Course Description:

This course examines the history of women’s involvement in the political process in the United States from the founding to the present. Students will examine women’s historical role in the political process, the different ways that women have engaged as political actors (even when disenfranchised), and the issues that became defined as women’s issues.

Women of all ethnicities, races, classes, and sexualities have always been involved in politics through a wide range of political activities—as citizens, voters, activists. This course will move chronologically through U.S. history to examine the changing role of women in politics, along with the influence and role of women’s issues in political debates, elections, and legislation. While I have attempted to provide a broad coverage chronologically of the history of women and the political process in the United States, I have chosen to focus on exceptional work highlighting and emphasizing the central themes and concerns of women’s involvement in politics that still resonate today. Throughout the course, we will also examine how women’s issues intersected with issues based on race and class. The last few weeks of the course will examine contemporary issues involving women and politics including political office-holding and public policy, women as candidates, women and political activism, and the election of 2016 and its aftermath.

This is an interdisciplinary course. While it focuses primarily on the work of historians, students will also engage with the topic through the work of political scientists and legal scholars. The readings, lectures, and assignments have been structured to help students think critically about women’s role in the political process and not simply memorize facts, dates, places, and names.

Learning Goals for this Course:

**Historical Comprehension** (Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods):
- Gain a basic knowledge of women’s involvement in the political process in the United States
- Gain a better understanding of the intersections of race, ethnicity, class, and sexuality with women’s involvement in the political process

**Historical Analysis** (Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view):
- Analyze the intersections of race, class, and gender over time and space
- Develop skills in analyzing primary sources and historical topics – and apply those skills to develop strong analytical arguments

**Historical Interpretation** (Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing):
- Demonstrate the ability to communicate analytical ideas effectively – both in discussion and in writing
- Construct a historical argument
• Evaluate a scholarly argument and critique scholars’ interpretations of history
• Participate in an academic discussion

*Historical Research* (Conduct original research by investigating and interpreting primary and secondary sources):
• Write an original research paper based on primary sources and grounded in relevant historiography

**Course Texts:**
Other readings will consist of book chapters, articles, and primary sources. Book chapters and primary sources will be posted on Canvas or linked on the syllabus, and articles can be found on JSTOR. We will go over how to find and access articles through JSTOR in class.

**Class Structure:** Each class will begin with a lecture that draws from your textbook and other readings. At certain points during class, I will stop and ask you to discuss specific points from the readings and lecture. Your response and discussion should reveal your knowledge of the assigned reading. A portion of each class will be devoted to discussing the primary source reading for that day, generally one or two short items; this discussion will usually fall at the end of class. Diverse and strong opinions are welcome; however, I expect students to conduct themselves in a professional and respectful manner at all times.

**Reading Assignments:** Students should complete the assigned readings for a particular lecture before class. You will need to thoroughly read the book chapters and/or articles and come to class prepared to discuss what you have read. We will discuss strategies for reading analytically (and quickly!) in class. If you miss a lecture, the readings will serve you well, but you should also ask a classmate if they would be willing to share a copy of their notes for that day. The primary sources are brief (generally only one to two pages each), and we will go over them in class together. Students are expected to come to class having done the required reading and prepared to thoughtfully engage in the lecture, discussion, and primary source exercise.

**Assignments:** All students will complete three assignments in this course. The first assignment will be a presentation on a historical figure. The second assignment will be researching and bringing in primary sources for one of the last five class sessions. Each student will sign up for one of these sessions, find a relevant primary source, post the source to Canvas by 5PM on the day before class, and email me a paragraph explaining why the source was chosen and what it will add to our discussion of that day’s theme. They will then lead the class discussion on their chosen primary source. The final assignment will be a primary source analysis of 8-10 pages for undergraduate students and 12-15 pages for graduate students. More information on the assignments will be handed out in class.

In addition to the above assignments, graduate students will also complete a book review (800 words) of a book that students will choose from a provided list.
Exams: There will be two take-home exams, a midterm and a final. Students will be provided with essay topics in advance.

Grading Scheme for Undergraduate Students:
Participation: 10%
Primary Source Class Discussion: 15%
Historical Figure Presentation: 15%
Primary Source Analysis: 20%
Midterm Exam: 20%
Final Exam: 20%

Grading Scheme for Graduate Students:
Participation: 10%
Primary Source Class Discussion: 10%
Book Review: 10%
Historical Figure Presentation: 15%
Primary Source Analysis: 20%
Midterm Exam: 15%
Final Exam: 20%

Attendance Policy: You are expected to attend every class. Please be aware, however, that it will be very difficult for you to succeed in this course if you do not attend class. Consequently, three or more absences will result in a penalty on your participation grade. If you encounter extenuating circumstances that result in three or more absences, you should speak to me personally.

