

## AMH 3562/02DB

### Women in Modern U.S. History (1877-present)

Spring 2017

Instructor: Dr. Louise Newman, Associate Professor

Course meets MWF, period 7 (1:55-2:45) in Flint 119

Office: Keene Flint 212, Office Hours are Wed, 3:00-4:00 and by appointment on Fridays

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### Course Description

This course traces the history of women in the United States from the mid-nineteenth century to the present. The course adopts a social and cultural approach to the study of women, paying particular attention to how gender, race, class and sexuality figure into individual women's experiences. We rely on a textbook, Dubois and Dumenil's *Through Women's Eyes*, to provide information about national events (Civil War, Reconstruction, Depression, World War I and II, etc.) that inform and shape women's lives. However, we also examine primary sources (novels, memoirs, autobiographies, cartoons), as well as academic monographs (books and articles) to gain an understanding of how individual women experienced their lives and to explore how some women became active in political movements to bring about social change. **This course involves a significant amount of reading** (an average of 250 pages per week) and requires that students have enough self-discipline to work steadily over consecutive weeks in order to prepare the various assignments that will be due or take place in class on a regular basis.

### Course Objectives

- to introduce students to the main narratives in U.S. women's history so that they are able to understand how different groups of women experienced the big events of our nation's history
- to increase students' appreciation for history as an ongoing process of investigation and interpretation, rather than as a set body of facts.
- to encourage students to ponder the big questions that engage 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 larger purpose does this historical knowledge serve?

### Books to purchase (in the order in which they are assigned)

- **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. Make sure that it's the monograph by **Hodes**, not the novel by Powning. Amazon has used copies available for under \$1.00 (plus \$3.99 shipping).
- **DuBois, Ellen and Dumenil, Lynn.** *Through Women's Eyes: An American History with Documents.* (combined version or vol. 2) New York: Bedford/St. Martins, any publication date is fine, but I recommend the second edition, 2009, since it is the cheapest. You do not have to spend the outrageous amount of \$84 for the fourth

edition (2016). The second edition of Vol 2 is available from Amazon.com for a penny (plus \$3.99 shipping). Make sure that you are purchasing the volume that covers the late 19<sup>th</sup> and 20<sup>th</sup> centuries, chapters 6-12 (so not vol. 1, which ends at the Civil War).

- **Moody, Anne.** *Coming of Age in Mississippi*. New York: Dell, 1968. (Any edition is fine.)
- **Shulman, Alix Kates.** *Memoirs of an Ex-Prom Queen*. New York: Knopf, 1972. Any edition is fine, but if possible, purchase the edition that includes the introduction by Jennifer Baumgardner. Amazon has used copies available for \$1.50, plus shipping.
- **May, Elaine Tyler.** *America and The Pill: A History of Promise, Peril and Liberation*. New York: Basic Books, 2010.

**Other books will be added at a later date.**

#### **Articles** (Electronic copies available through Course Reserves on Canvas/ARES)

- **Bederman, Gail.** “‘Civilization’, the Decline of Middle-class Manliness, and Ida B. Well’s Anti-Lynching Campaign (1892-94),” *Radical History Review* 52 (1992): 5-30.
- **Carby, Hazel V.** “‘It Jus Be’s Dat Way Sometime’: The Sexual Politics of Women’s Blues,” *Radical America* 20.1 (1986): 9-22; reprinted in *Unequal Sisters: A Multicultural Reader in U.S. Women’s History*, eds. Vick L. Ruiz and Ellen Carol DuBois, 2<sup>nd</sup> 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, 123-138.
- **DuBois, Ellen and Dumenil, Lynn,** “Pedestal, Loom and Auction Block 1800-1860,” in *Through Women’s Eyes*, 1<sup>st</sup> ed., Bedford/St. Martin’s Press, 2005, 136-200.
- **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.
- **Shulman, Alix Kates.** “A Marriage Disagreement, or Marriage by Other Means,” in *The Feminist Memoir Project: Voices From Women’s Liberation*. Eds. Rachel Blau DuPlessis and Ann Snitow. New York: Three Rivers Press, 1998, pp. 284-303.
- **Smith-Rosenberg, Carroll.** “Female World of Love & Ritual.” *Signs*, rpt. in *Disorderly Conduct*. New York: Oxford, 1985, pp. 11-52.
- **Tucker, Sherry.** “Working the Swing Shift,” in *Swing Shift: Bands of the 1940s*. Duke University press, 200), 33-69.

