

History 6335.501

Historiography of U.S. Women's History

Fall 2015
Wednesday 7-9:45 pm
JO 4.708
Office hours: Tuesdays 2-3 pm & Wednesdays 4:15-5:15 pm

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This course is designed to familiarize students with the changing scholarly landscape of women's and gender history, and prepare them to take part in it. We will examine the contours of debate between scholars and hone skills in how to join the historical conversation. Fundamental questions guiding the course include: How do historians "do" the history of women and gender? What is gained by an understanding of women's and gender history? What reconsiderations does a gendered perspective provoke for U.S. history?

Office hours

I strongly encourage you to visit me during my office hours to discuss the class, writing, or studying history in general. I look forward to getting to know each student as an individual. **Please make sure to see me at least once**, preferably before mid-quarter. My office hours are Tuesdays 2-3 pm & Wednesdays 4-5 pm, and by appointment. Feel free to email me during the week as well, but allow 24 hours for me to respond. Many questions can best be discussed in person, so it is often best to ask during office hours.

Course Requirements

Attendance: Your attendance and participation every week is critical. Please arrive promptly and come prepared to speak with your classmates about the material. Excused absences will only be granted with advance notice or for a documented emergency and must be made up with a written reading response. Each unexcused absence will result in a lowered grade. If you have any questions about this policy, please see me at the beginning of the semester.

Participation: I encourage each student to see her/himself as a co-facilitator of the discussion: keep an eye on where the discussion is going and actively participate in a respectful manner. If there are ten people in the group, challenge yourself to speak about one-tenth of the time (speaking up or stepping back accordingly). Bring copies of the assigned reading with you to class. Please ensure cell phones are silent and put away. Please do not use any recording devices without my prior written consent.

Assignments

This class emphasizes writing as a key skill and an incremental and creative process of communication and of intellectual growth. Therefore, each writing assignment will involve

revision. Deadlines are both useful as a productive urge and are logistically necessary; late papers will be graded down a full grade for each 24 hours late. All work must be original.

15% Essay analyzing a primary source (5 pages), Due by Week 5: Find a short historical source (e.g. a newspaper article, speech, short film, or image) related to a topic in women's history. Contextualize the source and your analysis of it in relation to the relevant week's reading. Explain how the source supports, expands, and/or contradicts the arguments in the reading. [Example: A photograph of female activists demonstrates both the strength of Cold War-era feminine norms, and that many women defied their stereotypical limitations, as Joanne Meyerowitz argues in *Not June Cleaver*.]

15% Essay analyzing secondary sources (5 pages), Due by Week 8: Evaluate and put scholarship in conversation. Compare and contrast a specific aspect of women's or gender history using TWO scholarly works from the course reading. The essay will be organized around your analysis of how two historians made their arguments about a shared historical subject OR how they approached sources. [Example: An essay examines how two texts used legal sources, what arguments they asserted, which elements were most convincing, and how they are or are not in conversation.]

40% Historiographical essay: Analyze the state of the field for a particular aspect of women's history. Draw from at least three course readings and ONE ADDITIONAL BOOK (these can build upon but must be in addition to the analytical essay sources) to address these questions: How have historians addressed a core concept in the current literature? How do new literature and a gendered perspective recast American history? The essay will be organized around your analysis of the historical interpretation of the shared subject. Summaries of the works are important but should serve to compare, contrast, and evaluate. Look in historical journals and *Reviews in American History* for examples; more information will be provided in class. [Example: An essay examines how five different historians address women and American imperialism, and how those histories contribute to understanding foreign relations.]

- **Initial Draft (10 pages) [worth 15% of final grade] Due Week 13**

- **Final Draft (12 pages) [worth 25% of final grade] Due Week 15**

See <http://www.cgu.edu/pages/840.asp> for more information on historiographies from Claremont Graduate University.

25% Participation and discussion questions: Please share on the class Google Doc TWO thoughtful discussion questions for that day's class, by 5 pm the day before class. Please read those of your classmates, and they will form the basis for that day's discussion. At the beginning of each class, we will spend 5-10 minutes preparing brief responses to the week's reading in small groups, based on the questions posed by the group. These "start-ups" are intended to generate stimulating discussions and a roadmap of the texts discussed.