Late Work: All papers and assignments are due at the start of class on the date listed on the syllabus. You must take the midterm and final exam on the dates listed on the syllabus.

Honor Code: Plagiarism and academic dishonesty will not be tolerated. Enrollment in this course and submission of each written assignment constitute students’ acceptance of UNCG’s Academic Integrity Policy. I expect students to uphold UNCG’s Academic Integrity Policy, which can be found here: https://drive.google.com/file/d/0B0rFGhJvbDHUEsxSZmFFaWTfmb00/view.

Academic Support & Disability Accommodations: The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - https://ods.uncg.edu/), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students’ requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.
Writing Center: The Writing Center provides support for all types of writing assignments. Since you pay for the Writing Center via your student fees, you should take advantage of it to improve your writing. Visit the Writing Center (https://writingcenter.uncg.edu/) to learn more.

Speaking Center: Besides providing help for in-class presentations, the Speaking Center has useful resources and tips for students who are shy about speaking up in class or section. Visit https://speakingcenter.uncg.edu/ for more information.

Office Hours: I am always happy to discuss any questions or concerns you have regarding this course. I am always available during office hours, and you are welcome to schedule an appointment outside of those times by emailing me.

History Department Websites:
History Department website: https://his.uncg.edu
Facebook page: https://www.facebook.com/UNCGDepartmentofHistory/

Syllabus Updates: Please note that readings and due dates are subject to change. I will notify you of any changes to the course schedule in class.

Course Schedule

Wednesday, Aug. 21  Introduction
Major Themes, Questions, Problems, Concerns
In-Class Assignment: Nancy Hewitt, “From Seneca Falls to Suffrage? Reimagining a ‘Master’ Narrative in U.S. Women’s History,” in No Permanent Waves: Recasting Histories of U.S. Feminism

Monday, Aug. 26  Theorizing Women, Gender, and Politics in US History
Readings: Joan Wallach Scott, “Introduction,” in Gender and the Politics of History, Revised Edition
Nancy Cott, “Introduction” in The Grounding of Modern Feminism

Wednesday, Aug. 28  A Revolution for Women
Primary Sources:
- Iroquois Women in Government, Pierre de Charlevoix (1721)
- Judith Sargent Murray, “On the Equality of the Sexes” (1790)
- Abigail and John Adams, Family Letters on Revolutionary Matters (1776-1783)
Monday, Sept. 2  
NO CLASSES – LABOR DAY

Wednesday, Sept. 4  
Women & Politics in the Early Republic  
Primary Sources:  
- Cherokee Women Resist Removal, Petitions of the Women’s Councils (1817, 1818)

Monday, Sept. 9  
Seneca Falls and the Rise of the Women’s Movement  
Primary Sources:  
- Catharine Beecher on the “Duty of American Females” (1837)  
- Angelina Grimké on Women’s Rights (1837)  
- Declaration of Sentiments of the Seneca Falls Convention (1848)  
- Sarah Grimké Calls for Women’s Rights, 1838  
- Angeline Grimké Weld, Speech in Pennsylvania Hall, May 17, 1838

Wednesday, Sept. 11  
The Women’s Movement in Antebellum America  
Primary Sources:  
- Lucy Stone’s Marriage Protest (1855)  
- Lucy Stone, “Disappointment is the Lot of Women” – Oct. 17, 1855  
- Lucretia Mott, Discourse on women – Dec. 17, 1849

Monday, Sept. 16  
Race, Gender, and Citizenship – Legacies of the Civil War  

Wednesday, Sept. 18  
Reconstruction  
Reading: Faye E. Dudden, “The Fight over the Fifteenth Amendment,” in *Fighting Chance: The Struggle Over Woman Suffrage and Black Suffrage in Reconstruction America*
Primary Sources:
- Sojourner Truth, “Address to the First Annual Meeting of the American Equal Rights Association” (1867)
- Elizabeth Cady Stanton, “Home Life,” (ca. 1875). (Note: this source is manuscript material and not a transcript. You do not have to read all 66 pages. Just read the first few).

