

History 3384.001

U.S. Women from Settlement to the Present

Fall 2016
Mon. and Wed. 2:30-3:45 pm
SLC 2.202
Office hours: Mondays 12:30-1:30 pm & Wednesdays 4-5 pm

Professor Annelise Heinz
Annelise.Heinz@utdallas.edu
(972) 883-2911
Office: JO 5.104

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-semester. My office hours are Mondays 12:30-1:30 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. **You are responsible for all information given in class.** 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.

Assignments

The assignments in this class will use **writing as a process of thinking** to build an **intellectual community**. They aim to facilitate intellectual growth, foster essential skills of collaboration, and be enjoyable as well. The two types of assignments are: a weekly reading journal with responses, and a collaborative essay.

Peer-Response Reading Journal

- At the beginning of the course, we will split into groups of 3 to 4 students each. We will rearrange groups again later in the term.
- Each WEDNESDAY everyone will circulate a 1-2-page *single spaced* (500-word) informal journal-style response to the readings *to be discussed that day and the following Monday*. In other words, what you write for the Wednesday entries should be relevant to two days of reading. Print out and circulate your response to your group members and to me (double-sided pages are welcome!). These should not be formally structured or read like book reports. Instead, and most importantly, they should represent your struggle with the material. What do you not understand, or what was confusing? How does this reading connect to past material? You may go deep on one point, or bounce between different readings – it is your choice, as long as you wrestle with the material.
- Each MONDAY everyone will circulate a 1-2-page *single spaced* (500-word) response *to each group member's Wednesday entry*. These should be genuine intellectually engaged responses among equals. Challenge, persuade, react. Feel free to refer to other assigned readings and class discussion. Do not condescend or make generic statements. Print out and circulate your responses to the respective group members and to me.
- These journals will form an ongoing student-centered conversation. I will carefully read and compile them as a silent observer; to keep the integrity of the conversation, I will not return them or respond in any way. It is your responsibility to keep your folders up-to-date.
- Assessment of the responses will be averaged at the end of the semester. Please feel free to meet with me if you have any questions or concerns as we proceed.

Meet the length requirements on a weekly basis in the manner requested	B-
In addition to the above: engage with energy, struggle, open up, deal with the difficult	B
In addition to the above: demonstrate significant improvement over the semester	B+

In addition to the above: allow yourself to get swept up in the intellectual exchange; demonstrate intellectual rigor or imagination	A-
Go above and beyond these expectations	A

Paper: Everyone will write one 8-page oral history analysis that will serve as a chapter in a group compilation. Directions will be provided in class; the essential information is below.

- *Week 5* you will have completed an *oral history* with an older woman; come to class with a timeline of your narrator's life. Oral history is a demanding but rewarding methodology. We will go over specific preparation in class.
- *Week 6* you will form 4-person teams around oral history themes that resonate with your narrator's life story. (I will provide possible themes.)
- *Week 9* you will distribute a 5-7 page *working draft* to your group and to me.
- *Week 11* you will provide 3 *single spaced* pages of *commentary* for each member of your group. Over the next 2 weeks you will reflect on their commentary as you complete your draft. Leave enough time to complete the self-guided revision process according to instructions.
- *Week 13* you will turn in your *completed draft* to me, with a 1-2 page "*reader's report*" where you explain how you responded to your group-mates' commentary and your own self-guided revision process. You will then integrate my feedback into your final revised drafts.
- *Week 15* your group will share your work with the rest of the class in brief oral presentations. The presentation should offer an analytical understanding of the group's oral histories. Put the oral histories in conversation with each other and with course material. You are welcome to meet with me ahead of time to discuss your presentation.
- *Week 16* (Finals Week) your group will submit *all four revised essays* together as a single document, with continuous pagination and a table of contents. Each group's essay will include a communally produced 4-page *Introduction* that examines the experience of collaborative effort.

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.

Class Evaluation:

25% Journal Entries

25% Peer Responses

20% Final draft of analytical essay

5% Essay Commentary

10% Group grade for compilation (note: this grade can help but not hurt an individual's grade)

5% Group presentation

10% Class attendance and verbal participation

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.

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.

