

History 161  
Spring 2006  
Mon/Wed 1:15-3:05 (+ 1hr section)  
5 units, graded only  
GER 3b (Social Science) and 4c (Gender)

Professor Estelle Freedman  
History, Rm 7 (3-4951)  
Mondays, 3:15-5:15 p.m.  
TAs: Jonathan Herzog, Julie Prieto  
History, Rm 207

### **U.S. WOMEN'S HISTORY, 1890s-1990s**

The purpose of this course is to introduce students to the history of women's work, family, and political lives in twentieth century America. Secondary and primary source readings emphasize the experiences of Native, European, African, Mexican, and Asian American women within the contexts of historical change in the U. S. (the economy, race relations, sexuality, social movements). A major goal of the course is to present women's history both as an integral part of American history and as a unique subject of historical investigation. Students will learn to think critically about historical arguments as well as to understand the difference that gender makes in history and the way that gender interacts with class, race, ethnicity, and sexuality.

The class meetings on Mondays and Wednesdays will combine lectures, discussion, films, visuals, and some music. The one-hour sections will explore in depth the required readings (secondary sources and primary documents). Students are required to attend and encouraged to participate in both formats; please come to each class prepared to discuss the readings. Major questions addressed in this course include:

1. How, when, and why did the majority of American women become wage earners over the course of twentieth century? What were the implications of this transition for economic and family life? What continuities and discontinuities characterized women's lives as their roles as producers and consumers expanded?
2. How, when, and why did American women gain full citizenship; how did different groups of women enact their political opportunities, before and after suffrage?
3. How, when, and why did race- and class-specific ideals of womanhood revise, particularly in relation to reproductive labor and sexual expression? How did migrant and immigrant women adapt to and transform American culture?

#### **READING AVAILABLE AT SU BOOKSTORE AND GREEN LIBRARY:**

Kathryn Kish Sklar and Thomas Dublin, eds., Women and Power in American History, Volume

Two: From 1870, (Prentice Hall, 2002) Second edition (WP) (\$50.00)

Anzia Yezierska, Bread Givers (Persea Books, 2003) (\$9)

Gretchen Lemke-Santangelo, Abiding Courage: African American Migrant Women and the East Bay Community (University of North Carolina Press, 1996) (\$20)

Course Reader (CR) (\$17.50)

Links to other required reading appear on the History 161 CourseWork page (CW)

Students with disabilities should register with the Disability Resource Center (563 Salvatierra Walk, Stanford 94305; 723-1066 or 723-1067/TTY), inform me during the first week of class (confidentiality assured), and let me know whether you will need any accommodations.

## COURSE REQUIREMENTS

Prompt attendance and participation at each class session and completion of all reading and writing assignments on time are all critical and contribute to the final grade. Students will write regularly to encourage thought and discussion. Two kinds of writing assignments are listed below, ungraded and graded. For the former, instructors will provide feedback where needed to help improve analysis and style without the pressure of grades. The mid-term and final essays and the identifications will receive letter grades, but prompt and thoughtful completion of the **UNGRADED** assignments contributes strongly to the section grade.

### WRITTEN WORK:

Weekly secondary/primary source analyses (except mid-term week) (ungraded 1-2 page)

Midterm essay (6-7 pages) due 5/8

Oral history analysis (ungraded, 5-6 pages) due 6/5

In-class short identifications (from list generated by students) (graded, 2-3 pages, 6/7)

Final essay (7-9 pages) due 6/12 for Graduating Seniors, 6/14 for all others

**ALL ASSIGNMENTS MUST BE COMPLETED ON TIME;** late papers will be downgraded a full grade per day and will not be accepted after two days. An extension or incomplete will be granted **ONLY** in the case of documented medical or family emergency. If you must miss a section meeting, inform your section leader in advance and submit a report on the week's readings (3-5 pages) before the next section meets. If you must miss a film screening, view the film on reserve and submit a 1-2 page response before section meets.

## GUIDELINES FOR SECTION READING RESPONSES

**Secondary sources:** What questions does the author ask? What sources does the author use to answer them? What is the central argument? How does it relate to other interpretations we have read? How effective is the author's use of sources, the argument, and the structure/style? What else would you want to know about the subject?

**Primary sources, including novel:** Identify and provide historical context for the author. What is the purpose of the document or intent of the author? To whom is it addressed/who is the intended audience? How does the author and/or document make its points (through what kinds of arguments or rhetoric? How effectively)? What does the source reveal about the author, women's history, and the period in which it was written? What questions does it raise for you? How does fiction enhance or complicate the history you are studying?

