

AMH 3562/02GH
Women in Modern U.S. History

Spring 2014

Course Meets:

MWF, period 5 (11:45-12:35), Keene Flint 119

Dr. Louise Newman, instructor

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Office hours: Wednesdays 1:50-2:50 p.m., Mondays and Fridays by appointment
Keene Flint 212

Description of the course

This course traces the history of women in the United States from the mid-nineteenth century to the present. The course is primarily interested in how women's lives have changed over the past one hundred and fifty years and so adopts a social and cultural approach to the study of women. We will rely on a textbook, *Through Women's Eyes*, to provide historical context about the major public events (Civil War, Reconstruction, Great Depression, World War I and II, Civil Rights and Women's liberation movements, etc.) that have shaped women's lives. We will also read some primary sources (memoirs and autobiography) to gain an appreciation for how individual women grappled with and were affected by major political and cultural developments.

Objectives of the course

- introduce students to the main narratives in U.S. women's history so that they are able to appreciate how different groups of women experienced the big events of our nation's history
 - increase students' appreciation for history as an ongoing process of investigation and interpretation, rather than as a set body of facts
 - help students ponder the big questions that challenge professional historians: Why is this person or event of historical significance? Whose perspectives are being represented in this history (and whose perspectives are left out)? What purpose does this historical knowledge serve? How do historians account for change and continuity in the past and in people's lives?
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Questions this course addresses concerning historical argument and methodology

- Why do historians study the past and keep writing about events that are “over”?
- What is the difference between history and historiography?
- What are the essential characteristics of a good historical narrative? Do historical accounts need to be objective? neutral? fair? credible? truthful? How do we know if they are these things?
- Does historiography have to be presented in a particular form or genre (i.e. a written text, such as a book or article) in order for it to have validity or authority as an accurate account of history?
- Do we have the same expectations of and standards for historical narratives that are presented in a visual form (films, documentaries, photographs, cartoons, drawings, illustrations) or aural/oral forms (lyrics, speeches, stories, interviews, oral histories) as we do of written historiography?
- Why are primary sources so essential to writing history? How do historians interpret such sources? What does a close reading of a primary source entail? What does it mean to contextualize a primary or secondary source?
- What is the advantage of using many different (kinds of) sources? Why do historians value accounts that address the same issue/problem from multiple perspectives?

Required Readings

There are four required texts, and they are available for purchase at the University’s bookstore, Gator Textbooks in the Creekside Mall (SW2nd Ave), and from Amazon.com and other online vendors. Students will be expected to bring their books to class on the days the readings are due in order to participate in class discussions.

Books/tools that must be purchased

- DuBois, Ellen and Dumenil, Lynn. *Through Women’s Eyes: An American History with Documents*. Vol 2. 2nd edition, New York: Bedford/St. Martins, 2009. A more recent edition is fine, but it must cover the years 1860-present (chapters 6-12).
- Hodes, Martha. *The Sea Captain’s Wife: A True Story of Love, Race, and War in the Nineteenth Century*. New York: W.W. Norton, 2006.

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- Shulman, Alix Kates. *Memoirs of an Ex-Prom Queen*. 1st edition, New York: Knopf, 1972, but students should try to buy the most recently published edition, which contains an introduction by Jennifer Baumgardner.

In addition, one other biography or memoir will be required. The title will be determined by professor in consultation with students.

Articles/book chapters that are available electronically

The following articles and excerpts are also required reading. They are available electronically through ARES/Course Reserves and can be accessed through the Course Reserve tab on Smathers Libraries' home page: <https://ares.uflib.ufl.edu>.

