

## WOMEN AND SOCIAL MOVEMENTS IN THE 20TH-CENTURY U.S.

HIS 365G (38875), AFR 372C (29357), AMS 321 (29855), WGS 340 (46155)  
Spring 2016 T-TH 11:00-12:30 UTC 4.132  
Professor Laurie Green

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### **Course description**

This upper-division history course aims at moving women's history from textbook sidebar to center stage, by spending the semester on the exploration of women's participation in both well known and lesser known social movements of the 20th century. We examine women's activism in both movements that specifically targeted women's rights, such as the women's suffrage movement, and those that do not outwardly appear to be about women's rights, such as the Civil Rights Movement. The course draws on a variety of course materials – books, articles, historical documents and films – to consider the distinct and intersecting experiences of different groups of women in American society. Lectures form the spine of the course, but it is designed around ideas of active learning.

### **OVERALL THEMES:**

- 1) whether we can apply the metaphor of "waves" to the history of feminism in the U.S.
- 2) how cultural understandings of gender shaped these movements
- 3) tensions between ideas of women's rights that emphasized equality of the sexes and those that emphasized difference
- 4) whether we can write a universal history of women or distinct studies along lines of race, class, region and sexual preference
- 5) power relations among women, in addition to those between men and women.

**Canvas** will be used for this course. See Canvas site for course policies, readings, assignments, lecture outlines, grades, and announcements.

### **Course Structure**

Instead of presenting a comprehensive survey, this course offers a more in-depth exploration of several important movements. Therefore, it is divided into five units of about three weeks each. Every unit will start with an overview lecture and broadly focused reading, to lay out the historical context for more specific issues. Following this open class, we will have shorter lectures on specific topics as needed, discussions of readings, activities involving historical documents, and films. A majority of these discussions and activities will take place during class, as individuals, in pairs, or in groups we will create at the beginning of the semester. There will be a brief quiz at the beginning of each unit, a short in-class essay exam at the end of each unit, and a take-home final exam based on the five overall themes listed above.

### **Course Evaluation**

There are no midterms in this course. Instead, assessment is organized around the five-unit structure. Each unit will include a brief quiz based on the opening lecture and reading, short in-class or take-home assignments, and an essay projected to take half a class period at the end

of each unit. All of these assignments are oriented to encourage critical engagement with the course materials. There will also be a take-home final that offers students the opportunity to pull together their thoughts on one of the overall themes that we will be discussing throughout the semester. To promote the engaged learning on which the course is based, attendance is required, although allowances are made for specific reasons (see policy).

Attendance - required	See full policy on Canvas.
Team and individual assignments (submission)	10%
Unit quizzes	20% total (4% each)
Unit in-class essay exams	50% total (10% each)
Take Home Final exam - due Tues., 5/17, noon	20%

Extra credit is available for attending a listed or approved event, for 1-2 points added to the final grade.

### **Required course materials**

#### **BOOKS:**

Available for purchase at the University Co-Op AND on reserve at the PCL. The Orleck book is also available as an e-book.

Crow Dog, Mary. *Lakota Woman*.

Moody, Anne. *Coming of Age in Mississippi*.

Orleck, Annelise. *Common Sense and a Little Fire: Women and Working-Class Politics in the United States, 1900-1965*.

Marjorie Spruill Wheeler, *One Woman, One Vote: Rediscovering the Women's Suffrage Movement*.

#### **ARTICLES AND DOCUMENTS:**

Articles and assigned documents can be downloaded from Canvas (C) or Women and Social Movements (WSM), an online database we will be using for this course.

**FILMS:** Films are required course materials and will be on reserve at the Fine Arts Library after we screen them in class.

#### **ATTENDANCE (FULL POLICY IS ON CANVAS, GENERAL INFORMATION PAGE)**

What we do in class is essential to the course, so attendance is mandatory. If you have more than 2 unexcused absences, two points will be deducted from your final grade for each additional unexcused absence, so please plan ahead. Documented medical and family emergencies, religious holidays, are treated as excused absences. Official U.T. business that requires travel away from campus will also be excused if advance written notice is provided.

