

HISTORY 356:

HISTORY OF WOMEN AND GENDER IN THE UNITED STATES

Summer Session II June 20-July 27, 2013

Professor: Jennifer M. Donnally
Class Meetings: M-F, 1:15 – 2:45 PM in Phillips 222
Office: Hamilton 509
Office Hours: M & W 12:00 – 1:00 PM and by appointment
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Subject: This course is an introduction to the major questions and scholarship of U.S. Women's and Gender History. By introduction, I mean this is a selected sampling of the major works and theoretical and methodological questions that have framed the field of U.S. Women's and Gender History. Together, we will: 1) explore American women's lives and experiences in the past, 2) begin to answer how and why historian's have approached women's history differently, and why in the 1990s, some made the shift to gender history, and 3) create a community of scholars who learn from and teach each other. To this end, I strongly encourage you to get to know each other and to find other students in the class who you work well with. Please take advantage of my office hours and our time in class to build a relationship with me.

COURSE REQUIREMENTS:

Class Participation (20%)

The success of the class will be determined largely by your participation. We each bring different experiences and skills to the class. Some will be more familiar with the literature or speak more often than others. Our goal is a supportive environment and lively give-and-take. To ensure this, I've broken down participation into a set of assignments that contribute to the class. If you find yourself dominating the conversation, please hold back, let others speak first, then jump in. If you find it difficult to intervene, talk to me about strategies for participating in seminars (a practice that does not necessarily come naturally). Midway through the semester, you and I will evaluate your class participation.

- Posting Lecture and Discussion Notes from Class (4 x 1 = 4%)
- Contribution to Class Discussions (4 x 4 = 16%)

Quizzes (3 quizzes, drop the lowest score, 10% each= 20%)

Research Project (Total of 35%)

- Three Blogs (3 x 10% = 30%)
You will post a brief timeline blog entry every week that summarizes key developments for your research topic. Think of it as a timeline with at least 5 key events with descriptions (Who, what, when, where and why the event is important). I encourage you to post pictures and links to youtube videos or other web pages you found useful in writing the blog. You will need to cite at

least three sources, two secondary and one primary. Be sure to cite any and all material or pictures you receive from websites, primary sources and secondary sources when you post.

- **Final Presentation (5%)**

You will present to the class a 10 to 15 minute history of your research topic. Focus on what you found most compelling, significant or interesting in your research and relate it to larger class themes and historical developments we discussed in class.

The Final Paper/Reflection (25%)

This is a final take home 8-15 page essay with a choice of questions to be announced two weeks prior to the end of the summer session. We will be holding a writing seminar the last day of class to improve your take home final/essay. You are expected to have a ¾ of draft turned into your writing group by Monday, July 25 at 5 PM.

Procedures for Students with Disabilities

I encourage students with disabilities to participate fully in this course. Students with disabilities should consult with me early in the semester to arrange any necessary accommodations.

HONORABLE AND COURTEOUS BEHAVIOR:

I encourage you to study together; however, you are bound by the Honor Code in taking exams and writing papers.

THE HONOR CODE: It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity

Furthermore, during class I expect you to conduct yourself according to the Campus Code.

THE CAMPUS CODE: It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

COURTESY DURING CLASSES. It is disruptive to others to arrive late to class or to leave early. If you must do it (which I discourage), please try to be unobtrusive. Also, **please turn off all cell phones.** Further, if you must use a laptop computer, use it only for taking notes or checking information relevant to the class at that moment. **I reserve the right to bar laptops from our classroom.**

COURTESY IN DEBATE. Disagreement is an important part of intellectual discussion, and arguing out issues is critical to a university education. Therefore, you should expect to disagree with the

ideas or opinions of others, especially in your discussion sections. Please always disagree in a respectful manner. Treat others as you would like to be treated.

Class Schedule

WEEK 1: Introduction to Women's History

Thurs, June 20 – Introduction to Course and Research Seminar

Fri, June 21 – Development of Women's and Gender History

- Gisela Bock, "Challenging Dichotomies in Women's History" *MPAWH*, pp. 8-14
- Turn in Research Blog Topic
- Please bring your computer to class – we will set up your blogs today.