- **Smith-Rosenberg**, Carroll. "Female World of Love & Ritual" in *Disorderly Conduct*. New York: Oxford, 1985, pp. 11-52. This article was originally published in *Signs* in 1979. Both versions are available on ARES. Only one version is required and both are acceptable.
- **Pascoe**, Peggy. "Gender Systems in Conflict: The Marriages of Mission Educated Chinese American Women, 1874-1939." *Journal of Social History* 22.4 (Summer 1989): 631-652.
- **Bederman**, Gail. "'Civilization, ' the Decline of Manliness and Ida B. Wells' Anti-Lynching Campaign (1892-94)." *Radical History Review* (Winter 1992): 5-30.
- **Carby**, Hazel. "It Jus Be's That Way Sometime," reprinted in *Unequal Sisters: A Multicultural Reader in U.S. Women's History*, eds. Vick L. Ruiz and Ellen Carol DuBois 2nd ed., New York: Routledge, 1994, pp. 330-342.
- **Douglas**, Susan J. "Genies and Witches," in *Where the Girls Are: Growing Up Female with the Mass Media*. New York: Three Rivers Press, 1994, 1995.

In addition, students will be working on individual and group projects that will require that they identify and read their own additional primary and secondary materials.

Students must bring copies of the assigned required readings (books and articles) to class on the days specified on the schedule below.

Documentaries

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Excerpts from the following documentaries may be screened in class and/or be required viewing at home.

- *Miss America* (American Experience, PBS, 2006)
PBS has a good website accompanying this video, including a timeline:
<http://www.pbs.org/wgbh/amex/missamerica/timeline/index.html>
 - *Ida B. Wells, Passion for Justice*
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Policies regarding attendance, participation and assignments

- Attendance at all scheduled class meetings is required. Students may have two “free” absences. **Students who miss more than two classes, will have penalties applied to their final course grades.** Students who have three absences will have 50 points subtracted from their final course grade (an A will be reduced to an A-; an A- to a B+, etc). Four absences will result in a deduction of a 100 points or a full grade (an A will be reduced to a B; an A- to a B-); and five or more absences will result in a failing grade.
 - STUDENTS MUST BRING TO CLASS ALL THE RELEVANT TEXTS AND READINGS THAT WILL BE COVERED IN CLASS THAT DAY. FAILURE TO DO SO MAY RESULT IN STUDENTS BEING DISMISSED FROM THE CLASS.
 - STUDENTS ARE EXPECTED TO HAVE READ AND DONE ALL THE ASSIGNMENTS INDICATED ON THE SYLLABUS IN ADVANCE OF THE DATE SPECIFIED ON THE SYLLABUS. STUDENTS WHO COME TO CLASS UNPREPARED TO DISCUSS THE READINGS MAY BE DISMISSED FROM THE CLASS.
 - No late work will be accepted unless accompanied by documentation from the Dean of Students or Health Services offices. However, in the case of exceptional or unforeseen circumstances, students needing an **extension** of a deadline may request permission from the instructor **in advance of** the deadline.
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General Policies

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- Students are expected to arrive on time, be attentive and respectful during class, and remain until class is over. Habitual or severe lateness will be treated as an “absence” and penalized with grade deductions (see above).
- Cell phones must be turned off before entering the classroom. Computers are permitted but students caught using them inappropriately, e.g., emailing or using social media, will be asked to leave the classroom and will be counted as absent from the class.
- Students requesting accommodation for disabilities must register with the Dean of Students Office and obtain proper documentation to be submitted to the instructor during the first week of the semester. Instructors are not obligated to grant accommodations if requests are made after the first week.
- All students must observe the University of Florida's standards of academic honesty. <http://www.dso.ufl.edu/judicial/academic.php>

Acts of plagiarism include:

- Turning in a paper that was written by someone else (i.e., papers written by another student, a research service, or downloaded off the Internet); or written by you for another course.
- Copying a significant portion of work of another author without using quotation marks and without acknowledging the source through a commonly accepted style of footnoting.
- Paraphrasing text written by another author without referencing that author, both within the text and by using a commonly accepted style of footnoting.
- Using a unique idea or concept, which you discovered in a specific reading, without acknowledging the original author and source, both within the text and by using a commonly accepted style of footnoting.