#### **SPECIAL ACCOMMODATIONS:**

Most accommodations approved by the Services for Students with Disabilities office will be provided; however, they can only be provided after you bring me the form and discuss the accommodations in person. I urge you to do this at the start of the semester, to make sure your accommodations are in place when you need them. If you believe you may qualify for accommodations, I encourage you to visit the SSD website and schedule an appointment at the SSD office. <http://ddce.utexas.edu/disability/>

## GRADES

Pluses and minuses will be used, as follows:

A+ = 97-100; A = 93-97; A- = 90-92

B+ = 87-89; B = 83-86; B- = 80-82

C+ = 77-79; C = 73-76; C- = 70-72

D+ = 67-69; D = 63-66; D- = 60-62

F = below 60

Grades ending in .5 or above will be rounded up; grades ending in .49 or below will not.

\* *For more detail, see Grading Policy page on Canvas*

\* *For the DETAILED RUBRIC for how we grade the In-Class Essay Exams, see Quizzes and Exams page on Canvas.*

## ACADEMIC INTEGRITY:

The University of Texas adheres strictly to guidelines regarding academic integrity, including cheating and plagiarism. *These guidelines extend to all material found on the Internet*, in addition to print materials. They also pertain to certain kinds of sharing work among students, such that a student submits work that is not her/his own. Penalties for violations may include loss of credit for the course and a report to the Student Judicial Services. Please familiarize yourself with the information listed on the following History Department website.

<http://www.utexas.edu/cola/history/about/academic-integrity.php> There is also a link for a university-wide listing of types of plagiarism to avoid.

## FLAGS AND FULFILLMENT OF LEGISLATIVE REQUIREMENT:

This course may be used to fulfill three hours of the U.S. history component of the university core curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, personal responsibility, and social responsibility.

This course carries a Cultural Diversity Flag.

SPECIAL NOTE: I reserve the right to make changes to this syllabus. All exam dates will stay the same. The lectures, syllabi and exams for this course are the property of Prof. Green and may not be produced in written or electronic form, in full or in part, without written permission.

**SEE CANVAS FOR ALL OTHER COURSE POLICIES.** They can be found on general information page, grading policies page, and quiz and exam policies page. You are responsible for reading through this information.

## COURSE SCHEDULE

### **WEEK 1**

Jan. 19: Introduction: What are social movements? How can we approach the subject of women's participation in them?

### **UNIT 1: MULTIPLE FORMS OF WOMEN'S ACTIVISM IN THE PROGRESSIVE ERA**

Jan. 21: Overview Lecture: Women's Activism and Politics in the Progressive Era

READ: *Common Sense*, Ch. 1

### **WEEK 2**

Jan. 26: The Creation of Working-Class Feminism

READ: *Common Sense*, Ch. 2

QUIZ

Jan. 28: From Settlement Houses to Legislative Reform

READ: Documents for in-class assignment (WSM)

*NOTE: See general information page on canvas for instructions on how to access documents on women and social movements site.*

### **WEEK 3**

Feb. 2: Black Women's Clubs and the Crusade Against Lynching

READ: Ida B. Wells, *The Red Record*, excerpt (C)

FILM: *Ida B. Wells, A Passion for Justice*

Feb. 4: Discussion of Film and In-Class Essay

NO READING

### **UNIT 2: THE STRUGGLE FOR THE NINETEENTH AMENDMENT**

### **WEEK 4**

Feb. 9: Overview Lecture: The Movement for 'Woman Suffrage'

READ: *One Woman*, Intro.

