

Spring, 2012
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History 222.01
Mears Cottage 303
Ext. -3087

HISTORY OF WOMEN IN THE UNITED STATES

This course is a one-semester survey of four centuries of female experiences in the territory now known as the United States. While time constraints mock any attempt at "exhaustive" coverage, we will strive to grasp some of the central issues that cut across the many of U.S. women's experiences. We will be doing the very thing that all women have had to do throughout U.S. history: switch back and forth between the issues that connect women *as* women and the issues of race, class, and ethnicity that often divide women. We will also be doing the very thing that historians must always do: switch back and forth between data on how differently-situated women have lived their particular lives and data on how "women" as a category have been treated in law and represented in the culture.

We will be examining issues that women have faced in all societies: how to combine their reproductive with their productive work; how to both bear and rear children and provide food and shelter for themselves and their children, either in partnership with men or not. We will also be examining issues unique to American women: how to use the promises and tools of democracy to demolish both patriarchy and racialized sexism. Thus, our job is to analyze women's experiences with production and reproduction in the context of American-style patriarchy, an American racial system, and an American class system- all three of which defined women's social status by whether they "worked" for wages or had "legitimate" husbands and children. At the same time, our job is to look at strategies women have used to change their circumstances, either by organizing as women with other women, or with men in their ethnic or racial group, or with men as a class group.

So we will be examining the experiences of women and the representation of women as workers, paid and not, in the home and outside of the home; as sexual beings who were sometimes agents, sometimes victims, sometimes mothers, sometimes not; and as political actors who allied with other political actors and achieved improvements in their circumstances - or failed in the effort. To do our job, we will read "secondary sources," i.e. analyses by historians, as well as "primary sources," i.e. texts written at the time we are studying. In addition, you will have varied opportunities to articulate, verbally and in writing, your own grasp of issues pertinent to U.S. women's history.

Required Texts: (available at campus bookstore)

Nancy Woloch, Women and the American Experience, 4th edition (Boston: McGrawHill)
Nancy Woloch, Muller v. Oregon: A Brief History with Documents (Boston: Bedford Books)
Gail Collins, When Everything Changed (Little, Brown and Company, 2009)

Writing Assignments

1. **Short writing assignments.** There are 16 short writing assignments listed on the syllabus. Each is worth 10 points. The purpose of these assignments is to focus your reading and give you practice in organizing data or identifying an author's central argument or reflecting on an author's use of sources. Another purpose is to facilitate the day's discussion. Thus, no extensions are allowed on these. Don't ask. Your overall score on these writings is derived from a base of 130 points, so you can skip three writing assignments or drop your three lowest scores. I strongly advise that you not skip the first four short writings.

2. **Two in-class essay exams.** The first is on Friday, February 25; the second is on Friday, April 22. In both cases, you will receive study questions to focus your preparation and, in both cases, you will get three prompts in class and be asked to write on two of them.

3. **Documents Analysis paper.** You will have the opportunity to conduct research in late-19th/early-20th century magazines focused on topics that you choose from a list I offer. This 5-7 page paper will be due on Friday before Spring Break. You will write a revision of this paper shortly after Spring Break.

4. **Final essay.** For your final essay, you will have the opportunity to design and write a 3-4 page analysis of historical documents and documentary films drawn from the last six weeks of the course. You will have guidelines to help in designing this analytical review.

In all the writing you do for this class, you will be evaluated on the clarity of your argument, the organization of your points, the accuracy of your data, the precision of your language, and the "correctness" of your grammar and punctuation.

Evaluation Policy

13 (out of 16) short writings	= 130 points
2 exams	= 200 points (100 points each)
1 magazine analysis	= 200 points
Lecture notes and DQ's	= 20 points (see next page for explanation)
Final essay	= 100 points
Participation/contribution	= <u>150 points</u> (i.e. 19% of your grade)
Total points possible:	= 800 points

*****Note: regardless of number of points you have amassed, it is not possible to pass this course if you do not complete and hand in both exams and both papers.**

See Class Contract for extension policy

Class Participation

You are, of course, encouraged to spontaneously contribute your comments and questions to class discussion on a regular basis. But some of you find this difficult, either because there are too many contributors or because you are reticent to speak in a group. My goal is to provide space for your verbal contributions.

