

HIST - 3320 - US Women's History since 1840

3e. UH Core - Revising Existing Course to add to Core or Revise Existing Core Course and remain in Core (UGRD only)

1. Course Ownership/Implementation/Justification

Department* **History**

Required Approval Steps*

- Undergraduate Studies Department Committee Review
- Undergraduate Studies Department Chair/Program Director
- Undergraduate Studies College Curriculum Committee

Will the course be cross-listed with another area?*

- Yes
- No

If yes, has an agreement with department(s) been reached?

- Yes
- No

Department(s) and Course(s) that will be cross-listed with this course

Catalog year of implementation*

- 2016 - 2017
- 2017 - 2018

Term(s) Course will be TYPICALLY Offered:*

- Fall (including all sessions within term)
- Spring (including Winter Mini all sessions within term)
- Summer (including Summer Mini and all sessions within term)
- Contact Your Academic Advisor

Justification(s) for Adding/Revising Course for Core*

1k. Other (use field below)

State the rationale

for creating this new Core course or revising the existing Core course:*

Meets Texas Education Code Ch. 51 - Subchapter F

Sec. 51.302. AMERICAN OR TEXAS HISTORY.(b) Except as provided by Subsection (c), a college or university receiving state support or state aid from public funds may not grant a baccalaureate degree or a lesser degree or academic certificate to any person unless the person has credit for six semester hours or its equivalent in American History.

Justification - if "other" selected above:

Course met former American History core requirement under old system. Adding to core to align with State-wide and University initiatives.

2. Course Catalog Information

Instructional Area/ Course Prefix* HIST

Course Number* 3320

Long Course Title* US Women's History since 1840

Short Course Title (30 character limit)* US Women's History since 1840

Instruction Type* Lecture ONLY

Lecture* 3

Lab* 0

Course Credit Level* Junior

Grade Option* Letter (A, B, C.....)

Can this course be repeated for credit?* Yes No

If Yes, how often and/or under what conditions may the course be repeated?

Maximum number of credit hours required of this course in degree plan* 3.0

Number of course completions (attempts) allowed* 3

Are multiple enrollments allowed for course within a session or term?* Yes No

CIP Code* 05.0207.0001

Requisite Checks in PeopleSoft (functionality within PeopleSoft)* Need to adjust requisite checks already in place - Begin enforcement Fall Need to adjust requisite checks already in place - Begin enforcement Spring Need to create requisite checks for course - Begin enforcement Fall Need to create requisite checks for course - Begin enforcement Spring No adjustment required - requisites not being changed No requisite check desired for course at this time

Prerequisite(s):* junior standing or consent of instructor.

Corequisite(s)

Course Description* The impact of industrialization, immigration, and war on women of various classes, races, and ethnicities; women’s movements of the 19th and 20th centuries, with emphasis on how attention to gender transforms our interpretations of modern U.S. history.

Course Notes

3. Authorized Degree Program(s)/Impact Study

Is this a required course for any program (degree, certificate, or minor)?* Yes - enter additional information in field below No

If yes, for which program(s)?

Does this change cause a change in any program?* Yes - attach copy of program plan No

If yes, to which program(s)?

Does this change force changes in prerequisites for other courses?* Yes - enter additional information in field below No

If yes, which course(s) and is a proposal being submitted to reflect the change?

Impact Report*

Women's Studies Minor
 Women's, Gender & Sexuality Studies. B.A.

4. Core Curriculum Information

Learning Outcomes*

1. Through primary documents and scholarly articles, students will see that women assessed their life experience differently based on their class, sexuality, race/ethnicity, age, political ideology, region, and religious identity.
2. Students will look at how women have helped develop and been impacted by gendered conceptions of work, reproduction, education, family, culture, science, law, and politics.
3. Students will explore how women responded to and helped enable the emergence of American global economic and cultural power.

Foundational Component Area for which the course is being proposed (select one)*

American History

Component Area Option (optional)

None Selected

UH Core: Single or Double Category Listing

- List course in BOTH the Foundational Component Area and the Component Area Option categories
- List course in ONLY the Component Area Option category

Core Objectives addressed by the course*

Communication Skills

Critical Thinking

Personal Responsibility

Social Responsibility

Critical Thinking, if applicable

Students will demonstrate critical thinking skills through an 8-10 page paper analyzing the historical significance of a primary document. Students will make appropriate comparisons to at least 1 assigned primary document and 1 secondary scholarly article. Using 2 or 3 related texts (written, photographs, or multimedia) found at the Shuart Archives, students will make a case about why these documents are essential to understanding women's social, political, cultural, and/or economic position in US society during that period.

Communication Skills, if applicable

The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.

Empirical & Quantitative Skills, if applicable

Teamwork, if applicable

Social

Responsibility, if applicable

The same assignment will demonstrate social responsibility by requiring students to engage social and gender concepts in their analysis.

Personal Responsibility, if applicable

The same assignment will demonstrate personal responsibility by requiring students to engage social and gender concepts in their analysis.

Will the syllabus vary across multiple section of the course?*

Yes

No

If yes, list the assignments that will be constant across sections

5. Supporting Documentation

- Type of Attachments***
- Course Syllabus
 - Degree Plan
 - Memo
 - Other Document(s)

**"Other"
documents:**

6. Additional Information Regarding This Proposal

**Contact person
for questions
about proposal:*** Ramos, Raul - raramos@uh.edu

Comments: See American History Core memo.