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
- Build confidence in collaboration that builds on and enhances the skills of each individual

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 8/22	Clay Shirky, " Why I Just Asked My Students to Put Their Laptops Away ," <i>Medium</i> , September 8, 2014. Read Syllabus Optional but encouraged resources are available on eLearning in the "Resources" folder.
-----------------	---

Class 2 8/24	<p>Become familiar with the Oral History Guide from the Jewish Women's Archive in the "Oral History" folder on eLearning. Please be sure to carefully read:</p> <p>"Learning How to Ask Good Questions," pp. 16-18</p> <p>"During the Interview," pp. 24-26</p> <p>"Topic Guide: Intro & Family," pp. 34-43</p> <p>"Guiding Principles," p. 83</p> <p>Introduction, <i>Women's America</i> (WA), pp. 1-9</p>
-----------------	--

Week 2: Women and Gender in "Early America"

Class 1 8/29	<p>First Reading Journal Due</p> <p>Kathleen Brown, "The Anglo-Indian Gender Frontier" WA, 12-23</p> <p>Jennifer L. Morgan, "'Some Could Suckle over Their Shoulder': European Depictions of Indigenous Women, 1492-1750," WA, 24-33</p> <p>"European Women and the Law: Examples from Colonial Connecticut," WA, 84-86</p>
Class 2 8/31	<p>Second Reading Journal Due (etc., every Wednesday)</p> <p>Mary Beth Norton, "An Indentured Servant Identifies as 'Both Man and Woeman': Jamestown, 1629," WA, 34-42</p> <p>Read the 4 documents for "Hidden Transcripts within Slavery" WA, 106-109</p>
<p>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</p>	

Week 3: Gender and Slavery

Class 1 9/05	No class – Happy Labor Day!
Class 2 9/07	Morrison, <i>A Mercy</i>

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

Class 1 9/12	<p>First Peer Responses Due (etc., every Monday)</p> <p>Read the 4 documents for "Living Through War and Revolution," WA, 110-116</p> <p>Sharon Block, "Lines of Color, Sex, and Service: Sexual Coercion in the Early Republic," WA, 179-188</p>
Class 2 9/14	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	Oral History Completed Timeline of your narrator's life
-----------------------	--

Class 1 9/19	<p>"Testimony on Working Conditions in Early Factories, 1845," WA, 158-159</p> <p>"Declaration of Sentiments, 1848," WA, 247-249</p> <p>Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America," WA, 189-201</p> <p>Gerda Lerner, "The Meanings of Seneca Falls, 1848-1998," WA, 221-226</p>
Class 2 9/21	<p>Sojourner Truth's Visiting Card, WA, 252-254</p> <p>"Young women particularly flock back & forth," WA, 287</p> <p>"I was more dead than alive," WA, 288-289</p> <p>Tera Hunter, "Reconstruction and the Meanings of Freedom," WA, 276-286</p>
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

Class 1 9/26	WA Primary Sources	<p>Ida B. Wells, "Southern Horrors," (with preface) 323-328</p> <p>Zitkala-Ša, "this semblance of civilization..." WA 345-349</p> <p>Glenda Gilmore, "Forging Interracial Links in the Jim Crow South," WA, 300-309</p>
Class 2 9/28	Website Primary Sources	<p>Spend at least 40 minutes exploring this website on the Triangle Factory Fire. Read the overview and take notes on your observations from photographs and listening to interviews: http://www.ilr.cornell.edu/trianglefire/</p>
Recommended: Documentary Film: "Ida B. Wells: A Passion for Justice"		

Week 7: Cultural and Electoral Politics in the 1920s

Class 1 10/03	<p>"Equal Suffrage (Nineteenth) Amendment, 1920," WA, 416-418</p> <p>Judy Yung, "Unbound Feet: From China to San Francisco's Chinatown" WA 337-344</p> <p>Kathryn Kish Sklar, "Florence Kelley and Women's Activism in the Progressive Era," WA, 350-360</p>	
------------------	---	--

Class 2 10/05	Margaret Sanger, WA 457-464 Nancy F. Cott, "Equal Rights and Economic Roles: The Conflict over the Equal Rights Amendment in the 1920s," WA 503-512
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

Class 1 10/10	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 Vicki Ruiz, "The Flapper and the Chaperone: Mexican American Teenagers in the Southwest," WA 428-434
Class 2 10/12	Alice Kessler-Harris, "Designing Women and Old Fools: Writing Gender into Social Security Law," WA 513-522 Linda Gordon, <i>Dorothea Lange: A Life Beyond Limits</i> , Ch. 13, "Migrant Mother," pp. 235-243 Website
Recommended: Jacquelyn Down Hall, "Disorderly Women on Strike in 1933," WA , 480-491	

Week 9: World War II: A Turning Point?

