

HIS 329: American Women's History since 1865

MW 2:00-3:15 in Eberhart Building, Room 161

Professor: Dr. Mandy L. Cooper

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Office Hours: Mondays 12-1 and Tuesdays 1-3 and by appointment

*Note: Office Hours will be held by Zoom until further notice

UNCG is located on the traditional lands of the Keyauwee and Saura. Let us venture to honor them with our work together.

Course Description:

This class examines American women's history from Reconstruction to the present. Students will examine women's changing experiences and expectations, as well as the significance of the roles that women have held in the American family and in the public sphere. Students will explore historical issues of gender, race, and region, asking how different facets of identity shaped the way that women experienced and interacted with the political, economic, legal, and cultural forces that shaped their lives. This class will examine women's role in key moments and events in modern US history, including Reconstruction and the rise of Jim Crow, immigration, industrialization, urbanization, modernization, American imperialism at home and abroad, definitions of citizenship, major wars, the birth of counterculture in the sixties, the Civil Rights Movement and other social movements, and the rise of conservatism. While delving deeper into these key moments and events, students will also become acquainted with the "ordinary" men and women of diverse backgrounds who helped form the nation. This course will both tell history from the vantage point of recognizable figures and move beyond the "great man/woman" perspective to examine women typically left out of the historical narrative.

The course will be divided into four thematic sections, each of which will be structured relatively chronologically. The first section focuses on race, ethnicity, and citizenship in the late nineteenth-century United States, covering topics such as the gender politics of Reconstruction, women under Jim Crow, and Native American women in the West. The second section focuses specifically on politics and activism, 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 from the late nineteenth-century to the present. The third section turns to business and labor, examining women's work in everything from domestic labor within the household to work in factories, war production, and more. Finally, the last section focuses on culture and society, examining women's changing roles, opportunities, and expectations.

The readings, lectures, and assignments have been structured to help students think critically about history and not simply memorize facts, dates, places, and names. The course relies on three kinds of sources: lectures, primary materials, and secondary readings. The lectures are intended to introduce analytical ideas: the big themes, questions, and problems from a particular historical moment. Those ideas will then help you analyze the assigned readings. Primary source materials are sources that were created in the historical time period that we're studying. They allow us, as historians, to enter into that period, to get closer to it, and to get a more direct sense of what was happening at the time. Secondary sources, such as the assigned book chapters and articles, are different: they are written after the fact, are filtered through someone else's observations, and are thus removed from the actual time period in question. The analysis of the two kinds of sources is also different. With primary sources, we are focusing on materials generated in the past; in learning how to critically analyze those materials, we are also coming to terms with the dynamics of the past. With secondary sources, we would be weighing what other people said about the past and determining which analysis we find most compelling. Students should leave this class with a better

and deeper understanding of American history and why the past remains relevant today. While this course is geared toward history majors, students of all fields should find this class helpful in learning how to participate in scholarly discussion and analyze historical arguments.

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):

- Acquire a general knowledge of women's history in the United States since 1865
- Gain a better understanding of the intersections of race, ethnicity, class, and sexuality and how those intersections shaped the way that women experienced and interacted with the political, economic, legal, and cultural forces that shaped their lives

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):

- Develop an exhibit on some aspect of US women's history after 1865 that is grounded in primary sources and supported by scholarly literature

Course Texts: 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 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. About ten minutes 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 will complete the assigned readings for a particular lecture before class. You will need to thoroughly read the book chapters and/or articles (posted on Canvas) 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, you should 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. Discussions, writing assignments, and exams should reflect that you have been attending class and doing the reading.

Podcast Analysis: Your first assignment for this course is a podcast analysis. Students will be provided with several different podcast episodes to choose from and will write a 3-4 page analysis of one source from the provided list. You will receive more information on this paper in class.

Response Paper: Students will sign up to write a response paper based on the readings for one class session. The response paper should be a review of the day's secondary and primary readings. The paper should be between three and five pages in length and should contain the following elements: summary, criticism, comparison/contrast, and an assessment of the readings' major contributions. These response papers should not merely summarize the major arguments of the readings but should make connections between them. Response papers are due by the beginning of class on the day you sign up for.