Administrative Use Only

**(Administrative
Use Only)
Proposal ID#**

**Original Course
Prefix**

**Original Course
Code**

**Original Course
Title**

**Original Course
OID**

History 3320, Spring 2015
Time: T/TH 1-2:30 PM
Location: SEC 205

Professor Leandra Zarnow
Office Hours: T/TH 3-4 PM
and by appointment
Location: 527 AH
Email: lrzarnow@central.uh.edu

WOMEN IN MODERN AMERICA: US WOMEN'S HISTORY SINCE RECONSTRUCTION

Course Description:

Adventurers, entrepreneurs, advocates, mothers, workers, visionaries, women played myriad roles in shaping the political, economic, and social direction of the United States after the Civil War. Considering a long twentieth century, this course explores how women responded to and helped enable the emergence of American global economic and cultural power. How did this position of prominence impact the status of women? Should the history of American women in the twentieth century be seen as a story of continual progress or persistent contestation? In exploring these overarching questions, we will look at how women have helped develop and been impacted by gendered conceptions of work, reproduction, education, family, culture, science, law, and politics. Through primary documents and scholarly articles, we will see that women assessed their life experience differently based on their class, sexuality, race/ethnicity, age, political ideology, region, and religious identity. The American women's experience, we will learn, cannot be limited to one vision of citizenship rights, personal liberty, or social justice.

Grade Breakdown

30% Attendance, In-Class Participation, and Blackboard Forum

30% Midterm (March 12)

40% Women's Voices Final Paper (Due May 8)

Required Texts Available at the University of Houston Bookstore and On Reserve at Anderson

*Make sure to buy ONLY the editions listed below either at the bookstore or on-line.

Linda K. Kerber and Jane Sherron DeHart, *Women's America: Refocusing the Past, Volume Two*, 7th Edition (Oxford University Press, 2010).

Shirley Chisholm, *Unbought and Unbossed: Expanded 40th Anniversary Edition* (Take Root Media, 2010; original publication 1970).

Helen Lefkowitz Horowitz, *Wild Unrest* (Oxford University Press, 2011).

Lillian Smith, *Strange Fruit* (Harvest Books, 1992; original publication, 1944).

E-Reader

All readings besides those designated in *Women's America* or above can be found uploaded on Blackboard, grouped by dates coinciding the course schedule. These texts include scanned primary documents and journal articles published in online and bound collections. Links to additional online exhibits designated as "check out" or "explore" on the syllabus are not included in the e-reader. I expect you to print e-reader documents to bring to lecture or have them accessible on your tablet or computer in class.

Technology in the Classroom

You may use laptops or tablets, but I reserve the right to ask you not to if you are caught multitasking on non-class related Apps or the web. Phones are not allowed to be out without my permission. I will post slides on Blackboard at the end of each week after lecture, and limit access to currently enrolled students. But do note that I only put pictures, primary document quotes, and a few key topics on slides. You will be lost if you only work off these slides and equally so if you only write down material on slides. I am old-fashioned in the sense that I expect you to listen and take diligent notes. If you want to audio tape my

lectures, you must get my permission. NO videotaping is acceptable and absolutely NO social media/web posting of any class material or lectures.

Campus Resources, Learning Assistance, and Academic Integrity

- If you are registered with the Center for Students with Disabilities, please inform me at the beginning of the semester. For their services: <http://www.uh.edu/csd/>
- For the UH Writing Center to aid you with final paper writing: <http://www.uh.edu/writecen/>
- Learning Support Services: <http://www.las.uh.edu/LSS/>
- Women's Resource Center: <http://www.uh.edu/wrc/>
- LGBT Resource Center: <http://www.uh.edu/lgbt/index.html>
- UH Veterans Services: <http://www.uh.edu/veterans/>
- Counseling Services: <http://www.uh.edu/caps/>
- UH Equal Opportunity Services: <http://www.uh.edu/legal-affairs/equal-opportunity/>
- UH Academic Honesty Policy: <http://catalog.uh.edu/content.php?catoid=6&navoid=1025>

Attendance and Pre-Class Discussion Forum

This course will be a combination of lecture and discussion, requiring that you come to class prepared to stretch your thoughts and offer your perspective. During each session, we will specifically engage course readings, films, and lecture material in full class discussion or small group exercises.

Your participation grade will consist of two equal components:

- 1) *Attendance*: Class attendance will be recorded. Of course things happen and sick days are inevitable, so you will get two free passes during the semester for class lecture attendance with the exception of Stuart Library sessions, which are mandatory.
- 2) *Blackboard Forum Posting*: Once a week before whichever class you like, you are to post a question that has come up while you are reading and a full paragraph with a well formed preliminary answer to your question. Postings must be completed by 10 pm the night before class. You can skip one week in the semester without penalty.

A Note on Crafting Forum Posts:

Forum questions can reflect your sense of curiosity, referring to an aspect of your readings that you hope will be explored further during class. They can highlight a single primary document, drawing attention to a particular quote or passage that stood out to you. They can do comparative work, connecting themes across documents or scholarly articles. They can constructively provoke, engaging an argument or perspective reflected by an historian(s) in a secondary work. And they reflect thinking across course sessions, drawing connections back using the new readings introduced that week.

Blackboard forum is open to all enrolled classmates. I encourage you to read fellow students' questions and answers, to learn from each other, to be inspired by our collective exploration of this subject matter before and after class. You can refer to each other's comments and build on questions posted before your own, but be respectful. What this space is not for: ranting, put downs, ideological polemics, and unformed brain dumps. Think about what you write before you post, and include direct citations if you quote or paraphrase (exs: Orleck, *WA*, 126; Horowitz, 145).

Midterm

You will receive a midterm study guide one week prior to the in-class midterm, which will include all possible essay questions and instructions for the primary document identification and analysis component. Additionally, you will be provided with a 3X5 index card that you can reference as a guide during the exam, and can write whatever material you want on it.

Final Paper

Paper Instructions follow the Course Schedule.

