

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

Spring 2005

**Professor:** Kim Warren, Ph.D.  
**Contact:** [kwarren@ku.edu](mailto:kwarren@ku.edu) or (785) 864-9451  
Note: I check and respond to email and voicemail M-F 8am-5pm.  
**Office Hours:** M 10-11, W 9-11, or by appointment  
2004 Wescoe  
**Class Meetings:** MWF 11:30-12:20  
120 Snow

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### COURSE OBJECTIVES

This course examines the changes in women's lives in the United States from the late 19<sup>th</sup> century to modern times. There will be six major areas of concentration in this course: 1) the first woman's rights movement; 2) education and professionalization of women's work in the early 20<sup>th</sup> century; 3) suffrage and the Equal Rights Amendment; 4) women's work in the mid- to late-20<sup>th</sup> century; 5) family, marriage, and reproduction, 6) and modern representations of women through literature and film. 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.

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### LEARNING STRATEGIES

- Read, discuss, and lecture on material relevant to women's history; assess through 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.
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### REQUIRED TEXTS

Gilman, *Herland*

Giddings, *Where and When I Enter*

Silko, *Storyteller*

Cott, *The Grounding of Modern Feminism*

Painter, *Sojourner Truth: A Life, A Symbol*

Ware, *Modern American Women: A Documentary History* [MAW]

Sklar and Dublin, *Women and Power in America, Volume II from 1870* (second edition) [W&P]

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### 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.

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## EVALUATION

All students will be asked to participate in class and to take three exams to demonstrate their understanding of information presented in lectures, films, discussions, guest speaker presentations. Students may choose to either conduct a research project with an online women's history database 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.

Research Track		Service Learning Track	
Participation	100	Participation	100
Exam #1	150	Exam #1	150
Exam #2	150	Exam #2	150
Bibliography	50	Action Plan and Learning Goals	50
Primary Source Paper	100	Reflections (4x25)	100
Biography Paper/Presentation	250	Service Learning Paper/Presentation	250
Exam #3	200	Exam #3	200
<b>TOTAL</b>	<b>1000</b>	<b>TOTAL</b>	<b>1000</b>

**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.

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## GRADING SCALE

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

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## 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."

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## ATTENDANCE POLICY

This course is interactive and depends on students' full participation. Although attendance records will not be kept for each class session, regular attendance is necessary for successful completion of this course. Attendance records will be taken during class sessions that have discussion, guest speaker, or presentation components. Attendance and active participation in discussions will be noted and graded. Repeated tardiness will be recorded as an absence.

The most successful students will complete the assigned readings for the week before lectures each Monday. Lectures, films, music, and visual images presented in class will not be placed on reserve in the library, therefore, class attendance is highly encouraged for successful completion of this course. Arrive to class early or on time.

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

## ACCESSIBILITY

The Student Development Center can be reached at 864-4064. To obtain information about accommodations, contact Mary Ann Rasnak in 22 Strong, and meet 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](http://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](mailto:writing@ku.edu).

## SCHEDULE

1	F-1/21	<b>Introduction to Women's History, Primary and Secondary Sources</b>
2	M-1/24	<b>Historiography of Women's History</b>
3	W-1/26	<b>First-Wave Feminism</b>
4	F-1/28	<b>Women and the Vote Film and Discussion</b>
5	M-1/31	<b>Abolition Movement</b> Painter, <i>Sojourner Truth</i> (chapters 1, 2, 3, 11, 12, 13, 18, 20-26)
6	W-2/2	<b>Sojourner Truth Film and Discussion</b>
7	F-2/4	<b>Visions of the New Woman</b> Gilmore, "Race and Womanhood" (W&P) Cooper, "Black Women Plan to Lead Their Race" (MAW)
8	M-2/7	<b>Antilynching Campaign</b> Wells, "Speaking out against Lynching" (MAW) Giddings, Chapter 1, "'To Sell My Life as Dearly as Possible': Ida B. Wells and the First Antilynching Campaign"
9	W-2/9	<b>Without Sanctuary Photographs and Discussion</b>
10	F-2/11	<b>Service Learning Workshop</b>
11	M-2/14	<b>Expanding Horizons for Educated Women</b> "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)
12	W-2/16	<b>Women and Immigration</b> Bao, "When Women Arrived: The Transformation of New York's Chinatown" (W&P) Immigration Statistics (Blackboard) <b>Guest Lecture, Anne Soon Choi, Asst. Professor, American Studies</b>

