

HIST 531: History of Women in the United States, 1870-present

Spring 2008

Professor: Kim Warren, Ph.D.
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Office Hours: Tuesdays 12-2
3639 Wescoe
Class Meetings: Tuesdays and Thursdays 2:30-3:45
203 JRP

COURSE OBJECTIVES

This course examines the changes in women's lives in the United States from the late 19th century to modern times. The major issues that will be examined in this course are: the construction of gender, the intersections of race and gender, women's work, reform, and changing gender roles. Particular attention will be paid to such factors as race, ethnicity, and class in order to understand more fully women's experiences across cultures and over time. Students will have the option to engage in a service learning project or a research project during the semester.

LEARNING GOALS

- Demonstrate understanding of women's history through class discussion and exams.
 - Use service-learning approaches to apply ideas from class to community settings OR use research approaches to develop original arguments about women's experiences.
 - Promote critical thinking in class discussions and other assignments as directed (e.g., large-group discussions, small-group discussion, short writing samples).
 - Promote research, investigative, and synthesizing skills through writing assignments.
 - Communicate understanding of relevance of women's history to current gender issues through group presentation.
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REQUIRED TEXTS

Ware, *Modern American Women: A Documentary History* [listed on syllabus as MAW]
Sklar and Dublin, *Women and Power in America, Volume II from 1870* (second edition) [listed on syllabus as W&P]
Ware, *Letter to the World: Seven Women Who Shaped the American Century*
Ware, *Title IX*
Royster, *Southern Horrors*
Ehrenreich, *Nickel and Dimed*

Additional required readings will be posted on Blackboard or distributed in class.

Recommended Textbook on United States Women's History: Evans, *Born for Liberty*

Students are expected to complete reading before each class meeting. In preparation for each class, students should read each text, take notes on each reading (including significant dates, events, people, strategies, laws, etc.), and pose questions to contribute during class discussions.

COURSE COMMUNICATION, RESOURCES, AND ASSIGNMENTS

Information relating to this course will be posted electronically on Blackboard. Students are expected to check the Blackboard site on a weekly basis for new announcements and assignments. Using your KUID, you can log on to Blackboard through: <http://courseware.ku.edu/>

All email communication from the instructor will be sent to students' KU email accounts. Students are expected to establish and check their KU email accounts on a weekly basis (minimum) for updated information about the course.

EVALUATION

All students will be asked to participate in class and to take two midterm exams to demonstrate their understanding of information presented in lectures, films, discussions, guest speaker presentations. Students may choose to either conduct a research project at the Spencer Research Library or engage in a service learning project. Both tracks will require students to turn in short writing assignments in advance of producing their final papers and presentations.

For more information about research at KU: <http://spencer.lib.ku.edu/>

For more information about service learning at KU: <http://www.servicelearning.ku.edu/>

Research Track		Service Learning Track	
*Participation	100	*Participation	100
Exam #1	200	Exam #1	200
Exam #2	200	Exam #2	200
Bibliography	50	Action Plan and Learning Goals	50
Primary Source Paper	100	Reflections (2x50)	100
Research Paper/Presentation	350	Service Learning Paper/Presentation	350
TOTAL	1000	TOTAL	1000

*Participation includes posting discussion questions on Blackboard and finding and presenting sources that will enhance class discussions.

NOTE: Please submit all required graded papers and exams on time. All written work must be ink-jet or laser printed, double-spaced, 12-point font, with one-inch margins; all written work must be submitted by the due date and by the time deadline. Late papers will be downgraded 1/3 of a letter grade per day and will not be accepted after three days. Extensions and incompletes will not be granted.

Graduate students will be expected to consult with the instructor regarding appropriate requirements for writing assignments.

NOTE: Service Learning students who would like to extend their projects into the Summer term can apply for a grant through the Women's Studies Program.