Extra Credit Boosts: will be introduced in future weeks.

COURSE SCHEDULE

(Key: Readings posted on Blackboard are designated as BB; *Women's America* reading designated as WA; primary documents designated as *)

Week One

January 20: Introduction: The Recent Past of Women's History

Topics: Usable Past, Joan Little Case (1975), Intersectionality, Gendered Imagination, Patriarchy, Heterosexual Regime

In Class Handouts: Mary Beard, The World Center for Women's Archives Brochure (1936); Anonymous, Letter to *The Independent* (1902); Angela Davis, "Joan Little: The Dialectics of Rape," *Ms.* (1975).

January 22: Promise and Disappointment in Postwar Reconstruction

Topics: Coverture, Natural Rights, 13th, 14th, and 15th Amendments, Black Codes, American Equal Rights Association, National Woman Suffrage Association, New Departure, *Minor v. Happersett* (1875)

Readings: BB: Nancy Hewitt, "From Seneca Falls to Suffrage? Reimagining a 'Master' Narrative in US Women's History" (2010); Kate Masur, "Patronage and Protest in Kate Brown's Washington," *Journal of American History* (March 2013): 1047-1071; *Sojourner Truth, excerpt, *Narrative of Sojourner Truth* (c. 1866); *Francis Ellen Watkins Harper, "Coloured Women of America" (1878) and "Deliverance" (1893); *Congressional Suffrage Petition (1866); and *"Declaration of the Rights of Women," NWSA (1876).

Week Two

January 27: Domesticating the West After the Civil War

Topics: Domestic Imperialism, Cultural Broker, Dawes Act (1887), Page Law (1875) and the Chinese Exclusion Act (1882), Knights of Labor and Populism, *Tape v. Hurley* (1885), Miscegenation Laws
Film: *The West*

Readings: WA: Pascoe, 363-368; *Ziktala-Sa, 356-360.

BB: Jane E. Simonsen, "The Cook, the Photographer, and Her Majesty, the Allotting Agent," *Arizona Quarterly* 58, no. 2 (Summer 2002): 53-87; *Dr. Susan LaFlesche Picotte, "The Homelife of the Indian Woman" (1892); *Mrs. Z. A. Parker, "Lakota Ghost Dance Observations" (1890); *Suey Hin as told to Helen Grey, "Confessions of a Chinese Slave-Dealer" (1899); *Mary Tape, "Is It a Disgrace to be Born Chinese?" (1885).

January 29: Gender, Race, and Imperialism at the 1893 Chicago World's Fair

Topics: Woman's Building in the White City, *Southern Horrors* (1892), *Plessy v. Ferguson* (1896) and "Jim Crow," Daughters of the American Revolution, Daughters of the Republic of Texas, National Association of Colored Women, Spanish-American War

Readings: WA: Glenda Gilmore, 368-378; *Ida B. Wells, 349-355.

BB: Kristin L. Hoganson, "'As Badly Off as the Filipinos': U.S. Women's Suffragists and the Imperial Issue at the Turn of the Twentieth Century," *Journal of Women's History* 13, no. 2 (Summer 2001): 9-33; *Ida B. Wells, "The Reason Why the Colored American Is Not In the

World's Columbian Exposition (1893); *Elizabeth Cady Stanton, "The Solitude of Self" (1892); *Ellen Walworth, "War and Women" (1898).

Week Three

February 3: Taming a "Wild Unrest" in Marriage, Sexuality, and Reproduction

Topics: Hysteria and "Savage" Maternity, Nymphomania, Neurasthenia, Rest Cure, Comstock Law (1873), Voluntary Motherhood, Birth Control Legalization Movement, Sexologists and Sexual Inversion, Sex Radicals and Urban Bohemia

Readings: In Class Discussion of Horowitz, *Wild Unrest*.

WA: *Margaret Sanger, 432-440.

BB: *Charlotte Perkins Gilman, *The Yellow Wallpaper* (1892).

February 5: Ladies of Labor, Girls of Adventure in American Cities

Topics: 1909 Garment Workers Strike, 1911 Triangle Shirtwaist Factory Fire, Sweated Bodies, Women's Trade Union League, Mink Brigade, International Women's Day, Tobacco Workers Unionism, Cheap Amusements, Charity Girls

Film: *Triangle Fire*

Readings: WA: Annelise Orleck, 386-402; *Pauline Newman, 417-419.

BB: *Theresa Malkiel, "Woman's Day" (1909); *"Girl Strikers Go to City Hall" (1909); *Martha Bensley Bruere, "The Triangle Fire" (1911); *Luisa Capetillo, "Mi Opinion" (1911); *Belle Lindner Israels, "The Way of the Girl" (1909).

Week Four

February 10: Progressivism and the Female Domain of Politics

Topics: Higher Education, Civic Housekeeping, Social Gospel, Women's Christian Temperance Union, Hull House & the Settlement Movement, National Consumers League, *Muller v. Oregon* (1908), Orphan Trains, Morals Courts, "White Slavery" and Mann Act

Film: *Women of Hull-House*

Readings: WA: Kitty Sklar, 402-414; **Muller v. Oregon*, 415-416.

BB: Grace Peña Delgado, "Border Control and Sexual Policing: White Slavery and Prostitution Along the U.S.-Mexico Borderlands, 1903-1910," *Western Historical Quarterly* 43 (Summer 2012): 157-178; *Jane Addams, "The Subjective Necessity for Social Settlements" (1910); *Sophonisba Breckenridge, "Adjusting to the City" (1921); *Anzia Yezierska, "The Free Vacation House" (1920).

