

History 161  
Spring 2013  
4-5 units, graded only  
Mon/Wed 1:15-3:05 (+ 1hr section)  
GER 3b (SocSci), 4c (Gender); Ways ED, SI

Professor Estelle Freedman  
History, Room 07 (723-4951)  
Mondays, 3:15-5:15 p.m.  
Teaching Fellow: Natalie Marine-Street  
Office: Clayman Institute, Room 209

### **WOMEN IN MODERN AMERICA: U.S. WOMEN'S HISTORY SINCE THE 1890s**

This course explores the transition from Victorian to modern womanhood in the U.S. by introducing students to the history of women's economic, personal, and political lives. 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. (including the economy, race relations, sexuality, and 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 the twentieth century? What were the implications of this transition for economic and family life? What continuities and discontinuities characterized women's lives as their public 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 change, particularly in relation to reproductive labor and sexual expression? How did ideas and popular culture influence gender ideals? How did migrant and immigrant women adapt to and transform American culture?

#### **READINGS AVAILABLE AT STANFORD BOOKSTORE AND GREEN LIBRARY:**

Linda K. Kerber, Jane Sherron De Hart, and Cornelia Hughes Dayton, eds., *Women's America:*

*Refocusing the Past* 7<sup>th</sup> edition, volume 2 (Oxford University Press, 2011) \$39.95 (WA)

Anzia Yezierska, *Bread Givers* (Persea Books, 2003) \$10

Gretchen Lemke-Santangelo, *Abiding Courage: African American Migrant Women and the East Bay Community* (University of North Carolina Press, 1996) \$24.95

Other required readings appear on CourseWork (CW), Materials/Documents: Readings

## **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. Weekly ungraded writing assignments allow instructors to provide feedback where needed to help improve analysis and style without the pressure of grades. Other assignments receive letter grades, but prompt and thoughtful completion of the ungraded assignments does contribute strongly to the section grade. See guidelines for assignments on pp. 9-10 of syllabus.

### **WRITTEN WORK:**

Secondary/primary source analyses for section (around 400 words/4 units or 700 words/5 units)

First graded (mid-term) essay (5-6 pages/4units; 6-7 pages/5 units) **due 5/5 at the beginning of class and on email.** The instructions for this essay appear on p. 5 of the syllabus, so that students can prepare for the assignment during the first half of the quarter.

Oral history analysis (5-6 pages/4 units or 6-7 pages/5 units) **due 6/4 in class**

Second graded (final) essay (5-6 pages/4 units OR 6-7 pages/5 units) **due 10 a.m. 6/11 for graduating seniors, 10 a.m. 6/12, for all others.** A selection of topics for this essay will be distributed at the last lecture. Students may submit suggestions for topics to instructors by **6/1.**

**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 in the case of medical or family emergency. If you must miss a section meeting for these reasons, 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 an in-class film screening, view the film on reserve and submit a 1-2 page ungraded response before your section meets.

### **APPROXIMATE GRADING GUIDELINES** (improvement over the quarter also counts)

30% Section (attendance, promptness, participation, written responses)

30% First graded (mid-term) essay, evaluated on: relevant/accurate content, power of analysis, clarity of structure/style

30% Second graded (final) essay, evaluated on: relevant/accurate content, power of analysis, clarity of structure/style

10% Oral history analysis, evaluated on your analysis—the historical contexts you bring to the paper—NOT on the life of your subject!

For assistance with writing history papers, please see Writing Specialist for History Christine Alfano: tutoring hours (room 247, Tuesdays 11:30am-1:30pm) or by appointment ([alfano@stanford.edu](mailto:alfano@stanford.edu)).

Students can earn one point extra credit for attending a recommended talk/film and submitting a one-page response (for a total of up to three points). Approved events will be announced in class.

**ACCOMMODATIONS:** Students with disabilities should register with the Office of Accessible Education (563 Salvatierra Walk, Stanford 94305; 723-1066 or 723-1067/TTY); please inform Professor Freedman during the first week of class if you will need any accommodations (confidentiality assured).

