

HIST 299: Women In Modern U. S. History

Professor: Jane Berger
Semester: Fall 2012
Room: 102 PPHAC
Time: Mondays 6:30 – 9:30



Professor's Office: 301 Comenius Hall
Office hours: Tues./Thurs. 10 – 11:30
Wed. 10-11

E-mail: bergerj@moravian.edu
Phone: 610-861-1402

Course Description:

In this course we're going to put the diverse groups of women who have lived in the United States at the center of the story of American history. We will examine why women have at times worked together towards common goals and at other times faced off across deep ideological and/or identity-based divides. We will study as well the various approaches historians use to analyze women's experiences and the role of gender in American society. And then we'll wrap things up by applying some of the lessons we have learned from history and historians to current events. Over the course of the semester, you also will have the opportunity to investigate the positions our current candidates for president have on issues of particular concern to women.

Students are expected to arrive in class prepared to participate in discussions and class activities, which will be based on the day's reading assignment. Please do not wait until Sunday nights to begin the readings as you will not have enough time to become adequately prepared.

Learning Goals:

By the end of the course, students should improve their ability to:

- 1.) Identify and describe in chronological order key events in modern U.S. history that have relevance to the issues of women and gender.
- 2.) Describe and analyze the often conflicting responses diverse groups of women living in the U.S. have had to changes and key events in modern U.S. history.
- 3.) Analyze historical events from modern U.S. history using gender and feminist theory as well as other types of analysis employed by scholars of women's history.
- 4.) Employ gender and feminist theory in the analysis of primary sources from modern U.S. history.
- 5.) Critically evaluate secondary sources (books, chapters and articles) written by historians. As you gain experience reading secondary sources with a critical lens, you should become increasingly adept at identifying: theories scholars rely on to make their points; assumptions scholars make as they attempt to convince you that something is so; and points of view or perspectives that scholars either develop quite well or neglect.
- 6.) Write thesis-driven essays composed of paragraphs with identifiable and logically-linked arguments that incorporate knowledge gleaned from secondary historical sources.
- 7.) Articulate your opinions clearly in the presence of your peers. Much of our class time will be dedicated to discussion. Over the course of the semester you should become increasingly comfortable expressing your opinions publicly and describing them effectively.

8.) Think and read critically. As you analyze the materials we read for class, you will have to think carefully about the assumptions the scholars you are reading have made and the points of view they are trying to convince you to believe. The critical thinking and reading skills you develop should help you become more discerning interpreters of the information you encounter in all aspects of your life.

Required Readings:

1.) Books:

Linda Kerber, *et. al.*, *Women's America: Refocusing the Past* (New York: Oxford University Press, 2011).

Nancy Hewitt, ed., *No Permanent Waves: Recasting Histories of U.S. Feminism* (New Brunswick: Rutgers University Press, 2010).

Susan J. Douglas, *The Rise of Enlightened Sexism: How Pop Culture Took Us from Girl Power to Girls Gone Wild* (New York: St. Martin's Griffin, 2010).

Peggy Orenstein, *Cinderella Ate My Daughter* (New York: Harper, 2011).

2.) E-reserve readings (available on Blackboard)

Assignments and Exams:

Paper #1	15%
Paper #2	15%
Paper #3	20%
Election Group Project	15%
Paper #4	20%
Participation (and reading quizzes if necessary.)	15%

Quizzes will be administered only in the event that students appear not to be completing reading assignments.

Late Papers

Students will be penalized for turning in papers late. Grades will be lowered by 1/3 of a grade for each day a paper is late. In other words, an A paper will become an A- paper if it is one day late, a B+ paper if it is two days late, etc. (weekends and holidays included). Papers will be considered on-time as long as they are electronically submitted to the professor by 11:59 p.m. on the day they are due. Students must also submit a hard copy of each assignment within 24 hours of emailing a paper.

Academic Honesty

Plagiarism or any other form of academic misconduct will be dealt with in accordance with Moravian College's Academic Honesty Policy as described in the Student Handbook.

Laptop and Handheld-Devices Policy

As the use of laptops in the classroom has increased in recent years, so too has the temptation for students to use them for purposes unrelated to the course. Students who succumb to the lure of technology, however, miss important course material, distract their classmates and frustrate their professors. As a result, the participation grade of students found to be using laptops for purposes not related to the course will be lowered a full letter grade for each infraction. Similarly, the participation grade of students found to be using hand-held devices for non-emergencies will be lowered a full grade for each infraction. Let's spend the short time we're in class together analyzing, discussing and learning about history.

