



Timothy Bullard,
"Gertrude Baccus, 18 and 84,"
 1984.

**Fall 2017
 History 222.01
 Women in American History**

**Professor Carolyn Herbst Lewis
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 269-9522
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Scheduled office hours:

Tuesday 1:30-3:00- PM

**No appointment necessary for office hours.
 To schedule a meeting for a different time, see instructions below.**

Please note that there may be a puppy in my office. If you would prefer not to have a puppy present, please do not hesitate to let me know! You can email me in advance. Or, when you arrive, we can either move to another location or I can ask a colleague to puppysit. I promise, this is in no way offensive or inconvenient to me.

This course examines the history of women in the United States from the colonial period through the 1970s. Students consider the role of race, class, ethnicity, and sexuality in shaping women's experiences, as well as the tensions between gender expectations, gender performances, and gender identities. Special attention is paid to women's efforts to expand their access to equal rights, full citizenship status, and bodily autonomy, whether through public activism or private acts of agency.

"Traditionally, women have been somewhere in the background of history, if not literally behind the scenes. In women's history, the stage revolves. As women move into the spotlight, the conventional stuff of texts and tests -- battles and treaties, elections and tariffs -- recedes to the wings. Familiar phenomena do reappear, but invariably in a new light...The pace of history shifts as well. As most of the changes with which women are involved are long-term, incremental changes, a new time frame is needed; old divisions into political eras no longer suffice. Most important, a new cast of characters appears. The stage now fills with daughters and widows, housewives and midwives, congregants and missionaries, domestic servants and garment workers, clubwomen, settlement workers, and suffragists."

---Nancy Woloch, *Women and the American Experience*, 4th ed. (New York: McGraw Hill, 2006), xi.

This is the syllabus for this course. As such, it is our plan for the semester, but I reserve the right to make any changes that I find to be necessary. Please review the material included here. I expect you to be familiar with and understand the policies and assignments. If you have any questions or concerns, please do not hesitate to ask for help.

Course texts: Students are required to read the articles and documents listed on the syllabus prior to coming to class. Most of these come from the following text, which is available to purchase in the Grinnell College bookstore and via various online sources:

- Kerber, Linda K., Jane Sherron De Hart, Cornelia Hughes Dayton, and Judy Tzu-Chun Wu. *Women's America: Refocusing the Past*, 8th edition. New York: Oxford University Press, 2015. **[You must use the complete 8th edition! Earlier editions will not have the same material.]**

Additional materials are available via the E-RESERVES system and/or hyperlinks to JSTOR and PROJECT MUSE. These are noted on the syllabus.

Assignments and Grading:

Students will earn final grades based on the following distribution:

Primary Source Analysis Essays: 1st 10%, 2nd 12%, 3rd 15%

Participation in classroom discussion, various homework assignments: 20%

Topic proposal and bibliography (draft): 3%

Topic proposal and bibliography (final version): 5%

Document Pitch (5 mins, last week of class): 5%

Final “memo” project: 30%

Details for each assignment are outlined on separate assignment sheets.

This is not a lecture course. Students are expected to come to class having completed the assigned readings, thought about their content, and formulated ideas and questions for class discussion. Participation is not the same as attendance, and it is not assessed according to a strict formula. By the end of the semester, I will know whether or not you are someone who has made regular and thoughtful contributions to the classroom discussion of readings and other material. How do you as a student ensure that you get a high mark for this portion of your grade? First, you attend class regularly. You cannot participate if you are not here. Second, you complete the assigned readings and spend time thinking about them before class. Finally, you answer the questions I pose to the class, ask questions of me and your classmates based on the readings and lecture content, share your thoughts about the material, and respond to your classmates’ comments about the material. Occasionally students will be asked to gather items or complete short writing assignments that will be factored as part of the discussion grade.

Please note that I expect your writing to improve in terms of style, structure, and content based on my comments on your graded work. You take time to write papers; I take time to think about how you might improve them. The expectation is that you will take my comments and edits into consideration so that you can, in fact, improve. No one in this classroom is such a good writer that they have no room for improvement. This includes me. You are responsible for checking your grades in Blackboard and reading any comments in a timely manner.

