages) <i>FYI: The complete book, with illustrations, is available in digital form via UTD Libraries</i></p>
Class 2 2/24	<p>On your own schedule: FIELD TRIP to HERITAGE VILLAGE, DALLAS</p> <p>Spend at least 1.5-2 hours at the Heritage Village exploring at least six buildings: 1860s Farmstead, Pilot Grove Church, Renner School, General Store, Worth Hotel, and Sullivan House. Take notes documenting what you notice in each exhibit. Spend at least 20 min creating a rough sketch (at any artistic skill level!) of an interior scene you found particularly notable. Come to class equipped with the architectural history pamphlet available at the Ticket Office, as well as your sketch and notes.</p> <p><i>Bring a rough outline for your research paper to class</i></p>

Week 8: Home as Nexus of Contact and Vulnerability

Class 1 2/29	<p>Nayan Shah, "Perversity, Contamination, and the Dangers of Queer Domesticity," from <i>Contagious Divides: Epidemics and Race in San Francisco's Chinatown</i> (2001), pp. 77-104.</p> <p>Excerpt from Samuel Gompers and Herman Gutstadt, "Meat vs. Rice: American Manhood against Asiatic Coolieism, which shall survive?" (1902, quoting from 1885 report) – p. 18</p> <p><i>In-class Writing Workshop – bring draft!</i></p>
Class 2 3/02	<p>Kristin Hoganson, "Cosmopolitan Domesticity: Importing the American Dream, 1865-1920," <i>American Historical Review</i> 107:1 (Feb, 2002), pp. 55-83.</p> <p>Annelise Heinz, "Performing Mahjong in the 1920s: White Women, Chinese Americans, and the Fear of Cultural Seduction," <i>Frontiers: A Journal of Women's Studies</i>, Winter 2016.</p>

Week 9: Domestic Work: the Private & the Public

Class 1 3/07	<p>Margaret D. Jacobs, "Working on the Domestic Frontier: American Indian Domestic Servants in White Women's Households in the San Francisco Bay Area, 1920-1940". <i>Frontiers: A Journal of Women Studies</i> 28 (2007), 165–199.</p> <p>"Experiences of a 'Hired Girl': An Early Twentieth-Century Domestic Worker Speaks</p>
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	<p>Out" (1912) – 2 pages</p> <p>Spend at least 20 minutes exploring the interactive timeline of domestic workers "Invisible Women: The Real History of Domestic Workers in America," <i>Mother Jones</i>, Feb. 7, 2013. http://www.motherjones.com/politics/2013/02/timeline-domestic-workers-invisible-history-america</p>
Class 2 3/09	<p>Alice Kessler-Harris, "Designing Women and Old Fools: Writing Gender into Social Security Law," in <i>Women's America</i>, pp. 513-523.</p> <p>Pat Kaufman, "Rosie the Riveter Remembers," <i>OAH Magazine of History</i> 16:3 (Spring, 200), pp. 25-29.</p> <p>Paper (revised first draft) DUE</p>

March 14 & 16: Happy Spring Break! START READING HOMEWARD BOUND

Week 10: Dominant Ideals from the Depression through the Cold War

Class 1 3/21	<p>Elaine Tyler May, <i>Homeward Bound</i> 20th Anniversary Edition, 2008, pp. ix-108.</p>
Class 2 3/23	<p>Elaine Tyler May, <i>Homeward Bound</i>, pp. 119-208.</p> <p>Watch at least one episode of: <i>I Love Lucy</i>, <i>Ozzie and Harriet</i>, or <i>Leave it to Beaver</i>. (Links are on eLearning.) Take notes on your observations.</p>

Week 11: How Domestic was the "Domestic Revival?"

Class 1 3/28	<p>Betty Friedan, "The Problem that has no name," from <i>The Feminine Mystique</i> (1963), excerpt in <i>Women's America</i> (8th edition), pp. 606-610.</p> <p>Joanne Meyerowitz, "Beyond the Feminine Mystique: A Reassessment of Postwar Mass Culture, 1946-1958," in <i>Not June Cleaver</i>, pp. 229-262.</p>
Class 2 3/30	<p>Michelle Nickerson, "Women, Domesticity, and Postwar Conservatism," <i>OAH Magazine of History</i>, Vol. 17, No. 2, Conservatism (Jan., 2003), pp. 17-21.</p> <p>Phyllis Schlafly, excerpt from <i>The Positive Woman</i> in <i>Women's America</i>, pp. 610-614.</p> <p>Work on revising draft</p>

