

# **HIS 329 – U.S. Women’s History Since 1865**

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**MWF 10:00-10:50, Bryan Building 121**

**Instructor: Dr. Virginia Summey (vsumme2@uncg.edu)**

**Office Hours: MW 11:00 – 12:30, MHRA 3103**

**\*This syllabus is subject to change\***

## **COURSE DESCRIPTION:**

This course will acquaint students with the major issues and events of women’s history in the United States from the end of the Civil War to the present. We will explore gender systems, gender and race, suffrage, women’s labor and education, Second Wave Feminism, and social reform. Students will analyze a wide range of primary sources and historical debates and consider how studying women and gender changes our understanding of U.S. history.

## **STUDENT LEARNING OUTCOMES:**

- Students will gain a strong understanding of major themes and events in U.S. Women’s History from 1865.
- Students will learn how to historically contextualize and analyze a range of primary sources representing different points of view.
- Students will use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument.
- Students will improve their reading and writing skills.

## **COURSE POLICIES:**

**Attendance:** Attendance is vital to your success in this class. There is no “textbook”: lectures provide the backbone of this class. If you must miss lecture, I advise you to get notes from a classmate. Likewise, there simply is no way to replicate the experience of a class discussion without actually being present in class. While you are permitted to get notes from fellow students, or even to have a fellow student record the class for you, this will not earn you credit for class attendance. More than four absences **for any reason** will lower your final grade by one-third of a grade for each subsequent absence (that is, for example, your fifth absence will cause a “B” to become a “B-,” etc.). Missing a total of nine or more classes for any reason (one-third of the semester) will result in an automatic “F” for the course. No exceptions. There are no “excused absences.” Please use your four un-penalized absences wisely by saving them for emergencies or severe illness. Students are responsible to complete on time all work assigned or due on days in which they are absent.

If you suffer from a chronic illness or have special needs that make the attendance policy burdensome, you **MUST** inform the instructor in the first week of class and provide proof of your condition to the Dean of Students. I will do my best to accommodate any legitimate, documented, special needs.

**Resources for students with disabilities:** UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students with recognized disabilities should register with the Office of Accessibility Resources & Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains a webpage at <http://ods.uncg.edu/>. The mission of OARS is to provide, coordinate, and advocate for services which enable undergraduate and graduate

students with disabilities to receive equal access to a college education and to all aspects of university life.

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**Academic Integrity Policy:** All work submitted in your name must be your own original work for this class with proper citation or credit given to all sources. All papers will be turned in using the “Assignments” function on Canvas. Each student should be familiar with the Academic Integrity Policy, and the penalties for plagiarism. Refer to this address on the UNCG website for more details: <http://studentconduct.uncg.edu/>

**E-mail Policy:** The best way to reach me is via university e-mail ([vsumme2@uncg.edu](mailto:vsumme2@uncg.edu)). Students are responsible for checking their UNCG iSpartan email on a regular basis. All emails must be professional including an appropriate greeting, complete sentences, and a salutation. Do not use language deemed inappropriate for professional correspondence. Please be aware that an email response will not be immediate. Please allow for a 24-hour (48 hours on the weekend) response time.

## **ASSIGNMENTS:**

**Grading Policies:** Students earn grades based on the work they submit based on the following:

A = Excellent work that demonstrates a clear understanding of the material under study and a superior ability to utilize that material in the assignment submitted. All criteria are met. Student work goes beyond the task and contains additional, unexpected, or outstanding features.

B = A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student work substantially meets the assignment criteria; if there are omissions or errors, they are very minimal.

C = Work that demonstrates a basic understanding of most of the material under study and which utilizes that material to some extent in the assignment submitted. The work may contain minor errors or omissions involving relevant material. Work may not address a number of criteria, may not accomplish what was asked, and/or is of poor quality.

D = Work that demonstrates some understanding of the matter under study and does not adequately utilize relevant material. The work contains errors and omissions, does not follow complete instructions, and/or is of poor quality.

F = Work that fails to demonstrate a basic understanding of the material under study and fails to utilize relevant material in the assignment submitted. NOTE: Work that is incomplete, inappropriate, and/or shows no comprehension of the class material in the assignment submitted may be revised and resubmitted

**Participation:** You must take notes during class lectures and be attentive and awake during class. Sleeping in class will cause you to be marked “absent.” Cell phones, laptops, and tablets should be muted or turned off and stored away. No talking, texting, twittering, e-mailing (in other words, stay off the internet!!) during class.

Students are expected to complete the reading assignments in time to participate in class discussion. Participation is vital to your success in this class. Your participation grade will be based on the overall quality of your contributions in the discussion sections—not the quantity of contributions you make. Please make your contributions informed, intelligent, and constructive.

**Class Readings:** There is no “text” for this class; lectures will provide the basic themes, chronology, and interpretive framework. Instead of a course reader, you will read the source materials available on Canvas.