13	F-2/18	<b>Sexual Revolutions</b> Peiss, "Charity Girls and City Pleasures" (W&P) <b>Service Learning Track—Learning Goals Due</b>
14	M-2/21	<b>Guest Lecture, Tami Albin, Women's Studies Librarian</b>
15	W-2/23	<b>Library Session/Service Learning Session</b>
16	F-2/25	<b>Exam #1 in Class—Bring a Blue Book</b>
17	M-2/28	<b>Women at Work</b> 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) <b>Service Learning Track—Reflection #1 Due</b>
18	W-3/2	<b>Feminists, Anarchists, and Other Rebel Girls</b> "Mother Jones Supports Striking Coal Miners in Colorado" (MAW) Conger-Kaneko, "Wages for Housework" (MAW) Goldman, "A Radical View of Women's Emancipation" (MAW) Levine et al., "The Work Burden of Women" (Blackboard)
19	F-3/4	<b>Discussion</b> <b>Research Track—Bibliography Due</b>
20	M-3/7	<b>Economic Utopia</b> Gilman, <i>Herland</i> Gilman, "A Feminist Challenge to the Privatized Home" (MAW) Gilman, "The Yellow Wallpaper" <a href="http://www.library.csi.cuny.edu/dept/history/lavender/yellowwallpaper.pdf">http://www.library.csi.cuny.edu/dept/history/lavender/yellowwallpaper.pdf</a> Gilman, "Why I Wrote the Yellow Wallpaper" <a href="http://www.library.csi.cuny.edu/dept/history/lavender/whyyw.html">http://www.library.csi.cuny.edu/dept/history/lavender/whyyw.html</a>
21	W-3/9	<b>The Final Push for Suffrage</b> 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) Cott, Chapter 2, "The Woman's Party" "Suffrage Militant Alice Paul Goes to Jail" (MAW) Giddings, Chapter 7, "The Quest for Woman Suffrage (Before World War I)"
22	F-3/11	<b>Discussion</b>
23	M-3/14	<b>Black Women's Club Movement</b> Giddings, Chapter 6, "'To Be a Woman, Sublime': The Ideas of the National Black Women's Club Movement (to 1917)" <b>Service Learning Track—Reflection #2 Due</b>
24	W-3/16	<b>Guest Speaker and Discussion</b>
25	F-3/18	<b>No Class</b>
		<b>Spring Break</b>
26	M-3/28	<b>After the 19<sup>th</sup> Amendment</b> Cott, Chapter 5, "Modern Times" Cott, Chapter 6, "The Enemy of Society" Cott, Chapter 7, "Professionalism and Feminism" Cott, Chapter 8, "In Voluntary Conflict"
27	W-3/30	<b>Mary McLeod Bethune</b> Giddings, Chapter 10, "A New Era: Toward Interracial Cooperation" Giddings, Chapter 12, "Enter Mary McLeod Bethune" Giddings, Chapter 13, "Black Braintruster: Mary McLeod Bethune and the Roosevelt Administration"
28	F-4/1	<b>Discussion</b> <b>Research Track—Primary Source Paper Due</b>

29	M-4/4	<b>Eleanor Roosevelt</b> LeSueur, "The Despair of Unemployed Women" (MAW) "American Women Ask Eleanor Roosevelt for Help" (MAW)
30	W-4/6	<b>Exam #2 in Class—Bring a Blue Book</b>
31	F-4/8	<b>Guest Speaker Discussion</b>
32	M-4/11	<b>Wartime Women</b> Milkman, "Redefining 'Women's Work': The Sexual Division of Labor in the Auto Industry during World War II" (W&P) Hill, "Rosie the Riveter" (MAW) Stegeman, "Women in the Armed Forces" (MAW) Arnow, "Wartime Migration" (MAW) Sone, "Japanese Relocation" (MAW) <b>Service Learning Track—Reflection #3 Due</b>
33	W-4/13	<b>Guest Speaker Discussion</b>
34	F-4/15	<b>Marriage</b> Cott, "Marriage and Women's Citizenship in the United States" (Blackboard) Simmons, "Companionate Marriage and the Lesbian Threat" (W&P)
35	M-4/18	<b>The Pill Film and Discussion</b>
36	W-4/20	<b>Reproduction</b> Gordon, "The Professionalization of Birth Control" (W&P) Rodrique, "The Black Community and the Birth Control Movement" (W&P)
37	F-4/22	<b>Camp Lavender Hill Film and Discussion</b>
38	M-4/25	<b>Modern Writing Strategies</b> Silko, <i>Storyteller</i> Anzaldua, "The Borderlands" (MAW)
39	W-4/27	<b>Still Killing Us Softly Film and Discussion</b>
40	F-4/29	<b>Research/Service Day</b>
41	M-5/2	<b>Exam #3 in Class—Bring a Blue Book</b> <b>Service Learning Track—Reflection #4 Due</b>
42	W-5/4	<b>Student Presentations—Planning Day</b>
43	F-5/6	<b>Student Presentations—Conference Day</b>
44	M-5/9	<b>Student Presentations—Conference Day</b>
45	W-5/11	<b>Paper Due</b> <b>Evaluations</b>