Monday, Sept. 23  
Women & Politics under Jim Crow  
Primary Sources:  
Interview of Rebecca Latimer, Filmed April 9, 1929.  
https://www.youtube.com/watch?v=0FE30a4J38Q (Interview of Latimer starts at 8:34)  
- Ida B. Wells-Barnett, Lynch Law in America (1900)  
** Exam Essay Topics Handed Out In Class

Wednesday, Sept. 25  
Women & Politics under Jim Crow, Part 2  
Primary Sources:  
- Frances Ellen Harper, We Are All Bound up Together (1866)  
- Susan B. Anthony, “Is it a Crime for a U.S. Citizen to Vote?” – April 3, 1873  
- Mary Church Terrell, The Progress of Colored Women – Feb. 18, 1898

Monday, Sept. 30  
Women & Politics in the Progressive Era  
Reading: Kate Clarke Lemay, “The New Woman, 1893-1912,” in Votes for Women! A Portrait of Persistence  
Primary Sources:  
- Frances E. Willard, Women and Temperance (1882)  
- Charlotte Perkins Gilman, Women and Economics (1898)

Wednesday, Oct. 2  
The Fight for Women’s Suffrage  
Reading: Kate Clarke Lemay, “Compelling Tactics, 1913-1916” in Votes for Women! A Portrait of Persistence  
Primary Sources:  
- Carrie Chapman Catt, Address to Congress on Women’s Suffrage (1917)  
- Memorial to Congress from the American Woman Suffrage Association
**Monday, Oct. 7**  
Take home exam due by class time

**Monday, Oct. 7**  
**Special Collections Library Session

**Wednesday, Oct. 9**  
What Comes Next? Women & Politics After the Nineteenth Amendment  
Reading: Nancy F. Cott, “Voluntarist Politics,” in *The Grounding of Modern Feminism*  
Primary Sources:  
- *Crystal Eastman, “Now We Can Begin”* (1920)  
- Elsie Hill and Florence Kelley Debate the Equal Rights Amendment (1922)

**Monday, Oct. 14**  
No Class – Fall Break

**Wednesday, Oct. 16**  
The Great Depression and WWII  
Reading: Glenda Elizabeth Gilmore, “Imagining Integration” in *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950*

**Monday, Oct. 21**  
Presentations

**Wednesday, Oct. 23**  
Presentations

**Monday, Oct. 28**  
The Civil Rights Movement  
Reading: Danielle L. McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance—a New History of the Civil Rights Movement from Rosa Parks to Black Power*  
Primary Source:  
- *Rosa Parks on Life in Montgomery, Alabama (1956-1958)*

**Wednesday, Oct. 30**  
Second Wave Feminism  
Reading: Anne M. Valk, “Organizing for Reproductive Control,” in *Radical Sisters: Second-Wave Feminism and Black Liberation in Washington, D.C.*  
Primary Sources:  
- *Brochure on the Equal Rights Amendment* (1976)

**Monday, Nov. 4**  
Women & Activism in the Mid-Twentieth Century  
Reading: Langston, Donna Hightower. “American Indian Women’s
Activism in the 1960s and 1970s,” *Hypatia*, 18, No. 2 (Spring, 2003), 114 – 132

Primary Sources:
- Dolores Huerta, FRONTLINE interview – March 21, 2013
- Dolores Huerta, Interview with Maria Huffman – Feb. 23, 1968

Wednesday, Nov. 6  No Class – Independent Research in Special Collections

Monday, Nov. 11  Women and the Conservative Backlash
Reading: Elizabeth McRae, “White Women, White Youth, and the Hope of the Nation,” in *Mothers of Massive Resistance: White Women and the Politics of White Supremacy*

Primary Sources:
- Phyllis Schlafly, “What’s Wrong with ‘Equal Rights’ for Women?” (1972)
- “Stop Era” Protest (1977)
- Phyllis Schlafly on Women’s Responsibility for Sexual Harassment (1981)

Wed, Nov. 13  Gender and Public Policy

Primary Sources: Group 1

Monday, Nov. 18  Women as Candidates

Primary Sources: Group 2

Wednesday, Nov. 20  Women and Political Activism
Monday, Nov. 25  Women and the Election of 2016

Primary Sources: Group 3

**Final Exam Essay Topics Handed Out In Class**

Wed, Nov. 27  NO CLASS – THANKSGIVING BREAK

Monday, Dec. 2  Women & Politics post-2016 – Where do we Stand?

**Other Readings for this Session TBA
Primary Sources: Group 5

Wednesday, Dec. 4  Review
Primary Source Analysis Due

FINAL EXAM TBA