February 12: Selling Suffrage during Wartime

Topics: National American Woman's Suffrage Association, National Women's Party, Alpha Suffrage Club, Heterodoxy and Women's Emancipation, National Association Opposed to Woman Suffrage, Woman's Committee of the Council of National Defense, La Cruz Blanca, Women's Peace Party, International Congress of Women (1915), Nineteenth and Twentieth Amendments

Film Clips: *What 80 Million Women Want* (1913), *A Lively Affair* (1912), *A Busy Day* (1914)

Readings: WA: *Nineteenth Amendment, 429-430.

BB: Lynn Dumenil, "Women's Reform Organizations and Wartime Mobilization in World War I-Era Los Angeles," *Journal of the Gilded Age and Progressive Era* 10, no. 2 (April 2011): 213; *Belle Kearney, "The South and Woman Suffrage" (1903); *Mary Church Terrell, "Woman

Suffrage and the Fifteenth Amendment,” (1915); *Emma Goldman, “The Tragedy of Women’s Emancipation” (1911); *Maud Wood Park, “Front Door Lobbying’ for Suffrage” (1917); *Minnie Fisher Cunningham to Carrie Chapman Catt” (1918).

On Google Books: *Jane Addams, “Women, War and Babies,” *Harper’s Weekly* (1915):

https://books.google.com/books?id=GMc4QAAMAAJ&pg=PA100&lpg=PA100&dq=jane+addams+women+and+war+and+babies+harpers+weekly&source=bl&ots=9_XbdJqrVp&sig=MTa7isvZorr1WZQWWUvWKEPlpGM&hl=en&sa=X&ei=G_y2VOjVO8y9ggTanIKQDA&ved=0CCsQ6AEwAw#v=onepage&q=jane%20addams%20women%20and%20war%20and%20babies%20harpers%20weekly&f=false

Explore: The Minnie Fisherman Cunningham Papers UH Digital Collection or the Leonor Villegas de Manón Papers and bring a selection that stands out to you to class:

<http://digital.lib.uh.edu/collection/p15195coll33/browse>

<http://digital.lib.uh.edu/collection/ville/browse>

Week Five

February 17: After World War I: A Return to Normalcy?

Topics: Espionage Act (1916), 1919 Red Scare & Race Riots, American Union Against Militarism’s Civil Liberties Bureau, Sheppard-Towner Act (1921), Expatriation Act (1907), *MacKenzie v. Hare* (1915), Cable Act (1922), National Origins Act (1924), *Buck v. Bell* (1927) and Eugenics, KKK Revival, Puerto Rico “Overpopulation”

Readings: WA: **MacKenzie v. Hare*, 427-429.

BB: Excerpt, Kirsten Delegard, *Battling Miss Bolsheviki* (2012); Excerpt, Laura Lovett, *Conceiving the Future* (2007); *Katharine Blach, “To Readers of *The Woman Patriot* (1921); *Lucia Maxwell, “Spider Web Chart” (1924); *Carrie Chapman Catt, “Poison Propaganda” (1924); *Margaret Sanger, “Women and the New Race” (1920).

Check out: “Eugenics: Three Generations, No Imbeciles: Virginia,

Eugenics, and *Buck v. Bell*” On-Line Exhibit: <http://exhibits.hsl.virginia.edu/eugenics/3-buckvbell/>

February 19: The “New Woman” in the Jazz Age

Topics: Religious Revival, Radio and Hollywood Fandom, New Sexuality, Lesbian Chic, Harlem Renaissance and Garveyism, Blues Women, Equal Rights Amendment, Labor Militancy, Pan-American Feminism
Film Clips: *It* (1927); Aimee Semple McPherson Sermon; Bessie Smith Music Video (1929); Zora Neal Hurston *Fieldwork* (1928)

Readings: WA: PICK TWO: Yung, 378-386; Joan Brumberg, 451-459; Vickie Ruiz, 477-484; Jacquelyn Hall, 493-505.

BB: *Alice Paul and Mary Van Kleeck, “Is Blanket Amendment Best Method in Equal Rights Campaign?” (1924) *Crystal Eastman, “Marriage Under Two Roofs” (1923); *Flora Belle Jan, “I Long for Unconventionality and Freedom” (1924) *Zora Neal Hurston, “How It Feels to Be Colored Me” (1928); *Amy Jacques Garvey, “Women as Leaders Nationally and Racially” (1925).

Week Six

February 24: Responding to the Great Depression: A New Deal for All?

Topics: Dust Bowl Migration, Repatriados, Criminalized Abortion, *U.S. v. One Package* (1936), New Deal Women’s Network, Social Security Act and the Gendered Welfare State, Wagner Act, Federal Works Projects, “Forgotten Women”

Film: *Eleanor Roosevelt*

Readings: WA: Leslie Reagan, 506-511; Jacqueline Jones, 512-518; Alice Kessler-Harris, 519-529.
BB: *Molly Dewson, “Women and the New Deal” (1931), **“American Women Ask Eleanor Roosevelt for Help”*; *Carlotta Silvas Martin, “A Mexican-American Childhood during the Depression”; *Constance Fisher, “The Negro Social Worker Evaluates Birth Control” (1932); *Vivian Morris, Works Progress Administration (WPA) Interview.

February 26: Protesting Injustice at Home and Abroad in the 1930s

Topics: Congress of Industrial Organizations and Cross-Gender Unionism, Consumer Rights Campaign, Anti-Lynching Legislation Campaign, Scottsboro Trial, 1938 Pecan Shellers and National Dollar Stores Strikes, League of Women Shoppers, 1930s Student Movement, Anti-Fascist Organizing

Film: *Miss Lil’s Camp*

Readings: Smith, *Strange Fruit*.