The **required** contributions listed below are designed to boost your participation grade and encourage you to make additional, spontaneous contributions.

1. Lecture notes: I will deliver 8 lectures this semester. For each of those lectures, 3 students will be responsible, as a team, for preparing a set of notes to be sent out to the class before the next class meeting. I will not review these notes; you will simply e-mail them to all of us. We will spend five minutes at the start of the next meeting correcting and amending the notes. You will be evaluated on the clarity, conciseness, and accuracy of this contribution to the class. Tips on writing up lecture notes are located on the History 222 Blackboard under Assignments.

2. Discussion questions and thesis statement: The team that writes up lecture notes, will also write 2-3 discussion questions for a subsequent day's readings and, if we have a thesis statement that day, you will share your thesis statements with the class. You will be evaluated on your teamwork and on your questions' capacity for generating actual discussion. I will meet with you and your teammates to discuss your questions and we will revise them together. Tips on writing discussion questions are located on the History 222 Blackboard under Assignments.

You will receive a grade for lecture notes and discussion questions. Maximum of 20 points.

3. Assessment of participation:

- Do you come to class prepared to discuss the text and to refer to the text in making your comments? In other words, do your remarks demonstrate that you've done the day's reading and have thought about it?
- Are your comments relevant to the day's reading and discussion focus?
- Do you ASK as well as ANSWER questions?
- Do you pick up on others' points and develop them, either by making an additional argument or by adding historical information from the readings?
- Do you endeavor to elevate and expand the discussion by pointing to themes we've seen in prior readings ... or themes you've seen in other classes?
- Do you conduct yourself as someone who feels partially responsible for the success of the day's discussion? That means you neither monopolize nor silently observe the discussion; you join in and help out in your own way.

I will be keeping track of your participation and will converse with you if I feel you are not using History 222 as well as you could to develop your participation skills.

Participation assessment criteria:

"C" in participation = you attended regularly and were reliable about assignments but seldom if ever spoke. In short, you did not *demonstrate* engagement with the day's readings.

"B" = you were regular & reliable about attendance and assignments, and you sometimes contributed in class ... or you contributed regularly when you were in class, but you were not reliable about attendance and assignments.

"A" = you were regular & reliable about attendance and assignments, and you were a regular, reliable participant in discussion. You demonstrated (every week if not every day) an engagement with the readings and a commitment to making the classroom a lively, interesting place to be.

Tip on Maximizing your Grade:

Students sometimes focus on the points assigned to exams and papers and fail to appreciate the importance of the points they can continually amass with short writings and with consistent contributions to class discussion. If you do the math, you'll realize it's silly to fret over getting an "80" instead of an "85" on an exam and then miss the opportunity to get a "7" or an "8" on a short writing by simply not doing it. If your final grade is important to you, then I strongly advise that you do the short writings and be a regular contributor to class discussion. Attending to *that* part of the work will both prepare you to do well on exams and papers and will give you a solid base of course points.

Overall Grading:

In my experience with grade distributions at Grinnell, it is safe to presume that those who earn 90% or more of all the possible points in History 222 will receive an A or A-; those who earn 80% or more will receive some sort of B grade; and those who earn 70% or more will receive a C grade. I do not mention the grades of D or F here because I do not expect anyone in this class to get into that situation. If I see you headed there, we will talk about how you can change direction.

My Schedule

I will be on campus every day this semester, except Thursdays. I live in Iowa City, but I stay over in Grinnell on Tuesday evenings. My **home phone** in Iowa City is: **319-354-8867**. If you need to reach me quickly on a Thursday or over the weekend, I advise using the phone instead of e-mail.

I will hand out a schedule of my spring office hours at the end of the first week, after I have worked out the schedule for my weekly meetings with each of my 12 seminar students. For now, if you need to see me, just send an e-mail suggesting a couple of good times for you and we'll find a mutually-agreeable time.