Class Notes: Maggie

WEEK 2: WOMEN, COMMUNITY AND THE FORGING OF A NATION, 1865-1900

Mon, June 24: Reconstruction: Black Women Re-make their Lives, Families and Communities

- Tera Hunter, *To Joy, My Freedom*, pp. 1-129
- *Class Notes: Katie Laffoon*

Tues, June 25: Jim Crow: Black Women's Lives and Communities under Segregation

- Tera Hunter, *To Joy, My Freedom*, pp. 130-238.
- *Class Notes: Wendy Clay*

Wed, June 26: Women and the Trans-Mississippi West

Class Notes: Wendy Clay

- **Common Reading:** Peggy Pascoe. "Institutional Origins," in *Relations of Rescue* (Oxford Press, 1990). See Sakai. P. 1-30.
- **Group 1:** Judy Yung "Chinese Women in 19th-Century San Francisco," p. 245-252, "Bills of Sale of Chinese Prostitutes, p. 237. *Members are: Edward, Mary Ann, Katie, Kelli*
- *Group Notes: Edward*
- **Group 2:** Deena J. Gonzalez "The Life and Legend of Gertrudis Barcelo in 19th Century Santa Fe" p. 252-258. *Members are Wendy, Charlie, Etta*
- *Group Notes: Etta*
- **Group 3:** "A Citizen Protests the Rape of Indian Women in California, 1862" p. 236 and "Zitkala-Sa Travels to the Land of the Big Red Apples," p. 239-241. *Members are: Karen, Daniel, Katie, Joe*
- *Group Notes: Katie Laffoon*

Thursday, June 27: Women at Work, 1870-1910

Class Notes: Maggie

- **Group 1 Factory Work:** Read Daniel Bender. "Women Workers and Sexual Harassment in the Garment Industry," p. 274- 284 in *MPAWH*. "Rose Cohen Describes her First Job in New York City" in *MPAWH*, p. 261-262; Agnes Nestor, "The Story of a Glove Maker," p. 59-62 and "Working Women write the *Jewish Daily Forward*," p. 62-65. See Sakai for both readings. *Members are: Mary Ann, Karen and Wendy*
- *Group 1 Notes: Karen*
- **Group 2 Housework:** The Burdens of Rural Women's Lives, p. 49-51. See Sakai. Fannie Barrier Williams Describes the "Problem of Employment for Negro Women," 1903, p. 263-265 in *MPAWH* and Elizabeth Clark-Lewis, "Community Life and Work Culture Among African American Domestic Workers in Washington, D.C." p. 284-290 in *MPAWH*. *Members are Etta, Maggie, Daniel, Joe*

- *Group 2 Notes: Etta*
- **Group 3 Sex and the City:** Read “The Vice Commission of Chicago Reports on the Working Conditions in Department Stores that Lead Female Employees into Prostitution, 1911,” p. 270-274 in MPAWH and Kathy Peiss, “Charity Girls’ and City Pleasures: Historical Notes on Working-Class Sexuality, 1880-1920,” p. 67-79. See Sakai. *Members are: Katie, Kelli, Katie, Edward, and Elizabeth.*
- *Group 3 Note: Katie*

Friday, June 28: Women, Sex and the Politics of Reproduction

- Lecture Based
- **Quiz 1**
- *Class Notes by Karen McMahan*
- **In Class Blog Workshop: Come with what you think will be the topic/organization of your three blogs and examples of primary and secondary sources. Bring your computer to class.**

WEEK 3: WOMEN, POLITICS AND SOCIAL REFORM, 1890-1920

Mon, July 1: No Class

Tuesday, July 2: Gender, Empire and the Mission of Civilization

Class Notes -- Katie Moylan

- Common Reading: Gail Bederman, *Manliness and Civilization*, Chapter 1 & Conclusion
- Group 1: Chapters 2&3. *Members are Wendy, Edward, Karen, Katie, Elizabeth*
- *Group 1 Notes: Edward*
- Group 2: Chapters 4&5. *Members are Mary Ann, Daniel, Katie, Maggie, Etta*
- *Group 2 Notes: Katie Moylan*
- **FIRST BLOG POST DUE BY START OF CLASS. In order to turn in your blog, upload the URL Link to the Class Blogs page in Resources in Sakai.**

Wednesday, July 3: Women, Social Reform and the Progressive Era, 1890-1920

Common Reading: Kathryn Kish Sklar. “Differences in Political Cultures of Men and Women Reformers During the Progressive Era. P. 310-319.

