



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

**Fall 2018  
History 222.01  
Women in American History**

**Professor Carolyn Herbst Lewis**

**lewiscar@grinnell.edu**

**Office hours without puppy: M 3:00-3:45 in the Grille.**

**Office hours with puppy: T 3:15-4:45 in Mears 317.**

**All other meetings must be scheduled using Outlook Calendar.**

**Please use the Scheduling Assistant to look for free time on my schedule. Please ensure you are set to the correct time zone. I am only available between 8:00 am and 5 pm, Monday through Thursday.**

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*, 8<sup>th</sup> edition. New York: Oxford University Press, 2015. **[You must use the complete 8<sup>th</sup> edition! Earlier editions will not have the same material.]**

Additional materials are available via ERES, the library databases, or the Blackboard documents folder. These are noted on the syllabus.

### **Assignments and Grading:**

Students will earn final grades based on the following distribution:

Primary Source Analysis Essays: 1<sup>st</sup> 10%, 2<sup>nd</sup> 13%, 3<sup>rd</sup> 17%

Participation in classroom discussion, various homework assignments: 20%

Source proposal and bibliography (draft): 4%

Source proposal and bibliography (final version): 6%

Final "memo" project: 30%

Details for each assignment are outlined on separate assignment sheets.

**Out of Class Time Investment:** Grinnell College expects students earning 4 credit hours for a class to spend a minimum of 9 hours per week on class work. Depending on how quickly you read while absorbing information, I expect you to spend 2-4 hours completing the readings for each class meeting. Weeks with papers or other assignments due will require more time.

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's conduct or presence, but to take responsibility for your right to a safe and productive learning environment. That's said, it's important in life to understand that rarely can we take action to change someone else's behavior without first thinking about how we might change our own. 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, ill-health, 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. Unless it is an emergency situation, I expect you to notify me in advance via email if you will not be in class.

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.

**\*\*VERY IMPORTANT\*\***

**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.**

### **COMMUNICATING WITH PROFESSOR LEWIS**

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 and sleeping.

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. Other family topics of conversation often include Marvel comics, Star Trek, other scientific fiction, and politics.



<b>WEEK ONE</b>	<b>Introductions</b>
Thursday 8/30	<p>Reading:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• <i>Women's America</i>, 8<sup>th</sup> edition: Preface and Introduction</li> </ul>
<b>WEEK TWO</b>	<b>Defining and Theorizing Women's History</b>
Tuesday 9/4	<p>Lenses and Frameworks</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Jeanne Boydston, "Gender as a Question of Historical Analysis," <i>Gender &amp; History</i> 20:3 (October 2008), 558-583. [BB/PRIMO]</li> <li>• Margaret D. Jacobs, "Getting Out of a Rut: Decolonizing Western Women's History," <i>Pacific Historical Review</i> 79.4 (November 2010), 585-604. [BB/JSTOR]</li> </ul> <p>Questions to consider: what is the difference between gender as a category and gender as a question of historical analysis? What does it mean to decolonize an academic subject?</p>
Thursday 9/6	Primary Source Workshop Day
<b>WEEK THREE</b>	<b>Indigenous Women in the Era of Colonization</b>
Tuesday 9/11	<p>Pocahontas</p> <ul style="list-style-type: none"> <li>• Helen C. Rountree, "Pocahontas: The Hostage Who Became Famous," in Theda Perdue, ed., <i>Sifters: Native American Women's Lives</i> (New York: Oxford University Press, 2001), pp. 14-28. [ERES]</li> <li>• Paula Gunn Allen, <i>Pocahontas: Medicine Woman, Spy, Entrepreneur, Diplomat</i> (HarperCollins, 2006), 26-61. [ERES]</li> </ul> <p>Questions to Consider: what are the narratives you already know about Pocahontas? What are the stakes — and who are the stakeholders — in these narratives?</p>
Thursday 9/13	<p>Beyond Pocahontas</p> <ul style="list-style-type: none"> <li>• Theda Perdue, <i>Cherokee Women</i> (University of Nebraska Press, 1998), 13-40. [BB]</li> <li>• Brown, "The Anglo-Indian Gender Frontier," 12-23.</li> </ul>

