

Women in American History, Part II (since 1865)
History 329W
The University of North Carolina at Greensboro
Fall, 2001

Dr. Laura Moore
334E Mclver

Office Hours:
Thursdays, 3:30-4:30
and happily by appointment

Welcome to American Women's History! This course will introduce you to the dynamic field of women's history, concentrating on the study of women's experiences in the United States between the 1870s and 1990s.

Content:

This course is a chronological and thematic historical survey that will trace the economic, political, social, and even personal histories of a variety of American women. I have organized it around two main themes, both of which are of considerable current interest to women's historians generally, and both of which are particularly well-suited to the time period covered in this course.

- The **diversity** of women's historical experiences: What do we mean by the word "women"? What factors other than gender have shaped women's experiences, actions, and identities? What divides women, and what brings them together? In addressing these questions we will analyze differences among women stemming from race, ethnicity, class, sexuality, etc.
- **History and Memory:** What is the relationship between the memories of individuals, families and communities and the broad narrative of American history? How can memory illuminate the study of history, and how history help us better to understand our memories and those of the people around us? We will address these questions by analyzing the memoirs of individual women within their larger historical context. We will further explore the relationships of history and memory through the "Three Generations" project described below.

Skills:

This is an advanced writing-intensive history course; as such it requires a good deal of reading as well as a variety of kinds of writing. An underlying philosophy of the course is that the analytical skills you practice through that reading and writing will continue to be useful to you whether or not you ever take another history class. I will offer you practical advice to help you steadily improve over the course of the semester, in particular in the skills of:

- **reading** carefully and efficiently so as to understand an author's main points and to remember important information;
- **writing** clearly and logically so as to convince readers of the validity of your interpretation of the facts.

Readings:

Our main activity during class time will be discussing a variety of secondary and primary texts. These readings include a textbook that lays out the basic narrative of United States women's history, a number of important scholarly articles that will help us focus on particular topics and themes, many short documents that illustrate and illuminate those topics and themes, and "memoirs" written by women in the past about their lives. The books listed here are (or will shortly be) available at the campus bookstore. To search for the readings on electronic reserve go to Library Homepage (<http://library.uncg.edu>), click on the "Reserves" link, and follow instructions from there.

Woloch, *Women and the American Experience: A Concise History*, 2nd ed
Kerber and De Hart, *Women's America*, 5th ed.
Moynihan, et al, eds., *Second to None*, vol. II

Polacheck, *I Came a Stranger*
Wilder, *West From Home*
Murray, *The Autobiography of a Black Activist, Feminist... Feminist Memoir Project*

Advice

My favorite college professor used to say that true learning begins when you admit that you're confused. In that spirit, I encourage you to ASK QUESTIONS of the professor, other students, and yourself, both in the classroom and out of it. I really enjoy talking with students. If you can't come to office hours, I can arrange to meet with you at other times.

The keys to doing well in this course are to participate actively, keep up with the reading, and bring imaginative questions to course materials and discussions. Class meetings will focus on discussion in both small and large groups. To benefit from these sessions you will need to invest considerable time outside of the classroom. Expect to spend around six hours each week, on average, preparing for the course – and sometimes more when written assignments are due. But don't expect to become overwhelmed. If you are averaging considerably more than six hours a week, or are feeling overwhelmed, come talk to me. (I also encourage you to contact me as soon as possible if you have a documented disability and wish to discuss academic accommodations.)

I also encourage you to take advantage of the many resources available to UNCG students including the Learning Assistance Center (334-3878) and the University Writing Center (334-3125).

Attendance

Regular attendance is also key to success in this course. In class we will cover information that you won't be able to learn elsewhere and, most importantly, through class discussions we will practice the skills around which this course is designed.

If you must miss class, you should let me know as far in advance as possible. This is partly a matter of courtesy. It is also in your best interest as your grade is likely to suffer. You might miss crucial advice or information about assignments. In addition, "memoir responses" and "in-class writing assignments" (see descriptions below) will only be accepted in class and cannot be turned in late. In effect, then, they partly serve to grade attendance.

Academic Integrity

I take my obligations under the Academic Integrity Policy seriously and expect you to do the same. All the work you do in this course is subject to the policy. It is especially important that you do not commit PLAGIARISM. Plagiarism is not only an honor code violation, but is also illegal. If you are at all worried that you might be in danger of plagiarism or any other violation, you should ASK me (not another student) in advance.

Grades

Your course grade will be earned through your work on the following assignments, which are described below:

Take-home midterm:	25% of final grade	“Memoir Responses”:	20% of final grade
Take-home final:	25% of final grade	In-class writing:	5% of final grade
Family history project:	25% of final grade		

Assignment Descriptions

All of the assignments are designed to exercise the analytical skills around which this course is designed. They should give you many opportunities to let me know how you are responding to and interpreting course materials and to let me respond and evaluate your progress.