Overview of Graded Assignments (1000 total points)

Detailed instructions and grading rubrics for the major assignments will be distributed at least one week before an assignment is due. Some assignments must be submitted online through the e-learning website (lss.at.ufl.edu), while hard copies of other assignments will be handed in at the start of the class period. Students should keep both hard and electronic copies of all their work over the course of the semester in case there are any problems in the submission or grading of assignments.

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- Assignment 1 (100 pts) on Pascoe
- Assignment 2 (100 pts) on Hodes
- Assignment 3 (100 pts) on Carby
- Assignment 4 (100 pts) on Shulman
- Midterm (200 pts)
- Final Project (400 pts)

Occasionally, extra credit points will be made available to encourage good study habits and active engagement with the material.

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Grading Scale

Letter grades for the course will be assigned according to the following point scale:

Letter Grade	Total Points	GPA Equivalent
A	950-1000	4.0
A-	900-950	3.67
B+	875-899	3.33
B	850-874	3.0
B-	800-849	2.67
C+	775-799	2.33
C	750-774	2.0
C-	700-749	1.67
D+	675-699	1.33
D	650-674	1.0
D-	600-649	0.67
E	<600	0

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Overview of Readings, Major Assignments and Key Activities (updated)

This overview is intended to give students a quick way to identify which readings and assignments to bring to class. Separate instructions explaining the major assignments will be given out in class and/or posted on the course website located at: lss.at.ufl.edu. The detailed schedule (see below) explains the topics/objectives.

Week 1.	1/6, 1/8, 1/10	Introduction – no readings
Week 2.	1/13, 1/15, 1/17	DuBois & Dumenil , <i>Through Women's Eyes</i> , ch. 4 Pascoe, Smith-Rosenberg Assignment 1, chart on Pascoe (100 pts)
Week 3.	--, 1/22, 1/24	DuBois & Dumenil , <i>Through Women's Eyes</i> , ch. 4 Hodes , <i>Sea Captain's Wife</i> Assignment 2, Chronology on Hodes, (100 pts)
Week 4.	1/27, 1/29, 1/31	DuBois & Dumenil , ch. 6, Bederman Ch. 6 Documents "Ida B. Wells" 3 rd ed., 354-357 Ch. 7 Visual Sources: Women at the World's Columbian Exposition, 1893, 3 rd ed., 440-449
Week 5.	2/3, 2/5, 2/7	DuBois & Dumenil , ch. 7-8, Carby Assignment 3, Blues lyrics, (100 pts)
Week 6.	2/10, 2/12, 2/14	DuBois & Dumenil , ch 9
Week 7.	--, 2/19, 2/21	Midterm assignment
Week 8.	2/24, 2/26, --	Midterm due 2/26 (200 pts)
Week 9.	March 3-March 7	Spring Break
Week 10.	3/10, 3/12, --	Shulman , <i>Memoirs of an Ex-Prom Queen</i> Assignment 4 (100 pts)
Week 11.	3/17, 3/19, 3/21	DuBois & Dumenil , chs. 10, 11, 12
Week 12.	3/24, 3/26, 3/28*	Students working on final projects
Week 13.	3/31, 4/2, --	Readings to be determined
Week 14.	4/7, 4/9, 4/11	Readings to be determined

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Week 15. --, 4/16, -- Readings to be determined

Week 16 4/21, 4/22 **Final assignment due (400 pts)**

Detailed Schedule with Topics, Objectives, and Assignments

Week 1. Introduction to the field of Women's History

Objectives:

- To increase students' understanding of how this relatively recent academic field emerged and developed over the past 40 years, 1970s-present.
- To familiarize students' with the main frameworks/approaches used by scholars who teach U.S. Women's history.
- To introduce students to the "big picture": chronology of events in Women's history and why historians consider these events significant.

