

US Women's History Since 1865
MHRA 1204
HIS 329-001

Ms. Abigail Shimer
Office – MHRA 2102

Office Hours/Student Hours: T/TH-8:30-9:15 (MHRA); W-9:00-10:30 (Zoom);

Course Description

Women in United States history covers women from Reconstruction to the present. This course investigates how women's issues and experiences changed based on not only when women lived but also their race, class, and location in the United States. Students will use primary and secondary sources to examine subjects in women's history such the women's suffrage movement, women in the Civil Rights Movement, and the feminist movement.

Learning Goals for this Course:

- After this course, you should be able to:
 - 1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
 - 2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]
 - 3. Conduct original research by investigating and interpreting primary and secondary sources. [Historical Research]
 - 4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation]

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

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.

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 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 mechappe@uncg.edu

University Police (reporting agent) 336.334.4444

For more information on UNCG's policies regarding harassment, visit

http://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf

Religious Holidays

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit:

https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing

Adverse Weather

In cases of inclement weather that impact this course and course schedule, details can be found:

In your University email: UNCG sends out Adverse Weather updates

In the UNCG Mobile App: You can even set it to provide you alerts

Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)

Visit Spartanalert.uncg.edu or the UNCG homepage: UNCG posts up-to-date information on the main University web site (uncg.edu) and on the main Spartan Alert page (spartanalert.uncg.edu).

Late Policy

Assignments are expected to be turned in on time or early. A late assignment will receive a penalty of 10 points off for every day it is late. If you have an issue come up, you are responsible for contacting me on email or Canvas before the due date.

Communication

Students are responsible for checking their emails and Canvas. It is highly recommended that you have Canvas set to email you announcements as that is the main way I will contact the entire class.

Academic Integrity

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. You can find the full Academic Integrity Policy, here: <https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>. Do not cheat. If any of you are going into education, you will realize that we instructors can generally tell when you are submitting work that is not your own (And yes, that includes Chat GPT). Do not risk it.

Academic Support & Disability Accommodations

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must connect with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, (336) 334-5440, oars.uncg.edu.

Writing Center

UNCG has a Writing Center to help students at all levels. Since this is a writing intensive course, you should take advantage of the writing center to improve your writing assignments. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

Speaking Center

The Speaking Center provides support for both speaking in class and giving oral presentations. (speakingcenter.uncg.edu)

Office Hours

Office Hours give you a time to speak to me about this class, history in general, or any other concerns you may have. Please let me know if these hours do not work for you and we can schedule something at another time.

History Department's Social Media

Instagram: <https://www.instagram.com/uncghistory1/>

Facebook: <https://www.facebook.com/UNCGDepartmentofHistory>

Website: <https://his.uncg.edu/>

YouTube: https://www.youtube.com/channel/UCCmAM-qIz-IVzKR_YmoHq4A

Assignments:

- Reading Reflections (3 at 100 points each) (SLO 2)
- Digital Project (400 points all together) (SLO 3, 4)

- Choosing a Topic (50)
- Annotated Bibliography of Primary and Secondary Sources (150 points)
- Final Project (200 points)
- In-Class Assignments (100 points) (SLO 1, 2, 3)
- Participation (100 points) (SLO 1, 2, 3)

Course Schedule

Introduction

August 15:

- Readings:
 - Historical Thinking Chart
 - 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*

August 17:

- Readings:
 - Dayton, Cornelia H., and Lisa Levenstein. “The Big Tent of U.S. Women’s and Gender History: A State of the Field.” *The Journal of American History* 99, no. 3 (2012): 793–817. <http://www.jstor.org/stable/44308391>
 - Primary Sources Viewed in Class

Module 1: Learning Womanhood

August 22: Feminine Expectations in Late Nineteenth Century America

- Readings:
 - Mary E. Odem, “Teenage Girls, Sexuality, and Working-Class Parents,” *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920* (Posted on Canvas)
 - Primary Sources on Canvas

August 24: Feminine Expectations in the American West

- Readings:
 - 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* (Posted on Canvas)
 - Primary Sources on Canvas

August 29: The New Woman

- Readings:
 - TBA
 - Primary Sources on Canvas and in Class

August 31: Teenage Girlhood

- Readings:
 - Schrum, Kelly. “‘Teens Means Business’: Teenage Girls’ Culture and Seventeen Magazine, 1944-1950.” In *Delinquents and Debutantes: Twentieth-Century American Girls’ Cultures*, New York University Press, 1998. (Posted on Canvas)
 - Primary Sources on Canvas and in Class