***PLEASE TURN OFF CELL PHONES DURING CLASS; LAPTOPS SHOULD BE USED FOR NOTE TAKING ONLY.***

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

### **3/31 WHY WOMEN'S HISTORY?**

Overview of approaches to the study of women in history; introductions, overview of course and requirements

Peggy Pascoe, "Ophelia Paquet, a Tillamook Indian Wife: Miscegenation Laws and the Privileges of Property," **WA** 363-368

Kristin Hoganson, "'As Badly off as the Filipinos': U.S. Women's Suffragists and the Imperial Issue at the Turn of the Twentieth Century" (2001) **CW**

### **4/2 VICTORIAN LEGACIES**

How did nineteenth-century ideas about women influence the "New Woman," and what critiques of American gender and racial systems emerged during the 1890s?

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

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

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

Start reading *Bread Givers* for section discussion next week.

## **Sign up for sections on CourseWork by 9 a.m. on 4/4**

### **4/7 IMMIGRANTS, MIGRANTS, WORKERS IN THE EARLY TWENTIETH CENTURY**

#### **4/9 NEW EDUCATIONAL AND PROFESSIONAL OPPORTUNITIES**

What challenges did immigrant and working-class women face in America's expanding urban and industrial economy? How did race and class influence their opportunities? Why was education so important to these women? How did women from working-class and middle-class backgrounds interact?

Yeziarska, *Bread Givers*

Judy Yung, "Unbound Feet: From China to San Francisco's Chinatown," **WA** 378-386

Docs: **WA** 356-362 (Zitkala-Ša and Mary McLeod Bethune), 417-419 (Pauline Newman)

Indian Boarding School Letters (1907, 1910) **CW**

Rec: Glenda Elizabeth Gilmore, "Forging Interracial Links in the Jim Crow South,"

**WA** 368-378

Annelise Orleck, "From the Russian Pale to Labor Organizing in New York City,"

**WA** 386-402

Rec website: Triangle Fire **CW**

**First section meetings this week; submit a two-page reading response.** Your response can focus on the novel, but be sure to address the primary source guidelines (below, p. 9) in relation to the historical documents. Think, too, about Yung's essay in relation to Yeziarska's novel.

4/14 **SEXUALITY, REPRODUCTION, AND WOMEN'S HEALTH**

4/16 **CONSUMERISM AND POPULAR CULTURE**

How did the consumer economy of the early twentieth century influence cultural meanings related to women's bodies—including health, contraception and abortion, and sexuality—for working-class and middle-class women? How did the meaning of women's same-sex relationships change when heterosexual and lesbian identities emerged?

Charlotte Perkins Gilman, "The Yellow Wallpaper" (1899) **CW**

Gilman, "Why I Wrote the Yellow Wallpaper" (1913) **CW**

Vicki Ruiz, "The Flapper and the Chaperone: Mexican American Teenagers in the Southwest," **WA** 477-484

"IT" (in class film screening/discussion)

Docs: **WA** 432-440 (Margaret Sanger)

Sanger, "Morality and Birth Control" (1918) **CW**

Cora Anderson/Ralph Kerwinieo (1914) **CW**

Rec: Joan Jacobs Brumberg, "Fasting Girls: The Emerging Ideal of Slenderness in American Culture," **WA** 451-459

Rec website: Margaret Sanger Papers Project **CW**

4/21 **FROM SOCIAL REFORM TO SUFFRAGE**

4/23 **FEMINISM BEFORE AND AFTER SUFFRAGE**

What experiences politicized American women to bring about national suffrage by 1920? What were the radical and conservative alternatives to suffrage and women's rights? What happened to women's movements after national suffrage? Did women's activism cross race lines?

Kathryn Kish Sklar, "Florence Kelley and Women's Activism in the Progressive Era," **WA** 402-414

Nancy F. Cott, "Equal Rights and Economic Roles: The Conflict over the Equal Rights Amendment in the 1920s," **WA** 441-451

Docs: **WA**, 415-416 (*Muller v. Oregon*), 431-432 (*Adkins v. Children's Hospital*)

Emma Goldman, "The Tragedy of Women's Emancipation" (1906) **CW**

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

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

Jessie Daniel Ames, "Southern Women and Lynching" (1936) **CW**

Rec: Rebecca Edwards, "Pioneers at the Polls: Woman Suffrage in the West," **WA** 342-349

Patricia A. Schecter, "Ida B. Wells and *Southern Horrors*," **WA** 349-355

Ellen Carol Dubois, "The Next Generation of Suffragists: Harriot Stanton Blatch and Grassroots Politics," **WA** 420-426

Rec websites: Suffragist Scrapbooks **CW**

1913 Suffrage Parade **CW**

4/28 WORK, FAMILY, AND CULTURE IN THE INTER-WAR DECADES I

4/30 WORK, FAMILY, AND CULTURE IN THE INTER-WAR DECADES II

How did national economic trends—such as consumerism and the Great Depression—affect women’s entry into wage labor and family/personal life? How did women’s concerns influence the New Deal?