SCHEDULE OF CLASS ACTIVITIES AND READINGS

Key:

Woloch = Women and the American Experience by Nancy Woloch

VBDocs = Documents handed out in class

Blackboard = articles on the History 222 Blackboard site

Week One

January 23: Introduction to History 222

Reading: Woloch, Preface and Chapter 2; Blackboard: Kerber, DeHaii, and Dayton, "Gender and the New Women's History"

January 25: Defining Gender and Patriarchy in Colonized North America

Reading: Woloch, Chapter 2; Blackboard: K. Brown, "Anglo-Indian Gender Frontier";

VBDocs: Quick Comparison of 17th Century Chesapeake and New England

Writing assignment: Locate Brown's thesis. Come to class with a typed sheet identifying the spot where you think she best states the core of her overall argument. Provide the page number & the first words of the paragraph in which the key quote appears.

January 27: Defining Gender and Patriarchy in Colonized North America continued

Reading: Blackboard: Notion, "Searchers Again Assembled"

Writing assignment: Locate Notion's thesis. Come to class with a typed sheet identifying the spot where you think she best states the core of her overall argument. Provide the page number & the first words of the paragraph in which the key quote appears.

Week Two

January 30: Interactive lecture: Gender and Race as Tools in Organizing Colonial Society

Reading: Blackboard: Berkin, "African American Women"; and K. Brown, "Engendering Racial Differences"; VBDocs: Basic Questions to Ask of Any Document & "Virginia Slavery Legislation"

Writing assignment: Locate Brown's thesis. Come to class with a typed sheet identifying the spot where you think she best states the core of her overall argument. Provide the page number & the first words of the paragraph in which the key quote appears.

Rosenfield lecture of interest to us: Monday, Jan. 30, 7:30 p.m. in Room 101 of JRC: Tomiko Brown-Nagin will speak on "Wealth Inequality as a Civil Rights and a Women's Issue: What History Teaches." Brown-Nagin is the Justice Thurgood Marshall Distinguished Professor of Law and a professor of history at the University of Virginia School of Law.

February 1: Discussion: Daughters of Zion and Deputy Husbands

Reading: Blackboard: Ulrich, Good Wives: "Deputy Husbands" and Malmshheimer, "Daughters of Zion"

Writing assignment: Come to class with a typed, one-paragraph statement of Malmshheimer's thesis. You should craft your own prose in miiculating her thesis, but you may incorporate a quote Malmshheimer in your paragraph. Be sure to include a parenthetical citation giving the page number of any quoted material. See Thesis Statement Guidelines under "Assignments" on Blackboard.

February 3: Discussion: Social and Demographic Shifts in the 18th Century

Reading: Blackboard: Dayton, "Taking the Trade"; VBDocs: Data on 18th C. Transformations through Godbeer, "Comiship and Sexual Freedom in Eighteenth Century America"

Week Three

February 6: Lecture: Women and the Revolutionary War

Reading: Woloch, Chapter 4; VBDocs: "Supporting the Revolution" documents thru John Adams to James Sullivan

Tuesday evening film, February 7, 8:00-9:30: "A Midwife's Tale." We will discuss in class on Wednesday. Film will be on Reserve in A-V if you need to view at another time.

February 8: Discussion: White Women's Status in the New Republic

Reading: Woloch, Chapter 3; Blackboard: Kerber, "The Republican Mother"; VB Docs: "Martha's Diary and Mine"

Writing assignment: One-paragraph statement of Kerber's thesis.

February 10: Discussion: Educating Females for the Republic

Reading: Blackboard: Foster, "A Few Thoughts in Vindication of Female Eloquence"; VBDocs: Timeline; "About: Judith Sargent Murray; "On the Equality of the Sexes" & "Women's Attributes as Breadwinners"; Benjamin Rush, "Thoughts on Female Education," & Valedictory/Salutatory Orations by Molly Wallace and Priscilla Mason

Writing assignment: Complete Endnote Analysis Table

Week Four

February 13: No class because I will be giving a talk at Beloit College.