Late Papers and Extensions: Assignments submitted late without an instructor-approved extension or documentation of an emergency will be accepted solely at the instructor's discretion and with a grade penalty. I reserve the right to refuse to accept a late paper.

Each student in the class can have **one 48-hour extension** on a writing assignment. To claim this extension, send me a brief email asking for extra time BEFORE the assignment's deadline. I will grant the extension automatically, so there is no need for you to explain why you need more time. Keep in mind, however, that once you've received an extension on one assignment, I will not give you an extension on another except in the case of a documented emergency. This extension may not be used for the final project.

Academic Integrity: It is the responsibility of all students to familiarize themselves with the section on "Honesty in Academic Work" in the Grinnell Student Handbook. These are the standards that you are held to, these are the standards that you have agreed to adhere to by enrolling in the college, and these are the standards that you claim you have met once you submit your written work for grading.

[http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty in Academic Work](http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work)

Please be aware that as a faculty member I am obligated to submit all suspected violations of these standards to the Committee on Academic Standing. I will not first invite you to explain what happened or attempt to confirm or resolve my suspicions. If I have a concern, I submit the paperwork to the Committee. Period. This helps to maintain the integrity of the Committee, to preserve the campus-wide commitment to due process and self-governance, and to ensure that all of my students are treated equally.

Community and Accountability: This classroom is a community of individuals from diverse backgrounds and experiences coming together to learn. In order for this course to be a productive learning environment, it is imperative that we all treat one another with respect and courtesy. To that end, I ask that you refrain from arriving late or leaving early. Doing so is disruptive to your classmates as well as your instructor. So, too, are cell phone tones. Please make sure that all devices are turned off once you enter the classroom. If you are using a laptop, tablet, or other device as an e-reader, please temporarily silence all sounds and turn off all notifications from Facebook, email, or other social media sources. Students who regularly disrupt the class in any way will have their course grade penalized at the discretion of the instructor. If you are asked to modify your behavior, please do so. As members of this community, you all are responsible for informing me if at any point if a classmate's behavior is impairing your ability to concentrate and learn in this class. This is not asking you to police one another, but to take responsibility for defending your right to a safe and productive learning environment. Bottom line: **let's all treat each other with the same respect and courtesy we would like to receive.**

Attendance and Accommodations: Each student has 2 “personal days” that can be used for wellness or other purposes. If you have more than two absences without a documented accommodation, health issue, or emergency, your participation grade will suffer. If you have more than five unexcused absences, you will receive a participation grade of zero.

I encourage students with documented disabilities, including invisible disabilities such as chronic illness, learning disabilities, and psychiatric disabilities, to discuss appropriate accommodations with me. You will also need to have a conversation about and provide documentation of your disability to the **Coordinator for Student Disability Resources, John Hirschman, located on the 3rd floor of the Rosenfield Center (x3089).**

As an instructor, I am endeavoring to use the philosophy of **Universal Design** in framing my courses. I welcome all constructive feedback in this process. I cannot guarantee that I will adopt any and all suggestions that come my way, but I most certainly want to hear them for consideration not only for this course, but also for future courses.

Grinnell College offers reasonable accommodations for students who observe **religious holy days**. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you.

This class discusses intimate and sometimes embarrassing or painful subjects. Due to the nature of the course themes, materials, and format we will not be issuing trigger warnings. If you find yourself having a personal or emotional response to the readings, subject matter, or discussions, I suggest you make an appointment with a counselor at SHACS (Student Health and Counseling Services). They are located on the Lower Level of the Forum. Their phone number is 641-269-3230. I am happy to help you make an appointment.

Email: lewiscar@grinnell.edu

Two notes about email: first, I ask that you remember that email is a form of writing. In your life after Grinnell College, you will be required to communicate via email in a professional format. I suggest you get in the practice of doing so now (salutation, properly formatted sentences, and

signature). Second, I do not check and respond to emails 24/7. Please give me 24 hours to respond to your email. If you have not received an email after that time, then forward me the original email with a little reminder. Also, I usually do not check email or schedule appointments between 5 pm and 8 am. This time is reserved for my family.