Let me know if you are confused about an assignment in any way. Ask questions before the deadline. If you must miss a deadline or a class meeting and let me know AHEAD OF TIME I will consider, but not necessarily accept, your excuse.

TAKE-HOME MIDTERM AND FINAL

The midterm and final will be essays in which you have the opportunity to demonstrate your skills of synthesis, your ability to pull together the various course materials into a cohesive and logical interpretation. I will give you the exam questions well before they are due, along with more detailed instructions and advice. There will be many ways to approach the questions and many different possible interpretations. I will evaluate each essay on how clear, convincing, and logical the interpretation is and how well it uses evidence from course materials to make its points.

The take-home midterm is due in my office by 4:00pm on Wednesday, October 3. Late midterms will be accepted with a penalty of one half grade for each twenty-four hours, or portion of twenty-four hours, late. That is, a “B-“ exam will receive a “C+” if it is turned in a few minutes, eight hours, or twenty-four hours late. The take-home final is due when the final is scheduled, on December 18. I cannot accept late finals.

“THREE GENERATIONS” FAMILY HISTORY PROJECT

For this assignment you will write a short (1800-2300 word) research paper on three generations of women in your family (excluding yourself). The goal is to analyze the relationship between an individual family and the larger narrative of women’s history. It is not a genealogy paper; that is, it is not sufficient to find out who did what, when and where. Instead, like the take-home exams, this assignment requires you to form an interpretation grounded in historical evidence. Oral history interviews will be a main source for this paper, as will records such as photographs, letters, etc. You may also need to do a little

additional research in secondary sources. I will give you more detailed instructions and advice on this project over the course of the semester. If you will not be able to do research on your own family, please talk with me as soon as possible.

You will work on the Three Generations project in stages. An outline is due September 8 and a progress report that will include a partial draft of the paper is due October 23. The outline and progress report are required but will not be graded. If you do not turn one of them in one whole grade will be deducted from the Three Generations grade. The Three Generations paper is due at the START of class, December 4. The late policy is the same as for the midterm, but I will not accept any after December 7.

MEMOIR RESPONSES

On four occasions during the semester we will read the memoirs of individual women whose lives illuminate and complicate the historical themes we are exploring. In order to prepare for the discussion on those days, I will ask you to write short (one or two page) informal responses to the books. I will give you some questions to guide your reading and your responses. Because these are informal responses I will not give them formal grades. If it is clear from the response that you have done the reading carefully and given it serious thought, you will receive credit (indicated by a check) for the assignment. If you receive credit for ALL the Memoir Responses you will receive a "B" for your Memoir grade. (If you receive credit for all the memoirs, and your average on the graded assignments is higher than a B, I will compensate so that the Memoir grade will not lower your course grade.) Memoir Responses must be turned in during class. They cannot be turned in late except in the case of an excused and documented absence cleared with me BEFORE class starts.

IN-CLASS WRITING

On ten random days I will ask you to do some brief writing in class that I will collect. I might, for example, ask you to take five minutes to respond to a lecture. These assignments give me the opportunity to see how you are understanding and responding to the course, and they give you some useful informal writing practice. In effect, the in-class writing rewards you for good attendance. You will not know in advance when one of these assignments is coming up. If you are not in class, you do not get credit for that day's writing; if you turn it, you do. In-class writing assignments cannot be made up under any circumstances. I will determine the in-class writing grade by how many of them you turn in. If you complete at least nine you will receive an A; eight will earn a B; seven a C; six a D; and five or fewer an F.

<u>DATE</u>	<u>SUBJECT AND READING</u>	<u>ASSIGNMENT DUE</u>
Tues. Aug. 21	Introducing the course (no reading)	
Thur. Aug. 23	Introducing Women's History De Hart and Kerber, "Introduction," in <i>Women's America</i> (WA), pp. 3-24	
Tues. Aug. 28	Freed Women? Hunter, "Reconstruction and the Meanings of Freedom" in WA and Documents, pp. 241-246, 259-261, in WA <i>Second to None</i> (SN), pp. 11-19 <i>Women and the American Experience</i> (WAE), pp. 142-144, 147-173, 219-226	
Thur. Aug. 30	True Women to New Women WA, pp. 263-266 WAE pp. 180-211, 226-236 SN, pp. 35-79, 112-118, 136-142	
Tues. Sep. 4	The Case of Hull House Polacheck, <i>I Came a Stranger</i>	MEMOIR RESPONSE
Thur. Sep. 6	Sklar, "Florence Kelley and Women's Activism" and pp. 325-326 in WA SN, pp. 80-82	
Tues. Sep. 11	Politics of Race and Class Gilmore, "Forging Interracial Links" and Orleck, "From the Russian Pale to Labor Organizing" both in WA SN, pp. 84-93, 97-112, 124-127, 118-121 WA, pp. 267-270	
Thur. Sep. 13	Suffrage at last WAE, pp. 236-251 WA, pp. 340-341	3 GENS OUTLINE DUE
Tues. Sep. 18	Interlude: Laura Ingalls Wilder enters the 20 th century Wilder, <i>West From Home</i>	MEMOIR RESPONSE
Thur. Sep. 20	Equality vs Protection WAE, pp. 256-262 SN, pp. 151-152, 149-150 Cott, "Equal Rights and Economic Roles" in WA	