Final Project: Your final project for this class will be to design an exhibit on some aspect of US women's history after 1865. Your exhibit can focus on people, events, monuments, work, etc., as long as it's related to women's history. You will turn in a list of three possible choices for your exhibit for my approval. The exhibit should have a central narrative, a logical flow, and historical context. It should be written and presented in a style accessible to the general public. You will receive more information on this project in class.

Exams: There will be two take-home exams, a midterm and a final. Students will be provided with essay topics in advance.

Grading Scheme:

- Participation: 10%
- Podcast Analysis: 15%
- Response Paper: 15%
- Final Project: 20%
- Midterm Exam: 20%
- Final Exam: 20%

Grading Scale:

Letter Grade	% points accumulated
A+	98-100
A	93-97
A-	90.0-92
B+	88-89
B	83-87
B-	80-82

C+	78-79
C	73-77
C-	70-72
D	60-69
F	<60.0

Attendance Policy: You are expected to attend every class. Please be aware that it will be very difficult for you to succeed in this course if you do not attend class. However, given the circumstances of the COVID-19 pandemic, if you encounter extenuating circumstances that mean that you will miss class, you should speak to me personally to make arrangements to ensure that you do not fall behind.

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

Academic Integrity: Plagiarism and academic dishonesty will not be tolerated. Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, webpages) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation. Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find the full Academic Integrity Policy, here: <https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/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.

COVID-19 Policies:

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Contra Power Statement:

As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. **Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.**

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874

- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or mchappe@uncg.edu
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

Classroom Conduct:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

Health and Wellness:

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu.

Religious Observance:

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify both myself and your TA in advance of the date of the religious observance.

Policy on Children in Class:

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

- 1) I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

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 <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.

Schedule

Wednesday, August 18 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*

Theme 1: Race, Ethnicity, & Citizenship in the Late Nineteenth Century

Monday, August 23 Race, Gender, and Citizenship – Legacies of the Civil War
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” \(1867\)](#)
[-Frances Ellen Harper, We Are All Bound up Together \(1866\)](#)
****Last day to withdraw from a course for tuition and fees
refund; course withdrawal policy in effect after this date**

Wednesday, August 25 Women under Jim Crow
Reading: Crystal N. Feimster, “The Gender and Racial Politics of the
Anti-Lynching Movement,” in *Southern Horrors: Women and the Politics
of Rape and Lynching*.
Primary Sources:
[-Ida B. Wells-Barnett, Lynch Law in America \(1900\)](#)
[-Mary Church Terrell, The Progress of Colored Women – Feb. 18,
1898](#)

Monday, August 30 Native American Women in the West
Reading: Jane E Simonsen, "A Model of Its Kind: Anna Dawson Wilde's Home in the Field," in *Making Home Work: Domesticity and Native American Assimilation in the American West, 1860-1919*
-A Citizen Protests the Rape of Indian Women in California, 1862 (MP)
-Zitkala-Sa Travels to the Land of the Big Red Apples, 1884 (MP)

Wednesday, September 1 Women, Ethnicity, & the Politics of Citizenship in the West
Reading: Elizabeth Jameson, "Women as Workers, Women as Civilizers: True Womanhood in the American West," *Frontiers: A Journal of Women Studies* 7, no. 3 (1984): 1-8.
Primary Sources:
-Mrs. A.M. Green Gives an Account of Frontier Life in Colorado, 1887 (MP)
-Bills of Sale of Chinese Prostitutes, 1875-1876 (MP)
[-Mary Tape Protests Chinese Segregation \(1885\)](#)

Monday, September 6 Labor Day – No Class

Theme 2: Politics & Activism

Wednesday, September 8 Women & Reform in the Progressive Era
Reading: Glenda Gilmore, "Diplomatic Women," in *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*
Primary Sources:
[-Frances E. Willard, Women and Temperance \(1882\) \(pages 42-47\)](#)
[-Margaret Sanger, Chapter 1, "Woman's Error and Her Debt," in *Woman and the New Race \(1920\)*](#)

Monday, September 13 The Fight for Suffrage
Reading: Kate Clarke Lemay, "Compelling Tactics, 1913-1916" in *Votes for Women! A Portrait of Persistence* **OR** Kate Clarke Lemay, "Militancy in the American Woman Suffrage Movement, 1917-1919," in *Votes for Women! A Portrait of Persistence*
Primary Sources:
[-Crystal Eastman, "Now We Can Begin" \(1920\)](#)
**Examine the visual sources included in the required reading. We will discuss these in class.

