

**History 329**  
**Women in American History Since 1865**

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**Course Description:**

This course will explore the dramatic changes in women's lives from 1865 to the present. We will examine these transformations from multiple perspectives, exploring the lives of famous women as well as ordinary women, liberal women and conservative women, middle-class women and poor women, African American women and white women, Asian American women, Native American women and Mexican American women. Questions that we will address include: How did ideas about race, class, and gender change over time and impact women's lives? To what extent did women shape their own history? How does women's history change our understanding of United States history in general?

**Required Texts:**

(available at UNCG bookstore, Addams bookstore on Tate St., and on reserve at Jackson library)

Linda K. Kerber and Jane Sherron DeHart, *Women's America: Refocusing the Past*, 6<sup>th</sup> ed. New York: Oxford University Press, 2004.

Victoria Byerly, *Hard Times Cotton Mill Girls: Personal Histories of Womanhood and Poverty in the South*. Ithaca, New York: ILR Press, 1987.

Mary Crow Dog, *Lakota Woman*. New York: Harper Perennial, 1990, 1991.

Additional readings available on electronic reserve at Jackson Library (listed in Syllabus as E-reserve).

**Attendance Policy:**

Attendance is mandatory because this class will be highly interactive and will depend on your participation. Although I will lecture, there will also be a great deal of discussion, and in-class work with historical sources. Make sure to sign the attendance list every day because more than two unexcused absences will affect your grade.

### **E-mail Policy, Blackboard, and Power Point:**

E-mail is the best way to reach me. I always confirm receipt of messages and try to respond quickly. If you do not receive a response from me within 48 hours, you should assume that I did not receive your message and try again. If you do not receive confirmation of your message, it means that I did not receive it and you will not be credited for any information that you communicated.

I will use e-mail to contact you, so it is imperative that you check your UNCG email account regularly. All messages will be sent to UNCG accounts.

The course will have a blackboard website, which will have copies of the syllabus, handouts, and assignments. It will also have copies of the power point lectures. Please note: Power point slides are intended to help guide your note taking during lectures. They will *not* provide a complete set of notes. It is imperative that you take notes to *supplement* the power point in order to obtain enough information for your papers.

### **Course Requirements:**

Papers (3 x 20% = 60%): You will write three papers based on all of reading listed in the syllabus and the material covered in class. Each will require you to incorporate and engage primary sources, secondary sources, lectures, films, and class discussions. The papers will be synthetic, requiring you to draw together a diverse range of sources and make an original argument. You must revise your first paper in consultation with me. NOTE: Papers are always due at the beginning of class at 2pm *sharp*! Any paper that arrives after 2pm will be considered late and grades will be deducted.

Primary Research Assignment (15%): This assignment will require you to locate a range of primary sources on women's participation in World War II and draw conclusions about their value for historians.

Class Participation and Reading Assignments (25%): This class depends on your participation and I expect you to speak in class on a regular basis. You will be graded on the quality and frequency of your participation. You will also have several small short assignments based on your readings, which must be turned in at the beginning of class. If you are absent you may still turn in your assignment either via email or to my mailbox. Class attendance should always take priority over reading assignments: If you do not have your assignment completed it is much better to attend class without it than to skip class to complete it. If you miss a class and a reading assignment is distributed you are still responsible for completing it for the next class. All reading assignments will be posted on blackboard.

### **Grades:**

I use the following grading scale: 93 and above A, 90-92 A-, 88-89 B+, 83-87 B, 80-82, B-, 78-79 C+, 73-77 C, 70-72 C-, 68-69 D+, 63-67 D, 60-62 D-, 59 and below F.

## **Plagiarism:**

Plagiarism is presenting the words or ideas of others without giving them credit. If something you write implies that you are the originator of words or ideas, they must be your own. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must give that person credit. Anyone who commits plagiarism will be penalized severely and could automatically fail the course.

## **Course Schedule: (unless otherwise noted, all readings are in *Women's America*)**

### **Week 1**

January 11 – Introduction – No reading

## **UNIT 1 – THE VICTORIAN RACE/GENDER SYSTEM AND EFFORTS TO OPPOSE IT**

January 13 – Read over the syllabus!

Doc: “Bradwell v. Illinois, 1873,” pp. 248-49.

Truth, “When Woman Gets Her Rights,” e-reserve.

### **Week 2**

January 18 - Hunter, “Reconstruction and the Meanings of Freedom,” pp. 235-46.

Doc: Childs, “I was more dead than alive,” pp. 234-35.

January 20 - *First paper assignment handed out.*

Schechter, “Ida B. Wells and *Southern Horrors*,” pp. 268-70.