Disability Policy:

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Class Schedule:

** Reading assignments for each class session must be completed prior to the start of class. Because our class only meets once a week, you are required to read quite a bit for each session. You will not be able to adequately prepare yourself if you leave all of the reading to the night before the class meets. **

Aug. 27: Introduction

Sept. 3: Labor Day- no class (Consider getting a jump start on *Cinderella Ate My Daughter* or *The Rise of Enlightened Sexism*.)

Sept. 10: Approaching Women's History: Theory and Historiography

Reading Assignment:

- *Women's America*, "Introduction," 1-23.
- *Waves*, 1-12.
- Evelyn Brooks Higgenbotham, "'African American Women's History and the Metalanguage of Race,'" in *We Specialize in the Wholly Impossible: A Reader in Black Women's History*, eds. Darlene Clark Hines, et. al. (New York: New York University Press, 1995) pp. 3-24. Blackboard

Sept. 17: Foundational Issues and Scholarship on the 19th-Century

Reading Assignment:

- *Women's America*, 174-214, 257-268, and 298-306.

- *Waves*, Chapter 13
- Nell Irvan Painter on Slavery and Soul Murder:
<http://www.pbs.org/wgbh/aia/part4/4i3084.html>

Paper one due by email and as a hardcopy on Thurs., Sept. 20 by 5 pm.

Sept. 24: Immigration and Progressivism

Reading Assignment:

- *Women's America*, 349-419. (Triangle)

Oct. 1: The Battle for Women's Suffrage

Reading Assignment:

- *Women's America*, 417-431.
- *Waves*, Chapter 1
- Elizabeth McRae, "Caretakers of Southern Civilization: Georgia Women and the Anti-Suffrage Campaign, 1914-1920" *The Georgia Historical Quarterly*, Vol. 82., no. 4 (Winter 1998) 801-828. Blackboard

Oct. 8: Fall Recess- no class (Ease your end-of-the-semester reading load. Continue with *Cinderella* and *Enlightened Sexism*)

Election project due by email on Sunday, Oct. 14 by 5 pm. Please turn in a hardcopy on class on Monday, Oct. 15. Groups must meet with the professor to discuss the projects.

Oct. 15: The Roaring Twenties and The First Sexual Revolution

Reading Assignment:

- *Women's America*, 451-503.
- Kathy Peiss, "The First Sexual Revolution?" Blackboard

Oct. 22: The Great Depression and World War II

Reading Assignment:

- *Women's America*, 506-564

Revisions of the group election projects due by email and as a hardcopy on Thursday, Oct. 25 by 5 pm.

Topic proposal for paper three due in class on Oct. 29.

Oct. 29: Debating the Waves Metaphor

Reading Assignment:

- *Women's America*, 577-606
- *Waves*, Chapters 2 and 7

Nov. 5: The 'F' Word

Reading Assignment:

- *Women's America*, 635-644 and 691-714 (documents)
- *Waves*, Chapters 8, 9 and 10

Paper two due by email on Sunday, Nov. 11 by 5 pm. Bring a hard copy to class on Nov. 12.

Nov. 12: Conservative Women and Anti-Feminism

Reading Assignment:

- *Women's America*, 714-718 and 764-765
- Erin Kempler, "Battling Big Sister Government," Blackboard
- Phyllis Schlafly Reports available at:
<http://www.eagleforum.org/topics/Feminism/index.html#flipside>
- *Waves*, Chapters 11 and 15 (skim for argument and main points)
- Ruth Rosen on women in the Tea Party, Blackboard

Annotated bibliography and statement of paper arguments due by email at 5 pm on Sunday, Nov. 18. Bring a hard copy to class on Nov. 19.

Nov. 19: Global Women and Service Work

Reading Assignment:

- *Women's America*, 777-789
- Barbara Ehrenreich, "Maid to Order" and Saskia Sassen, "Global Cities and Survival Circuits," Blackboard
- *Cinderella*, 1-54
- *Enlightened Sexism*, 1-53

Paper three outline due by 5 pm on Tuesday, Nov. 20. Students must meet with the professor to discuss the outline.

Nov. 26: The Age of Enlightened Sexism?

Reading Assignment:

- *Cinderella*, 55-94
- *Enlightened Sexism*, 54-125

Dec. 3: Presentations

Reading Assignment:

- *Cinderella*, 95-158
- *Enlightened Sexism*, 126-213

Paper three due by email and as a hardcopy on Wed., Dec. 5 by 5 pm.

Dec. 10: Wrap-Up (Note: This session is during finals week.)

Reading Assignment:

- *Cinderella*, 159-192
- *Enlightened Sexism*, 214-306

Final Paper due in class on Dec. 10.