Wednesday, September 15 Civil Rights Movement, Part 1
Reading: Charles M. Payne, "A Woman's War," in *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*
Primary Sources:
[-Rosa Parks on Life in Montgomery, Alabama \(1956-1958\)](#)
****Podcast Analysis Due**

- Monday, September 20 Civil Rights Movement, Part 2
 Reading: Danielle L. McGuire, “Walking in Pride and Dignity” in *At the Dark End of the Street: Black Women, Rape and Resistance – a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*
 Primary Sources:
 -[Fannie Lou Hamer: Testimony at the Democratic National Convention 1964](#)
- Wednesday, September 22 Activism and the Fight for Rights
 No Secondary Reading
 Primary Sources:
 -[Dolores Huerta, FRONTLINE interview – March 21, 2013](#)
 -[Dolores Huerta, Interview with Maria Huffman – Feb. 23, 1968](#)
- Monday, September 27 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:
 -[National Organization for Women, “Statement of Purpose” \(1966\)](#)
 -[Brochure on the Equal Rights Amendment \(1976\)](#)
- Wednesday, September 29 Conservative Activism
 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 \(1981\)](#)
- Monday, October 4 Reproductive Justice
 Reading: Linda Gordon, “Birth Control in the Era of Second-Wave Feminism,” in *The Moral Property of Women: A History of Birth Control Politics in America*.
 Primary Source:
 -[Margaret Sanger, Chapter 10, “Contraceptives or Abortion?” in *Woman and the New Race* \(1920\)](#)
 -Nonconformist Joyce Johnson Recounts Her Experience in Obtaining an Illegal Abortion in New York City, 1955 (MP)
 -The Supreme Court Legalizes Abortion in *Roe v. Wade*, 1973 (MP)
- Wednesday, October 6 **MIDTERM EXAM DUE – NO CLASS.**

- Friday, October 8 ****Last day to withdraw from a course without incurring a WF grade (withdraw failing)**
- Monday, October 11 **No Class, Fall Break**
- Wednesday, October 13 Activism in the 21st Century
 Readings: Alicia Garza, “A Herstory of the #BlackLivesMatter Movement by Alicia Garza,” *The Feminist Wire*(blog), October 7, 2014. <http://www.thefeministwire.com/2014/10/blacklivesmatter-2/>
 Lara Putnam and Theda Skocpol, “Middle America Reboots Democracy,” *Democracy: A Journal of Ideas*, February 20, 2018. <https://democracyjournal.org/arguments/middle-america-reboots-democracy/>
- Theme 3: Business & Labor**
- Monday, October 18 Women & Work After the Civil War
 Reading: Tera Hunter, “‘Washing Amazons’ and Organized Protests,” in *To Joy My Freedom: Southern Black Women’s Lives and Labors after the Civil War*.
- Wednesday, October 20 Immigration, Industrialization, & the End of the Nineteenth Century
 Reading: Ruth Schwartz Cowan, “The “Industrial Revolution” in the Home: Household Technology and Social Change in the 20th Century,” in *Technology and Culture* 17, no. 1 (Jan. 1976): 1-23.
 Primary Sources:
 -[Rose Cohen on the World Beyond her Immigrant Neighborhood \(ca. 1897/1918\)](#)
- Monday, October 25 Women Workers in the Early Twentieth Century
 Required Reading: Kathy Peiss, “Leisure and Labor,” in *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*
 Primary Sources:
 -The New York Times Reports on the Tragedy of the Triangle Shirtwaist Factory Fire, 1911 (MP)
 -The U.S. Supreme Court Upholds a Maximum-Hours Law for Working Women in *Muller v. Oregon*, 1908 (MP)
****Final Project Topic Choices Due**
- Wednesday, October 27 The Great Depression
 Reading: Jacqueline Dowd Hall, “Disorderly Women: Gender and Labor Militancy in the Appalachian South” *Journal of American History* 73, no. 2, (Sept. 1986): 354-382
 Primary Sources:
 -Eleanor Roosevelt Applauds the Repeal of the Married Persons Clause of the Economy Act, 1937 (MP)

