

Department of History—University of Georgia
History 4000 Women, Private Property, & the State, Spring 2004

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Today, family, household, and state are deeply intertwined. While evangelicals demand an end to abortion and family planning, feminists seek government-supported family planning and day-care facilities. We will first look at contemporary problems of public policy and then examine three epochs—mid-seventeenth to mid-nineteenth century England, mid-nineteenth century America, and our own time—when the relation between women and family and family and state were transformed. One key issue—the impact of the ideology of possessive individualism—will inform our discussions. The class will be run as a seminar; every class member must participate in class discussions. There will be no Mini-Lectures. We will discuss primary source reading for nearly the entire period; the instructor will give a background Mini-Lecture on the next class reading at the end of the period. All students will either complete a take-home mid-term and complete a ten to fifteen paper (3,000-4,500 words), based upon primary sources. The grade will be based upon class participation (25%) and the term paper (75%).

“This course has ‘zero tolerance’ for cheating. Any work in infringement of the university academic honesty code (http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm) will at a minimum receive a "0" grade and be given extra weight in calculating the final grade, which makes failing the course almost certain. The consequences for what I consider significant plagiarism on a paper or major cheating on an exam in this course can be (and have been) suspension or expulsion.” This statement of Michael Winship, History Department Coordinator of Instruction, and expresses this course’s policy. In particular, plagiarism—including downloading of papers or parts of papers from the internet will result in a failing grade. To help prevent plagiarism, a thesis statement, an annotated bibliography, and a rough draft of the paper will be due at various times in the semester.

The following books may be purchased in the book store. All other readings are on the course web site (ebct):

Mary Woolstonecraft, *Vindication of the Rights of Women*
John Stuart Mill & Harriet Mill, *Essays on Sex Equality*
Virginia Bernhard and Elizabeth Fox-Genovese, eds., *The Birth of American Feminism*
Thomas Dublin, ed., *Farm to Factory: Women's Letters, 1830-1860*
Harriet A. Jacobs, *Incidents in the Life of a Slave Girl Written by Herself*
Carol Stack, *All Our Kin*
Charles Murray, *Losing Ground*
William J. Wilson, *The Truly Disadvantaged*
Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting By in America*

Weekly Readings and Discussions
Individualism, Women, and the State

January 8 The Issues Defined. Mini-Lecture: Family, State, and the Historical Dependence of Women
January 13 Individualism and Privacy in Contemporary America. Discussion: Griswold v. Connecticut, 381 US 489 (1965), course web site.
January 15 Discussion: Roe v. Wade, 410 US 113 (1973).
January 20 Equality, difference and education. US v. Virginia, 116S.Ct. 2264 (1996), course web site. Mini-Lecture: Bourgeois Revolution and the Rise of Possessive Individualism.

Women and Early English Capitalism

January 22 Origins of Possessive Individualism: Hobbes. Discussion: Thomas Hobbes, *Leviathan*, chaps. 13-14, 17-18, 21, 29, course web site. Mini-Lecture: Women and Early English Capitalism.
January 27 Origins of Possessive Individualism: Locke. Discussion: John Locke, *Two Treatises on Government*, second treatise, chaps. 1-5, 7-9, 16-19 (through paragraph 230), course web site.
January 29 Family and State in Seventeenth-Century England: Hobbes and Filmer. Discussion: Hobbes, *Leviathan*, chap. 20. Robert Filmer, *Patriarcha*, chaps. 1-2, course web site.
February 3 Family and State in Seventeenth-Century England: Locke. Locke, *Two Treatises on Government*, First Treatise, chaps. 1-2, 5-7, Second Treatise, chap. 6, course web site. Mini-Lecture: The Origins of English Feminism.