**Quizzes:** In lieu of exams, there will be weekly quizzes to test your comprehension of important developments and concepts. There are fourteen weeks of class; your twelve best quizzes will be scored in calculating your final grade. Quizzes will usually consist of term IDs and short-answer, covering both lecture and reading material. 3

**Final Exam:** The final will consist of questions offered throughout the semester on the weekly quizzes, plus a short essay. The final will only be offered during the scheduled exam period. Please plan accordingly.

**Biographical Sketches:** Over the course of the semester, you will hand in four short research biographical sketches (2-3 double spaced typed pages, Times New Roman, 1" margins). You should select one woman from each segment of class that you encounter in the assigned readings or from your own research. The papers should be based on primary sources. You may select your primary sources (artifacts, scrapbooks, letter, diaries, newsletters, organizational records, oral histories, etc.) from your own research or from those available through the Course Research Guide. If you have questions about whether a source is appropriate (i.e., is this a primary or a secondary source?), please ask.

To receive credit, you must submit the paper via Canvas by Friday at 5 p.m. on the due dates listed below. Papers will be scored according to the rubric below:

- Identify your individual? Who were they? When/where did they live? How did their life reflect the period at hand?
- Identify your sources. What is it, when and where was it produced, and who produced it?
- Analyze the source. How does the source demonstrate or complicate the interpretations offered in lecture and/or the week readings?
- Document the source. Provide full and accurate citation information for the source.

#### Grades:

Participation: 15%

Quizzes: 10%

Biographical Sketch 1: 10%

Biographical Sketch 2: 10%

Biographical Sketch 3: 15%

Biographical Sketch 4: 20%

Final: 20%

### **Course Schedule**

#### **I. Women and Rebuilding the Nation**

- Week One (Jan. 14, 16, 18): Introduction to Course and Research Orientation

On Wednesday, January 16 we will meet in Archives and Special Collections on the Second Floor of Jackson Library.

Reading/Research: Explore the Research Guide, especially the "Finding Primary Sources" at [Insert Link](#)

- Week Two (Jan 23, 25): The Role of Women in Reconstruction

Reading 1: Faulkner, Carol. "The Limits of Women's Radical Reconstruction." *Women's Radical Reconstruction: The Freedman's Aid Movement* (Philadelphia: University of Pennsylvania Press): 132 – 147. 4

Reading 2: Faulkner, Carol. "Female Employment Agents and African American Migration to the North." *Women's Radical Reconstruction: The Freedman's Aid Movement* (Philadelphia: University of Pennsylvania Press): 117 - 131

- Week Three (Jan 28, 30, Feb 1): The Protection of White Womanhood

Reading 1: Clinton, Catherine. "Bloody Terrain: Freedwomen, Sexuality and Violence During Reconstruction." *The Georgia Historical Quarterly* 76, No. 2 (Summer 1992): 313 – 332.

Reading 2: DuRocher, Kristina. "'Is this the Man?': White Girls' Participation in Southern Lynching." *Raising Racists: The Socialization of White Children in the Jim Crow South* (Lexington: University Press of Kentucky): 131 – 152.

- Week Four (Feb 4, 6, 8): Women and the West

Reading 1: Petrik, Paula. "Capitalists with Rooms: Prostitution in Helena, Montana, 1865-1900." *Montana The Magazine of Western History* 31, no. 2 (Spring 1981): 28-41.

Reading 2: Scharff, Virginia. "Gender and Western History: Is Anybody Home on the Range?" *Montana The Magazine of Western History* 41, no. 2 (Spring 1991): 62-65.

Reading 3: Armitage, Sue. "Western Women: Beginning to Come into Focus." *Montana The Magazine of Western History* 32, no. 3 (Summer 1982): 2-9.

## **Biographical Sketch #1 Due**

### **II. The Progressive Era: Suffrage and Societal Reform**

- Week Five (Feb. 11, 13, 15): Equality and Expedience: Feminism and Suffrage

Reading 1: Dobkins, Linda Harris. "Politics, Economic Provisioning, and Suffrage in St. Louis: What Women Said, What Men Heard," *The American Journal of Economics and Sociology*, 71, No. 1 (January 2012), 54 – 76.

Reading 2: Lindsey, Treva B. "Performing and Politicizing 'Ladyhood': Black Washington Women and New Negro Suffrage Activism," *Colored No More: Reinventing Black Womanhood in Washington, D.C.* (Champaign: University of Illinois Press, 2017), 86 – 110.

- Week Six (Feb. 18, 20, 22): Immigration and the Settlement Movement

Reading 1: Taylor, Molly Ladd. "Hull House Goes to Washington: Women and the Children's Bureau," in *Gender, Class, Race, and Reform in the Progressive Era*, eds. Noralee Frankel and Nancy S. Dye (Lexington: University of Kentucky Press, 1991), 110 – 126.

Reading 2: Guglielmo, Jennifer. "Surviving the Shock of Arrival and Everyday Resistance," in *Living the Revolution: Italian Women's Resistance and Radicalism in New York City, 1880-1945* (Chapel Hill: University of North Carolina Press, 2010), 110 – 138.

- Week Seven (Feb. 25, 27, March 1): Women's changing norms

Reading 1: Woloch, Nancy. "Different versus Equal: The 1920s," in *A Class by Herself: Protective Laws for Women Workers, 1890s-1990s* (Princeton: Princeton University Press, 2015), 121 – 151.