## APPROXIMATE GRADING GUIDELINES (improvement in papers counts)

30% Section (attendance, promptness, participation, quality of ungraded written work)

30% Midterm essay (relevant/accurate content, power of analysis, clarity of structure/style)

33% Final essay (relevant/accurate content, power of analysis, clarity of structure/style)

7% Identifications (relevance, accuracy)

## **DATES, TOPICS, AND REQUIRED READINGS/FILMS**

### 4/5 WHY WOMEN'S HISTORY?

#### VICTORIAN LEGACIES

Docs: Elizabeth Cady Stanton, "The Solitude of Self" (1892, Link CW)

Anna Julia Cooper, A Voice from the South (excerpts) (1892, Link CW)

Start reading Breadgivers

**Sign up for sections on CourseWork by 4/7**

### 4/10: IMMIGRANTS, MIGRANTS, WORKERS IN THE EARLY TWENTIETH CENTURY

#### 4/12: NEW EDUCATIONAL AND PROFESSIONAL OPPORTUNITIES

"A Jury of Her Peers" (in class screening/discussion)

Elizabeth Clark-Lewis, "'This Work Had a End': African-American Domestic Workers in Washington, D. C., 1910-1949" (Ch. 13, WP)

Yeziarska, Bread Givers

Docs: Zitkala-Ša, "Retrospection" (1921, CR)

Indian Boarding School Letters (1907, 1910, CR)

### 4/17: SEXUALITY, REPRODUCTION, AND WOMEN'S HEALTH

#### 4/19: CONSUMERISM AND POPULAR CULTURE

"IT" (1927) (in class screening/discussion)

Kathy Peiss, "'Charity Girls' and City Pleasures: Historical Notes on Working-Class Sexuality, 1880-1920" (Ch. 5, WP)

Charlotte Perkins Gilman, "The Yellow Wallpaper" (Link CW)

Doc: Margaret Sanger, "Morality and Birth Control" (1918, Link CW)

### 4/24: FROM SOCIAL REFORM TO SUFFRAGE

#### 4/26: FEMINISM BEFORE AND AFTER SUFFRAGE

Estelle Freedman, "Separatism as Strategy: Female Institution Building and American Feminism" (Ch. 1, WP)

Glenda Elizabeth Gilmore, "Race and Womanhood: The Woman's Christian Temperance Union and African American Women in North Carolina, 1880-1900" (Ch. 3, WP)

Rosalyn Terborg-Penn, "Discontented Black Feminists: Prelude and Postscript to the Passage of the Nineteenth Amendment" (Ch. 8, WP)

Docs: Emma Goldman, "The Tragedy of Women's Emancipation" (1910, CR)

Sara Estela Ramirez, "Rise Up! (To Women)" (1910, Link CW)

Charlotte Hawkins Brown, Speech at Interracial Conference (1920, Link CW)

Mary Kilbreth, "The New Anti-Feminist Campaign" (1921, Link CW)

### ***Special Event, Thursday, 4/27:***

***"Songs of Work and Protest in Twentieth Century Women's History"***

***Prof. Freedman will lead this participatory workshop at the***

***Women's Community Center, 12-1 p.m. (lunch provided), open to all***

- 5/1: WORK, FAMILY, AND CULTURE IN THE INTER-WAR DECADES I  
 5/3: WORK, FAMILY, AND CULTURE IN THE INTER-WAR DECADES II  
 “Women of Summer” (in class screening/discussion)  
 Linda Gordon, “The Professionalization of Birth Control” (Ch. 9, WP)  
 Jessie Rodrique, “The Black Community and the Birth Control Movement”  
 (Ch. 10, WP)  
 Christina Simmons, “Companionate Marriage and the Lesbian Threat”  
 (Ch. 12, WP)  
 Docs: Rose Pesotta, “Subterranean Sweatshops in Chinatown” (1934, Link CW)  
 Jessie Daniel Ames, “Southern Women and Lynching” (1936, Link CW)

**Mid-term essay due 5/8:**

Using relevant primary documents and secondary sources, choose a theme that allows you to explore change and continuity in women’s activities in the public sphere from 1890 to 1930. How would you characterize the transition from Victorian to modern womanhood, based on the contemporary arguments, activities, and images you have encountered in the required readings, lectures, and films? In your paper, focus on a few topics that support your overall argument, but be sure to take into account any important distinctions, such as those rooted in class, race, ethnicity, and region. (6-7 pages)

- 5/8: WWII: MOBILIZATION AND DEMOBILIZATION I  
 5/10: WWII: MOBILIZATION AND DEMOBILIZATION II  
 “The Life and Times of Rosie the Riveter” (in class screening/discussion)  
 Ruth Milkman, “Redefining ‘Women’s Work’: The Sexual Division of Labor in the Auto Industry During World War II” (Chap. 14, WP)  
 Lemke-Santangelo, Abiding Courage: African American Migrant Women and the East Bay Community, pp. 1-21, 33-182  
 Docs: Chizuko Norton, Mitsuko Hashiguchi, Oral History Excerpts (re: 1942, Link CW)

**By 5/10: Submit to your section leader the name of your oral history subject and the scheduled date of your interview. Be sure to complete the interview before 6/1.**