Speaking of my family... My spouse, Tony, and our child, Benton, and I often have dinner in the d-hall. If you see us, please know that you are very welcome to join us. Benton will be especially thrilled to chat with anyone who is fluent in Pokémon.

To Schedule a Meeting with Professor Lewis:

Step 1: Log into your Grinnell email.

Step 2: Open the Calendar function.

Step 3: In the upper right corner, click on '?' and select the Help feature.

Step 4: In the Help window, select 'Creating Calendar Items.'

Step 5: **Read the instructions** in Help and follow them to send me an invitation to a meeting. Please note that I am available only during "normal business hours" (8 am to 5 pm, Monday-Friday). When you are selecting an appointment time, **be sure to click on the 'Scheduling Assistant,'** as that will allow you to see the busy/free times on my calendar.

WEEK ONE	Introductions
Monday 8/28	<p>Reading:</p> <ul style="list-style-type: none"> • Before coming to our first class meeting, students should have looked at the Blackboard site for the course, read over the syllabus posted there, and be prepared to introduce themselves. • <i>Women's America</i>, 8th edition: Preface and Introduction • Julie Des Jardins, "Women's and Gender History," p. 136-158, in <i>The Oxford History of Historical Writing: Volume 5: 1945 to the Present</i>, ed. by Axel Schneider and Daniel Woolf. New York: Oxford University Press, 2011. [ERES]
Wednesday 8/30	Library Visit: class will meet in the basement of Burling Library to explore the Iowa Room and digital resources.
WEEK TWO	Defining and Theorizing Women's History
Monday 9/4	NO CLASS. Please work on completing the library worksheet, familiarizing yourself with the textbook, and preparing for Wednesday's discussion.
Wednesday 9/6	<p>Lenses and Frameworks</p> <p>Reading:</p> <ul style="list-style-type: none"> • Evelyn Brooks Higginbotham, "African-American Women's History and the Metalanguage of Race," <i>Signs</i> 17:2 (Winter 1992), 251-74. [JSTOR] • Vicki L. Ruiz and Virginia Sánchez Korrol, <i>Latina Legacies: Identity, Biography, and Community</i> (New York: Oxford University Press, 2005), 3-18. [ERES] • Jeanne Boydston, "Gender as a Question of Historical Analysis," <i>Gender & History</i> 20:3 (October 2008), 558-583. [ERES] • Margaret D. Jacobs, "Getting Out of a Rut: Decolonizing Western Women's History," <i>Pacific Historical Review</i> 79.4 (November 2010), 585-604. [JSTOR] <p>Assignment due: Library Worksheet</p>
WEEK THREE	Colonial, Colonizing, Colonized Women
Monday 9/11	<p>Gender(ed) Frontiers</p> <p>Reading:</p> <ul style="list-style-type: none"> • Brown, "The Anglo-Indian Gender Frontier," 12-23. • Gina M. Martino-Trutor, "'As Potent a Prince as Any Round About Her': Rethinking Weetamoo of the Pocasset and Native American Female Leadership in Early America," <i>Journal of Women's History</i> 27.3 (Fall 2015), 37-60.

	[PROJECT MUSE]
Wednesday 9/13	<p>Bodies That Mattered</p> <p>Reading:</p> <ul style="list-style-type: none"> • Morgan, “Some Could Suckle Over Their Shoulder,” 24-33. • Norton, “An Indentured Servant Identifies as ‘Both Man and Woeman,’” 34-43. • Paula A. Treckel, “Breastfeeding and Maternal Sexuality in Colonial America,” <i>The Journal of Interdisciplinary History</i> 20:1 (Summer 1989), 25-51. [JSTOR] • WA Documents: 106-09
WEEK FOUR	The Approaching Revolution
Monday 9/18	<p>Woman as Property</p> <p>Reading:</p> <ul style="list-style-type: none"> • Ulrich, “Three Inventories, Three Households,” 43-53. • Carney, “The African Women Who Proceeded Uncle Ben,” 87-97. • Gordon-Reed, “The Hemmings-Jefferson Treaty: Paris, 1789,” 97-106 • WA Documents: European Women and the Law, 84-86. • Catherine Adams and Elizabeth H. Pleck, “Chapter Five: Seeking Possession of Her Liberty,” in <i>Love of Freedom: Black Women in Colonial and Revolutionary New England</i> (New York: Oxford University Press, 2010), pp. 127-148. [ERES]
Wednesday 9/20	<p>Revolution!</p> <p>Reading:</p> <ul style="list-style-type: none"> • Kerber, “Why Diamonds Really Are a Girl’s Best Friend” • WA Documents, 110-117 • WA Images, 255-256
SUNDAY 9/24	PRIMARY SOURCE ANALYSIS OPTION A DUE BY NOON VIA BLACKBOARD
WEEK FIVE	Early Republican and Antebellum Women
Monday, 9/25	<p>Angels in the Household</p> <p>Reading:</p> <ul style="list-style-type: none"> • Boydston, “The Pastoralization of Housework”