5% Leading discussion: Early in the course, we will circulate sign-ups to share responsibility for leading discussion. To complete this assignment you must meet with me **the week before the discussion** with questions and key themes already prepared. Leaders should read at least two

academic book reviews or historiographical essays about the reading. You will need to encourage fellow students to analyze the reading and put sources in conversation.

Class Evaluation:

5% Leading discussion

25% Participation, including discussion questions and start-ups

15% Primary source essay

15% Secondary sources essay

15% Self-revised historiographical essay

25% Final historiographical essay

Texts:

Mary Beth Norton, *Founding Mothers and Fathers: Gendered Power and the Forming of American Society* (New York: Knopf), 1996.

Toni Morrison, *A Mercy* (New York: Knopf), 2008.

Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (New York: Knopf), 1990.

Martha Hodes, *White Women Black Men: Illicit Sex in the Nineteenth-Century South* (New Haven: Yale University Press), 1997.

Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (New York: Oxford University Press), 2009.

Nan Enstad, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century* (New York: Columbia University Press), 1999.

Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth Century America* (Princeton: Princeton University Press), 2009.

Valerie Matsumoto, *City Girls: The Nisei Social World in Los Angeles, 1920-1950* (New York: Oxford University Press), 2014.

Michelle Nickerson, *Mothers of Conservatism: Women and the Postwar Right* (Princeton: Princeton University Press), 2012.

Danielle McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance – A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power* (New York: Knopf), 2010.

Anne Enke, *Finding the Movement: Sexuality, Contested Spaces, and Feminist Activism* (Durham, NC: Duke University Press), 2007.

Nancy Cott, *Public Vows: A History of Marriage and the Nation* (Cambridge, MA: Harvard University Press), 2000.

Laura Briggs, *Somebody's Children: The Politics of Transnational and Transracial Adoption* (Durham, NC: Duke University Press), 2012.

Learning Outcomes (see also: the American Historical Association Tuning Project)

Students will:

- Demonstrate in writing and oral presentation how various sources may be synthesized
- Make and evaluate historical interpretations based on evidence and with historical context
- Engage a diversity of viewpoints in a civil and constructive fashion while recognizing the value of conflicting narratives and evidence
- Understand that the ethics and practice of history mean recognizing and building on other scholars' work, peer review, and citation

Student Services and Obligations

Excellent resources for writing help and oral presentations are available for all students at the Student Success Center and the Writing Center:

<http://www.utdallas.edu/studentsuccess/writing/index.html>

This course is accessible to all types of learners. I strongly encourage students with disabilities to notify me if it will help their learning experience in this course. Students who may need an academic accommodation should initiate it through the Office of Student AccessAbility: <http://www.utdallas.edu/studentaccess/>.

All work must be original for this class. Students are responsible for understanding and complying with standards for academic integrity. For more details please consult:

<http://www.utdallas.edu/deanofstudents/bigfour/> and/or UT Dallas Syllabus Policies and Procedures: <http://go.utdallas.edu/syllabus-policies>.

8/26 Week 1: Framing the Field

Cornelia H. Dayton and Lisa Levenstein, "The Big Tent of U.S. Women's and Gender History: A State of the Field," *The Journal of American History* (Dec. 2012), pp. 793-817

Clay Shirky, "Why I Just Asked My Students to Put Their Laptops Away," *Medium*, September 8, 2014.

9/02 Week 2: Early Anglo-America, Intellectual & Social History

Mary Beth Norton, *Founding Mothers and Fathers: Gendered Power and the Forming of American Society* (1996)

Recommended:

Albert Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California*

Ramón Gutiérrez, *When Jesus Came the Corn Mothers Went Away*

Elizabeth Reis, "Impossible Hermaphrodites: Intersex in America, 1620-1960," *The Journal of American History* 92:2 (Sep. 2005), pp. 411-441.

9/09 Week 3: Gender & Slavery, Historical Fiction

Toni Morrison, *A Mercy* (2008)

Recommended:

Kathleen Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*

Jennifer Morgan, *Laboring Women: Reproduction and Gender in New World Slavery*

9/16 Week 4: Early Nation, Microhistory

Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (1990)

Recommended:

Linda Kerber, *Women of the Republic: Intellect and Ideology in Revolutionary America*

Sharon Block, *Rape and Sexual Power in Early America*

9/23 Week 5: Victorian America, Invisible Histories

Primary Source essay due by Week 5 – or earlier – via email by 7 pm (bring hard copy to class)

Martha Hodes, *White Women Black Men: Illicit Sex in the Nineteenth-Century South* (1997)

Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America," *Signs* 1:1 (Aut. 1975), pp. 1-29.