No Assignments

Week 2. Women's Lives in the Nineteenth century

Objectives:

- To increase students' understandings of how much women's lives differed from one another, depending on factors such as race, class, region, marital status, sexuality, etc.
- To increase students' appreciation for how significant class and racial hierarchies were in governing women's relationships to one another.
- To introduce students to some of the main theoretical constructs that historians use in their attempt to capture the realities of various women's lives: ideology of true woman, cult of domesticity, the separation of spheres.

M 1/13 Continuation of Week 1, chronologies and "significance"-arguments

Read Pascoe, take notes on this article by creating two columns, one for the "Chinese Gender System"; another for the "Anglo Gender System," and using bullet points, characterize what these systems have in common and how they differ. This assignment will be finalized and turned in on Friday 1/17 (100 points).

Extra Credit Assignment:

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Create a chronology of 10 events, covering the two years from January 2012-December 2013, that includes the “most significant” events in U.S. women’s history. Present these events using 4 columns: Date, Event, Category, Significance.

W 1/15 Gender Systems in Conflict/Female Worlds of Love and Ritual

Read Smith-Rosenberg, take notes on this article by identifying the author’s thesis argument. Underline in the article itself the places where the thesis-argument(s) is/are being developed, then paraphrase the argument.

F 1/17 Pedestal, Loom and Auction Block: Antebellum period

Familiarize yourself with DuBois/Dumenil’s *Through Women’s Eyes*, chapter 4 (“The Pedestal, Loom and Auction Block”). This chapter is available electronically from ARES/Course reserves if your textbook does not include it. (Some versions of the textbook begin with chapter six.) We may not have time to discuss this chapter in class on Friday but it is important background reading for Martha Hodes’ *The Sea Captain’s Wife*, which we will be reading/discussing next week.

Week 3. Women’s Lives in the Nineteenth century, cont.

Objectives:

- To increase students’ understanding of what it means to say that racial categories are socially constructed (rather than the result of biological differences).
- To increase students’ appreciation of how important the ideology of true womanhood was for many women living in the nineteenth century.

Take advantage of the three-day weekend to **read Martha Hodes’ *The Sea Captain’s Wife***. This text will be the focus of our discussions this week.

M 1/20 Martin Luther King, Jr. Holiday—no class

W 1/22 Impact of Industrialization and the Civil War on Women’s Lives

Be prepared to discuss **Hodes’ *The Sea Captain’s Wife***.

Assignment 2 is due at the start of class on Friday, but bring a draft to class today so that we can work with the material. You will need to create a chronology of Eunice Richardson Stone Connolly’s life, beginning with her birth in 1831 and extending to her death in 1877. Your chronology should have four categories: Date/Connolly’s Age/Personal Event/Local-National Events.

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Read carefully DuBois/Dumenil, *Through Women's Lives*, ch. 4 ("The Pedestal, Loom and Auction Block").

**F 1/24 Discussion of Hodes and DuBois/Dumenil, ch.4.
Assignment 2 is due.**

Week 4. Women's Lives in the North, South and West in the second half of the nineteenth century (1860s-1890s) (chapters 6 and 7)

Objectives

- To increase students' understandings of how different the lives were of different groups of women's -- in different regions of the country
- To introduce students to how historians think about "class" and "race" when they are discussing women who lived during the nineteenth century
- To introduce students to the various political goals and strategies of the very diverse "woman's rights" movements" (not the plural, movements) in this period (temperance, education, suffrage, anti-lynching, etc.)