GRADING SCALE

A 90-100% B 80-89% C 70-79% D 60-69% F ≤ 59%

ACADEMIC HONESTY

Plagiarism means knowingly using someone else's ideas without proper acknowledgment. Plagiarism and cheating are expressly forbidden by University rules and the History Program. Article II, Section 6 of the Rules and Regulations of the University Senate indicates, "Minimum punishment for any case of cheating or plagiarism is a zero on the assignment. Consequences may be as severe as failure for the course or even expulsion from the University." Students must place all direct quotes within quotation marks, and when required, footnote sources of information following the Humanities guidelines in the *Chicago Manual of Style*.

If you plagiarize, you can expect to fail this course.

All students are expected to follow the guidelines for writing outlined on the website of the Writing Center: <http://www.writing.ku.edu/students/guides.shtml>

ATTENDANCE POLICY

Attendance is required for this course.

This course is interactive and depends on students' full participation. Attendance and active participation in discussions will be noted and graded. Repeated tardiness will be recorded as an absence.

Lectures, films, music, and visual images presented in class will not be placed on reserve in the library. Students who miss a class meeting are responsible for getting lecture notes and handouts from other students or the instructor before the next class meeting. Each absence will result in a deduction from the *participation* grade. Students can make up two absences by writing a 2-page reading response to the missed session's readings. Such reading responses are due within one week of the absence to warrant credit. Additional absences will result in automatic grade deduction.

Arrive to class early or on time.

Turn off all cell phones and beepers before entering the classroom.

ACCESSIBILITY

The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://www.disability.ku.edu/>

Please also meet privately with the instructor before the second class meeting in order to coordinate the receipt of services.

WRITING SUPPORT

Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. At KU, our writing center has locations across campus called Writer's Roosts. Please check the website at www.writing.ku.edu for current locations and hours. The KU Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. For more information, please call 864-2399 or e-mail writing@ku.edu.

SCHEDULE

TH-1/17	Introduction
1/22-24	<p>Women's and Gender History Scott, "Gender: A Useful Category of Historical Analysis" (Blackboard) Kessler Harris, "Need for Women's History" (Blackboard) Stanton, "Declaration of Sentiments" http://www.nps.gov/wori/declaration.htm Freedman, <i>No Turning Back</i> (chapters distributed in class) <i>Women and the Vote</i> film (in class)</p>
1/29-31	<p>African American Race and Gender Royster, <i>Southern Horrors</i> Gilmore, "Race and Womanhood" (W&P) Cooper, "Black Women Plan to Lead Their Race" (MAW) Wells, "Speaking out against Lynching" (MAW) <i>Without Sanctuary</i> photographs (in class)</p>
2/5	<p>Service Learning Workshop Guest Speaker, Babs Mullins</p>
2/7	<p>Professional Opportunities for Educated and Working-Class Women "Molly Dewson's Letters Home from Wellesley" (MAW) "Jane Addams Struggles with the Problem of 'After College, What?'" (MAW) "Alice Hamilton Explores the Dangerous Trades" (MAW) Fields, "African-American Women Enter the Teaching Profession" (MAW) Beard, "Women and Progressive Politics" (MAW)</p>
2/12	<p>Internet Sources Workshop Guest Speaker, Tami Albin</p>
2/14	<p>Citation Workshop "What Is Plagiarism?" http://chronicle.com/free/v51/i17/17a00901.htm "Academic Integrity" http://www.writing.ku.edu/students/docs/integrity.shtml "What Is Plagiarism and Why Do People Do It?" http://www.fau.edu/caupa/pdf/ethics_student_guidelines.pdf "Examples of Plagiarism and How to Avoid It" http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm</p> <p>Professional Opportunities for Educated and Working-Class Women (continued) Orleck, "Rose Schneiderman and Working-Class Women" (W&P) "The Burdens of Rural Women's Lives" (MAW) "The Harsh Conditions of Domestic Service" (MAW) "Working Women Write the <i>Jewish Daily Forward</i>" (MAW) Wu, <i>Mom Chung and the Fair-Haired Bastards</i> (chapter distributed in class)</p>
2/19-21	<p>Spencer Research Library Workshop</p> <p>Thursday, February 21—Service Learning Track—Action Plan and Learning Goals Due</p>