Recommended:

Allyson Hobbs, *A Chosen Exile: A History of Racial Passing in American Life*

Gerda Lerner, *The Grimké Sisters from South Carolina: Pioneers for Women's Rights and Abolition*

9/30 Week 6: Nineteenth & Twentieth Centuries, Legal History

Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (2009)

Recommended:

Paula Giddings, *When and Where I Enter: The Impact of Black Women on Race and Sex in America*

Crystal Feimster, *Southern Horrors: Women and the Politics of Rape and Lynching*

Glenda Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*

Linda Gordon, *The Great Arizona Orphan Abduction*

10/07 Week 7: Early 20th Century, Labor & Consumer History

Nan Enstad, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century* (1999)

Recommended:

Annelise Orleck, *Common Sense and a Little Fire: Women and Working-Class Politics in the United States, 1900-1961*

Kathy Peiss, *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*

Alice Kessler-Harris, *Out to Work: A History of Wage-Earning Women in the United States*

Vicki Ruiz, *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950*

Vicki L. Ruiz, "The Flapper and The Chaperone," in *From Out of the Shadows: Mexican Women in Twentieth-Century America*

10/14 Week 8: Twentieth Century, Political History & History of Sexuality

Secondary Source essay due by Week 8 – or earlier – via email by 7 pm (hard copy to class)

Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth Century America* (2009) **Introduction & Part I (pp. 1-136) [Part II is recommended but optional]**

Estelle B. Freedman, "The Burning of Letters Continues": Elusive Identities and the Historical Construction of Sexuality," *Journal of Women's History* 9: 4 (Winter 1998), 181-200

Recommended:

Nan Boyd, *Wide-Open Town: A History of Queer San Francisco to 1965*

Marcia Gallo, *Different Daughters: A History of the Daughters of Bilitis and the Rise of the Lesbian Rights Movement*

Alice Kessler-Harris, *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in 20th-Century America*

10/20 Week 9: World War II, Social & Ethnic History

Valerie Matsumoto, *City Girls: The Nisei Social World in Los Angeles, 1920-1950* (2014)

Recommended

Allan Bérubé, *Coming Out Under Fire: The History of Gay Men and Women in World War II*

Ramirez, Catherine. *The Woman in the Zoot Suit: Gender, Nationalism and the Cultural Politics of Memory*. Durham, NC: Duke University Press, 2009.

10/28 Week 10: Cold War, Political History

Michelle Nickerson, *Mothers of Conservatism: Women and the Postwar Right* (2012)

Recommended:

Daniel Horowitz, *Betty Friedan and the Making of The Feminine Mystique: The American Left, The Cold War, and Modern Feminism*

Amy Swerdlow, *Women Strike for Peace: Traditional Motherhood and Radical Politics in the 1960s*

Joyce Antler, *You Never Call! You Never Write!: A History of the Jewish Mother*

Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*

Rebecca Jo Plant, *Mom: The Transformation of Motherhood in Modern America*

David K. Johnson, *Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*

Lori A. Flores, "An Unladylike Strike Fashionably Clothed: Mexicana and Anglo Women Garment Workers Against Tex-Son, 1959–1963," *Pacific Historical Review*, Vol. 78, No. 3 (August 2009), pp. 367-402

11/04 Week 11: Civil Rights, History of Sexuality

Danielle McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance – A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power* (2010)

Recommended:

Estelle Freedman, *Redefining Rape: Sexual Violence in the Era of Suffrage and Segregation*

Jane De Hart, *Sex, Gender, and the Politics of Sex: A State and A Nation*

Annelise Orleck, *Storming Caesar's Palace: How Black Mothers Fought Their Own War on Poverty*

11/11 Week 12: Women's Liberation Movement, Spatial History

First (ungraded) draft of historiographical essay DUE via email by 7 pm – bring hard copy for in-class workshop

Anne Enke, *Finding the Movement: Sexuality, Contested Spaces, and Feminist Activism* (2007)

Recommended:

Ruth Rosen, *The World Split Open: How the Modern Women's Movement Changed America, Revised and Updated*