Ruth Schwartz Cowan, “The ‘Industrial Revolution’ in the Home: Household Technology and Social Change in the Twentieth Century,” **WA** 484-492

“Women of Summer” (in class film screening/discussion)

Leslie J. Reagan, “When Abortion Was a Crime: Reproduction and the Economy in the Great Depression,” **WA** 506-511

Jacqueline Jones, “Harder Times: The Great Depression,” **WA** 512-515

Docs: Rose Pesotta, “Subterranean Sweatshops in Chinatown” (1934) **CW**  
**WA** 516-518 (Dollinger)

Rec: Jacquelyn Dowd Hall, “Disorderly Women: Gender and Labor Militancy in the Appalachian South,” **WA** 493-505

Alice Kessler-Harris, “Designing Women and Old Fools: Writing Gender into Social Security Law,” **WA** 519-529

Rec websites: Migrant Mother **CW**

Lesbians between the World Wars **CW**

### **FIRST GRADED ESSAY DUE IN CLASS (AND ON EMAIL) 5/5**

Complete guidelines will be posted on CourseWork, but to give you food for thought as you review the first half of the course: in this paper use relevant primary documents and secondary sources to **explain both change and continuity in women’s activities in the public sphere from the 1890s to the 1930s**. Choose a specific topic (such as wage labor, sexuality, or reform) but synthesize materials over the first half of the course, not just from one or two weeks’ worth of readings and lectures.

In reviewing your topic, think about what changed and why, and what patterns persisted and why, in the transition from Victorian to modern womanhood. Draw on the ideas, activities, and images in the required readings, lectures, and films to make your points. (You may also use recommended readings and documents if you feel they will enhance the treatment of your topic, but you are not required to do so.) Choose several specific examples and show how they support your overall argument. Be sure to take into account any important distinctions, such as those rooted in class, race, ethnicity, and region.

You should consult with your section leader about the topic, and if you wish to get feedback on an outline please submit it by 4/30; for feedback on a first draft, please submit it by 5/2.

Important instructions:

**BE SURE TO PLACE YOUR NAME ON THE COVER PAGE ONLY; DO NOT INCLUDE YOUR NAME IN THE BODY OF THE PAPER OR IN HEADERS/FOOTERS.**

5/5 WWII: MOBILIZATION AND DEMOBILIZATION

5/7 “The Life and Times of Rosie the Riveter” (in class screening/discussion)  
Was World War II a turning point in women’s labor history? If so, for which women?

Valerie Matsumoto, “Japanese American Women during World War II,” **WA** 537-543  
Lemke-Santangelo, *Abiding Courage: African American Migrant Women and the East Bay Community*, pp. 1-21, 33-152, 179-182

Docs: Pauli Murray, “I had entered law school . . .,” **WA** 635-644  
“Equal Rights: How Not to Get Them” (1943) **CW**

Mary Anderson, Congressional Testimony on Equal Pay Act (1950) **CW**

Rec: Ruth Milkman, “Gender at Work: The Sexual Division of Labor during World War II,”  
**WA** 553-565

Blanche Wiesen Cook, “Storms on Every Front: Eleanor Roosevelt and Human Rights at Home and in Europe,” **WA** 530-536

Beth Bailey and David Farber, “Prostitutes on Strike: The Women of Hotel Street during World War II,” **WA** 544-553

Rec website: 30-minute audio documentary on the WASPS **CW**

**By 5/10: Submit to your section leader the name and year (or decade) of birth of your oral history subject and the scheduled date of the interview. Be sure to complete the interview before the end of May! See interview guidelines at the end of the syllabus and consult the questions/forms on Coursework to prepare for the interview.**

5/12 COLD WAR AMERICA: SYMBOLS, SEX, AND POLITICS

5/14 COLD WAR AMERICA: WOMEN’S LABOR AND FAMILY LIFE

How accurate are the popular images of Cold War America as an era of revived domesticity in light of the history of labor and family life? Who did *not* fit the ideal?