2/26-28	<p>Tuesday, February 26—Exam #1 (in class)</p> <p>Feminists, Anarchists, and Other Rebel Girls “Mother Jones Supports Striking Coal Miners in Colorado” (MAW) Conger-Kaneko, “Wages for Housework” (MAW) Goldman, “A Radical View of Women’s Emancipation” (MAW)</p>
3/4-6	<p>Self Representation Ella Deloria, <i>Waterlily</i> (chapters distributed in class) Ware, <i>Letter to the World</i>: “Coming of Age with Margaret Mead” (chapter distributed in class) Philip Deloria, <i>Playing Indian</i> (chapters distributed in class) Gardner, “Speaking of Ella Deloria” (Blackboard) <i>The Education of Little Tree</i> film (in class)</p> <p>Thursday, March 6—Research Track—Bibliography Due Thursday, March 6—Service Learning Track—Reflection #1 Due</p>
3/11-13	<p>Early 20th Century Campaigns—Socialism and Suffrage Gilman, “A Feminist Challenge to the Privatized Home” (MAW) Gilman, “The Yellow Wallpaper” http://www.library.csi.cuny.edu/dept/history/lavender/wallpaper.html Gilman, “Why I Wrote the Yellow Wallpaper” http://www.library.csi.cuny.edu/dept/history/lavender/whyiw.html Duniway, “A Western Suffragist Talks to her Eastern Sisters” (MAW) Luscomb, “Open-Air Meetings: A New Suffrage Tactic” (MAW) Howe, “An Anti-Suffrage Monologue” (MAW) Park, “‘Front Door Lobbying’ for Suffrage” (MAW) “Suffrage Militant Alice Paul Goes to Jail” (MAW) <i>Iron Jawed Angels</i> film (in class)</p> <p>Thursday, March 13—Research Track—Primary Source Paper Due</p>
3/18-20	<p>Spring Break</p>
3/25-27	<p>New Deals Giddings, <i>Where and When I Enter</i> (chapters distributed in class) Ware, <i>Letter to the World</i>: “First Lady of the World: Eleanor Roosevelt” (chapter distributed in class) <i>Mary McLeod Bethune</i> film (in class) <i>Eleanor Roosevelt</i> film (in class)</p>

4/1-3	<p>2nd Wave Feminism Harrison, "A New Women's Movement: The Emergence of the National Organization for Women" (W&P) "The Personal Becomes the Political" (MAW) "The Revival of Feminism" (MAW) "Founding the National Organization for Women" (MAW) Morgan, "Feminist Guerilla Theater, 1968" (MAW) Shanley, "Thoughts on Indian Feminism" (MAW) Combahee River Collective, "Black Feminism" (MAW) Wallace, "A More Personal View of Black Feminism" (MAW) Eisenberg, "Hard Hatted Women" (MAW) Mankiller, "Indian Relocation" (MAW)</p> <p>Thursday, April 3—Service Learning Track—Reflection #2 Due</p>
4/8-10	<p>Marriage and Reproduction Cott, "Marriage and Women's Citizenship in the United States" (chapter distributed in class) Simmons, "Companionate Marriage and the Lesbian Threat" (W&P) Gordon, "The Professionalization of Birth Control" (W&P) Rodrique, "The Black Community and the Birth Control Movement" (W&P) <i>The Pill</i> film (in class)</p>
4/15-17	<p>Athletics Ware, <i>Title IX</i> Ware, <i>Letter to the World: "From Tomboy to Lady: Babe Didrickson Zaharias"</i> (chapter distributed in class)</p> <p>Thursday, April 17—Exam #2 (in class)</p>
4/22-24	<p>Modern Work and Wages Ehrenreich, <i>Nickel and Dimed</i> Steinem, "I Was a Playboy Bunny" (essay distributed in class) <i>Gloria Steinem</i> film (in class)</p>
4/29	<p>Final Papers Due Preparation of Student Presentations</p>
5/1	Student Presentations
5/6	Student Presentations
5/8	Last Day of Class (Evaluations)