	<ul style="list-style-type: none"> • Smith-Rosenberg, “The Female World of Love and Ritual” • WA Image, 465
Wednesday 9/27	<p>Mistresses Made</p> <p>Reading:</p> <ul style="list-style-type: none"> • Laurie Ousley, “The Business of Housekeeping: The Mistress, the Domestic Worker, and the Construction of Class,” <i>Legacy</i> 23.2 (2006): 132-47. [PROJECT MUSE] • Jones-Rogers, “Mistresses in the Making,” 139-147. • Glymph, “Women in Slavery,” 147-157. • WA Document: 160.
WEEK SIX	19th Century Wage-earners and Activists
Monday 10/2	<p>Wage-earning Women</p> <p>Reading:</p> <ul style="list-style-type: none"> • Block, “Lines of Color, Sex, and Service,” 179-188. • Sylvia D. Hoffert, “Female Self-Making in Mid-Nineteenth-Century America,” <i>Journal of Women’s History</i> 20.3 (Fall 2008): 34-59. [PROJECT MUSE] • Jane E. Dabel, “My Ma Went to Work Every Mornin’: Color, Gender, and Occupation in New Orleans, 1840-1860,” <i>Louisiana History</i> 41:2 (2000), pp. 217-229. [JSTOR] • WA Documents: 158-160.
Wednesday 10/4	<p>Resistance!</p> <p>Reading:</p> <ul style="list-style-type: none"> • Stephanie M. H. Camp, “The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861,” <i>Journal of Southern History</i> 68.3 (August 2002), pp. 533-572. [JSTOR] • Zaeske, “Signatures of Citizenship,” 213-221. • Stremmlau, “I know What an Indian Woman Can Do,” 227-237. • Deena J. González, “Gertrudis Barceló: La Tules of Image and Reality,” in Vicki L. Ruiz and Virginia Sánchez Korrol, eds., <i>Latina Legacies: Identity, Biography, and Community</i> (New York: Oxford University Press, 2005), pp.39-58. [ERES] • WA Documents: 238-254 • WA Images, 257-259
SUNDAY 10/8	PRIMARY SOURCE ANALYSIS OPTION B DUE BY NOON VIA BLACKBOARD

WEEK SEVEN	(Re)Constructing a Nation
Monday 10/9	Topic Proposal Workshop (See assignment sheet)
Wednesday 10/11	<p>(Re)Constructing a Nation Reading:</p> <ul style="list-style-type: none"> • Lerner, “The Meanings of Seneca Falls,” 221-227. • Hunter, “Reconstruction and the Meanings of Freedom,” 276-286. • Carol Devens, “‘If We Get the Girls, We Get the Race’: Missionary Education of Native American Girls,” <i>Journal of World History</i> 3:2 (Fall 1992), 219-237. [JSTOR] • Documents: 287-289; 323-329; 345-349
Friday 10/13	FIRST DRAFT OF TOPIC PROPOSAL AND BIBLIOGRAPHY DUE BY NOON VIA BLACKBOARD
WEEK EIGHT	FALL BREAK
WEEK NINE	The Turn of the Century
Monday 10/23	<p>Women’s Clubs and Suffrage Wars Reading:</p> <ul style="list-style-type: none"> • Suzanne M. Stauffer, “A Good Social Work: Women’s Clubs, Libraries, and the Construction of a Secular Society in Utah, 1890-1920,” <i>Libraries & the Cultural Record</i> 46.2 (2011), pp. 135-155. [JSTOR] • Gilmore, “Forging Interracial Links in the Jim Crow South,” 300-310. • WA Documents: 413-418 • WA Images: 466-467 <p>SCHEDULE A REQUIRED MEETING WITH PROF. LEWIS TO DISCUSS FINAL PROJECT TOPIC SOMETIME THIS WEEK</p>
Wednesday 10/25	<p>Immigrating and Migrating Women Reading:</p> <ul style="list-style-type: none"> • Pascoe, “Ophelia Paquet, a Tillamook of Oregon, Challenges Miscegenation Laws,” 332-337. • Yung, “Unbound Feet,” 337-344. • Ann M. Massmann, “Adelina ‘Nina’ Otero-Warren: A Spanish-American Cultural Broker,” <i>Journal of the</i>