Key Terms students will be expected to understand and explain

- Woman's Sphere
- New Departure
- Reconstruction
- Jim Crow
- Piece Work/Sweating system
- Declining Birth Rates
- Americanization
- Allotments
- Immigration Restriction
- Settlement House Movement

Key Events students will be expected to explain the significance of:

- 1862 Homestead Act
- 1865 Ratification of the Thirteenth Amendment
- 1868 Ratification of the Fourteenth Amendment
- 1869 Founding of two national suffrage associations, AWSA and NWSA
- 1873 Comstock Law
- 1875 *Minor v. Happersett*
- 1882 Chinese Exclusion Act
- 1883 founding of the Woman's Christian Temperance Union (WCTU)

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- 1884 WCTU, under Frances Willard's leadership, endorses woman suffrage
- 1887 Dawes Severalty Act
- 1889 founding of Hull House by Jane Addams
- 1890 founding of General Federation of Women's Clubs
- 1892 Ida B. Wells' campaign against lynching
- 1893 World's Columbian Exposition in Chicago
- 1895 founding of the National Association of Colored Women

M 1/27 Class, race and regional differences among women

DuBois and Dumenil, chapter 6: "Reconstructing Women's Lives North and South 1865-1900". Make sure you look at chart 6.1 on Women and the Labor Force 1800-1900. Also read the first half of chapter 7, paying particular attention to the sections titled "Native Women in the West, Family West and "Wild West"

W 1/29 Ida B. Wells' campaign against lynching.

DuBois and Dumenil, document section in chapter 6, "Ida B. Wells" and Bederman's article on Wells' Anti-lynching campaign (available from course reserves)

F 1/31 World's Columbian Exposition of 1893

DuBois and Dumenil, Visual source segment from chapter 7 on "Women at the World's Columbian Exposition," 440-47. (This selection is only available in the third edition so an electronic copy will be available on Course Reserves for those students who do not have this edition of the textbook.) Also attend to the cartoon from *Life* (1900), "The International Cakewalk" that appears on p. 418 of the third edition.

Week 5. Progressivism, "New Womanhood" and women's lives during 1890-1920s (chapters 7 and 8)

Objectives

- To increase students' understandings of women's involvement in politics and in reform during the progressive era, in the context of great wave of immigration from southern Europe and mass migration of blacks from the south to the north
- To increase students' appreciation for the insights about women's lives that can be gleaned from non-conventional sources (in this case blues lyrics/songs)

Key Terms students will be expected to understand and explain

- Protective Labor legislation
- Race suicide

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- Populism
- Imperialism
- Settlement Houses
- Progressivism
- Public Housekeeping/Female Dominion
- Maternalism
- Feminism
- Pacifism

Key Events students will be expected to explain the significance of:

1890s State campaigns for woman suffrage
 1893 World's Columbian Exposition in Chicago
 1903 founding of the Women's Trade Union League (WTUL)
 1905 *Lochner v. New York*
 1908 *Muller v. Oregon*
 1909 Shirtwaist workers go on Strike in NYC
 1911 Triangle shirtwaist fire in NYC kills 146 workers
 1912 Women garments workers go on strike in Rochester, NY
 1912 founding of the Federal Children's Bureau in DC
 1913 Ida B. Wells' organizes first all-black suffrage club in Chicago
 1915 Woman's Peace Part, Peace meeting in the Hague, International League for Peace and Freedom
 1916 Margaret Sanger opens birth control clinic in Brooklyn, NY
 1920 Ratification of the Nineteenth (Suffrage) Amendment

M 2/3

DuBois and Dumenil, continue reading chapter from the section titled "Late Nineteenth-Century Immigration" to the end. Look at the Visual Source essay, "Jacob Riis's Photographs of Immigrant Girls and Women" that appears at the end of chapter 7.

W 2/5

DuBois and Dumenil, chapter 8, pay careful attention to Map 8.1 on Woman Suffrage

F 2/7 Women and the Blues

Carby's article on Course Reserves
Assignment 3 is due at the start of class.

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Go online and find a recording of a blues song from the 1920s or 1930s that is sung by an African American female artist and which explores the sexuality of women. Type out the lyrics of that song, and write several paragraphs discussing the artist's career and explaining what the lyrics mean, using Carby to assist you in this task.

**Week 6. The Impact of the Depression and World War 2 on Women's lives
(chapters 9 and 10)**

Students will fill in the Objectives, Key Terms, and Significant Events for this week as an extra credit assignment, due Monday, February 10.