February 15: Lecture: Defining Women as Dependents in Antebellum America

Reading: Woloch, Chapters 5 & 6 & pp. 174-180; Blackboard: Block, "Lines of Color, Sex, and Service"; VBDocs: "Fight, and if you can't fight, kick" thru Rose, "Look for some others ... "

February 17: Discussion: Separate Spheres in the White Antebellum Economy
Reading: Blackboard: Boydston, "Pastoralization of Housework;" VBDocs: Mary Paul Letters; Demographic Context of Women's Lives, 1790-1860 & American People: Statistical Profile
Writing assignment: One-paragraph statement of Boydston's thesis

Week Five

February 20: Discussion: Sex, Power, and Respectable Womanhood
Reading: Blackboard: Rothman, "Sex and Self Control"; Ryan, "The Power of Women's Networks"; Marantz, "Making Women Modern"; VBDocs: Catherine Beecher on Health and Happiness; Recipe for a condom

February 22: Morality, Abolition, and Women's Rights: Telling a Story with Documents
Reading: Woloch, Chapters 7 & 8; VBDocs: selected documents from Sklar, Women's Rights Emerges within the Antislavery Movement
Writing assignment: What 'story' would you want to tell using these documents?

Tuesday evening *Um, February 21, 8:00-9:00 p.m. "One Woman, One Vote, Part I" Will be on Reserve in A-V*

February 24: Discussion: The "First Wave" Women's Rights Movement
Reading: VBDocs: Blanche Hersch data; "Marriage Under Protest"; The Seneca Falls Declaration of Sentiments and Resolutions: download and print from: <http://ecssba.rutgers.edu/docs/seneca.html>
Writing assignment: Complete Source Analysis Table

Week Six

February 27: ****In-class exam****

Feb. 29: Lecture: Working-class Women & Industrial Capitalism
Reading: Woloch, Chapters 9 & 10; VBDocs: Tables on Women in the Workforce, 1880-1910

March 2: Debating Protective Labor Legislation
Reading: Woloch, Muller v. Oregon: A Brief History with Documents (you will receive a guide for reading and preparing for the day's group work).
Writing assignment: Statement of your position on this case. One-page/two-paragraph maximum.

Guidelines for documents analysis will be distributed in class. Due March 16.

Week Seven: Individual meetings with students re: document analysis paper

March 5: Lecture: My Life with a Progressive Maternalist: Jane Addams
Reading: Woloch, Chapters 11 & 12; Blackboard: V. Brown, "Jane Addams, Progressivism, and Woman Suffrage; V. Brown, "Queer or Not: What Jane Addams Teaches Us about Not Knowing"; VBDocs: "When Romney's Reach Exceeds His Grasp"

Paper Topic/Question due in class. Ungraded but required part of paper process.

March 7: Discussion: Complicating Maternalism
Reading: Blackboard: DG White, "The Cost of Club Work, the Price of Black Feminism"; Pascoe, "Gender Systems in Conflict"

March 9: Discussion: Heterosexuality in the Progressive Era
Reading: Blackboard: Tune, "Deciphering Dialogues of American Female Sexuality"; Hine, "Rape and the Inner Lives of Black Women"; VBDocs: "Why I Have No Family." Each student will receive 2 of the completed questionnaires collected by Clelia Mosher.

Week Eight

Sunday, March 11: Thesis statement, data analysis chart and outline for paper due via e-mail at Noon. Will return to you, ungraded, with comments on Monday by noon.

March 12: Film, "One Woman, One Vote, Part II"
Reading: Woloch, Chapters 13 & 14

March 14: Lecture: Woman Suffrage & Men's Politics: the Case of Woodrow Wilson

March 16: Class discussion of what your research and writing revealed.

**** Study guide for April 2 thru April 6 will be distributed in class****

DOCUMENTS ANALYSIS DUE AT 5:00 IN MEARS COTTAGE

Spring Break: All of us will need to rest and recoup over break, but we also need to land running on April 2. Thus, I expect you to come to class prepared to participate in a 1920's debate over the Equal Rights Amendment. That means doing Monday's ERA reading and reading Woloch, Chapters 15 & 16 before you return from break.