Women and Social Movements database, Document Project, “How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?,” read and print: Document 3, Document 4 (chapter II only).

### **Week 3**

January 25 – Women and Social Movements database, Document Project: “How Did Black Women in the NAACP Promote the Dyer Anti-Lynching Bill, 1918-1923?,” read and print: Abstract, Introduction, Document 2, Document 4, Documents 6-11, Document 13, Documents 18-19, Documents 22-23, Images 1-2.

January 27 – Gilmore, “Forging Interracial Links,” pp. 286-296

Women and Social Movements database, Document Project, “How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?,” read and print: Introduction, Documents 7-8, Documents 10-21. “Frances Willard Primary Sources,” e-reserve.

#### **Week 4**

February 1 – *First paper due, no reading.*

### **UNIT 2: THE PARADOXES OF INDUSTRIALLIZATION**

February 3 - Orleck, "From the Russian Pale to Labor Organizing in New York City," pp. 310-26.  
Hall, "Disorderly Women," pp. 410-22.  
O'Donnell, "An AFL View of Employed Women," e-reserve.  
Henry, "Trade Union Women's Perspectives," e-reserve.  
*Hard Times*, 1-42

#### **Week 5**

February 8 - Sklar, "Florence Kelly," pp. 327-339.  
Docs: "Protecting Women Wage-Workers," pp. 340-44.  
*Hard Times*, pp. 43-95.

February 10 – DuBois, "Next Generation of Suffragists," pp. 358-64.  
Doc: "The Women's Centennial Agenda, 1876," pp. 265-68.  
*Hard Times*, pp. 96-160.

#### **Week 6**

February 15 – *Paper rewrite due, no reading.*

February 17 – Cott, "Equal Right and Economic Roles," pp. 379-89.  
Brown, "Womanist Consciousness," e-reserve.  
"Feminists Debate the Equal Rights Amendment," e-reserve.  
*Hard Times*, pp. 161-220.  
*Second paper assignment distributed*

#### **Week 7**

February 22 – Peiss, "'Charity Girls' and City Pleasures," e-reserve.  
Hine, "Rape and the Inner-Lives of Black Women," pp. 299-301.  
"1920s Advertisements," e-reserve.

February 24 – Reagan, "When Abortion was a Crime," pp. 423-28.  
Doc: "I resolved . . ." pp. 370-378.  
"I have children so fast it is wrecking my life," e-reserve.

#### **Week 8**

March 1 – Brumberg, "Fasting Girls," pp. 390-98.  
Rodriguez, "Breaking the Model," e-reserve.

March 3 – *Second paper due, no reading.*

**Week 9**

March 8 and March 10: No class – Spring Break!

**Unit 3 – THE VICTORIAN RACE/GENDER SYSTEM DECLINES AND A NEW ONE EMERGES**

**Week 10**

March 15 - *Research assignment distributed.*

Matsumoto, “Japanese-American Women During World War II,” pp. 459-65

“World War II Documents,” e-reserve.

March 17 – CLASS TRIP TO WOMEN VETERAN’S COLLECTION!!  
MEET AT UNCG ARCHIVES, 2<sup>ND</sup> FLOOR, JACKSON LIBRARY

**Week 11**

March 22 - *No reading, work on research assignment.*

March 24 – Friedan, “The Problem that Has No Name,” pp. 573-76.

Horowitz, “Betty Friedan and the Origins of Feminism in Cold War America,” pp. 481-95.

**Week 12**

March 29 – Evans, “Women’s Consciousness and the Southern Black Movement,” e-reserve.

Payne, “A Woman’s War,” pp. 532-36.

March 31 – Docs: “Making the Personal . . . ,” pp. 576-80, 582-93.

Steinem, “If Men Could Menstruate,” e-reserve.

Gainesville Women’s Liberation, “What Men Can Do for Women’s Liberation,” e-reserve.

**Week 13**

April 5 - *Research assignment due.*

Docs: “Making the Personal . . . ,” pp. 580-82.

April 7 - *Lakota Woman*, pp. 1-72.

Follis, “Born Again,” e-reserve.

Kelly, “Sterilization: Rights and Abuse of Rights,” e-reserve.

**Week 14**

April 12 - Doc: Schlafly, “Making the Personal . . . ,” pp. 593-97.

*Lakota Woman*, pp. 73-127.

April 14 - *Final paper assignment distributed.*

*Lakota Woman*, pp. 128-69.

Week 15

April 19 - *Lakota Woman*, pp. 170-214.

April 21 – *Lakota Woman*, pp. 215-263.

**Week 16**

April 26 – Templeton, “She Who Believes in Freedom,” e-reserve.

April 28 – *Final paper due.*