BB: (Optional) *Lydia Mendoza, *Mal Hombre* (1934); *Jennie Matyas, “Chinatown Turns Union” (1938); *Ada Wright, “My Two Sons Face the Electric Chair” (1931); *Kay Cline Burton and Clare Rodney, *American Student Union Remembrances*.

Week Seven

March 3: World War II: Women’s Wartime Optimism and Discontent

Topics: Rosie the Riveter, Double Days, WAC and WASPs, “Queer Ships” and “Gay Girls” Bars, Sexual Imperialism, March on Washington, Zoot Suit Riots and Pachucha Culture, Japanese Internment, *Exparte Endo* (1944), Manhattan Project

Film: *The Life and Times of Rosie the Riveter*

Readings: WA: Valerie Matsumoto, 537-543; Beth Bailey and David Farber, 544-553; Ruth Milkman, 553-565.

BB: **“How a Woman Should Wear a Uniform,” Good Housekeeping* (1942); *Ruth Marshak, “Secret City” (c. 1943); *Ruth Chan Jang Interview on WAC.

Check out: The Mitsuye Endo On-Line Exhibit—especially the *Topaz Times* article:

<https://densho.org/archive/default.asp?path=fromthearchive/200812-fromthearchive.asp>

**“Latinas in the Military,” UT-Austin Voces Oral History Project:*

<http://www.lib.utexas.edu/voces/template-read-a-story.html?topic=Latinas+in+the+Military>

March 5: Cold War Culture and Domestic Containment

*MIDTERM STUDY GUIDE HANDED OUT IN CLASS

Topics: Kitchen Debate, The Pink Lady, Consumer Citizenship, Pink-Collar Industry, Nuclear Family Mystique, Suburban Domestic Ideal, Momism, Healthy Heterosexuality, Kinsey Report, Maternal Homes, McCarran-Walter Act (1952) and the Refugee Relief Act (1953), War Orphans and Cuba’s Pedro Pans

Film Clips: *The Goldbergs*; *I Love Lucy*; *The Manchurian Candidate* (1962)

Readings: WA: Estelle Freedman, 591-598.

BB: Carolyn Lewis, “Waking Sleeping Beauty: The Premarital Pelvic Exam and Heterosexuality during the Cold War,” *Journal of Women’s History* 17, no. 4 (Winter 2005): 86-110; **“Bomb and the Baby”* (1954); **“Women and Civil Defense”* (1952); *Dorothy Thompson, “Occupation Housewife” (1949); *Amram Scheinfeld, “Are American Moms A Menace?” (1954); *Joyce Johnson on Obtaining an Illegal Abortion (1955); **“Why am I a Lesbian?”* (1960).

Week Eight

March 10: “Doing” Women’s History at University of Houston

* *WE WILL MEET AT SPECIAL COLLECTIONS ON THE SECOND FLOOR OF ANDERSON LIBRARY. THIS CLASS IS MANDATORY.*

March 12: IN CLASS MIDTERM

Week Nine

Spring Break—No Class

Week Ten

March 24: *Salt of the Earth: A Cold War Counterpoint in Labor and the Arts*

Topics: Goodwill Ambassadors, “Tokyo Rose” Case, Smith Act (1940), Loyalty Oath Program, Taft-Hartley Act (1947), Blacklisting, HUAC and SISS Committee Hearings, Lavender Menace, Abstract Expressionism, Beat Culture, Labor Feminism, 1950-51 Empire Zinc Strike

Film: Lela Rogers HUAC testimony (1947); *Salt of the Earth* (1954)

Readings: WA: Joyce Antler, 607-616; Daniel Horowitz, 577-590.

BB: *Lillian Hellman, “Letter to HUAC” (1952); *Ayn Rand, “Screen Guide for Americans”; *Senator Margaret Chase Smith, “Declaration of Conscience” (1950); *Diane DiPrima, “Song for Baby-O, Unborn” and “The Jungle.”

Check Out: Rachel Valencia and *Salt of the Earth* 60th Anniversary on KURU (scroll to end of page): <http://gmcr.org/sote-60th-rachel-valencia/>

March 26: The Sexual Core of the Civil Rights Movement

Topics: Jane Crow, Willie McGee and Emmett Till Cases, Sojourners for Truth and Freedom, Daughters of Bilitis and the Homophile Movement, *Mendez v. Westminster* (1946), *Brown v. Board of Education* (1954), *Hoyt v. Florida* (1961), Montgomery Bus Boycott, Little Rock 9, Student Non-Violence Coordinating Committee

Film: *The Untold Story of Emmett Till*

Readings: WA: *Pauli Murray, 635-649.

BB: Excerpt of Danielle L. McGuire, *At the Dark End of the Street* (2010); *Ella Baker, “Bigger Than a Hamburger” (1960); *Diane Nash, “Inside the Sit-Ins and Freedom Rides” (1961); *Septima Clark, “The Role of Women” (1986).

Check out Sylvia Mendez interview on NPR:

<http://www.npr.org/blogs/codeswitch/2014/05/16/312555636/before-brown-v-board-mendez-fought-californias-segregated-schools>

And Bridgett McGee-Robinson on NPR:

<http://www.npr.org/templates/story/story.php?storyId=126539134>

Week Eleven

March 31: *Mad Men Debunked: Citizen-Housewives and the “Good” Sixties*

**GROUP ONE: Women’s Voices Final Paper Topic Proposal Due in Class Today*

Topics: Mothers for Moral America, Students for a Democratic Society, Women Strike for Peace, *Silent Spring* (1962), The Pill, *Sex and the Single Girl* (1962), *The Feminine Mystique* (1963), *Griswold v. Connecticut* (1965), *Loving v. Virginia* (1967), Presidents Commission on the Status of Women

Film Clips: *Mad Men*, *Sex and the Single Girl* (1963), *That Girl* (1966)

Readings: WA: Amy Swerdlow, 617-630 OR Beth Bailey, 652-660; *Betty Friedan, 691-694; **Griswold and Loving*, 766-770.