Week 12: Contested Domesticities

Class 1	<p>Stephen Vider, "'Oh Hell, May, Why Don't You People Have a Cookbook?': Camp Humor and Gay Domesticity," <i>American Quarterly</i>, 65:4 (Dec. 2013), pp. 877-904.</p>
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4/04	<p>Tamar Adler, "Betty Crocker's Absurd, Gorgeous Atomic-Age Creations," <i>New York Times Magazine</i>, Oct. 27, 2015.</p> <p>Daniel Rivers, "'In the Best Interests of the Child': Lesbian and Gay Parenting Custody Cases, 1967-1985," <i>Journal of Social History</i>, 43:4 (Summer 2010), pp. 917-943.</p>
Class 2 4/06	<p>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.</p> <p>Anne M. Valk, "'Mother Power': The Movement for Welfare Rights in Washington, D.C., 1966-1972," <i>Journal of Women's History</i>, Volume 11, Number 4 (Winter 2000), pp. 34-58.</p> <p>Final draft of research paper DUE</p>

Week 13: Home Spaces and Domestic Politics

Class 1 4/11	<p>SPECIAL GUEST: Lupita Murillo Tinnen, Photographer</p> <p>Review selected photos by Dr. Tinnen (see eLearning)</p> <p>"Picturing a Lesbian Feminist Household: Cathy Cade Interviewed by Stephen Vider" on OutHistory.org (2015)</p>
Class 2 4/13	<p>Pat Mainardi, "The Politics of Housework," <i>Redstockings</i> (1970)</p> <p>Ruth Schwartz Cowan, "The Roads Not Taken: Alternative Social and Technical Approaches to Housework," in <i>More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave</i> (1983) pp. 102-150. Skim for main points and analysis.</p> <p>Pierrette Hondagneu-Sotelo, "Domésticas Demand Dignity," in <i>Women's America</i> (8th edition), pp. 759-775.</p>

Week 14: Change, Tradition, and the Urban Landscape

Class 1 4/18	<p>Hayden, Dolores, "What Would a Non-sexist City Be Like? Speculations on Housing, Urban Design, and Human Work," <i>Signs</i> Vol. 5, No. 3 (Spring, 1980), pp. S170–87.</p> <p>A.K. Sandoval-Strausz, "Latino Landscapes: Postwar Cities and the Transnational Origins of a New Urban America," <i>Journal of American History</i>, (Dec. 2014), pp. 804-831.</p>
Class 2 4/20	<p>SPECIAL GUEST: Isaac Cohen, Architect</p> <p>Isaac Cohen, Isaac Hametz, and Rachel Vassar: Research Posters (4)</p> <p>Isaac Cohen, Isaac Hametz, and Rachel Vassar, "Expanding Eruv: Urban Typologies</p>

	and the Making of Jewish Space,” in <i>It’s a Thin Line</i> , pp. 137-161.
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Week 15: Reflection and Next Steps

Class 1 4/25	Emily Matchar, “The new domesticity: Fun, empowering, or a step back for American women?” <i>The Washington Post</i> , Nov. 25, 2011.
Class 2 4/27	Rough draft of essay DUE Student presentations of essay topics: Prepare to speak for 3 minutes about your final essay topic. Please practice in advance. Bring at least one relevant image to share with the group. I encourage you to meet with me ahead of time to discuss your presentation. Any insights that come from Q&A with the group should be incorporated into the final essay, due next week.

Wed. May 4: Final essay DUE by 5 pm via email

Dates to Remember	
Week 4 2/03	Primary source report due
Week 5 2/10	Annotated bibliography due
Week 7 2/24	Bring outline draft to class
Week 9 3/09	First draft of research paper due
Week 12 4/06	Final draft of research paper due
Week 15 4/27	Presentations and rough draft of essay due
Week 16 5/04	Final essay due by 5 pm via email

GUIDING QUESTIONS FOR READING PRIMARY SOURCES

A. Place the document in its historical context

1. Who wrote it? What do you know about this person?
2. Where and when was it created?
3. Why was it created?
4. Who was it created for? This is called the “audience.” What do you know about this audience?

B. Understanding the document

1. What are the key words and what do they mean? (Or what are key visual elements?)
2. What point is the author trying to make? Summarize the thesis.
3. What evidence does the author give to support this thesis?
4. What assumptions does the author make?

C. Evaluate the document as a source of historical information

1. Is this document similar to others from the same time period?
2. How widely was it circulated?
3. What problems, assumptions, and ideas does it share with other documents from the time period?

Source: <http://www.wisconsinhistory.org/turningpoints/primarysources.asp>