- Tues. Sep. 25 Gender and the Jazz Age
WAE, pp. 262-294
Document, pp. 355-363, WA
SN, pp. 171-175, 130-133, 149-150,
Brumberg, "The Emerging Ideal of Slenderness" in WA
- Thur. Sep. 27 Hall, "Disorderly Women" in WA and
Meyerowitz, "Roaring Teens and Twenties" on reserve
SN, pp. 163-171
- Tues. Oct. 2 Interlude: Eleanor Roosevelt in the 1920s
Cook, "Eleanor Roosevelt as Reformer..." in WA
- Thur. Oct. 4 Hard Times
WA, pp. 373-376
Start reading WAE, pp. 300-321 and
SN, pp. 179-203
- [Tues. Oct. 9 FALL BREAK]
- Thur. Oct. 11 Hard Times, cont.
Finish WAE, pp. 300-321 and SN, pp. 179-203
Jones, "Harder Times," Yung, "Coping with the
Great Depression," and Kessler-Harris, "Providers" in WA
- Tues. Oct. 16 Interlude: Pauli Murray grows up
Murray, *The Autobiography of a Black Activist,
Feminist, Lawyer, Priest, and Poet*, pp. TBA
- Thur. Oct. 18 Rosie the Riveter
WAE, pp. 321-335
SN, pp. 205-215
View film "Rosie the Riveter"
Read, Evans, "Rosie the Riveter" in WA
- Tues. Oct. 23 In Love and War
Excerpts from *Miss You* on reserve
- Thur. Oct. 25 Homefront Battles
Bailey and Farber, "Prostitutes on Strike" in WA
SN. Pp. 215-229

MIDTERM DUE BY
4pm WEDNESDAY

MEMOIR RESPONSE

3 GENS PROGRESS
REPORT DUE

- Tues. Oct. 30 Fifties Femininity
WAE, pp. 342-358
McEnaney, "Atomic Age Motherhood" in WA
SN, pp. 231-247
Kinsey Report and responses, on reserve
- Thur. Nov. 1 Exceptions to the Rules
Freedman, "Miriam Van Waters" and
Cahn, "Mannishness" in WA
SN, pp. 247-249
"Open Secrets" documents on reserve
- Tues. Nov. 6 Rumbblings of Rebellion
WAE, pp. 358-364
SN, pp. 257-265
Garrow, "Origins of the Montgomery Bus Boycott", on reserve
- Thur. Nov. 8 Rumbblings of Rebellion, cont.
Swerdlow, "Ladies' Day at the Capitol," and
Horowitz, "Betty Friedan and the Origins of Feminism" in WA
SN, pp. 249-254
- Tues. Nov. 13 Feminist Ferment
WAE, pp. 364-378
SN, pp. 269-285
WA, pp. 508-523, 532-542
- Thur. Nov. 15 Building a Revolution
SN, pp. 291-318
Kornbluh, "A Human Right to Welfare" in WA
View Step-by-Step
- Tues. Nov. 20 Consciousness Raised
Feminist Memoir Project, pp. TBA MEMOIR RESPONSE
- [Thur. Nov. 22 THANKSGIVING]
- Tues. Nov. 27 Beyond Sisterhood
WAE, pp. 386-393
De Hart, "The New Feminism" in WA
Rymph, "Neither Neutral Nor Neutralized" in WA
SN, pp. 319-322, 324-325

Thur. Nov. 29 Abortion and Era Debates
Abortion: Ginsburg, "Women Divided" and pp. 547-553 in WA; SN,
pp. 341-350
ERA: Mansbridge, "Embattled Women" on reserve; WA, pp. 542-543;
SN, pp. 322-324

Tues. Dec. 4 No reading 3 GENS DUE

Thur. Dec. 6 Freed Women?
WAE, 393-418
Williams, "American Kabuki" on reserve
WA, pp. 543-546, 580-587
SN, pp. 326-341, 350-365

December 18 FINAL DUE