BB: Michelle Nickerson, “Moral Mothers and Goldwater Girls” (2003); *President’s Commission on the Status of Women, “Invitation to Action” (1963); *WSP, “The Question of Civil Defense”; *Excerpt, Rachel Carson, *Silent Spring* (1962).

**Extra:* If you are a *Mad Men* buff, and want me to contextualize a specific scene in this lecture, send me a link to the clip or describe the scene in a detailed email to be received by March 28 and we’ll deconstruct it in class.

April 2: Gendering the War on Poverty and Vietnam War

Topics: Title VII of the Civil Rights Act (1964), Voting Rights Act (1965), Mississippi Democratic Freedom Party, National Organization of Women, Moynihan Report (1965), National Welfare Rights Organization, United Farm Workers, “Dragon Ladies” & “Donut Dollies,” Citizen Diplomacy, GI Rights

Film: *Standing on My Sisters’ Shoulders*, Vietnam Women War Correspondents on CSPAN (2002)

Readings: WA: *Title VII, 650-651.

BB: Excerpt, Heather Stur, *Beyond Combat: Women and Gender in the Vietnam War Era* (2011);

*“The Tangle of Pathology” and “Matriarchy” in Moynihan, *The Negro Family* (1965);

*Representative Patsy Mink to Martin Luther King, Jr (1965); *Mary King and Casey Hayden, “Sex and Caste” (1965); *NOW, “Statement of Purpose” (1966); *Jessie Lopez De La Cruz, *Oral History* (2003); *Patricia Robertson, “Poor Black Women” (1968); *Covered Wagon WAF Collective (1971).

Week Twelve

April 7: Liberation Struggles and the Making of a Mass Feminist Movement

**GROUP TWO: Women’s Voices Final Paper Topic Proposal Due in Class Today*

Topics: Ethnic Nationalism, Jeanette Rankin Brigade, Zap Action Protests, Consciousness-Raising Groups, “The Personal is Political,” Jane and Abortion Speakouts, Gay Liberation Front, Woman-Identified-Woman

Film: Footage of the Miss America Pageant Protest (1968); *Jane*

Readings: WA: *Women’s Liberation Manifestas, 694-700, 704-711.

BB: CHOOSE ONE ARTICLE: Diane C. Fujino, “Grassroots Leadership and Afro-Asian Solidarities: Yuri Kochiyama’s Humanizing Radicalism” (2009); Anne Valk, “Lesbian Feminism and Separatism” (2008); OR Jaap Kooijman, “‘Ain’t No Mountain High Enough’: Diana Ross as American Pop-Cultural Icon of the 1960s” (2004).

AND READ: *Kathie Sarachild, “A Program For Feminist Consciousness-Raising” (1968); *New Rochelle/Mount Vernon Group, “Letter to a North Vietnamese Sister from an Afro-American Woman” (1969).

April 9: Breaking up the Boys Club: Women in 1970s Law, Media, and Politics

Topics: Women Strike for Equality, Media Representation of Women’s Liberation, National Women’s Political Caucus, Feminist Powerbroker, 51 Percent, Equal Rights Amendment, ACLU Women’s Rights Project, *Reed v. Reed* (1971), *Frontiero v. Richardson* (1973), *Craig v. Boren* (1976)

Film: Media Coverage of the Women Strike for Equality (1970); *Chisholm ’72—Unbought and Unbossed*

Readings: Chisholm, *Unbought and Unbossed*.

Google Books Link: Diana Lurie, “Living with Liberation,” *New York* (1970):

<http://books.google.ca/books?id=8uICAAAAMBAJ&pg=PA3&dq=Diana+Lurie,+“Living+with+Liberation,+”+New+York+magazine&hl=en&sa=X&ei=iOFzVOTjJlj4yQSIhYGIDQ&ved=0CBwQ6AEwAA#v=onepage&q=Diana%20Lurie%2C%20“Living%20with%20Liberation%2C”%20New%20York%20magazine&f=false>

Check Out: Justice Ruth Bader Ginsburg Supreme Court oral argument in *Frontiero v. Richardson* (1973): http://www.oyez.org/cases/1970-1979/1972/1972_71_1694

Week Thirteen

April 14: The End of Coverture?: Towards Equal Opportunity and the Breakdown of the Family Wage

*GROUP ONE: *Women’s Voices Revised Paper Proposal Due in Class Today*

Topics: Universal Childcare, Wages for Housework, *Goldberg v. Kelly* (1970), Equal Credit Opportunity Act (1974), “Pink-Collar” Unionism, Battle of the Sexes, Title IX of the Education Amendments Act (1972), Fair Labor Standards Act (1974), No Fault Divorce, *Orr v. Orr* (1979), *Krichberg v. Feenstra* (1981)
Film Clips: *Stepford Wives* (1975), *Norma Rae* (1975), *The Bionic Woman* (1976), *9 to 5* (1980)

Readings: WA: *Pat Mainardi, 701-703, *Title IX, 721-723

BB: PICK ONE ARTICLE: Dorothy Sue Cobble, “A Spontaneous Loss of Enthusiasm’: Workplace Feminism and the Transformation of Women’s Service Jobs in the 1970s,” *International Labor and Working-Class History* 56 (Fall 1999): 23-44; Stephanie Gilmore, “Strange Bedfellows: Building Feminist Coalitions Around Sex Work in the 1970s” (2010); OR Premilla Nadasen, “Power, Intimacy, and Contestation: Dorothy Bolden and Domestic Worker Organizing in Atlanta in the 1960s” (2010).

