

**Topics in Gender and History**  
**History 551:**  
**Gender and Race in Progressive America**  
University of North Carolina at Greensboro  
Fall, 2001

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

In this advanced reading seminar we will examine the perspectives and methods of American historians who use gender as a category of analysis. We will concentrate on a particularly dynamic and diverse branch of U.S. gender historiography that examines the interactions of gender and race in the U.S. between the 1870s and 1930s. We will dig deeply and think broadly about the implications of gender analysis for American history.

**Content: “Progressive” America**

Between approximately 1880 and 1920, Americans witnessed a remarkable period of industrialization, urbanization, immigration, national expansion, and the development of the United States as a world power. These years also were marked by a remarkably high level of participation in reform and social movements – often led or shaped, as we will see, by women – that historians have labelled “progressivism.” Americans entered the twentieth century debating the very meaning of American citizenship. The movement for women’s suffrage became the longest social movement in American history. Legal racial segregation appeared in the Southeast at the turn of the century, while Asian and eastern and southern European immigrants transformed the American population. In the West, large populations of Native Americans and Latinos occupying lands only recently conquered further complicated discussions of race and citizenship.

Today, at the turn of another century, many of the questions and concerns of a hundred years ago remain. How do we make sense of and live together in an increasingly multicultural society? What are the appropriate roles for women and men in the private and public sphere? How will economic transformations affect diverse Americans’ ability to pursue the American dream? What is the American dream, anyway? This course provides a historical perspective on those questions.

**Learning Objectives**

This course introduces the rich scholarly literature that examines the relationship between gender and race in the progressive period. By reading, analyzing, and discussing this scholarship, we will practice and improve our own scholarly skills. I have designed the course to encourage you in particular to work on:

- concisely summarizing and evaluating the central arguments of each reading;
- describing the primary and secondary sources used and explaining and evaluating the interpretation strategies employed by historians;
- honing your own interpretation strategies through class discussions and written assignments
- deepening your research skills by developing a bibliography centered on a topic related to the course topic

## 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 am always happy to talk with students; if you can't come to my office hours, we can set up another time to meet.

We will be reading sophisticated, complex, scholarly work this semester, and it won't always be easy. Through *conversation* and *collaboration*, though, we will reach higher levels of understanding. For that reason, the active and thoughtful participation of everyone is absolutely crucial to the success of the class. Keep up with the reading, bring imaginative questions to course materials, respect each other, and don't be shy. (It should go without saying that regular attendance is also crucial.)

## 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.

## Readings

The monographs listed here are (or will soon be) available at the campus bookstore. A few additional readings are on electronic reserve. 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.

Gail Bederman, *Manliness and Civilization*  
Glenda Gilmore, *Gender and Jim Crow*  
Linda Gordon, *The Great Arizona Orphan Abduction*  
Tera Hunter, *To Joy My Freedom*  
Margaret Jacobs, *Engendered Encounters*  
Louise Newman, *White Women's Rights*  
Peggy Pascoe, *Relations of Rescue*  
Eileen Suárez-Findlay, *Imposing Decency*

## Grading:

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

Monograph Analysis:	50% (25% each)
Annotated Bibliography:	30%
Participation:	20%

## Assignment Descriptions

### MONOGRAPH ANALYSIS

Over the course of the semester we will read eight scholarly monographs. Each student will write an analysis of two of these books. In addition to giving you the opportunity to engage with the arguments and methodologies of the historians whose work we are reading, these analyses will also serve as springboards for class discussions – and the authors of the analyses will serve as discussion leaders the week they are due (see “Participation” below). You will sign up for your two monograph analyses on the first day of class; you must choose one book to be read before fall break, and one to be read after.

Each monograph analysis should be 4-5 double-spaced pages long. It should summarize quickly the main questions and argument of the book in question, discuss the historian’s methodology (what kinds of sources were used, and how were they used?), and address how the book illuminates larger themes and questions of the course and how it relates to other course readings. In addition, graduate students must also provide some historiographical discussion addressing how this monograph fits into historical scholarship more generally and attach a list of between five and ten “further related readings.”

The monograph analyses must be sent to the class discussion board (on Blackboard) by noon the day before we begin discussing the book (more on this procedure later). For example, if you are writing a monograph analysis of Newman’s *White Women’s Rights*, it is due by noon on Monday, September 17. The rest of the class will then read that week’s analyses before class. You must also bring a hard copy to class for me.

### ANNOTATED BIBLIOGRAPHY AND ESSAY

The final project for this course is an annotated bibliography and historiographical essay centered around a particular subject or theme related to gender and race in the late nineteenth and early twentieth century U.S. Undergraduates must include annotations for at least ten scholarly works (monographs and articles), graduate students must include at least fifteen. The accompanying essay will be between six and eight pages, double-spaced, typed, and stapled.