- February 5 Appointments during class, afternoon, and Friday (if necessary) to discuss term paper topics
- February 10 Beginnings of English Feminism. Discussion: Woolstonecraft, *Vindication of the Rights of Women*, intro., chap. 1-3. **Term Paper Topics Due**
- February 12 Beginnings of English Feminism. Discussion: Woolstonecraft, *Vindication*, chaps. 4-13. Mini-Lecture: Gender, Industrialization, and Individualism
- February 17 Radical Individualism and Political Feminism. Discussion: Mill and Mill, *Essays on Sex*, chaps. 1-3.
- February 19 Radical Individualism and Political Feminism. Discussion: Mill and Mill, *Essays on Sex*, chap. 4. Mini-Lecture: Women in Early America: Common Law and Feminist Revolution. **Annotated Bibliography Due**
- American Domesticity: Suppressed Feminism?**
- February 25 Political Feminism in America, 1776-1850. Discussion: Abigail Adams & John Adams, on women's rights; Benjamin Rush, "Thoughts on Female Education," in Wilson Smith, ed., *Theories of Education in Early America*, 257-65; Sarah Grimke, *Letters on the Equality of the Sexes and Other Essays*, Elizabeth Ann Bartlett, ed., 31-41, 71-85, course web site.
- February 27 Seneca Falls and After. Bernard and Fox-Genovese, eds., *Birth of American Feminism*, 1-15, 19-20, 27-47, 56-65, 69-88, 93-95, 147-228; Elizabeth Cady Stanton, ed., *History of Woman Suffrage*, 78-80, 88-100, 803-10 (on course website). Mini-Lecture: Religion, Family and the Ideology of Separate Spheres.
- March 2 Ideological Basis for Female Domesticity. Discussion: Horace Bushnell, *Christian Nurture*, part I, chaps. 1, 3-4; part II, chaps. 5, 8, course website.
- March 4 Ideological Basis for Female Domesticity. Discussion: Catharine Beecher, *A Treatise on Domestic Economy*, table of contents, chaps. 1-4, 12, 14, 16, 19-20, course website. Mini-Lecture: Women and Work in Industrializing America.
- March 16 Female Labor in Industrializing America: Discussion. Dublin, ed., *Farm to Factory*, intro, chaps.1-2
- March 18 Female Labor in Industrializing America: Discussion. Dublin, ed., *Farm to Factory*, chaps.3-5. Mini-Lecture: Antislavery and Bourgeois Women.
- March 23 Slavery, Individualism, Domesticity. Discussion: Jacobs, *Incidents in the Life of a Slave Girl*, editor's intro, author's intro, editor's preface, chaps. 1-16.
- March 25 Slavery, Individualism, Domesticity. Discussion: Jacobs, *Incidents in the Life of a Slave Girl*, chaps. 17-41. Mini-Lecture: Regulating the Poor.
- Welfare and the Single Parent Household**
- March 30 Black Poverty, Welfare Mothers, and Welfare Families: the 1960s. Reading: [Daniel Patrick Moynihan], *The Negro Family*, course website. **Rough Drafts of Term Papers Due.**
- April 1 Surviving Welfare. Stack, *All Our Kin*. Mini-Lecture: Women and the Heavy Hand of the State in the Reagan Revolution
- April 6 **Five to ten minute presentations of term papers**
- April 8 **Five to ten minute presentations of term papers**
- April 13 Republican Economics and the Welfare State. Murray, *Losing Ground*, chaps. 1-7, 15-17;
- April 15 The Liberal Alternative: Wilson, *Truly Disadvantaged*, chaps. 1-2. Mini-Lecture: Women, Marriage, and the State.
- April 20 Poverty, Marriage, Childbearing, and the Welfare State. Discussion: Discussion: Wilson, *Truly Disadvantaged*, chaps. 3-4; Murray, *Losing Ground*, chaps. 9, 12. *Progress of term papers.*
- April 22 The Welfare Act and TANF: *Readings to be assigned later in term.*
- April 27 Female Employment and Poverty. Discussion: Ehrenreich, *Nickle and Dimed*. **Term Papers Due**

P. Lindsay

Chase-Lansdale and Maris A. Vinovskis, "Should We Discourage Teenage Marriage?" *Public Interest*, #87 (Spring 1987), 23-37; Frank F. Furstenberg, Jr., "Bring Back the Shotgun Wedding," *ibid.*, #90 (Winter 1988); Ted G. Goertzel and Gary S. Young, "New Jersey's Experiment in Welfare Reform," and Douglas J. Besharov with Timothy S. Sullivan, "Welfare Reform and Marriage," *ibid.*, #125 (Fall 1996): 72-94; Christopher Jencks & Kathryn Edin, "Do Poor Women Have a Right to Bear Children?" *American Prospect* (Winter 1995): 43-52. Mini-Lecture: The Welfare Reform Law of 1996.

The Welfare Reform Law of 1996

Discussion: Isabel V. Sawhill, ed., *Welfare Reform*, 31-34, 41-44; Katherine Sciacchitano, "Wageless in Wisconsin," *In These Times* (May 27, 1996): 14-17; Daniel R. Meyer and Maria Cancian, "Life After Welfare," *Public Welfare* 54 (Fall 1996): 25-29; Jason DeParle, "Why We Needed Welfare Reform," *Washington Monthly* 29 (July-Aug. 1997): 42-44; Jeffrey L. Katz, "Welfare Overhaul Law," *Congressional Quarterly Weekly* (Sept. 21, 1996): 2696-2705; Julie Kosterlitz, "Hard Realities," *National Journal*, 24: 1 (Jan. 4, 1997): 18-21; Alan Finder, "Welfare Clients Outnumber Jobs," *New York Times*, Aug. 25, 1996; Neil de Mause, "An End to Slave Wages?" *In These Times* (June 16, 1997): 7, 9; Eric Schine, "Can Workfare Really Work?" *Business Week* (June 23, 1997); 126, 129; Ellen L. Bassuk, Angela Browne, and John C. Buckner, "Single Mothers and Welfare," *Scientific American* (Oct. 1996): 60-67. Term papers due.

27 dates of 30 dates.