

HIST 299: Women In Modern U. S. History

Professor: Jane Berger
Semester: Fall 2014
Room: 304 Comenius Hall
Time: Mon./Wed., 2:35-3:45



Professor's Office: 308 Comenius Hall
Office hours: Mon/Wed. 11:30-1:30
And by appointment

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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 also study the various approaches historians use to analyze women's experiences and how they use the concept of gender in interpretations of U.S. history. 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).

Danielle McGuire, *On the Dark Side 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* (New York: First Vintage Books, 2011).

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

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

Assignments and Exams:

Paper #1	10%
Paper #2	25%
Paper #3	30%
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.

Disability Policy:

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, Assistant Director of Academic and Disability Support located on the first floor of Monocacy Hall, or by calling 610-861-1401. 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. **

Aug. 25: Introduction

Aug. 27: Approaching Women's History: Historiography

Reading Assignment:

- *Women's America*, "Introduction," 1-23.

Sept. 1: Approaching Women's History: Intersectionality

Reading Assignment:

- 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. 3: Foundational Issues: What is Personal?

Reading Assignment:

- *Women's America*, 164-173 and 205-214.

Sept. 8: Foundational Issues: Shifting Meanings of Work and Love

Reading Assignment:

- *Women's America*, 174-188 (includes a historical document) and 189-204.
- Alice Kessler-Harris, 1-15, *Gendering Labor History* (2007). Blackboard

Sept. 10: Foundational Issues: What is Political?

- *Women's America*, 257-268 and 298-306.
- *Major Problems*, 188-194.

Paper one due by email and as a hardcopy on Thurs., Sept. 11 by 5 pm.

Sept. 15: Using Gender to Explore Power and Agency: Ida B. Wells and *Southern Horrors*
Reading Assignment:

- *Women's America*, 349-355 and 368-378.

Sept. 17: Using Critical Theory to Complicate Understandings of Power: Domesticity in Indian Boarding Schools

Reading Assignment:

- K. Tsianina Lomawaima, "Domesticity in the Federal Indian Schools: The Power of Authority Over Mind and Body," *American Ethnologist* (May 1993) 227-240. Blackboard.

Sept. 22: Women and Paid Employment: Issues of Difference versus Equality

Reading Assignment:

- *Major Problems*, 274-290. Blackboard
- Alice Kessler Harris, "Rose Schneiderman and the Limits of Women's Trade Unionism." Blackboard

Sept. 24: Progressivism: Influencing Politics Without the Vote and Exploring the Implications of Class Privilege

Reading Assignment:

- *Women's America*, 402-419 (includes two documents).
- Hazel Carby, "Policing the Black Women's Body in an Urban Context," *Critical Inquiry* (Summer 1992) 738-755. Blackboard.

Sept. 29: The Battle for Women's Suffrage: Moving Beyond Simple Celebration

Reading Assignment:

- *Women's America*, 417-431.
- 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. 1: The First Sexual Revolution? Consumption, Body Image, New Freedoms and Dangers

Reading Assignment:

- *Women's America*, 451-584.
- Kathy Peiss, "The First Sexual Revolution?" Blackboard

Oct. 6: The Great Depression and New Deal: Concerns with Family Planning and the Triumph of Breadwinner Liberalism

Reading Assignment:

- *Women's America*, 506-511 and 519-529.
- *Major Problems*, 360-369.

Oct. 8: Fall Recess- no class

Reading Assignment:

- *At the Dark End of the Street*, chapters 1 and 2 (or more if you can to ease your burden later on).

First draft of Paper Two due by Sunday, Oct. 12 at 5 pm. Bring a hard copy to class on Oct. 13. Meet with the professor this week to discuss draft. Sign-up sheet will be distributed in class.

Oct. 13: “Rosie the Riveter:” Redefining “Women’s Work”

Reading Assignment:

- *Major Problems*, 379-388. Blackboard.
- *At the Dark End of the Street*, chapter 3.

Oct. 15: World War II: Gender, Civil Liberties and Sex

Reading Assignment:

- *Major Problems*, 388-407.
- *At the Dark End of the Street*, chapters 4 and 5.

Second draft of Paper Two due Sunday, Oct.19 by 5 pm. Bring a hard copy to class on Oct. 20.

Oct. 20: Uses of Gender During the Cold War

Reading Assignment:

- Chiou-Ling Yeh, “‘A Saga of Democracy:’ Toy Len Goon, American Mother of the Year, and the Cultural Cold War,” *Pacific Historical Review* (August 2012) 432-461.
- *At the Dark End of the Street*, chapter 6.

Topic paragraph for Paper Three due in class on Oct. 22.

Oct. 22: Challenging the June Cleaver Image: 1950s “Domesticity”

Reading Assignment:

- *Women’s America*, 591-607.
- *Major Problems*, 426-35. Blackboard

Oct. 27: *At the Dark End of the Street*: Gender, Sexual Violence and the Civil Rights Movement

Reading Assignment:

- *At the Dark End of the Street*, chapters 7 and 8 and Epilogue. Also review earlier chapters to refresh your memory.)

Oct. 29: The ‘F’ Word: Debating the Origins and Issues of the Feminist Movement

Reading Assignment:

- Nancy MacLean, *The American Women’s Movement, 1945-2000*, 1-33. Blackboard

Annotated bibliography due by email on Sunday, Nov. 2. Bring a hard copy to class on Nov. 3.

Nov. 3: Feminism: Redefining the Private

Reading Assignment:

- *Major Problems*, 522-532. Blackboard
- *Women's America*, 652-660, 664-671, and 694-696.

Nov. 5: Feminism: Is Sisterhood Global?

- Judith Zinsser, "From Mexico to Copenhagen to Nairobi: The United Nations Decade for Women, 1975-1985," *Journal of World History*, Volume 13, Number 1 (2002) 139-168. Blackboard

Nov. 10: Conservative Women and Anti-Feminism: Breadwinner Conservatism

Reading Assignment:

- Excerpt from Robert O. Self, *All in the Family: The Realignment of American Democracy Since the 1960s* (New York: Hill and Want, 2012).

Nov. 12: Conservative Women and Anti-Feminism: Abortion and "Family Values"

Reading Assignment:

- Erin Kempler, "Battling Big Sister Government," *Journal of Women's History* (Summer 2012) 144-170. Blackboard
- Ruth Rosen on women in the Tea Party, Blackboard

Draft one of Paper Three due on Saturday, Nov. 15 by 5 pm. Please bring a hard copy to class on Nov. 17. Meet with the professor this week to discuss your draft.

Nov. 17: "Maid in America:" The Workforce of the New Service Economy

Reading Assignment:

- Barbara Ehrenreich, "Maid to Order" and Saskia Sassen, "Global Cities and Survival Circuits." Blackboard

Nov. 19: Global Women and Care Work

Reading Assignment:

- Nancy Folbre on caretaking. Blackboard

Nov. 24: Presentations

Reading Assignment:

- *Cinderella*, 1-54.

Nov. 26: Presentations

Reading Assignment:

- *Cinderella*, 55-112.

Dec. 1: Violence: Sexual Assault

Reading Assignment:

- Article Packet. Blackboard
- *Cinderella*, 113-158.

Dec. 3: Wrap-Up

Reading Assignment:

- Excerpt from Susan J. Douglas, *Enlightened Sexism* (Times Books, 2010). Blackboard
- *Cinderella*, 159-206.

Paper Four is due by email on or before the date our final exam is scheduled. The paper replaces an exam.