

History 161, Spring 2008
5 units, graded only
Mon/Wed 1:15-3:05 (+ 1hr section)
GER 3b (Social Science) and 4c (Gender)

Professor Estelle Freedman
History, Rm 07 (3-4951)
Mondays, 3:15-5:15 p.m.
TAs: Lori Flores, Kendra Tappin

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 change, 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**) (\$63.00)

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) (\$21.95)

In addition, a small Course Reader (**CR**) (CopySource, available 4/7) contains four required articles; all other required reading appears on CourseWork (**CW**), under Materials, Documents, by week.

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

Please turn off cell phones during class and disable wireless connections for laptops, which can be used for note taking only.

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.

WRITTEN WORK:

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

Midterm essay (5-7 pages) due **5/5**

Oral history analysis (5-6 pages) due **6/2**

Short identifications (from list generated by students) (**graded, 2-3 pages, in class 6/4**)

Final essay (7-9 pages) due **6/9** for Graduating Seniors, **6/11** 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 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 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 (*Bread Givers*): 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 over the quarter also counts!)

25% Section (attendance, promptness, participation, responses)

25% Midterm essay (relevant/accurate content, power of analysis, clarity of structure/style)

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

10% Oral history analysis (you are graded on your analysis, NOT on the life of your subject!)

10% Identifications (relevance, accuracy)

DATES, TOPICS, AND REQUIRED READINGS/FILMS

4/2 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 *Bread Givers*

Sign up for sections on CourseWork by 4/5

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

4/9 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* (discuss in section, submit reading response)

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

Indian Boarding School Letters (1907, 1910, CW)

First section meetings this week

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

4/16 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)

Vicki Ruiz, "Star Struck: Acculturation, Adolescence, and Mexican American Women, 1920-1950," (CR)

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

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

4/21 FROM SOCIAL REFORM TO SUFFRAGE

4/23 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, Link CW)

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

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

NAACP, "Plan Organization of 1,000,000 Women to Stop Lynching in United States," (1922, Link CW)

Jessie Daniel Ames, "Southern Women and Lynching" (1936, Link 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
 “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)
 Doc: Rose Pesotta, “Subterranean Sweatshops in Chinatown” (1934, Link CW)

MID-TERM ESSAY DUE BEFORE CLASS 5/5.

Using relevant primary documents and secondary sources, choose a specific topic (such as wage labor, sexuality, reform) that allows you to explore change and continuity in women’s activities in the public sphere from 1890 to 1930. For your topic, think about how you would characterize the transition from Victorian to modern womanhood. Draw on the ideas, activities, and images you have encountered in the required readings, lectures, and films to explore this transition. In your paper, develop several specific examples that support your overall argument. Be sure to take into account any important distinctions, such as those rooted in class, race, ethnicity, and region. (6-7 pages; complete instructions and guidelines will be available on CourseWork)

- 5/5 WWII: MOBILIZATION AND DEMOBILIZATION I
 5/7 WWII: MOBILIZATION AND DEMOBILIZATION II
 “The Life and Times of Rosie the Riveter” (in class screening/discussion)
 Lemke-Santangelo, *Abiding Courage: African American Migrant Women and the East Bay Community*, pp. 1-21, 33-182
 Docs: Chizuko Norton, Mitsuko Hashiguchi, Internment Oral History Excerpts
 (Link CW or in class)

By 5/8: Submit to your section leader the name and year (or decade) of birth of your oral history subject and the scheduled date of your interview. Be sure to complete the interview before the end of May!

- 5/12 COLD WAR AMERICA: SYMBOLS, SEX, AND POLITICS
 5/14 “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-Stor link on CW)
 Susan Douglass, “Why the Shirelles Mattered,” from *Where the Girls Are* (CR)
 Deborah Rosenfelt, “We, the Women,” in *Salt of the Earth* (CR)

- 5/19 TRANSFORMATIONS IN WOMEN'S LABOR AND POLITICS, 1950-1970, I
5/21 TRANSFORMATIONS IN WOMEN'S LABOR AND POLITICS, 1950-1970, II
Charles Payne, "Ella Baker and Models of Social Change" (Ch. 16, 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)
"Equal Rights: How Not to Get Them" (1943, Link CW)
Mary Anderson, Congressional Testimony on Equal Pay Act (1950, Link CW)
Pauli Murray, "Testimony before the House Committee on Education and Labor" (1970, Link CW)

- 5/26 MEMORIAL DAY - NO CLASS
5/28: THE REVIVAL OF AMERICAN FEMINISM, 1970s-1990s
Cynthia Harrison, "A New Women's Movement: The Emergence of the National Organization for Women," (Ch. 17, WP)
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, Link CW)
First National Chicana Conference, Workshop Resolutions (1970, Link CW)
Carolyn Kortge, "Schlafly Says Women's Movement Is Dying in an Anti-Feminist Surge" (1977, Link CW)
Congressional Testimony re: Violence Against Women Act (1993, Links CW)
Eleanor Smeal, Feminist Majority, and Elizabeth Symonds, ACLU

Last sections meet this week

Oral history analysis due in class 6/2; prepare five-minute report on major themes of your oral history, to present in class.

- 6/2: TOWARDS A NEW CENTURY
Mary Ryan, "New Immigrants Meet Postmodernity," (CR)
Oral history paper due in class; short reports
Distribution of take-home final essay questions
6/4: COURSE OVERVIEW
In class identifications (from list on CourseWork)
Course Summary and musical review

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 8**. (If you have difficulty locating a subject, please let instructors know by **APRIL 21**; we have a few names of older women in the East Bay.) 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 distant relative by phone, although 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 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. **Be sure to have the subject sign the permission form that is available on CourseWork and submit this form with your paper.** Begin with a very brief family background and 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. You may want to ask some questions about the life of the subject's mother (place of birth, education, age of marriage, unpaid or paid work experience) to give further perspective on generational change.

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 2, 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 tape the interview, you can 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 you think you might censor your analysis or writing. During the last week of classes students will present the most important insights from the interviews.