	<ul style="list-style-type: none"> <li>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. [BB/PROJECT MUSE]</li> </ul> <p>Questions to Consider: How do these readings move us into greater complexity in American Indian women’s experiences? Are these authors using gender as a category or a question? What is a gender frontier?</p>
<b>WEEK FOUR</b>	<b>African and African-American Women in the Colonies</b>
Tuesday 9/18	<p>Enslaved Women</p> <ul style="list-style-type: none"> <li>Carney, “The African Women Who Proceeded Uncle Ben,” 87-97.</li> <li>Jessica Millward, <i>Finding Charity’s Folks: Enslaved and Free Black Women in Maryland</i> (University of Georgia Press, 2015), 1-26, 75-83. [BB]</li> <li>Documents: Virginia establishes a double standard, 106; According to the condition of the mother, 107; abominable mixture, 108; slave marriage vows, 108-109;</li> </ul> <p>Questions to consider: How do we uncover the experiences of women who left few records of their own? How do we find agency in the lives of enslaved women?</p>
Thursday 9/20	<p>Free Women</p> <ul style="list-style-type: none"> <li>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. [BB]</li> <li>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. [BB]</li> </ul> <p>Questions to consider: How did women pursue their freedom and/or that of their loved ones in the pre-Revolutionary moment? What changes do we see in women’s circumstances pre-Civil War? What factors frame women’s lives and daily experiences?</p>
<b>WEEK FIVE</b>	<b>Revolutionary and Republican Mothers</b>
Tuesday 9/25	<p>The Politics of Daily Life</p> <ul style="list-style-type: none"> <li>Ulrich, “Three Inventories, Three Households,” 43-53.</li> <li>Kate Haulman, “Fashion and Culture Wars in Revolutionary Philadelphia,” <i>William and Mary Quarterly</i>, 62:4 (October 2005), 625-662. [BB/JSTOR]</li> <li>Documents: Philadelphia women raise money, 110-111; sarah Osborn, Deborah Sampson, Rachel wells, and Grace Galloway, 111-117;</li> <li>Photo essay: Adorning the Body, 465-479</li> </ul>

	<p>Questions to consider: What does material culture tell us about women's roles in their communities? How were the mundane details of daily life, including the "frivolities" of fashion, infused with political meaning?</p>
Thursday 9/27	<p>Couverture and the Private Sphere</p> <ul style="list-style-type: none"> <li>• Kerber, "Why Diamonds Really Are a Girl's Best Friend"</li> <li>• Boydston, "The Pastoralization of Housework"</li> </ul> <p>Questions to consider: What happens to women's status in the wake of the Revolution?</p>
<b>WEEK SIX</b>	<b>Women in Public</b>
Tuesday 10/2	<p>Wage-earners</p> <ul style="list-style-type: none"> <li>• Block, "Lines of Color, Sex, and Service," 179-188.</li> <li>• Sylvia D. Hoffert, "Female Self-Making in Mid-Nineteenth-Century America," <i>Journal of Women's History</i> 20.3 (Fall 2008): 34-59. [BB/PROJECT MUSE]</li> <li>• Documents: Hemingway and Bailey, 158-160</li> </ul> <p>Questions to consider: What challenges did wage-earning women face?</p>
Thursday 10/4	<p>Woman's Rights</p> <ul style="list-style-type: none"> <li>• Lerner, "The Meanings of Seneca Falls," 221-227</li> <li>• Zaeske, "Signatures of Citizenship," 213-221.</li> <li>• Margaret Washington, <i>Sojourner Truth's America</i> (University of Illinois Press, 2009), 334-354. [BB/JSTOR]</li> <li>• Documents: Grimke Sisters, 238-242; Keziah Kendall, 242-244; Declaration of Sentiments, 247-250; Married women's property acts, 250-251; Sojourner Truth, 252-254</li> </ul> <p>Questions to consider: why was demanding the vote so radical?</p>
<b>Sunday 10/7</b>	<b>PSA 1 due at 8 pm. Date range: up to 1850</b>
<b>WEEKS SEVEN &amp; EIGHT</b>	<b>Survivance</b>
Tuesday 10/9	<p>Abolitionists and Freedom Fighters</p> <ul style="list-style-type: none"> <li>• 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. [BB/JSTOR]</li> <li>• Hunter, "Reconstruction and the Meanings of Freedom," 276-286.</li> <li>• Documents: Maria Perkins, 160; Ellen Watkins, 245-247; Hitchcock, 287-287; Roda Ann Childs, 288-289; Coger, 290-292; Ida B. Wells, 323-329;</li> </ul> <p>Questions to consider: How did women resist when the stakes were so high?</p>