**HIST 531: History of Women in the United States, 1870-present**  
**Assignments**  
 Spring 2005

Goals	Objectives	Activities/Assignments	Measure
<p>Develop understandings of women's uplift strategies and the ways in which the constructions of gender, race, and class, as well as historical context, have influenced the development of such strategies.</p>	<p>Students will be able to understand the different contexts in which men and women have worked to improve women's lives in the United States. Students will be able to synthesize information from lectures, discussions, readings, and other class materials.</p>	<p><b>Exams</b>—In order to assess students' knowledge about significant people and events that have shaped women's uplift strategies, students will be asked to write short essays identifying terms and their significance.</p> <p><b>In-Class Discussion/Writing</b></p>	<p>Graded</p> <p>Participation</p>
<p>Develop working definitions of feminism, including the term's historical origins and changes over time in the United States.</p>	<p>Students will be able to define feminism for themselves but also be able to identify how feminism definitions have changed over time and how different groups have appropriated/changed feminism.</p>	<p><b>In-Class Discussion/Writing</b></p>	<p>Participation</p>
<p>Use different types of primary and secondary sources to assess constructions of gender throughout history.</p>	<p>Students will be able to identify and evaluate the agendas of source authors. Students will be able to evaluate the ways in which different types of media influence the construction of gender in society.</p>	<p><b>Small-Group Discussions</b>— Students will view and discuss several sets of photographs, audio clips, and videos throughout the semester. They will evaluate the construction of gender through small-group discussions.</p>	<p>Participation</p>
<p>Evaluate online sources and their usefulness to scholarly projects.</p>	<p>Students will be able to distinguish between a credible and an unrefereed online source.</p>	<p><b>Librarian Presentation</b>— Attend an in-class presentation regarding ways to conduct scholarly research through online databases</p>	<p>Participation</p>
<p>Connect classroom learning to attitudes about women, women's history.</p>	<p>Students will be able to articulate their understandings of the ways in gender, race, and class have shaped women's experiences throughout history.</p>	<p><b>Pre- and Post-Class Assessments</b>—</p>	<p>Participation</p>

<p>Examine contemporary women's issues within the context of a service learning experience.</p>	<p>Students will connect academic learning with practical experience through service activities. Students should be able to identify barriers and opportunities that women in contemporary society face with regard to social, economic, and political equality.</p>	<p><b>Action Plan and Learning Goals</b>—consult with the instructor and service site about service learning plans and goals</p> <p><b>Service</b>—commit to 15 hours of community service in a service agency and pay particular attention to gender issues</p> <p><b>Reflection</b>—write four reflections about service experiences</p> <p><b>Final Reflection</b>—write a 5-page paper summarizing service experience and connecting experiences to readings from class</p> <p><b>Presentation</b>—participate in a conference presentation about service learning experience</p>	<p>Graded</p>
<p>Trace a woman's, women's, or organizations contributions to a particular field covered in this class (e.g., religion, art, politics, health, athletics, etc.) and use gender as a category of analysis when describing their contributions. Construct and argument about the significance of the contributions of the subject(s). Evaluate usefulness of sources to construct a historical narrative.</p>	<p>Students will be able to write about why gender matters in the project of gender uplift.</p>	<p><b>Primary Source Paper</b>—1-page analysis of a primary source obtained from Women and Social Reform database</p> <p><b>Biography Paper</b>—10-12 pages (undergraduates) 15-20 pages (graduates)</p> <p><b>Presentation</b>—participate in a conference presentation about research experience</p>	<p>Graded</p>