Susan K. Cahn, “‘Mannishness,’ Lesbianism, and Homophobia in U.S. Women’s Sports,” **WA** 598-607

Joyce Antler, “Imagining Jewish Mothers in the 1950s,” **WA** 607-616

Susan J. Douglass, “Why the Shirelles Mattered,” **WA** 660-663 (longer version on **CW**)

Docs: Percentage of Adult Women in U.S. Paid Labor Force (1900-2000) **CW**

Interview: Mary Luna (1981), listen to Segment 7 (rrrmluna7.mp3), from 15:11 minutes to 27:15 minutes and read transcript excerpt **CW**

Rec: Estelle Freedman, “Miriam Van Waters and the Burning of Letters,” **WA** 591-598

5/19 POLITICAL AND PERSONAL SEEDS OF CHANGE, 1950-1970

5/21 "Salt of the Earth" (in class film/discussion)

Can we detect the seeds of a new women's politics in the post-war decades, particularly in labor, civil rights, and peace movements?

Daniel Horowitz, "Rethinking Betty Friedan and the Feminine Mystique," **WA** 577-590

Amy Swerdlow, "Ladies' Day at the Capitol: Women Strike for Peace versus HUAC,"

**WA** 617-630

Charles Payne, "A Woman's War: African American Women in the Civil Rights Movement,"

**WA** 631-634

Docs: **WA** 645-649 (*Hoyt, Taylor* cases)

"The Ladder: A Lesbian Review" November 1956 issue **CW**

Interviews: Barbara Gittings (1993) **CW**

Faith Petric excerpt **CW**

Rec: Deborah Rosenfelt, "We, the Women," in *Salt of the Earth* (1978) **CW**

Rec docs: Interview: Dorothy Height (2003) **CW**

Report of the President's Commission on the Status of Women (1963) **CW**

5/26 **NO CLASS**

5/28 THE REVIVAL OF AMERICAN FEMINISM, 1960s-1970s

Why a feminist revival now? How did civil rights and radical movements influence the variety of feminist politics that emerged after the 1960s?

Susan Ware, *Game, Set, Match: Billie Jean King and the Revolution in Women's Sports*, Prologue (2011) **CW**

Annelise Orleck, "'If It Wasn't for You, I'd Have Shoes for My Children': The Political Education of Las Vegas Welfare Mothers" (1997) **CW**

Nancy MacLean, "The Hidden History of Affirmative Action: Working Women's Struggles in the 1970s and the Gender of Class" (1999) **CW**

Docs: **WA** 691-703 (Friedan, Hanisch, Redstockings, Radicalesbians, Mainardi)

**WA** 719-725 (ERA, Title IX, *Frontiero v. Richardson*)

Interview: Women in the Foreign Service (pp. 8-14, 27-30) **CW**

Rec: Jane Sherron DeHart, "Second-Wave Feminists and the Dynamics of Social Change," **WA** 672-690

Elizabeth L. Wollman, "Women and the Music Industry in the 1970s" **CW**

Rec docs: "The Ladder: A Lesbian Review" August-September 1972 issue (compare to November 1956 issue) **CW**

Debate over sex amendment to Title VII of the Civil Rights Act of 1964 **CW**

"Masters of War" (Womankind, 1971) **CW**

Rec website: Vimeo, formation of the Chicago Women's Liberation Union **CW**

Rec film: "The Campaign" (2013) (5/28 7:30 p.m., Jordan Hall) extra credit

**Student suggestions for final essay topics (optional) due 6/1 (email [njmarine@stanford.edu](mailto:njmarine@stanford.edu)).**

6/2: COMPLICATING AMERICAN FEMINISM, 1970s-2000s

6/4: RECENT WOMEN'S HISTORY AND COURSE REVIEW

In what ways was "sisterhood" complicated by race, class, and sexuality, and by politically conservative women? How did gender systems and family life change in the late twentieth century? At the last class we will have a (participatory) musical review of themes of the class, share oral history reports, and look both backwards over course themes and towards the future.