Thursday 10/11	<p>Mexican and Spanish Women in Santa Fe</p> <ul style="list-style-type: none"> <li>• 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]</li> <li>• Deena J. González, <i>Refusing the Favor: The Spanish-American Women of Santa Fe, 1820-1880</i> (Oxford University Press, 1999). 79-106, 146-150. [ERES]</li> </ul> <p>Questions to consider: How did women navigate the rapidly changing landscapes in Santa Fe? What difference did class make?</p>
Tuesday 10/16	<p>American Indian Women</p> <ul style="list-style-type: none"> <li>• Stremlau, “I know What an Indian Woman Can Do,” 227-237.</li> <li>• Katrina Jagodinsky, <i>Legal Codes and Talking Trees: Indigenous Women’s Sovereignty in the Sonoran and Puget Sound Borderlands, 1854-1946</i> (Yale University Press, 2016), 58-92, 282-291. [ERES]</li> <li>• Documents: Zitkala-Sa, 345-349;</li> </ul> <p>Questions to consider: What is so important about Sarah Winnemucca’s political activism? Why did women expect the courts to hear their case? Reflect back on the last three class periods: what patterns do we see in these accounts of survivance?</p>
Thursday 10/18	Final Project Topic Proposal Workshop; <b>Draft due Friday at NOON</b>
<b>FALL BREAK</b>	<b>FALL BREAK</b>
<b>WEEK TEN</b>	<b>The New Woman</b>
Tuesday 10/30	<p>Women’s Clubs &amp; Settlement Houses</p> <ul style="list-style-type: none"> <li>• Suzanne M. Stauffer, “A Good Social Work: Women’s Clubs, Libraries, and the Construction of a Secular Society in Utah, 1890-1920,” <i>Libraries &amp; the Cultural Record</i> 46.2 (2011), pp. 135-155. [BB/JSTOR]</li> <li>• Vivian May, “Anna Julia Cooper: Black Feminist Scholar, Educator, and Activist,” 192-212 in <i>North Carolina Women: Their Lives and Times</i>, ed by Michele Gillespie and Sally McMillen (University of Georgia Press, 2014). [BB/JSTOR]</li> <li>• Documents: Bethune, 329-331</li> </ul> <p>Questions to consider: what was new in women’s public roles in the late 19<sup>th</sup> century? Why was the women’s club movement so widespread and successful?</p>
Thursday 11/1	<p>Votes for Women</p> <ul style="list-style-type: none"> <li>• Gilmore, “Forging Interracial Links in the Jim Crow South,” 300-310.</li> </ul>

	<ul style="list-style-type: none"> <li>• DuBois, “The Next Generation of Suffragists,” 405-411.</li> <li>• Documents: Minor v. Happersett, 294-295; women’s centennial, 295-297; Eastman, 380-382; Mackenzie v Hare, 413-416; 19<sup>th</sup> Amendment, 416-417</li> </ul> <p>Questions to consider: how did the suffrage strategy change? What united this movement?</p>
<b>WEEK ELEVEN</b>	<b>The New-New Woman</b>
Tuesday 11/6	<p>Immigrant Laborers</p> <ul style="list-style-type: none"> <li>• Orleck, “From the Russian Pale to Labor Organizing in New York City,” 361-376.</li> <li>• 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. [BB/PROJECT MUSE]</li> <li>• Documents: Newman, 377-380; Page Act., 412-413</li> </ul> <p>Question to consider: why does it matter whether or not a woman has a hook to hang her cloak upon while she works?</p>
Thursday 11/8	NO CLASS: Use this time to revise your topic proposal and bibliography.
<b>Sunday 11/11</b>	<b>REVISED topic proposal and bibliography due 8 pm</b>
<b>WEEK TWELVE</b>	<b>Hard Times</b>
Tuesday 11/13	<p>Controlling Reproduction</p> <ul style="list-style-type: none"> <li>• Paul A. Lombardo, “Facing Carrie Buck,” <i>The Hastings Center Report</i> 33.2 (Mar-Apr 2003), pp. 14-17. [BB/JSTOR]</li> <li>• Reagan, “When Abortion Was a Crime,” 451-456</li> <li>• Documents: Sanger, 457-464; Roe v. Wade, Casey, Carhart, and recent, 658-669</li> </ul> <p>Questions to consider: how did race and class frame reproductive experiences?</p>
Thursday 11/15	<p>Depression</p> <ul style="list-style-type: none"> <li>• Yung, “Unbound Feet,” 337-344.</li> <li>• Kessler-Harris, “Designing Women and Old Fools,” 513-523.</li> <li>• 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. [BB/JSTOR]</li> </ul> <p>Question to consider: how was the Great Depression a gendered experience? How did the New Deal enshrine the gender binary?</p>