#### **Documentaries to be screened in class**

- *Ida B. Wells: A Passion for Justice* (William Greaves, 1989, PBS, American Experience) <http://newsreel.org/video/ida-b-wells>
- *The Life and Times of Rosie the Riveter* (Connie Field, 1980)
- *Color Adjustment* (Marlon Riggs, 1991) <http://newsreel.org/video/color-adjustment>

### Assignments and Grading Criteria

- Four short assignments (100 pts each) 400 pts (20% of course grade)
- Midterm assignment 200 pts (20% of course grade)
- Final assignment 300 pts (30% of course grade)
- Attendance 100 pts (10% of course grade)

### Grading Scale

Letter Grade	Total Points	GPA Equivalent
A	950-1000	4.0
A-	900-949	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

### Policies and expectations

- **Format:** This course meets three times a week and will be conducted in a mixed lecture-workshop-seminar format. Friday classes often will have special activities that will be graded and/or opportunities for extra credit..
- **Attendance and Student Participation:** History courses are most rewarding when students interact with each other and the instructor on a regular and sustained basis. Because so much of the course depends on in-class exercises and discussions, students' attendance at every scheduled class session is critical. 100 points are allocated to attendance. If you have one absence, you will receive 90 of these 100 points, 2 absences 80 points. If you are absent more than two times, then you will receive 0 points out of the 100 allocated for attendance, and additional penalties may be applied.
- **General Courtesy:** Please remember to turn off cell phones and pagers during class. Please do not come late to class. If there are special circumstances that prevent you from being on time, please let the instructor know.
- **Late work** will not be accepted unless circumstances are severe and beyond the student's control. Please let instructor know of any adverse circumstances that may affect your ability to complete assignments on time.
- **Special Accommodations:** Any student requesting special accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc>) **during the first week of the semester** and have that office communicate with the instructor.
- **Plagiarism** is a serious violation of the Student Honor Code and is not tolerated at the University of Florida. For a full description of the University's policy regarding plagiarism, see <http://www.dso.ufl.edu/judicial/academic.php>

## Overview of Topics and Major Assignments

(See Detailed Schedule on next page for full listing of readings and assignments)

Week 1 (--, Jan 4, 6)	<b>Introduction-- no readings due this week</b>
Week 2 (Jan 9, 11, --)	<b>Ideologies of Womanhood in the Nineteenth Century</b> Pascoe (CR), Smith-Rosenberg (CR), DuBois, ch 4 (CR)
Week 3 (-- Jan 18, 20)	<b>Work and Family Life in the Nineteenth Century</b> <b>Hodes -- read whole book (297p), assignment 1 due 1/18</b>
Week 4 (Jan 23, 25, 27)	<b>Women's Political Movements, late 19<sup>th</sup> century</b> DuBois & Dumenil, Bederman (CR)
Week 5 (Jan 30, Feb 1, 3)	<b>Progressivism, Sexuality &amp; the Blues</b> D& D, ch 8; Carby (CR), <b>May, assignment 2 due 1/30</b>
Week 6 (Feb 6, 8, 10)	<b>Women's Lives during WW2</b> DuBois & Dumenil, ch 9, Screening of <i>Rosie the Riveter</i>
Week 7 (Feb 13, 15, 17)	<b>Midterm Exercises (200 pts)</b>
Week 8 (Feb 20, 22, 24)	<b>Suburban women &amp; the Feminine Mystique</b> DuBois & Dumenil, ch 10, Douglas (CR), Begin <b>Shulman</b>
Week 9 (Feb 27, Mar 1, 3)	<b>Woman's Liberation/Womanism/Second Wave Feminism</b> DuBois & Dumenil, ch 11, May, Shulman (CR), and finish <b>Shulman's</b> book, <b>assignment 3 due</b>
<b>Week 10 (Mar 6-10)</b>	<b>Spring Break -- Begin reading Moody, <i>Coming of Age</i></b>
Week 11 (Mar 13, 15, 17)	<b>Civil Rights Movements</b> <b>Moody</b> , Part 1 and 2
Week 12 (Mar 20, 22, 24)	No Class? Finish reading <b>Moody</b> , Part 3, 4, <b>assignment 4 due</b>
Week 13 (Mar 27, 29 31)	Almost Hillary: Elections of 2008, 2016 DuBois & Dumenil, ch 12
Week 14 (Apr 3, 5, 7)	TBD
Week 15 (Apr 10, 12, 14)	TBD
Week 16 (Apr 17)	<b>Final assignment due at start of class (300 pts)</b>