DUE Class 1	Distribute a 5-7 page <i>working draft</i> to your group and to me <i>Reader's response only, no peer response</i>
-----------------------	---

Class 1 10/17	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
Class 2 10/19	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 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: A History of Queer San Francisco</i> , Ch. 2 "Reba Hudson Oral History & Lesbian Space, Lesbian Territory," pp. 63-101; 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 10/24	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
Class 2 10/26	Betty Friedan, "The problem that has no name," WA , 606-609 Phyllis Schlafly, "The thoughts of one who loves life as a woman...." WA , 610-614 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

DUE Class 1	Provide 3 <i>single spaced</i> pages of <i>commentary</i> for each member of your group. <i>Reader's response only, no peer response</i>
-----------------------	---

Class 1 10/01	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. Joanne Meyerowitz, "Christine Jorgensen and The Story of How Sex Changed," WA , 615-628
Class 2 11/02	StoryCorps, Storm Reyes re: growing up as a Native American farm laborer in the 1960s (3 minutes) http://storycorps.org/listen/storm-reyes/ Lisa Levenstein, "Hard Choices at 1801 Vine: African American Women, Child Support, and Domestic Violence in Postwar Philadelphia," WA , 648-655
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 11/07	Danielle McGuire, "Sexual Violence and the Long Civil Rights Movement" WA , 591-605 Rosalyn Baxandall and Linda Gordon, "The Women's Liberation Movement," WA , 705-718
Class 2 11/09	<i>Kay Weiss</i> , "With doctors like these for friends, who needs enemies?," WA , 656-657 <i>Roe v. Wade</i> (etc.) WA , 658-668 <i>Hoyt, Taylor</i> cases and Civil Rights Act (Title VII), WA , 741-745

Recommended: Susan Armitage and Sherna Gluck, "[Reflections on Women's Oral History: An Exchange](#)" *Frontiers: A Journal of Women Studies*, Vol. 19, No. 3, Problems and Perplexities in Women's Oral History (1998), pp. 1-11

Week 13: Intersectionality in the 1980s & 1990s

DUE Class 1	Turn in your <i>completed draft</i> to me, with a 1-2 page " <i>reader's report</i> " where you explain how you responded to your group-mates' commentary and your own self-guided revision process. <i>Reader's response only, no peer response</i>
-----------------------	---

Class 1 11/14	4 Documents: "The Personal is Political," WA 731-740 ERA, Title IX WA 746 Pat Mainardi, "The Politics of Housework," <i>Redstockings</i> (1970)
Class 2 11/16	Horacio Roque Ramírez, "Memory and Mourning," from <i>Oral History and Public Memories</i> , pp. 165-186 Website
Recommended: Alison Bechdel, "Dykes to Watch Out For" (Iconic comic 1983 - 2008) http://dykestowatchoutfor.com/	

Happy Thanksgiving!

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

Class 1 11/28	Anita Hill, Excerpt from Testimony Before the Senate Judiciary Committee, 1991 Website Hillary Clinton, "Women's Rights are Human Rights," WA , 790-794 Kimberlé Crenshaw, " Why Intersectionality Can't Wait ," <i>Washington Post</i> , Sept. 24, 2015. Website
Class 2 11/30	Documents: Rethinking Marriage, WA 669-677 Spend at least 15 minutes interacting with the LA Times' timeline-map and take notes on change over time, trends, possible cause/effect: http://graphics.latimes.com/usmap-gay-marriage-chronology/ Ashraf Zahedi, "Muslim-American Women in the Post-Sept 9/11 Era" WA , 775-784
Recommended: Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," <i>Stanford Law Review</i> (1991) pp. 1241-1299; Ruth Padawer, "When Women Become Men at Wellesley," <i>New York Times</i> Oct. 15, 2014	

Week 15: Using a Historical Lens

Class 1 12/05	Listen to Past Present Podcast Episode 46, “Khizr & Ghazala Khan, Roger Ailes, and Juicing” (53 min). Take notes on how historians approach contemporary issues. Website Sheryl Gay Stolberg and Jess Bidgood, “ Some Women Won’t ‘Ever Again’ Report a Rape in Baltimore ,” <i>New York Times</i> , Aug. 11, 2016 Website
Class 2 12/07	Oral history group presentations and discussion. This is also a chance to discuss the process of research and writing, what worked and did not work, and what new questions emerged.

Week 16: Finals Week

DUE 12/14	Submit <i>all four revised essays</i> together as a single document, with continuous pagination and a table of contents. Each group’s essay will include a communally produced 4-page <i>Introduction</i> that examines the experience of collaborative effort. Submit via eLearning.
---------------------	---

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>