

History 3086
Professor Kathleen Clark
2-6394
katclark@uga.edu

HISTORY 3086
U.S. Women's History

This course will explore changing images and realities of American womanhood from the mid-nineteenth century to the present.

Requirements

1. Attendance. Attendance at all class meetings is both expected and required. Repeated absences will significantly affect your grade.
2. Reading, film viewings, and participation. This class will combine lectures and discussion. Students are expected to have read material closely (or to have viewed required film) and to come to class prepared to share questions, reflections, and informed opinions with others.
3. In-class writings. There will be periodic in-class writings on the readings and/or films throughout the course. These are fairly informal writings, and will be graded on a "check +" "check" or "check-" basis.
4. Papers. A 5-page paper on an assigned topic will be due on **Friday, February 18**. A 10-page research paper will be due **on Tuesday, May 3**. (See syllabus for additional due dates related to the research paper). Specific guidelines for choosing a topic and developing the research paper will be provided by the instructor.
5. Exams. In-class "midterm" on **Thursday, March 3**, and a final exam, **TBA**

Grading

Participation 10%
In-class writing assignments 10%
First paper 10%
Final paper and presentation 30%
Midterm 20%
Final exam 20%

While attendance does not figure as a percentage of your grade, repeated absences WILL cause your grade to go down. A student who accumulates more than 3 absences will have his/her grade dropped by one-half letter (eg. B to B-). After the first 4 absences, the grade will be lowered ½ letter for every 2 additional absences. (At 6 absences, a B becomes a C+; and 8 absences, a B becomes a C, etc.) With the exception of an emergency serious enough that you are working with the Office of the Vice President of Student Affairs, **THERE ARE NO EXCUSED ABSENCES.** So, hoard your “free” (3) absences very, very carefully.

Dropping the Course:

Students who drop this course before the first exam will receive a “W.” After the first exam, you will receive a W or a WF, depending on how you are doing **at the point of withdrawal.** (After the first exam, a student will receive a W **only** if his/her grade is 70 or higher. A WF will be awarded a student who withdraws with a grade of 69 or lower). I also reserve the right to withdraw students who miss more than 3 classes in the first several weeks of the course.

Classroom etiquette:

Newspapers are to be put away, and cell phones and pagers are to be turned off before the class is scheduled to begin. Students violating this rule will be asked to leave immediately. Tape recorders or other listening devices **are expressly forbidden.** Use of computers is allowed only with special permission from the instructor. Any student caught using a computer or listening device in violation of this rule will be withdrawn from the course *without warning.*

Assigned Reading

The following **required** books are available at the University bookstore:

Linda Kerber and Jane Sherron De Hart, eds., *Women’s America: Refocusing the Past* (7th edition)

Frances Ellen Watkins Harper, *Iola Leroy*

Charlotte Perkins Gilman, *Herland*

Melba Patillo Beals, *Warriors Don’t Cry*

Susan Douglas, *Where the Girls Are*

*Additional articles will be available on electronic reserve, as indicated on syllabus.

Password = women

Assigned films

Iron-Jawed Angels (viewing TBA)

The Lynchburg Story (in-class viewing)

Rosie the Riveter (in-class viewing)

Mildred Pierce (viewing TBA)

This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

All academic work must meet the standards set forth in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.

Reading and class schedule:

Tuesday, January 11: Introduction

Thursday, January 13: Women and Gender in the Antebellum U.S.—a recap

Document: “On the condition of Women in the United States” by Sarah Grimke, at <http://www.pinn.net/~sunshine/book-sum/grimke3.html#letter8>

Document: “The Declaration of Sentiments” by Elizabeth Cady Stanton at <http://www.fordham.edu/halsall/mod/Senecafalls.html>

Document: “Ain’t I a Woman” by Sojourner Truth at <http://www.feminist.com/resources/artspeech/genwom/sojour.htm>

Tuesday, January 18: Divided Houses

Essay: “Enemies in Our Households” online reserve

Document: “Counterfeit Freedom,” online reserve

Essay: “Reconstruction and the Meaning of Freedom” online reserve

Thursday, January 20: Postwar Struggles

Document: “After the Civil War” online reserve

Document: “The Women’s Centennial Agenda” online reserve

Essay: Rebecca Edwards, “Pioneers at the Polls” online reserve

Tuesday, January 25: Conquests and Survivals—Women in the Trans-Mississippi West

Essay: Judy Yung, “Unbound Feet”

Essay: Peggy Pascoe, “Ophelia Paquet”