Jane F. Gerhard, *Desiring Revolution: Second-Wave Feminism and the Rewriting of American Sexual Thought, 1920 to 1982*

Winifred Breines, *The Trouble Between Us: An Uneasy History of White and Black Women in the Feminist Movement*

Elizabeth L. Kennedy and Madeline D. Davis, *Boots of Leather, Slippers of Gold: The History of a Lesbian Community*

11/18 Week 13: Reproductive Politics, Comparative Approaches

Historiographical essay (revised first draft) DUE via email by 7 pm (bring hard copy to class)

Linda Gordon, "Voluntary Motherhood; The Beginnings of Feminist Birth Control Ideas in the United States" *Feminist Studies*, Vol. 1, No. 3/4, Special Double Issue: Women's History (Winter - Spring, 1973), pp. 5-22

Harold L. Smith, "All Good Things Start With the Women": The Origin of the Texas Birth Control Movement, 1933–1945," *The Southwestern Historical Quarterly*, Vol. 114, No. 3 (January, 2011), pp. 252-285

Andrea Tone, "Contraceptive Consumers: Gender and the Political Economy of Birth Control in the 1930s," *Journal of Social History*, Vol. 29, No. 3 (Spring, 1996), pp. 485-506

Recommended:

Leslie Reagan, *When Abortion Was a Crime: Women, Medicine, and Law in the United States, 1867-1973*

Wendy Kline, *Bodies of Knowledge: Sexuality, Reproduction, and Women's Health in the Second Wave*

Donna Hightower Langston, "American Indian Women's Activism in the 1960s and 1970s," *Hypatia* 18:2, pp. 114–132.

12/02 Week 14: Colonial to Present, Family History

Nancy Cott, *Public Vows: A History of Marriage and the Nation* (2000)

Rachel Hope Cleves, "What, Another Female Husband?: The Prehistory of Same-Sex Marriage in America," *Journal of American History* 101:4 (Mar. 2015), pp. 1055-1081.

Recommended:

Podcast with Rachel Cleves about her article (36 min.):

<http://www.journalofamericanhistory.org/podcast/program/201503.mp3>

Estelle Freedman and John D'Emilio, *Intimate Matters: A History of Sexuality in America*

12/09 Week 15: Late Twentieth Century, Transnational & Family History

Historiographical essay (final draft) DUE 12/09 via email by 7 pm (bring hard copy to class)

Laura Briggs, *Somebody's Children: The Politics of Transnational and Transracial Adoption* (2012)

Recommended:

Daniel Rivers, *Radical Relations: Lesbian Mothers, Gay Fathers, and Their Children in the United States since World War II*

Judy Tzu-Chun Wu, *Radicals on the Road: Internationalism, Orientalism, and Feminism during the Vietnam Era*

DATES TO REMEMBER		
Due by Week 5 9/23 (or earlier)	Essay analyzing a primary source (5 pages) Submit via email AND hard copy	Find a short historical source (e.g. a newspaper article, speech, short film, or image) related to a topic in women's history. Contextualize the source and your analysis of it in relation to the relevant week's reading. Explain how the source supports, expands, and/or contradicts the arguments in the reading.
Due by Week 8 10/14 (or earlier)	Essay analyzing secondary sources (5 pages) Submit via email AND hard copy	Evaluate and put scholarship in conversation. Compare and contrast a specific aspect of women's or gender history using TWO scholarly works from the course reading. The essay will be organized around your analysis of how two historians made their arguments about a shared historical subject OR how they approached sources.
Week 12 11/11	Historiographical essay First Draft Bring hard copy to class	Bring your initial draft to class for in-class discussion and peer feedback
Week 13 11/18	Historiographical essay (10 pages) Initial Draft (after self-revision) Submit via email AND hard copy	Analyze the state of the field for a particular aspect of women's history. Draw from at least three course readings and ONE ADDITIONAL BOOK (these can build upon but must be in addition to the analytical essay sources) to address these questions: How have historians addressed a core concept in the current literature? How do new literature and a gendered perspective recast American history? The essay will be organized around your analysis of the historical interpretation of the shared subject. Summaries of the works are important but should serve to compare, contrast, and evaluate.
Week 15 12/09	Historiographical essay (12 pages) Final Draft Submit via email AND hard copy	Your final paper will have incorporated feedback from the writing revision process