- 5/15: COLD WAR AMERICA: SYMBOLS, SEX, AND POLITICS  
 5/17: “Salt of the Earth” (in class screening/discussion)  
 Xiaolan Bao, “When Women Arrived: The Transformation of New York’s Chinatown”  
 (Ch. 15, WP)  
 Joanne Meyerowitz, “Beyond the Feminine Mystique: A Reassessment of Postwar Mass Culture, 1946- 1958,” The Journal of American History 79: 4 (Mar., 1993), pp. 1455-1482 (J-Store link on CW)  
 Deborah Rosenfelt, “We, the Women,” in Salt of the Earth (CR)  
 Docs: "Equal Rights: How Not to Get Them" (1943, Link CW)  
 Mary Anderson, Congressional Testimony on Equal Pay Act (1950, Link CW)

5/22: TRANSFORMATIONS IN WOMEN'S LABOR AND POLITICS, 1950-1970

5/24: THE REBIRTH OF AMERICAN FEMINISM

Charles Payne, "Ella Baker and Models of Social Change" (Ch. 16, WP)

Cynthia Harrison, "A New Women's Movement: The Emergence of the National Organization for Women" (Ch, 17, WP)

Margaret Rose, "Woman Power Will Stop Those Grapes': Chicana Organizers and Middle-Class Female Supporters in the Farm Workers' Grape Boycott in Philadelphia, 1969-1970" (Ch. 18, WP)

Docs: Percentage of Adult Women in U.S. Paid Labor Force by Ethnicity/Race, 1900-2000 (Link, CW)

Pauli Murray, "Testimony before the House Committee on Education and Labor" (1970, Link CW)

5/29: MEMORIAL DAY - NO CLASS

Recommend film on reserve at Green AV: "Some American Feminists"

5/31: THE POLITICIZATION OF SEX AND GENDER I

Helene Silverberg, "State Building, Health Policy, and the Persistence of the American Abortion Debate" (Ch, 19, WP)

Docs: Pat Mainardi, "The Politics of Housework" (1970, CR)

First National Chicano Conference, Workshop Resolutions (1970, Link CW)

Charlotte Bunch, "Not for Lesbians Only" (1975, CR)

Carolyn Kortge, "Schlafly Says Women's Movement Is Dying in an Anti-Feminist Surge" (1977, Link CW)

Eleanor Smeal, VAWA Congressional Testimony (1993, Link CW)

**Last sections meet this week**

**Oral history analysis due in class 6/5; prepare five-minute report on your oral history to present in small groups during class next week.**

6/5: THE POLITICIZATION OF SEX AND GENDER II

6/7: **In-class identifications (around 20 minutes)**

Course Sum and Evaluations; distribution of take-home final essay questions

## GUIDELINES FOR THE ORAL HISTORY ASSIGNMENT

The purpose of this assignment is to encourage you to relate the history we have studied in class to the life of an individual woman who has experienced a part of this history. Early in the quarter you should identify an older woman, preferably someone born before 1930, who will agree to meet with you. You can interview a grandmother or another older female relative, a resident of a local retirement community or home, a retired worker at Stanford, or anyone you know who has lived through the events of the past seventy or more years. In advance, set up an appointment of around an hour and a half. Please submit the name of your subject and the date of your interview to your section leader by MAY 10. (If you have difficulty locating a subject, please let instructors know by APRIL 20 so that we can give you leads to older women in the Bay Area.) A set of oral history interview questions that you can adapt appears on CourseWork. If you do not already know your subject, have a preliminary phone conversation to gauge what kinds of topics will be most appropriate (e.g. for a homemaker, activist, wage laborer, etc).

To prepare for the interview, review course readings relevant to your subject's life. We will view excerpts from oral interviews in films and read secondary sources based on interviews, so you should have a sense of the kind of interchange to expect. Consult the suggested oral history questions on CourseWork (under Course Materials/Oral History) and then prepare a set of questions by selecting a particular focus or two that seem appropriate for your subject's life (e.g., work history; political activity; motherhood; sexuality; depression and war; the impact of feminism).

When you meet with your subject, take good notes and if possible tape record the interview. Begin with a very brief family background and then focus on specific (though open-ended) questions you have prepared on your chosen topic(s). Many women will claim that they are not historically important enough to be interviewed. You can assure them that you are interested in anything about their lives that may illuminate the times in which they lived.

The paper you submit on what you learned about women's history from this experience should not be a chronological report on the subject's entire life. Rather, it should highlight the most important themes you discovered, relating them to what we have studied in the class. Note especially the impact of historical events on personal life and how your subject's story confirms or challenges the historical interpretations we have read and seen. The paper, which is due in class on June 5, will not be graded, but like other papers, it cannot be handed in late. The quality of the analysis contributes to your section grade.

If you are able to tape the interview, offer a copy of the tape to the subject. You may or may not want to offer a copy of your paper, depending on whether doing so may lead you to censor your analysis or writing. Students will meet in small groups during one of the last lecture classes to share what they learned in the interviews.