Monday, November 1 Rosie the Riveter – WWII & Women Workers
Reading: Karen Tucker Anderson, “Last Hired, First Fired: Black Women Workers during World War II,” *The Journal of American History*, 69, No. 1 (June, 1982), 82 – 97.
Primary Sources:
-Mary McLeod Bethune Urges President Roosevelt to Turn to Qualified Negro Women for Help in the War Effort, 1940 (MP)
-Mrs. Norma Yerger Queen Reports on the Problems of Employed Mothers in Utah, 1944 (MP)

Wednesday, November 3 The Glass Ceiling + Women, Work, and Welfare in the 1990s and Beyond
Reading: Gwendolyn Mink, “Aren’t Poor Single Mothers Women? Feminists, Welfare Reform, and Welfare Justice” in *Whose Welfare?*
Primary Source:
-[Robin Pogrebin, “WHAT’S NEW IN WOMEN IN BUSINESS: Ways to Rise Above the ‘Glass Ceiling’” *New York Times*, August 14, 1988.](#)
-[Southern Poverty Law Center, Section Two: Workplace Exploitation Immigrant Women Powerless in the Face of Abuses, 2010](#)

Theme 3: Culture and Society: Roles, Opportunities, Expectations

Monday, November 8 Female Friendships in the Nineteenth Century
Reading: Carroll Smith-Rosenberg, “The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America,” *Signs* 1, no. 1 (Autumn, 1975): 1-29.

Wednesday, November 10 Women & the Culture of US Imperialism
Reading: Jennifer Thigpen, “Soldiers and Angels for God” and “Gendered Diplomacy” in *Island Queens and Mission Wives: How Gender and Empire Remade Hawai’i’s Pacific World*
Primary Sources:
-“Introduction and Preface” in [Domestic economy, a new cookery book. Containing numerous valuable receipts for aid in housekeeping. \(1882\)](#)
-[Singer Sewing Machine Advertisement in South Africa, 1893](#)
-[Mary Tenney Castle to her namesake Mary Eloise Castle, Honolulu, Sat., Nov. 29, 1884. \(p. 15-17 of PDF\)](#)

Monday, November 15 The “New Woman,” The 1920s, the Jazz Age, & Changing Sexual Mores
Reading: Fiona I. B. Ngô, “Desire and Danger in Jazz’s Contact Zones,” in *Imperial Blues: Geographies of Race and Sex in Jazz Age New York*
Primary Sources:
-[Bulletin of the North Carolina College for Women, Vol. IX No. 1., pages 158-172](#)
-[Ellen Welles Page, “A Flapper’s Appeal to Parents” \(1922\)](#)

- Dorothy West, "Amateur Night in Harlem" (1938)
- Wednesday, November 17 From Rosie the Riveter to Pin-Up Girls: Gender & Sexuality during WWII
 Reading: Meghan K. Winchell, "The Loveliest Girls in the Nation," and "Nice Girls Didn't, Period: Junior Hostesses and Sexual Service," in *Good Girls, Good Food, Good Fun: The Story of USO Hostesses during World War II*
 Primary Sources:
-Wanted! for murder: her careless talk costs lives (1944)
- Monday, November 22 June Cleaver? Domesticity and Suburban Life
 In-Class Film Viewing
 In-Class Activity - Advertisements
- Wednesday, November 24 **Thanksgiving Holiday – No Class**
- Friday, November 26 **Thanksgiving Holiday – No Class**
- Monday, November 29 Feminism and Sexual Deviance in the Cold War and Beyond
 No Secondary Reading
 Primary Sources:
-Lillian Hellman Refuses to Name Names (1952)
 -African American Pauli Murray Explains "Why Negro Girls Stay Single," 1947 (MP)
 -A Letter to the Editor of *The Ladder* from an African American Lesbian, 1957
- Wednesday, December 1 Course Wrap Up & Review Session – Race, Gender, & Culture in the Present Era
 Primary Source:
-Emily Doe, Victim Impact Statement (2015)
****Final Projects Due**

Final Exam Due Monday, December 6 by 6:30 PM