**Week Nine: Individual meetings with students to discuss revisions of documents analysis.
Revised paper due exactly one week after your revision meeting.**

April 2: Class Debate: The Equal Rights Amendment

Reading: Woloch, pp. 352-357 & Appendix A-4: Women in the Labor Force tables;
Blackboard: Cott, "Equal Rights and Economic Roles"; Woloch, Muller v. Oregon, pp. 58-61 and your assigned documents within pp. 150-184.

Writing assignment: A one-paragraph statement of your assigned position in the 1920's debate over the ERA. (Study Guide will specify your assignment)

April 4: Discussion: The Liberated Flapper?

Reading: Woloch, Chapters 15 & 16; Blackboard: Simmons, "Companionate Marriage and the Lesbian Threat"; Eastman, "Now We Can Begin"; Mavity, "The Wife, the Home, and the Job"; Bromley, "Feminist-New Style"; VBDocs: 1920's by the Numbers; Wembridge, "Petting and the Campus"

Viewing: *"The Flapper Story."* (30 mins.; on Reserve in A-V).

Thurs. eveningfilm, April 5, 8:00-10:30 p.m.: "Eleanor Roosevelt." Will be on Reserve in A-V

April 6: Lecture: Gender Assumptions in the Depression & New Deal

Reading: Woloch, Chapter 17 & pp. 440-461; VBDocs: editorials by Eleanor Roosevelt and Clarence Stone; Eleanor Roosevelt, Marian Anderson & D.A.R.; Goodman, "The Power of an Idealist"; Ostriker, "Suite for Eleanor"

Week Ten: Paper revisions due this week.

Sunday eveningjUms, April 8, 8:00-10:30: "The Life and Times of Rosie the Riveter," 65 mins.) and "The Rabbit in the Moon" (85 mins.) Both on Reserve in A-V

April 9: Lecture: Women's Experiences in World War II

Reading: Woloch, pp. 461-474; Blackboard: Matsumoto, "Japanese American Women During World War II," Anderson, "Last Hired, First Fired"; VBDocs: Statistics on Working Women in World War II

April 11: Discussion: The Impact of World War II on American Women

Reading: Blackboard: Hartmann, "Prescriptions for Penelope"; VBDocs: Wylie, "Common Women"; M. Mead, "What Women Want"; D. Cyrus, "Why Mothers Fail"; Ronald Reagan, "It's a Woman's World"

April 13: Discussion: Naitating the Feminine Mystique

Reading: Woloch, pp. 497-512; Collins, When Everything Changed, pp. 3-60; VBDocs: Friedan, "The Problem That Has No Name"; Demographic Context for the Feminine Mystique

Study guide for April 20 exam will be distributed in class.

Week Eleven

Sunday evening films, April 15, 7:00-10:00: "Yoo Hoo Mrs. Goldberg" (90 mins) and "Salt of the Earth" (94 mins.) Both on Reserve in A-V

April 16: The Feminine Mystique and the 'Working' Mother

Reading: Blackboard: Plant, "Mother-Blaming"; Feldstein, "I Wanted the Whole World to See"; V. Brown, "Organizing Their Lives" Introduction plus U.A.W. Debate; "Modern American Housewife"; "Women Know They Are Not Men"; "What's Happening to Home Life"; "Should Mothers Work?"; VBDocs: Mavity, "The Two-Income Family, "How Much Is Your Wife Worth?" and "Working Mothers"

Writing assignment: What 'story' would you want to tell using these articles & documents?

April 18: Discussion: Feminine Mystique in the Cold War

Reading: Blackboard: Swerdlow, "Ladies' Day at the Capitol;" Marantz, "The Scientist as Sex Crusader"; VBDocs: "Modern Woman: The Lost Sex"; Adlai Stevenson, Commencement Address at Smith College; "Grinnell College Coeds Subjects of Kinsey-like Study"

April 20: ****In-class exam****

Week Twelve

Sunday evening films, April 22, 8:00-10:00: "Standing on My Sisters' Shoulders" and "Step by Step: Building a Feminist Movement." Both on Reserve in A-V

April 23: Discussion: Gender in the Civil Rights Movement

Reading: Collins, When Everything Changed, Chapter 6; Blackboard: Breines, The Trouble Between Us, Introduction and Chapter 1, "Together and Apart"; VBDocs: Hayden & King, "Sex and Caste: A Kind of Memo": 1964 SNCC Position Paper and 1965 Memo; Cynthia Washington, "We Came From Different Ends of the Spectrum"

