

History 354: Women and Gender in the U.S. Since 1870

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COURSE DESCRIPTION:

The past 130 years may well be the period of most rapid change in women's lives and the meanings of gender in all of history. Yet, the changes have not always signaled progress, and the ways that gender hierarchies work are intricately embedded in our daily lives and ways of being. For these reasons, this is an exciting topic, and era, to study. This class will engage the histories of women of different races, classes, and sexual identities in order to try to understand the contradicted and uneven changes that have led us to where we are today. We will look at: the place of the state in women's lives; women's activism and citizenship; gender and the rise of consumerism; sexuality and the emergence of visible queer cultures; and women's labor. Throughout, we will be tracing what we'll call the "gender/race system"—the ways gender and race hierarchies intertwine with sexual regimes to form a society with shared, though contested, rules and understandings. One of the ideas that you'll encounter in the class is that the gender/race system has changed fundamentally in the last 130 years, but that it would be an error to think that the overthrow of the Victorian gender/race system meant that we were escaping the effects of gender hierarchy altogether. In the last unit of the course, we'll try to outline the contours of the new gender/race system that we live within today.

A goal we have for this course is to make the big lecture format an engaging learning experience. We believe that learning happens best not by passively listening or reading, but by interacting with the material, forming your own opinions and arguments, AND interacting with others who are doing the same thing. Lecture will not just function to relay historical facts; nor will it repeat material found in readings.

Skills and concepts taught in lecture will be implemented in section; discussions in section will determine future lectures; and lectures will involve some participation. Because of this course structure, your attendance and preparation are especially important to your ability to succeed. In particular, we want to emphasize that lectures provide essential information and context necessarily for writing the two papers.

REQUIRED TEXTS:

(books available at Room Of One's Own Bookstore)

Linda Kerber and Jane De Hart, Women's America, 5th ed.

Margaret Charles Smith and Linda Janet Holmes, Listen to Me Good: The Life Story of an Alabama Midwife

Ji-Yeon Yuh, Beyond the Shadow of Camptown: Korean Military Brides in America

Mary Crow Dog, Lakota Woman.

WEBSITE: "How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?"

In order to access this restricted website, you need to go through the UW library. Go to:

<http://www.library.wisc.edu/reslist.search/search.cgi?id=wsmus> and click on "Women and Social Movements in the United States (1600-2000). You will be asked for your University ID. Then you will come to the "Women and Social Movements in the United States" Homepage. Click on

“Documents Projects” and scroll down until you find “How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?” Click “View Document Project.” This will bring you to the Introduction. At the bottom of that page, there is a link to “Document List.” All assigned documents in unit one are found on this list. You may also access this website by looking in Madcat under title, Women and Social Movements in the United States, and following directions above.

COURSE REQUIREMENTS:

1. Participation (10%):

Participation is based on quality and quantity of your contributions to section discussions. We expect you to attend all lectures and section meetings, to be prepared, and to contribute to the group endeavor in section and lecture.

2. Two Papers Based on Primary Sources (15% each):

These papers will be critical interpretations of primary documents. 3-4 pages typed (plus citations). You will be asked to formulate an argument based on these sources and informed by other readings and class lectures.

3. Poster Project (15%):

This project will allow you to conduct primary historical research on a topic related to activism in the post 1960 era. There is no paper attached to this assignment; research will be presented on a poster in discussion section.

4. Two Quizzes (12.5% each):

Quizzes will be short-answer in format and will be based on lectures and readings. You will receive a study sheet in advance of each quiz.

5. Final Paper (20%)

This 5 page paper will ask you to synthesize readings and lectures in a well-crafted argument in response to a given topic. *NOTE:* Anyone with a 93% average or above on all of the above assignments, including participation, will be excused from the final paper. We will let you know by Friday April 29. Because our exam date is early in exam week, the final paper topic will be distributed on April 26.