Susan Applegate Krouse, "What Came Out of the Takeovers: Women's Activism and the Indian Community School of Milwaukee" (2003) **CW**

Estelle B. Freedman, *Redefining Rape*, 276-289 (2013) **CW**

Photo Essay, **WA** 460-476

Docs: Susan Faludi, *Backlash: The Undeclared War Against American Women*, 9-14, 75-95, 363-387 (1991) **CW**

**WA** 704-711 (Chavez, "Women in the Asian Movement," Combahee River Collective), 714-718 (Schlafly), 725-734 (*Roe v. Wade*; *Planned Parenthood v. Casey*), 773-776 (*Goodridge v. Mass Dept of Health*), 779-780 (Clinton), 743-745 (VAWA)

Rec docs: **WA** 766-776 (Rethinking Marriage)

Sister Joan Chittister, "Working for Gender Justice Saves Lives" (2010) **CW**

**No section meetings this week; bring a 1-2 page analysis of the readings and documents to class on 6/2.**

**Oral history analysis due in class 6/4; prepare a five-minute report on major themes of your oral history analysis, to present in small groups during class.**

## **SECOND GRADED ESSAY**

We will provide guidelines for thinking about this paper during the last weeks of the class. Formal paper topic choices and instructions for the essay will be distributed at the last class. Please submit both hard copies of your final essays to the history department office and an email attachment to Natalie Marine-Street ([njmarine@stanford.edu](mailto:njmarine@stanford.edu)) by the deadlines: **graduating seniors due 10 a.m., 6/11; all others due 10 a.m., 6/12.**

**REMEMBER TO PLACE YOUR NAME AND THE QUESTION NUMBER ONLY ON THE COVER PAGE; DO NOT INCLUDE YOUR NAME IN THE BODY OF THE PAPER OR IN HEADERS/FOOTERS.**

**Reminder: for assistance with paper writing, consult with Christine Alfano:** tutoring hours (room 247, Tuesdays 11:30am-1:30pm) or by appointment ([alfano@stanford.edu](mailto:alfano@stanford.edu)).

## GUIDELINES FOR SECTION READING RESPONSES

Your section leader may give you specific prompts to help focus your weekly reading responses, but the following general advice applies to all of the assignments:

**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, and to lectures? 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? What questions do you hope to discuss in section?

**Primary sources, including novel (*Bread Givers*):** Identify and provide historical context for the author. When was the text written? What was the purpose of the document or intent of the author? To whom was it addressed/who was the intended audience? How do 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?

## 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 1935, who will agree to meet with you. You can interview an 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 eighty 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**; we have some contacts with 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.). You may interview a long-distance subject by phone or Skype, but face to face is preferable.

To prepare for the interview, review course readings relevant to your subject's life. We will view excerpts from oral interviews in films, listen to voice recording, 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, paid and unpaid; political activity; religious life; motherhood; sexuality; depression and war; the impact of feminism).

When you meet with your subject, take good notes and if possible record the interview. **Be sure to have the subject sign the permission form that is available on CourseWork and submit this form with your paper.** Begin the interview with a very brief family background and questions about the subject's mother's life (place of birth, education, age of marriage, unpaid or paid work experience) to give

perspective on generational change. Then focus on specific (though open-ended) questions you have prepared on your chosen topic(s). Some women may 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 4**, will be graded on the quality of the historical context you provide—how you apply what we have learned in class—and not on the subject’s life. Like other papers, it cannot be handed in late. **The paper must include the signed permission form.**

If you are able to record the interview, please offer a copy of the recording to the subject. You may or may not want to offer a copy of your paper, depending on whether you think you might censor your analysis or writing. During the last class students will present the most important insights from the interviews.

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### **PIONEERING WOMEN AT STANFORD PROJECT INTERVIEW OPTION**

The Stanford Historical Society’s Oral History Program’s new “Pioneering Women” project will record the life stories of the first women hired at Stanford about initial faculty appointments, salaries, tenure, and research, as well as experiences dealing with students, their male counterparts, and the University administration. Each student will interview one woman faculty member, assigned from an established list of interviewees. Training and tasks to be completed total 30 hours, including conducting background and archival research (8-10 hours), conducting the interview (1.5 to 2 hours per session, up to two sessions), and post-interview processing, including lightly editing the transcript and facilitating the interviewee review (10-12 hours).

Students must be able to participate in four hours of training on oral history methodology during the first two weeks of the quarter, led by oral historian Allison Tracy. Recording equipment and training materials will be provided. Those who complete the training may register for one unit of directed reading through the Program in Feminist, Gender, and Sexuality Studies or through the History Department. Students who successfully complete the project may continue to participate in subsequent quarters, interviewing one subject per quarter for one unit of directed research credit. Students in History 161 who participate in this extra credit option can use their interviews for the oral history paper

Interested students should send an application letter and resume by the first day of the quarter to Allison Tracy (aktracy@stanford.edu). State any relevant course background or work experience and please include a schedule reflecting your classes and other commitments for the quarter.