## Detailed Schedule

### Week 1. Introduction (--, Jan 4, 6)

Why Study Women's History? – No readings

### Week 2. Ideologies of Womanhood in the Nineteenth Century (Jan 9, 11, 13)

- DuBois & Dumenil, "Pedestal, Loom, and Auction Block," ch 4 in *Through Women's Eyes*, 1<sup>st</sup> ed., (CR); read for Mon
- Smith-Rosenberg, "Female World of Love & Ritual" (CR); read for Wed
- Pascoe, "Gender Systems in Conflict" (CR); read for Fri

### Week 3. Work and Family in the Nineteenth Century (-- Jan 18, 20)

- Hodes' *The Sea Captain's Wife* (297 pp), have read for Wed

#### **Assignment #1 due at the start of Wednesday's class (100 pts):**

A typed chronology with four columns (no page limits). In the first column indicate the relevant date; in the second column, indicate Connolly's age; in the third column describe the major personal event(s) in Eunice Connolly's life; in the fourth column identify significant national/regional/local events that had an impact on Connolly and explain what that impact was. Also peruse Connolly's family tree, which appears at the beginning of the book, and find the possible "mistake(s)" in this diagram. Explain the "mistake" at the end of your chronology.

### Week 4. Women's Political Movements in the Nineteenth Century Temperance, Suffrage, civilizing Indians and Immigrants, and Anti-Lynching (Jan 23, 25, 27)

*Ida B. Wells: A Crusade for Justice* screened in Friday's class

- *Through Women's Eyes*, 2<sup>nd</sup> ed., chs 6 and 7, pp. 324-453, esp 392-395 (Native Women in the West), 411-421
- Bederman, "...Anti-Lynching Campaign of Ida B. Wells," (CR)
- "Race Woman" document in *TWE*, 358-362.

### Week 5. Progressivism, Sexuality & the Blues (Jan 30, Feb 1, 3)

- *Through Women's Eyes*, 2<sup>nd</sup> ed., Ch 9, pp. 520-544 (1<sup>st</sup> ed., pp. 480-510, 534-537)
- Carby, "It Jes Be That Way Sometime" (CR)
- May, *American and the Pill*, pages to be determined

**Assignment #2 due at the start of Monday's class (100 pts):**

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. **Women's lives during World War 2** (Feb 6, 8, 10)

***Rosie the Riveter* (Connie Field) screened in class**

- *Through Women's Eyes*, 2<sup>nd</sup> ed., pp. 545-555 (1<sup>st</sup> ed., pp. 507-18)
- Tucker, "Working the Swing Shift," PDF (CR)
- International Sweethearts of Rhythm (google search)
- "Documentary Photographs," *TWE*, 576-583.

Week 7. **Midterm Exercises** (Feb 13, 15, 17)

Week 8. **Suburban women & the Feminine Mystique** (Feb 20, 22, 24)

***Color Adjustment* (Marlon Riggs) screened in class**

- *Through Women's Eyes*, 2<sup>nd</sup> ed., Ch. 11, pp. 588--627
- Douglas, "Genies and Witches," (CR)
- Friedan, "The Problem That Has No Name," *TWE*, 596-597.
- "Visual Sources; Television's Prescriptions for Women," in *TWE*, 628-643.
- May, *America and the Pill*

Week 9. **Woman's Liberation/Womanism** (Feb 27, Mar 1, 3)

- *Through Women's Eyes*, 2<sup>nd</sup> ed., Ch. 11, pp.
- Other readings to be added.

Week 10. **Spring Break (Mar 6-10)-- Begin reading Moody**

Week 11 **Civil Rights Movements** (Mar 13, 15, 17)

- **Moody**, Part 1 and 2
- *Through Women's Eyes*, 2<sup>nd</sup> ed., Ch. 10, "Challenging Segregation," 610-627

Other readings to be added.

Week 12 (Mar 20, 22, 24)

Finish reading **Moody**

**Assignment #4 due (100 pts):**

A typed chronology with four columns (no page limits). In the first column indicate the relevant date; in the second column, indicate Moody's age; in the third column describe the major personal event(s) in Anne Moody's life; in the fourth column identify significant national/regional/local events that had an impact on Moody and explain what that impact was.

Week 13 Almost Hillary: Elections of 2008, 2016 (Mar 27, 29 31)  
DuBois & Dumenil, ch 12

Week 14 (Apr 3, 5, 7) TBD

Week 15 (Apr 10, 12, 14) TBD

Week 16 Last class of the semester (Apr 17)

**Final assignment due at start of Monday's class (200 pts)**