COURSE SCHEDULE:

UNIT ONE ANTI-LYNCHING MOVEMENTS 1880-1923: THE VICTORIAN GENDER/RACE SYSTEM AND EFFORTS TO OPPOSE IT

Week 1

1/18 Introduction. No Reading Assignment

1/20 The Rape Myth, Miscegenation, and the Victorian Gender/Race System

Reading: Pascoe, "Ophelia Paquet" Women's America pp. 275-280.

WEBSITE: “How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?” Documents 5A (Thomas Nelson Page) and 5B (Mary Church Terrell). [note: see list of required texts for directions on how to access this website.]

Week 2

1/25 Black Women Organize Against Lynching

Reading: Hunter, "Reconstruction and the Meanings of Freedom," Women's America pp. 235-246; *WEBSITE:* "How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?" Introduction and Documents 2, 3 and 4 (Francis E.W. Harper, and Ida B. Wells).

1/27 The Fruits of Interracial Cooperation in Anti-Lynching Activism

Reading: *WEBSITE:* "How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?" Documents 1, 6 and 7 (Abel Meeropol, Charlotte Hawkins Brown).

Week 3

2/1 Why Was the Association of Southern Women for the Prevention of Lynching a Whites-Only Group?

Reading: Gilmore, "Forging Interracial Links" Women's America pp. 286-296; *WEBSITE:* "How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?" Documents 16, 17, 18, 20, 21 (ASWPL).

UNIT TWO

PARADOXES OF EMPOWERMENT 1890-1940:

THE VICTORIAN GENDER/RACE SYSTEM DECLINES BUT A NEW ONE EMERGES

2/3 Industrial Labor, Consumer Culture, and the Paradoxes of Empowerment

Reading: Hall, "Disorderly Women" Women's America pp. 410-422.

Week 4

2/8 Chinese Immigrant Women and the Clash in Gender/Race Systems

Reading: Yung, "Unbound Feet," Women's America pp. 302-310; Gordon, "Orphans and Ethnic Divisions" Women's America pp. 345-357.

2/10 Prudes, Dudes, and Blues Queens: The Emergence of Visible Queer Cultures

Reading: Listen to Me Good pp. 1-62; Handout on Passing Women.

PAPER #1 DUE AT THE BEGINNING OF LECTURE

Week 5

2/15 The State, the Social Construction of Bodies, and Health

Reading: Listen to Me Good pp. 63-156.

2/17 The Suffrage Movement and Consumer Space: Redefining the Public Sphere

Reading: DuBois, "The Next Generation of Suffragists" pp. 358-364; "Mackenzie v. Hare, 1915" Women's America pp. 265-267; "Equal Suffrage (19th) Amendment, 1920" Women's America pp. 367-368.

Week 6

2/22 The Paradoxes of Birth Control Availability

Reading: Sanger, "I resolved that women should have knowledge of contraception..." Women's America pp. 370-378; Reagan, "When Abortion Was a Crime" Women's America pp. 423-428.

2/24 How Gender and Race Shaped the Development and Demise of Welfare

Reading: Kessler-Harris, "Designing Women and Old Fools" Women's America pp. 435-447; Jones, "Harder Times: The Great Depression" Women's America pp. 429-432.

Week 7

3/1 Consumerism and the Changing Female Body Ideal

Reading: Brumberg, "Fasting Girls" Women's America pp. 390-398; Cook, "Storms on Every Front," Women's America pp. 447-454; Lerner, "Life Interrupted," Women's America pp. 454-459.

3/3 **QUIZ #1** No New Reading.

UNIT THREE:
THE WWII CRISIS AND THE 1950s:
NEW OPPORTUNITIES EMERGE TO OPPOSE GENDER/RACE HIERARCHIES

Week 8 (*NOTE: Choose groups and topics for Poster assignment in section this week!*)

3/8 Why Was Rosie the Riveter Always White and Wearing Lipstick? Race, Gender & WWII Nationalism

Reading: Matsumoto, "Japanese-American Women" Women's America pp. 459-465; Milkman, "Gender at Work" Women's America pp. 466-477.