September 5: Girlhood and TV in the 20th Century

- Readings:
 - Excerpt from Douglass, *Where the Girls Are* (Posted on Canvas)
 - Primary Sources on Canvas and in Class

September 7: Girlhood and Moral Concerns

- Readings:
 - Primary Sources on Canvas
- **Module Reflection Due September 8, 11:59**

Module 2: Women and Activism

September 12: Women’s Suffrage Part I

- 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 Posted on Canvas

September 24: Conservative Women in the New South

- Readings
 - Excerpts from Cox, *Dixies Daughters*
 - Primary Sources Posted on Canvas

September 29: Women and Progressive Social Movements Part I

- Readings
 - Crystal N. Feimster, “The Gender and Racial Politics of the Anti-Lynching Movement,” in *Southern Horrors: Women and the Politics of Rape and Lynching*. (Posted on Canvas)
 - Primary Sources Posted on Canvas

September 21: Women and Progressive Social Movements Part I

- Listen:
 - Dig Podcast, “Julia’s Bureau: The Temperance Virtuoso, the Father of Journalism, and Life after Death in the Spiritualist Anglo-Atlantic”
- Readings:
 - Primary Sources Viewed in Class

September 26: Women’s Suffrage Part II

- Listen:

- Dig Podcast, “100 Years of Woman Suffrage.”
- Primary Sources on Canvas

September 28: Women in the Civil Rights Movement

- Readings:
 - Ruth Feldstein, “I Want the Whole World to See.”
 - Primary Sources on Canvas

October 3: Women and Massive Resistance

- Readings:
 - TBD

October 5: Women’s Liberation

- Readings:
 - Winifred Breines, “Learning about Racism: White Socialist Feminism and Bread and Roses,” in *The Trouble Between Us*
 - Primary Sources on Canvas

October 12: Women in Republican Politics

- Readings:
 - Excerpts, Robin M. Morris, *From Goldwater Girls to Reagan Women*
 - Primary Sources in Class

October 17: Women and the ERA

- Readings:
 - Excerpts, Spruill, *Divided We Stand*
 - Primary Sources in Class
- **Module Reflection Due 11:59 pm, October 18**

Module 3: Women and Labor

October 19: Nineteenth Century Black Women’s Labor

- Readings: Tera Hunter, “‘Washing Amazons’ and Organized Protests,” in *To ‘Joy My Freedom: Southern Black Women’s Lives and Labors after the Civil War*.

October 24: Nineteenth Century Factory Labor

- Readings:
 - Annelise Orleck, “Coming of Age: The Shock of the Shops and the Dawning of Political Consciousness, 1900–1909,” in *Common Sense and a Little Fire, Second Edition*, 2nd ed.

October 26: Nineteenth Century Farm Labor

- Readings:
 - Jenny Barker Devine, “Rural Women,” in *The Routledge History of Rural America*

- Primary Sources Posted on Canvas

October 31: What Is Reproductive Labor?

- Readings:
 - Excerpts from Laura Briggs, *How All Politics Became Reproductive Politics*

November 2: Legality of Childbirth

- Readings:
 - Felicity M Turner, “Freedom and the Reconstruction of Bodies,” in *Proving Pregnancy: Gender, Law, and Medical Knowledge in Nineteenth-Century America*
 - Primary Sources in Class

November 7: Birth Control Movement

- Listen:
 - Dig Podcast, “The Controversial Life and Legacy of Margaret Sanger”
- Read:
 - Primary Sources on Canvas

November 9: Birth Mothers and Middle-Class Expectations

- Readings:
 - Excerpts, Ann Fessler, *The Girls Who Went Away* (Posted on Canvas)
 - Primary Sources Posted on Canvas

November 14: Suburban Life

- No Readings
 - “In the Suburbs” Class Video

November 16: Childcare

- Readings:
 - Daniel Winunwe Rivers, “In the Best Interests of the Child Lesbian and Gay Parenting Custody Cases, 1967–1985,” in *Radical Relations*
 - Excerpts from Dorothy Roberts, *Torn Apart*
 - Primary Sources Posted on Canvas

November 21: Domestic Labor

- Readings:
 - Primary Sources Posted on Canvas
- **Digital Project Due**

Wrapping up

November 28

- No Readings
- **Module Reflection Due 11:59 November 28**

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via e-mail with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.