	<p><i>Southwest</i> 42.4 (Winter 2000), pp. 877-896. [JSTOR]</p> <ul style="list-style-type: none"> • Rachel Calof, “My Story,” in J. Sanford Rikoon, ed., <i>Rachel Calof’s Story: Jewish Homesteader on the Northern Plains</i> (Bloomington: Indiana University Press, 1995), pp. 16-39. [ERES] • WA Document: 412-413
Sunday 10/29	REVISED (FINAL) TOPIC PROPOSAL AND BIBLIOGRAPHY DUE BY NOON VIA BLACKBOARD
WEEK TEN	The New Century
Monday 10/30	<p>Labor Activists</p> <p>Reading:</p> <ul style="list-style-type: none"> • Orleck, “From the Russian Pale to Labor Organizing in New York City,” 361-376. • Nan Enstad, “Fashioning Political Identities: Cultural Studies and the Historical Construction of Political Subjects,” <i>American Quarterly</i>, Vol. 50, No. 4 (Dec., 1998), pp. 745-782. [Project Muse] • Nancy A. Hewitt, “Louisa Capetillo: Feminist of the Working Class,” in Vicki L. Ruiz and Virginia Sánchez Korrol, eds., <i>Latina Legacies: Identity, Biography, and Community</i> (New York: Oxford University Press, 2005), 120-134. [ERES] • WA Document: 377-380
Wednesday 11/1	<p>Votes for Women!</p> <p>Reading:</p> <ul style="list-style-type: none"> • DuBois, “The Next Generation of Suffragists,” 405-411. • WA Documents: 380-382; 416-418 • WA Images: 260-262
SUNDAY 11/5	OPTION C PRIMARY SOURCE ANALYSIS DUE BY NOON VIA BLACKBOARD
WEEK ELEVEN	The New Women
Monday 11/6	<p>Women’s Bodies</p> <p>Reading:</p> <ul style="list-style-type: none"> • Brumberg, “Fasting Girls,” 420-428. • Ruiz, “The Flapper and the Chaperone,” 428-435. • Hicks, “Mabel Hampton in Harlem,” 435-451.