Class Notes: Mary Anne

- **Group 1 The Anti-Lynching Campaign:** Mary Church Terrell Describes Lynching from a Negro’s Point of View, 1904, p.3 296-297 in MPAWH and Anna J. Cooper, “Black Women Plan to Lead their Race” and Ida B. Wells “Speaking Out Against Lynching,” p. 11-17. See Sakai for both documents. *Members are: Joe, Kelli, Edward*
- *Group 1 Notes by:*
- **Group 2 Women’s Christian Temperance Union:** Glenda Elizabeth Gilmore, “Diplomats to the White Community: African American Women in Progressive-Era North Carolina.” pp. 319-330 in MPAWH. *Members are Katie, Charlie.*
- *Group 2 Notes: Katie Laffoun*
- **Group 3 The Women’s Trade Union League:** Read Annelise Orleck, “Rose Scheiderman and Working-Class Women,” p. 80-96 and Margaret Dreier Robins Describes the Purposes of the Women’s Trade Union League, 1909, p. 300-301. *Members are: Mary Ann, Elizabeth, and Karen*
- *Group 3 Notes: Mary Anne,*
- **Group 4 Settlement Houses:** Kathryn Kish Sklar, “Hull House in the 1890s: A Community of Women Reformers,” p. 52-66. See Sakai. *Members are Maggie, Etta, Wendy.*
- *Group 4 Notes: Wendy*
- **Group 5 Birth Control:** “Margaret Sanger Publishes Letters Documenting American Wives’ and Husbands’ Urgent Need for Legal Birth Control, 1928, p. 308 in MPAWH and Linda Gordon, “The Professionalization of Birth Control,” p. 127-139. See Sakai. *Members are Daniel, Katie.*
- *Group 6 Notes: Daniel*

Thurs, July 4 – No Class, Holiday

Friday, July 5 – No Class, Research Day for Blog

WEEK 4: WOMEN AND THE QUEST FOR EQUALITY

Monday, July 8: Woman Suffrage and the problem of White Supremacy

- Lecture Based
- *Notes by Elizabeth*

Tuesday, July 9: “The New Woman” and the limits of Progressive Coalitions post Suffrage

- *Class notes by Etta*
- **Group 1 *The Women’s Movement Divides Over the ERA***: Kathryn Kish Sklar, “Why Were Most Politically Active Women Opposed to the ERA in the 1920s? p. 154-161, see Sakai; Elsie Hill and Florence Kelley take Opposing Positions on a Proposed Woman’s Equal Rights Bill, 1922, p. 306-308 in MPAWH. *Members are: Katie and Katie*
- *Group 1 Notes by*
- **Group 2** Women of the Ku Klux Klan, p. 134-139; and See Sakai for dropbox link. *Members are Wendy, Daniel, Joe, Kelli.*
- *Group 2 Notes by Wendy*
- **Group 3** Fighting Miss Bolsheveki, see Sakai “Resources” for dropbox link. *Members are Mary Ann, Maggie and Elizabeth*
- *Group 3 Notes by Maggie*
- **Group 4** Sex and Love After Suffrage: Dorothy Dunbar Bromley, “Generational Conflicts” p. 127-130 and Christina Simmons, “Companionate Marriage and the Lesbian Threat,” p. 162-173. See Sakai. *Members are: Karen, Edward, Etta.*
- *Group 4 Notes By Edward.*
- **Second Blog Post Due before class**

Wednesday, July 10: Women and the formation of the Welfare State

- **Lecture Based**
- **QUIZ #2**
- *Class Notes by Etta*

Thursday, July 11: Women at War and on the Homefront

- *Class Notes by Elizabeth*
- “Mary McLeod Bethune Urges President Roosevelt to Turn to Qualified Negro Women for Help in the War Effort, 1940,” p. 371 in MPAWH and “Mrs. Norma Yerger Queen Reports on the Problems of Employed Mothers in Utah, 1944,” p. 372-74 in MPAWH, Megan Taylor Shockley, “African American Women, Citizenship, and Workplace Democracy During World War II,” p. 379-388.