I will give you further instructions and advice about this project over the course of the semester. You should begin brainstorming about a topic right away. I will meet individually with students the week of September 24 to establish topics (although you are certainly welcome to talk to me about them before that) – you must clear your topic with me. Drafts of at least five annotations are due on October 30 (a half-grade will be deducted from the bibliography grade if you do not turn these in). A draft of the entire essay and bibliography is due on the second-to-last day of class, November 27 (an entire letter grade will be deducted if you don’t turn this in); on the last day of class, December 4, we will have a general discussion based on a reading of all the drafts. The final version of this assignment is due on December 13.

### PARTICIPATION

This is a readings seminar that can only be successful if everyone comes to class prepared and then participates actively in our discussions. To give you credit for your preparations and for your varied contributions to discussions, I will determine a participation grade for each student based on: short, informal, written responses to the readings; your role as a

discussion leader the two weeks you write a monograph analysis; and your general participation in the course.

### Response papers

These are very informal written responses to a week's reading; they should be about a page long. They give me the opportunity to see how you are understanding and reacting to the readings, and they give you some informal writing practice as well as helping you prepare for the week's discussion. The only requirement for these papers is that it is clear that you have done the reading and given it some serious thought -- if so you will receive a check. You should NOT summarize the reading, but instead should let me know your reactions to it. You will have twelve opportunities to turn in response papers (every week except the two in which you write monograph analyses); you must turn in at least eight. If you get checks on all eight you will get a "B" for this part of your participation grade. (If your grade average is higher than a B, and you receive checks on all eight, I will compensate so that the response papers do not lower your overall grade.) The response papers should be sent to me via Blackboard by 9:00am the day of class (more on this procedure later), and you should also bring a hard copy to class.

### Leading discussion

You will help lead discussion the two weeks for which you write monograph analyses – along with the other students who write those weeks. You will work together as a group to plan and lead the discussion. I will circulate sign-up sheets so that the group can meet ahead of time to strategize about how to organize and lead the discussion, and you will be able to meet with me as well to talk about it. Different students will bring different kinds of skills to the group. You may want to divvy up responsibilities according to those skills and interests, for example by appointing different members of the group to write discussion sections or outline the discussion ahead of time, to moderate the discussion itself, etc.

The group as a whole will receive one grade. Again, if it's clear that you have given the discussion serious thought and preparation, the group will receive a B – or higher if the discussion is especially lively and intellectually stimulating thanks to the group's leadership. (If your group receives at least a B, but your individual grade average is higher, I will compensate so that the discussion leadership does not lower your overall grade.) Missing class when you are scheduled to help lead discussion will earn you an automatic F for that part of your participation grade.

### General participation

Different people make different kinds of contributions to a discussion. Some of us are more talkative or assertive than others; sometimes just one short, thoughtful comment can move a discussion to a deeper level. In figuring your participation grade, I will take into account the *quality* – and to a lesser degree the quantity – of your contributions to class discussions. I will evaluate general participation on how engaged you are in the discussions, how well you listen to other members of the class and respond to what they say, how well you tie together readings and discussions, etc. Attendance will also be a factor here – after all, it's hard for your mind to be present when your body is not.

DATE	READING	WRITTEN ASSIGNMENT DUE
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**Introduction: The Progressive Era and Women's History**

Tues. Aug. 21

Tues. Aug. 28 DuBois and Ruiz, "Introduction" to *Unequal Sisters* and Kerber and De Hart, "The Many Faces of Industrializing America," on reserve; and review any U.S. history textbook on the period from the 1880s to the 1920s.

**I. Conceptualizing Gender and Race: Female Moral Authority, White Women's Rights, and Manhood Defended**

Sep. 4	Pascoe, <i>Relations of Rescue</i>	M [Monograph Analysis] due
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Sep. 11	Bederman, <i>Manliness and Civilization</i>	M
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Sep. 18	Newman, <i>White Women's Rights</i> , Chapters x-x	
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Sep. 25	Newman, <i>White Women's Rights</i> Chapters x-x	
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MEET WITH ME THIS WEEK TO DISCUSS BIBLIOGRAPHY TOPIC

**II. Case Studies: The Southwest**

Oct. 2	Gordon, <i>The Great Arizona Orphan Abduction</i>	M
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Oct. 9	FALL BREAK	
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Oct. 16	Jacobs, <i>Engendered Encounters</i>	M
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**III. Case Studies: The Southeast**

Oct. 23	Gilmore, <i>Gender and Jim Crow</i> Introduction-chapter 5	M
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Oct. 30	Gilmore, <i>Gender and Jim Crow</i> , cont. Chapter 6-epilogue	Drafts of five annotations due
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Nov. 6	Hunter, <i>To Joy My Freedom</i>	M
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