Writing assignment: One-paragraph statement of Breines's thesis

Tuesday evening film, April 24, 9:00-10:00: "CBS News: Abortion and the Law" (1965)

April 25: Discussion: Nanating The Uprising

Reading: Collins, When Everything Changed, pp. 63-105 and 149-209; Blackboard: V. Brown, "Organizing Their Lives" see: "American Women: Report of the President's Commission on the Status of Women," and Spock, "Should Mothers Work?"; VBDocs: Margaret Mead, "Do We Undervalue Full-time Wives?"; MONY ad; Friedan obituary: "The Mother of Feminism"

April 27: Discussion: Documenting the Uprising

Reading: VBDocs: Funky Chart; NOW Docs; *Time* and *Newsweek* articles on "Women's Liberation"; "No More Miss America!"; Mainardi, "The Politics of Housework"; Syfers, "Why I Want a Wife"; Lilith's Manifesto and Redstockings Manifesto; Koedt, "The Myth of the Vaginal Orgasm"; Woman-Identified-Woman; Cerullo, "Hidden History"

Non-writing assignment: Just think about what story you would tell with these documents.

Week Thirteen

April 30: Discussion: The Trouble Between Us

Reading: Blackboard: Breines, The Trouble Between Us, Chapter 2, "Hope and Anger"; Polatnick, "Diversity in Women's Liberation Ideology"; VBDocs: "The Combahee River Collective Statement"

May 2: Discussion with Wendy Kline re: *Our Bodies, Ourselves*

Reading: Blackboard: Kline, Bodies of Knowledge, Introduction & Chapters 1 & 3, VBDocs: Preface to *Our Bodies, Ourselves*

Writing assignment: E-mail on Tuesday evening, by 8:00 p.m., one, typed question for Wendy Kline. She will read them before class.

May 4: Discussion: Coalitions in the Women's Movement

Reading: Blackboard: Nancy MacLean, "Women Challenge Jane Crow"; Reagon, "Coalition Politics: Turning the Century" from Home Girls; V. Brown, "Organizing Their Lives" see: "Why Feminists Want Child Care"; VBDocs: Signs of Change, 1970-1990; Tillmon, "Welfare is a Women's Issue"

Writing assignment: One-paragraph statement of MacLean's thesis

Guidelines for final essay will be distributed in class. Due May 16.

Week Fourteen

May 7: Discussion: Popularizing and Resisting Feminism

Reading: Collins, When Everything Changed, pp. 213-329; Blackboard: Spruill, "Gender and America's Right Turn"; V. Brown, "Organizing Their Lives" see: Nixon Veto of Comprehensive Child Development Act & Schlafly, "What's Wrong with 'Equal Rights' for Women?"; VBDocs: Salper, "U.S. Government Surveillance and the Women's Liberation Movement, 1968-1973: A Case Study"

May 9: Discussion: Women, Work and Motherhood, 1970-2010

Reading: Blackboard: Harrison, "A Revolution But Half Accomplished"; Morgan, "A Child of the Sixties"; Machung, "Talking Career, Thinking Job"; V. Brown, "Organizing Their Lives" see: "Parents Are People" lyrics; Friedan, The Second

Stage excerpt, Tate/"Supermothers?"/Ebony; "For Better or Worse" cartoons and "The Rest of the Story"

May 11: Discussion: The New Millennium?

Reading: Collins, When Everything Changed, pp. 330-409; Blackboard: V. Brown, "Organizing Their Lives" see: National Opinion Research Center Poll & "The Politics of Fatigue"; VBDocs: "An Open Letter to Lesbians Who Have Mothered Before Me"; "The Motherhood Religion"; Tina Fey, "Confessions of a Juggler"

Writing assignment: One-paragraph statement of the line of argument you intend to pursue in your final essay. This is due, via e-mail, on Saturday, May 12 at 4:00 p.m. I will return to you, via campus mail, on Monday.

Final essay due Friday, May 18, 4:30 p.m. in Mears Cottage.