<b>Sunday 11/18</b>	<b>PSA 2 due by 8 pm. Date range: 1850-1920</b>
<b>WEEK THIRTEEN</b>	<b>More Hard Times</b>
Tuesday 11/20	<p>Internment &amp; Jane Crow</p> <ul style="list-style-type: none"> <li>• Matsumoto, “Japanese American Women During World War II,” 530-536.</li> <li>• 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. [BB/JSTOR]</li> <li>• Documents: Goesart v Cleary, 699-700</li> </ul> <p>Question to consider: how did WWII provide both new opportunities and new restrictions?</p>
Thursday 11/22	NO CLASS
<b>WEEK FOURTEEN</b>	<b>The Greatest Generation</b>
Tuesday 11/27	<p>Wives &amp; Lovers</p> <ul style="list-style-type: none"> <li>• Antler, “Imagining Jewish Mothers in the 1950s,” 559-568.</li> <li>• Yuh, “Korean Military Brides,” 637-647.</li> <li>•</li> </ul>
Thursday 11/29	<p>The Feminine Mystique</p> <ul style="list-style-type: none"> <li>• Documents: Friedan, 606-610; Weiss, 656-658</li> <li>• “Moynihan Report, Chapter III: The Roots of the Problem,” 1965 [BB]</li> </ul>
<b>WEEK FIFTEEN</b>	<b>Liberation</b>
Tuesday 12/4	<p>Women’s Activism</p> <ul style="list-style-type: none"> <li>• Tiffany M. Gill, “‘Black Beauticians Were Very Important’: Southern Beauty Activists and the Modern Black Freedom Struggle,” in <i>Beauty Shop Politics</i>, (University of Illinois Press, 2010), 98-120. [ERES]</li> <li>• Donna Hightower-Langston. "American Indian Women's Activism in the 1960s and 1970s." <i>Hypatia</i> 18, no. 2 (2003): 114-132. [BB/PROJECT MUSE]</li> <li>• Documents: Chavez, 733-735; Rodan, 735-736; Combahee, 736-740; Civil Rights Act, 745-746; Mankiller, 785-790</li> </ul>
Thursday 12/6	<p>Women’s Movements</p> <ul style="list-style-type: none"> <li>• Baxandall and Gordon, “The Women’s Liberation Movement,” 705-718</li> <li>• Wu, “The Vietnam War and Global Sisterhood,” 719-730.</li> <li>• Documents: Hanisch, 731-733; ERA 746-747</li> </ul>

<b>Sunday 12/8</b>	<b>PSA 3 due by 8 pm. Date range: since 1920</b>
<b>WEEK SIXTEEN</b>	
Tuesday 12/11	<p>#MeToo</p> <ul style="list-style-type: none"> <li>• Carrie N. Baker. "The Emergence of Organized Feminist Resistance to Sexual Harassment in the United States in the 1970s." <i>Journal of Women's History</i> 19, no. 3 (2007): 161-184. [BB/ PROJECT MUSE]</li> <li>• Documents: Title IX, 747-751; Meritor, 754-756; VAWA, 756-758; Clinton, 790-794.</li> </ul>
Thursday 12/13	Reflections
<b>FINALS WEEK</b>	<b>Final Project Due by 2:00 pm on Wednesday 12/19 via Blackboard</b>