3/10 The Green, Green Grass of Home: the Toxicity of the Family Ideal

Reading: Swerdlow, "Ladies' Day" Women's America pp. 517-532; Beyond the Shadow of Camptown, pp. 1-41.

Week 9

3/15 Sexual Freedom and Sexual Deviance in the 1940s and 1950s

Reading: Freedman, "Miriam Van Waters and the Burning of Letters" Women's America pp. 500-507; Cahn, "'Mannishness,' Lesbianism, and Homophobia in US Women's Sports" Women's America pp. 508-517.

3/17 Bananas, Beaches, and Burkas: How War is Always Women's History

Reading: Beyond the Shadow of Camptown, pp. 42-125.

3/22 and 3/24: SPRING BREAK!

Week 10

3/29 From Respectability to R-E-S-P-E-C-T: Women in the Civil Rights Movement

Reading: Payne, "A Woman's War" Women's America pp. 532-536; Beyond the Shadow of Camptown pp. 154-221.

UNIT FOUR:
THE EMERGENCE OF A NEW, POST-INDUSTRIAL GENDER/RACE SYSTEM:
MOVEMENTS, SPECTACLES, BODY REGIMES

3/31 Multiple Harbingers of the Post-WWII Feminist Movement

Reading: Horowitz, "Betty Friedan and the Origins of Feminism in Cold War America" Women's America pp. 481-495; Friedan, "The problem that has no name..." Women's America pp. 573-576; Gerda Lerner, "Neighborhood Women" Women's America pp. 496-500.

PAPER #2 DUE AT THE BEGINNING OF LECTURE

Week 11

4/5 The Pill and Sexual Revolutions

Reading: Bailey, "Prescribing the Pill" Women's America pp. 560-568; Lakota Woman pp. 3-91.

4/7 The Death of the Lady: Deindustrialization, Two-Income Families, and the New Right

Reading: Whalen, "Sweatshops Here and There" Women's America pp. 682-691; Schlafly, "The thoughts of one who loves life as a woman..." Women's America pp. 593-597; Lakota Woman pp. 92-143.

Week 12

POSTERS DUE THIS WEEK IN SECTION

4/12 Lakota Woman: Gender and The American Indian Movement

Reading: Lakota Woman pp. 144-263.

4/14 Tributaries and Tribulations: Reconceptualizing Feminist Movements

Reading: Kornbluh, "A Human Right to Welfare?" Women's America pp. 552-560; De Hart, "Second-Wave Feminists" Women's America pp.598-623; Documents: Redstockings, Radicalesbians, Chavez, Women in the Asian movement, Combahee River Collective, in Women's America pp. 578-590.

Week 13

4/19 Queer Liberations and Struggles over "Values"

Reading: "Documents: Rethinking Marriage in the Late Twentieth Century" Women's America pp. 664-669.

4/21 Body Regimes I: The Class Division of Access to Rights

Reading: Adair, "Inscriptions of Poverty on the Female Body" Women's America pp.677-681; De Hart and Lewis, "Thirty Years After *Roe*" Women's America pp. 691-696. Handout.

Week 14

4/26 **QUIZ # 2** No New Reading.

4/28 Body Regimes II: Self-Fashioning and Self-Policing in the Consumer Public

Reading: Bordo, "Material Girl" Women's America pp. 660-663.

Week 15

5/3 Iraq, Afghanistan, and Contradictions in the International Politics of Women's Rights

Reading: Evans, "Women and Global Citizenship" Women's America pp. 697-704; Francke, "Women in the Gulf War," Women's America pp. 647-656.

5/5 Conclusion. No New Reading.

FINAL PAPER DUE: SUNDAY 5/8 BY 12:25 PM IN YOUR TA'S BOX.