Friday, July 12: Embattled: Feminism and Sexual Deviance in the Cold War Context

- *Class Notes by Katie Moylan*
- **Group 1**: Landon R.Y. Storrs “Attacking the Washington ‘Femocracy’: Antifeminism in the Cold War Campaign Against ‘Communists in Government,’” *Feminist Studies*, Spring 2007. See sakai. *Members are Katie, Karen, Daniel, Wendy*
- *Notes by Daniel Meister*
- **Group 2**: David K. Johnson, “Panic on the Potomac,” Introduction to *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government* (Chicago: University of Chicago Press, 2004), pp. 1-15. See sakai. *Members are: Maggie, Katie, Joe and Edward*

- *Notes by Maggie*
- **Group 3:** Joanne Meyerowitz, Introduction to *How Sex Changed: A History of Transsexuality in the United States*, (Cambridge: Harvard University Press, 2002), pp. 1-15. *Members are Kelli, Etta, Mary Ann, and Charlie.*
- *Notes by Kelli Gibson*

WEEK 5: NO LOOKING BACK, WOMEN EMPOWERED, 1960-2000

Mon, July 15: Fri, July 12: Women and the Civil Rights Movement

- *Class Notes by Mary Anne*
- Read: "Casey Hayden and Mary King Offer "A Kind of Memo" to Women in the Peace and Freedom Movements, 1965," p. 448-450 and Frances Beale, "Double Jeopardy: To Be Black and Female, 1970," p. 452; Charles Payne "Ella Baker, see Sakai. Another reading may be added.
- **Third Blog Post due by Start of Class time**

Tuesday, July 16: The Modern Feminist Movement

- *Class Notes by Daniel & Mary Anne*
- Read: Betty Friedan Reveals the "Problem that Has No Name," 1963 p. 422-426; "NOW Issues Its Statement of Purpose, 1966," p. 450; Nancy MacLean, "Uncovering the history of Working Women and Affirmative Action in the 1970s," p. 477-486; "Pictures and chronological timeline" from Ruth Rosen's *The World Split Open*. See Sakai.

Wed, July 17: Conservative Visions of Women's Place and Power

- Readings TBA. See Sakai "Resources."
- *Class Notes by Daniel*

Thurs, July 18: The Politics of the Body: Fetal Subjects, Reproduction and Labor

- *Class Notes by Kelli Gibson*
- Common Reading: Zakiya Luna, "From Right to Justice: Women of Color Changing the Face of US Reproductive Rights Organizing" (2012). Found at Sistersong website or on Sakai – Gwendolyn Mink "Feminists and the Politics of Welfare Reform in the 1990s.
- Group 1: Read Sara Dubnow, "Defending Fetal Rights, 1970s-1990s" in *Ourselves Unborn: A History of the Fetus in Modern America* (New York: Oxford University Press, 2011) pp 112-152. See sakai. *Members are: Edward, Karen, Kelli, Katie, Mary Ann, Wendy*
- *Group 1 Notes by Edward*
- Group 2: Read Johanna Schoen. *Members are: Joe, Wendy, Katie, Etta, Maggie, Daniel, Elizabeth.*
- *Group 2 Notes by Mary Anne*

Fri, July 19: Women, Work and Welfare in the 1990s

- Read: Gwendolyn Mink, "Feminists and the Politics of Welfare Reform in the 1990s," p. 524-531; Jamala McFadden Tells Her Story of Welfare Assistance in the 1990s, 2002, p. 519
- *Class Notes by Karen McMahan*
- **Submit a blog post or newspaper/magazine article with a woman's issue from 2000 to the present by noon on Saturday, July 20. See the Sakai sources to upload article.**

WEEK 6: Looking Forward

Mon, July 22 – Women in the 2000s and Beyond

- **Quiz 3**
- Read: Class Submissions of articles and blogs.

Tues, July 23 – Writing Workshop

- Read: Your writing group's papers, carefully evaluate.
- **Course Evaluation**

Wed, July 24 – Reading Day

Friday July 26, 11:30 to 2:30 – Final Reflection Due at start of exam & Research Presentation to Class