Document: Zitkala-Sa, Claiming an Education

All in *Women’s America*

Thursday, January 27: New Women for a New Nation

Photo essay: “Adorning the Body” WA

Begin *Iola Leroy*

Tuesday, February 1: Women organizing

Essay, Glenda Gilmore, “Forging Interracial Links,” WA

Essay: Annelise Orleck, “From the Russian Pale to Labor Organizing,” WA

Documents: Protecting Women wage workers, WA

Continue *Iola Leroy*

List of possible research topics available for consideration

Thursday, February 3: Backlash—Sex, Race, and Gender at the Turn of the Twentieth Century

Essay: Patricia Schechter, “Ida B. Wells and *Southern Horrors*” WA

Essay: Jacqueline Dowd Hall, “Disorderly Women”

Continue *Iola Leroy*

First paper topic to be assigned in class

Tuesday, February 8: Fiction as Social Commentary (I): *Iola Leroy*

Conclude *Iola Leroy*

Thursday, February 10: Urban Pleasures, Urban Dangers

Kathryn Kish Sklar, “Florence Kelley and Women’s Activism in the Progressive Era”

WA

Begin *Herland*

Top three choices for research subject due at the beginning of class

Tuesday, February 15: Feminism(s)

Document: Margaret Sanger, “I resolved that women should have knowledge of contraception” *Women’s America*

Continue *Herland*

Thursday, February 17: Library day

Short paper due at noon on Friday, February 18 (turn in to my office 301 LeConte Hall)

Tuesday, February 22: Fiction as Social Commentary (II): *Herland*

Finish *Herland*

FILM VIEWING: *IRON JAWED ANGELS* (Place and time TBA)

Thursday, February 24: From the Progressive Era to the Jazz Age 1920-1930

Document: “Mackenzie v. Hare”

Document: “Equal Suffrage Amendment”

Document: Adkins v. Children’s Hospital

Essay: “The Emerging Ideal of Slenderness”

All in *Women’s America*

Tuesday, March 1: *The Lynchburg Story*

No assigned reading

Thursday, March 3: **In-class Midterm**

Tuesday, March 8: Women, the Great Depression, and the New Deal

Essay: Jacqueline Jones, "Harder Times"

Essay: "Designing Women and Old Fools"

Document: Struggling to Unionize"

(All in *Women's America*)

Annotated bibliography due at the beginning of class

Thursday, March 10: World War II—The Home Front

In-class viewing: *The Life and Times of Rosie the Riveter*

Essay: Blanche Wiesen Cook, "Storms on Every Front: Eleanor Roosevelt and Human Rights"

Essay: Beth Bailey and David Farber, "Prostitutes on Strike"

Essay: Valerie Matsumoto, "Japanese American Women"

(All in *Women's America*)

Tuesday, March 22: Politics of Gender in Post-War America

Essay: Estelle Friedman, "Miriam Van Waters and the Burning of Letters" *Women's America*, 500-7

Essay: Susan K. Cahn, "'Manishness,' Lesbianism, and *Homophobia*" *Women's America*, 508-17

Begin *Warriors Don't Cry*

FILM VIEWING--*Mildred Pierce* (Place and time TBA)

Thursday, March 24: *Mildred Pierce*

(Watch film prior to class)

Reading: Joanne Meyerowitz, "Beyond the Feminine Mystique" (electronic reserve)

Continue *Warriors Don't Cry*

Tuesday, April 5: Women and the Civil Rights Movement

Essay: Charles Payne, "A Woman's War" *Women's America*

Robert Cohen, "Two, Four, Six, Eight, We Don't Want to Integrate" (electronic reserve)

Continue *Warriors Don't Cry*

Outline and thesis statement due at the beginning of class

Thursday, April 7: Case Study—The Desegregation of Little Rock High School

Finish *Warriors Don't Cry*

Tuesday, April 12: Second-wave feminism (I)

Documents: "Dimensions of Citizenship II" *Women's America*

Document: Betty Friedan, "The problem that has no name" *Women's America*

Begin *Where the Girls Are* (excerpts)

Thursday, April 14--Second-wave Feminism (II)

Documents: "Making the Personal Political" *Women's America* (all listed documents except Friedan and Schlafly)

Continue *Where the Girls Are* (excerpt)

Tuesday, April 19:—Second-wave Feminism (III)

Essay: Beth Bailey, “Prescribing the Pill” *Women’s America*

Finish *Where the Girls Are* (excerpts)

Rough draft (first five pages) due at the beginning of class

Thursday, April 21: Accomplishments and Setbacks—the 1970s

Document— Phyllis Schlafly, “The thoughts of one who loves life as a woman” *WA*

Documents:” Dimensions of Citizenship III” *WA*

Tuesday, April 26: The 21st Century—What lies ahead?

Documents: “Rethinking Marriage”

Document: Embracing Global feminism

Essay: Judith Resnik, “Sisterhood, Slavery, and Sovereignty”

(All in *Women’s America*)

Thursday, April 28: Conclusions

Final paper due Tuesday, May 3 by noon in 301 LeConte