	<ul style="list-style-type: none"> • Kathleen S. Yep, “Playing Rough and Tough: Chinese American Basketball Players in the 1930s and 1940s,” <i>Frontiers</i> 31.1 (2010), pp. 123-141. [JSTOR] • Cahn, “Mannishness, Lesbianism, and Homophobia in U.S. Women’s Sports,” 550-558. • WA Images: 468, 470-472
Wednesday 11/8	<p>Sexuality and Reproduction</p> <p>Reading:</p> <ul style="list-style-type: none"> • Mohr, “Abortion in America, 1800-1880,” 202-212 • Reagan, “When Abortion Was a Crime,” 451-456. • Paul A. Lombardo, “Facing Carrie Buck,” <i>The Hastings Center Report</i> 33.2 (Mar-Apr 2003), pp. 14-17. [JSTOR] • D. Marie Ralstin-Lewis, “The Continuing Struggle Against Genocide: Indigenous Women’s Reproductive Rights,” <i>Wicazo Sa Review</i> 20.1 (Spring 2005), pp. 71-95. [JSTOR] • WA Documents: 212; 457-464; 658-677.
WEEK TWELVE	The Greatest Generations
Monday 11/13	<p>Surviving the Great Depression</p> <p>Reading:</p> <ul style="list-style-type: none"> • Cott, “Equal Rights and Economic Roles,” 503-512. • Kessler-Harris, “Designing Women and Old Fools,” 513-523. • Colleen O’Neill, “Charity or Industry? American Indian Women and Work Relief in the New Deal Era,” in <i>Indigenous Women and Work: From Labor to Activism</i> (University of Illinois Press, 2012), pp. 193-209. [JSTOR] • Colin R. Johnson, “Hard Women: Rural Women and Female Masculinity,” in <i>Just Queer Folks: Gender and Sexuality in Rural America</i> (Temple University Press, 2013), pp. 158-180. [JSTOR]
Wednesday 11/15	<p>Surviving WWII</p> <p>Reading:</p> <ul style="list-style-type: none"> • Matsumoto, “Japanese American Women During World War II,” 530-536. • Milkman, “Gender at Work,” 536-547. • Patty Loew, “The Back of the Homefront: Black and American Indian women in Wisconsin during World War II,” <i>The Wisconsin Magazine of History</i> 82.2 (Winter 1998-1999), pp. 82-103. [JSTOR]
SUNDAY 11/19	OPTION D PRIMARY SOURCE ANALYSIS DUE BY NOON VIA PWEB

WEEK THIRTEEN	Postwar America
Monday 11/20	<p>Ideals Reading:</p> <ul style="list-style-type: none"> • Antler, “Imagining Jewish Mothers in the 1950s,” 559-568. • Yuh, “Korean Military Brides,” 637-647. • Meyerowitz, “Christine Jorgensen and the Story of How Sex Changed,” 615-629. • WA Documents: 606-615; 656
Wednesday 11/22	<p>Realities Reading:</p> <ul style="list-style-type: none"> • Bailey, “Prescribing the Pill,” 629-637. • Levenstein, “Hard Choices at 1801 Vine,” 648-655. • Audra Jennings, “Engendering and Regendering Disability: Gender and Disability Activism in Postwar America,” in Susan Burch and Michael Rembis, <i>Disability Histories</i> (University of Illinois Press, 2014), pp. 345-363. [JSTOR] • WA Documents: 669-677
WEEK FOURTEEN	Feminists and Other (S)heroes
Monday 11/27	<p>Second Wave Feminism, Women’s Liberation, and Women’s Activism Reading:</p> <ul style="list-style-type: none"> • Baxandall and Gordon, “The Women’s Liberation Movement,” 705-718 • Wu, “The Vietnam War and Global Sisterhood,” 719-730. • Lori Flores, “An Unladylike Strike Fashionably Clothed: Mexicana and Anglo Women Garment Workers Against Tex-Son, 1959-1963,” <i>Pacific Historical Review</i> 78 (August 2009): pp. 367-402. [JSTOR] • WA Documents: 731-758
Wednesday 11/29	<p>Unfinished Battles Reading:</p> <ul style="list-style-type: none"> • Canaday, “Finding a Home in the Army,” 678-689. • Hillman, “The Female Shape of the All-Volunteer Force,” 689-699. • Hondagneu-Sotelo, “Domésticas Demand Dignity,” 759-775. • Zahedi, “Muslim American Women After 9/11,” 775-785. • WA Documents: 699-704; 785-794.

SUNDAY 12/3	OPTION E PRIMARY SOURCE ANALYSIS DUE BY NOON VIA BLACKBOARD
WEEK FIFTEEN	Forging New Paths in American Women's History
Monday 12/4	Document Project Sharing! Each student will offer a five minute "pitch" on the source they are proposing for the final project. Students should have one or two slides that include an image of their source (even if it is a photo of a text), they should explain why they chose this source for selection, what or who it brings into the volume, and how it might be placed in the volume in relation to the current content.
Wednesday 12/6	Document Project Sharing!
FINALS WEEK	
Thursday 12/14	Final Project Due by NOON via Blackboard