AND READ: *Audre Lorde, “New York City 1970”; *Johnnie Tillmon, “Welfare is a Woman’s Issue” (1972); *Alice De Rivera, “On De-Segregating a High School” (1969); *Enid Nemy, “Women Begin to Speak Out Against Sexual Harassment at Work” (1975); *Bill Gilbert and Nancy Williamson, “Sport Is Unfair to Women” (1973); *“Yale Women’s Crew Strips in Title IX Protest” (1976).

April 16: The “New Natural”: Reforming Women’s Culture and Reproductive Politics

Topics: Earth Day (1970), Love Canal, Commercial Feminism and Self-Help, *Ms. Magazine*, Olivia Records and Womyn Music Festivals, Feminist Studio Workshop, *The Dinner Party*, Boston Women’s Health Collective, Anti-Rape Movement, Sterilization, *Roe v. Wade* (1973)

Film: *Womanhouse*

Readings: WA: *Kay Weiss, “What Medical Students Learn”; **Roe v. Wade*, 725-729.

BB: Amy DeRogatis, “What Would Jesus Do? Sexuality and Salvation in Protestant Evangelical Sex Manuals, 1950s to the Present,” *Church History* 74, no. 1 (March 2005): 97-137; *Margaret Mead, “Earth People” (1970); *Excerpt, Sarah Weddington, *A Question of Choice* (1994) and *Roe* Texas case briefs.

Check Out: *Judy Corbiserio Oral History, Las Vegas Gay Archives:

<http://outhistory.org/exhibits/show/las-vegas/eyewitness/judy-corbisero>

Explore: The Houston and Texas Feminist and Lesbian Newsletters UH Digital Collection and bring into class to share the newsletter that most speaks to you: <http://digital.lib.uh.edu/collection/feminist/browse>

Week Fourteen

April 21: The Vietnam Syndrome and the Return of the “Positive Woman”

**GROUP TWO: Women’s Voices Revised Paper Proposal Due in Class Today*

Topics: Third World Liberation, Free Angela Davis, Wounded Knee Occupation, POW Homecomings, Watergate and the Year of Intelligence, Operation Babylift, the Vietnam Syndrome, STOP ERA, Right to Life Party, Save Our Children, Lesbian Mothers National Defense Fund, Mother Right

Film: Operation Homecoming Footage (1973), *Free to Be You and Me* (1974), Ellen McCormack Campaign Footage (1976)

Readings: WA: *Phyllis Schlafly, 593-597.

BB: Gail Paradise Kelly, “To Become American Women: Education and Sex Role Socialization of the Vietnamese Immigrant Women” (1999); Natasha Zaretsky, “Private Suffering and Public Strife: Delia Alvarez’s War with the Nixon Administration’s POW Publicity Campaign, 1968-1973” (2007); *A Letter From Angela to Ericka, May 1971; *Bella Abzug, “The Conduct of the President” (1973); *Letters to Abzug’s Office from Nixon Supporters and Critics (c. 1975-6); *Anita Bryant, *Raising God’s Children* (1977); *Lois Gould, “X” in *Stories for Free Children* (1982).

April 23: Spotlight on Houston: The 1977 National Women’s Convention and Its Legacy

* *WE WILL MEET AT SPECIAL COLLECTIONS ON THE SECOND FLOOR OF ANDERSON LIBRARY. THIS CLASS IS MANDATORY.*

Topics: Conferencia por La Raza (1971), National Women’s Political Caucus Founding Conference (1972), UN International Women’s Year Meeting in Mexico City (1975), National Women’s Convention and “Pro-Family” Counter-Convention (1977), *Spirit of Houston*, Carter’s National Advisory Committee of Women, Gender Gap, 50-50 Movement, Free-Market Feminism, Global Feminism, 1995 UN Beijing Conference
Film: *Question of Choices* (1977)

Readings: WA: *Hillary Clinton, “Women’s Rights are Human Rights” (1995), 777-780.

BB: Marisela R. Chavez, “Pilgrimage to the Homeland: California Chicanas and the International Women’s Year, Mexico City, 1975” (2008); Marjorie J. Spruill, “Gender and America’s Rightward Turn” (2008); *“Epilogue: The Spirit of Houston” (1978); *John M. Crewdson, “Mormon Turnout Overwhelms Women’s Conference in Utah,” (1977); *Selection from Bella Abzug and Mim Kelber, *Gender Gap* (1984); *Elizabeth Hanford Dole, “The Real Gender Gap” (1982).

Week Fifteen

April 28: An Age of Austerity and the End of the Cold War

Topics: New Momism, “Crack Babies” and “Welfare Queens,” HIV and SisterLove, *Bowers v. Hardwick* (1986), Transnational Labor Migration, Immigration Reform and Control Act (1986), *Sears v. EEOC* (1986) and Women’s History, Women’s Studies, “Sex Wars,” Anti-Nuclear Arms Movement, Women in Combat

Readings: WA: *Making Women’s Studies, 748-753

BB: Laura Briggs, “Foreign and Domestic: Adoption, Immigration, and Privatization” (2010); Linda Bird Francke, “Women in the Gulf War” (2004); *Jeane J. Kirkpatrick, “Blame America First” Speech (1984); *Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House” (1984); *Paula Gunn Allen, “Some Like Indians Endure” (1988); *Pat Mora, “Legal Alien” (1984); *Gloria Anzaldua, “Las Conciencia de la Mestiza” (1987); *Yoichi Shimatsu and Patricia Lee, “Dust and Dishes” (1989); *“Women’s History Goes on Trial,” *Signs* (1986).