Reading 2: Cox, Karen L. "Confederate Progressives," in *Dixie's Daughters: The United Daughters of the Confederacy and the Preservation of Confederate Culture* (Gainesville: University Press of Florida, 2003), 73 – 92.

### **Biographical Sketch #2 Due**

### **March 4, 6, 8 – Spring Break**

### **III. Balancing Acts: War, Work, and the Second Wave**

- Week Eight (March 11, 13, 15): The Transformation of the Workplace

Reading 1: Myers, Polly Reed. "Manpower versus Womanpower during World War II," in *Capitalist Family Values: Gender, Work, and Corporate Culture at Boeing* (Lincoln: University of Nebraska Press, 2015), 57 – 94.

Reading 2: Anderson, Karen Tucker. "Last Hired, First Fired: Black Women Workers during World War II," *The Journal of American History*, 69, No. 1 (June, 1982), 82 – 97.

- Week Nine (March 18, 20, 22): The Industrialization of Housework

Reading 1: Fox, Bonnie J. "Selling the Mechanized Household: 70 Years of Ads in Ladies Home Journal," *Gender and Sociology*, 41, No. 1 (March, 1990), 25 – 40.

Reading 2: Deutsch, Tracey. "Babes in Consumerland: Supermarkets, Hardware Stores, and the Politics of Postwar Mass Retail," in *Building a Housewife's Paradise: Gender, Politics, and the American Grocery Stores in the Twentieth Century* (Chapel Hill: The University of North Carolina Press, 2010), 183 – 217.

- Week Ten (March 25, 27, 29) Second Wave Feminism: Progress and Problems

Reading 1: Rosen, Ruth. "Dawn of Discontent," in *The World Split Open: How the Modern Women's Movement Changed America* (New York: Viking, 2000), 3 – 36.

Reading 2: Rosen, Ruth. "The Proliferation of Feminism," in *The World Split Open: How the Modern Women's Movement Changed America* (New York: Viking, 2000), 263 – 294.

- Week Eleven (April 1, 3, 5): Powerful Women of Color

Reading 1: Farmer, Ashley D. "The Black Revolutionary Woman: 1966 – 1975," in *Remaking Black Power: How Black Women Transformed an Era* (Chapel Hill: The University of North Carolina Press, 2017), 50 – 92.

Reading 2: Langston, Donna Hightower. "American Indian Women's Activism in the 1960s and 1970s," *Hypatia*, 18, No. 2 (Spring, 2003), 114 – 132.

### **Biographical Sketch #3 Due**

#### IV. Women's Liberation? The Late 20<sup>th</sup> Century to the Present

- Week Twelve April 8, 10, 12: Reproductive Rights

Reading 1: Lawrence, Jane. "The Indian Health Service and the Sterilization of Native American Women," *American Indian Quarterly*, 24 No. 3 (Summer 2000), 400 – 419.

Reading 2: Reagan, Leslie J. "Law Making and Law Breaking in an Epidemic," in *Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America* (Berkeley: University of California Press, 2010), 139 – 179.

- Week Thirteen (April 15, 17, 19): Conservative Backlash

Reading 1: Wesley, Joan Marshall. "Foregrounding the "War on Women": Right-Wing Conservatism and Progressive Policies," *Race, Gender & Class*, 20. No. 3-4 (2013), 40 – 63.

Reading 2: Crenshaw, Kimberle. "Whose Story Is It, Anyway?: Feminist and Antiracist Appropriations of Anita Hill," in *Applications Of Feminist Legal Theory* ed. D. Kelly Weisberg (Philadelphia: Temple University Press, 1996), 826 – 844.

- Week Fourteen (April 22, 24, 26): LGBTQ Women

Reading 1: Currans, Elizabeth. "Claiming Deviance and Honoring Community: Creating Resistant Spaces in U.S. Dyke Marches," *Feminist Formations*, 24, No. 1 (Spring, 2012), 73 – 101.

Reading 2: Thomsen, Carly. "In Plain(s) Sight: Rural LGBTQ Women and the Politics of Visibility," in *Queering the Countryside: New Frontiers in Rural Queer Studies*, Mary L. Gray, Colin R. Johnson, Brian J. Gilley, eds. (New York: NYU Press, 2016), 244 – 264.

- Week Fifteen (April 29, May 1): Post-Feminism or Feminist Resurgence? Third Waves and Global Feminisms

Reading 1: Heywood, Leslie & Jennifer Drake. "Introduction," in *Third Wave Agenda: Being Feminist, Doing Feminism*, Leslie Heywood & Jennifer Drake, eds. (Minneapolis: University of Minnesota Press, 1997), 1 – 20.

Reading 2: Seedat, Fatima. "Islam, Feminism, and Islamic Feminism: Between Inadequacy and Inevitability," *Journal of Feminist Studies in Religion*, 29, No, 2 (Fall 2013), 24 – 45.

#### **Biographical Sketch #4 Due**

**Final Exam: Monday, May 6, 12:00 – 3:00**