April 30: At the Close of the Twentieth Century: Another Decade of Women?

Topics: Anita Hill Case (1992), Year of the Women, Girl Power, “Third Wave” Feminism, Battered Immigrant Movement, Welfare Reform Act (1994), Violence Against Women Act (1994), Immigration Reform Act (1996), Reproductive Health Movement, “Don’t Ask, Don’t Tell,” Defense of Marriage Act (1996)

Readings: WA: *VAWA, 743-745; *DOMA, 772.

BB: Marj Plumb, “Advocating for Lesbian Health in the Clinton Years” (2000); Leandra Zarnow, “From Sisterhood to Girlie Culture: Closing the Great Divide between Second and Third Wave Cultural Agendas” (2010); *“Violence Against Women” (2002); *Laurie Ouellette, “Building the Third Wave” (1992); *Rita Hao, “And Now for a Word From Our Sponsors: *Feminism is for Sale*” (1998); *Naheed Hasnat, ““Being Amereekan’: Fried Chicken Versus Chicken Tikka” (1998).

FINAL PAPER ASSIGNMENT

Women’s Voices in Texas and Beyond (8-10 pages)

*Paper Topic Proposal Due in Class March 31, in which you will write a paragraph outlining a topic of interest, designate a collection(s) from the Shuart or Hilton archives you intend to explore, and designate two relevant secondary sources.

****FINAL PAPER MUST BE TURNED BY MIDNIGHT MAY 8 TO: 1) Blackboard with primary documents as a digital/photo attachment to paper; 2) Paper only: <http://turnitin.com>**

***If you would like me to email you paper comments and provide an end of the semester grade breakdown, you must email me a request by the late day of finals.

Cover Page and Primary Document Attachment Requirements

You must attach a cover page to your paper with a title and your name, but do not put your name or title on any other pages in the body of your paper. You must also turn in with your paper a digital or scanned photocopy of the archival documents you have used from the Shuart library.

Basic Style Requirements

The paper should be typed, double-spaced, with 11 or 12 font text, one-inch margins, and page numbers. You must cite all referenced sources in Chicago Style using footnotes or endnotes. My style guide is posted on Blackboard and I highly suggest that you read it before writing. Failure to adhere to these style and formatting requirements will be reflected in your grade.

Late Penalty and Ethical Considerations

The time your paper is posted on Blackboard and Turn It In is your time stamp. Papers will be docked a full grade each day per day after midnight on Friday May 8. Your paper must be grounded in your own individual research and writing. For UH’s stringent policy on plagiarizing and student ethics, which I strongly enforce: <http://catalog.uh.edu/content.php?catoid=6&navoid=1025>

Preliminary Assignment Deadlines and Conducting Archival Research

- I. First Proposal (Group 1: 3/31; Group 2: 4/7):** One paragraph outlining the topic you are interested, the Shuart collection or collections you expect to explore, and citations of a few secondary sources you have consulted.

- II. Amended Proposal (Group 1: 4/14; Group 2: 4/21):** An annotated bibliography listing 2-3 primary documents you have located in the Shuart collection or like approved collection and a short description of the documents as well as a revised listing of secondary sources.

Topic Instructions

You are an historian keen on demonstrating how women's voices shift our thinking on a particular period covered in this course (1865 to 2000). You have discovered a rare grouping of documents buried in the archives at the Carey C. Shuart Women's Archive and Research Collection. Using 2 or 3 related texts (written, photographs, or multimedia) found at the Shuart Archives, make a case about why these documents are essential to understanding women's social, political, cultural, and/or economic position in US society during that period.

In a paper, analyze the historical significance of your found documents. To do so, make appropriate comparisons to at least 1 assigned primary document and 1 secondary scholarly articles in *Women's America* or posted on Blackboard. Locate and cite at least 1 additional journal article you accessed from the library website (JSTOR, America: History and Life, and Proquest are good places to start; journals include: *Journal of Women's History*, *Signs*, *Feminist Studies*, *Journal of American History*).

Questions to Consider in Your Paper

Your thesis should address the following questions:

What is the overall historical significance of the pairing of documents you found? In what ways do these documents relate to one another? In what ways do these documents enrich historians' understanding about the era in which they were written? And ultimately, how do they require historians to reframe their telling of historical development for that moment in time?

The most persuasive papers will also consider a range of the following questions for each found document:

-Who is the author/s? What is her/his personal background (such as race, class, sexuality, age, political orientation, regional location) and how do these identifiers frame the presented perspective?

-What is the political/cultural/economic/social context of the time?

-What is the overall thrust of the author/s argument? What is the author/s main purpose in writing the document? What audience are they trying to reach? What action are they seeking to provoke, or what is their desired outcome?

-How does this document reflect differences among women, or add to historians' understanding of the diversity in experience and perspective of women? Are there any biases or blind spots reflected in the particular position presented in the document you discovered?

-Who/what groups might disagree with the perspective presented, and why?

Carey C. Shuart Women's Archives and Research Collection

-Shuart Homepage: <http://info.lib.uh.edu/about/campus-libraries-collections/special-collections/womens-archives>

-Reading Room Rules and Regulations: <http://info.lib.uh.edu/about/campus-libraries-collections/special-collections/visiting-special-collections>

-Collection Finding Aides: <http://archon.lib.uh.edu/?p=collections/classifications&id=2>

University of Houston Library Research Guides and Useful Databases

American History, <http://guides.lib.uh.edu/americanhistory>

Civil Rights in the 20th Century, http://guides.lib.uh.edu/civil_rights

Women's Studies, <http://guides.lib.uh.edu/wost>

Women and Social Movements in the United States

Great Texas Women: <http://www.utexas.edu/gtw/>