Feb. 11: Suffrage and Class

READ: *Common Sense*, Ch. 3

Jane Addams document, *One Woman*, Ch. 10 (Optional: rest of ch.10)

QUIZ

IN-CLASS DOCUMENT ANALYSIS

### **WEEK 5**

Feb. 16: Race, Region, and Ideology

READ: Spruill, "Race, Reform, and Reaction at the Turn of the Century,"  
in Jean H. Baker, *Votes for Women* (C)

*One Woman*, Ch. 8, Terborg-Penn, "African American Women and the Woman Suffrage Movement"

*One Woman*, Ch. 11, Thurner, "Better Citizens Without the Ballot"

Feb. 18: The 'Final Push' for the Nineteenth Amendment  
READ: *One Woman*, Ch. 15, Ford, "Alice Paul and the Triumph of Militancy"  
*One Woman*, Ch. 16, Fowler, "Carrie Chapman Catt, Strategist"  
FILM: *Iron-Jawed Angels* (portions)

### **WEEK 6**

Feb. 23: Discussion of Film and In-Class Essay  
NO READING  
IN CLASS: Clip from *One Woman, One Vote* documentary after the exam.

## **UNIT 3: UNITY AND DIFFERENCE IN THE PURSUIT OF EQUALITY, 1920-40**

Feb. 25: Overview Lecture: Beyond Suffrage: Competing Concepts of Women's Rights, from the 19<sup>th</sup> Amendment through the Great Depression"  
READ: *One Woman*, Ch. 19, Cott, "Across the Great Divide"

### **WEEK 7**

Mar. 1: The Birth Control Movement  
READ: Assigned Group Documents (WSM). See Canvas assignment page.  
QUIZ  
IN CLASS: Historical document analysis and film clip from Margaret Sanger film

Mar. 3: Women's Equality and the Federal Government: From Sheppard Towner to the New Deal  
READ: *Common Sense*, Ch. 4

### **WEEK 8**

Mar. 8: Organizing Working Women in the Great Depression  
READ: Hall, "Disorderly Women: Gender and Labor Militancy in the Appalachian South," *Journal of American History* 73:2 (Sept 1986) (C)  
Faue, "Gender, Language, and the Meaning of Solidarity, 1936-1939," in *Community of Suffering and Struggle* (C)

Mar. 11: Film Clip and In-Class Essay  
NO READING  
*With Babies and Banners*

\* \* \* \* \* **SPRING BREAK** \* \* \* \* \*

## **UNIT 4: WOMEN'S ACTIVISM IN WORLD WAR II AND THE COLD WAR**

### **WEEK 9**

Mar. 22: Overview Lecture: Framing Women's Activism During and After World War II  
READ: "Women and the Disputed Meanings of Gender, Race, and Sexuality During World War II," from Norton and Alexander, eds., *Major Problems in American Women's History*, 4th Ed. (C)

Mar. 24: World War II: Was Everyone a 'Rosie the Riveter'?  
READ: Elizabeth R. Escobedo, "Reenvisioning Rosie: Mexican American Women and Wartime Defense Work," in *From Zoot Suits to Coveralls* (C)

QUIZ

IN CLASS: Historical documents work. Bring those from 3/22 *Major Problems* reading.

### WEEK 10

Mar. 29: Preludes to the 1960s 'Freedom Now!' Movement

READ: *Coming of Age in Mississippi*, Pt. 2  
(Pt. 1 is highly recommended but not required.)

DUE: Reflection paper, 1 typed page (Informal paper with thoughts on the reading)

Mar. 31: Special: Women's History Month Lecture by Lynn Hudson

*Ms. Hudson served as a nurse in the Vietnam War. Since then, she has served as a Women's Health Care Advanced Nurse Practitioner, with a focus on public health, and community-based nursing, and has served in many capacities as a health policy advisor and health care administrator.*

READ: To be determined.

### WEEK 11

Apr. 5: Not what you expect: Subverting "tradition" in Cold War America

READ Dee Garrison, "Our Skirts Gave Them Courage," (C)  
Wini Breines, "The 'Other' Fifties" (C)

IN CLASS: Lecture and Discussion will include short video, *Are You Popular* (1947)

Apr. 7: Lesbian Lives before Stonewall

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

FILM: *The Word Is Out: Stories of Some of Our Lives*

### WEEK 12

Apr. 12: Film Clip and In-Class Essay

NO READING

IN CLASS: *Step by Step*

## UNIT 5: A SYMPHONY OF MANY VOICES: FEMINISM AND WOMEN'S LIBERATION

Apr. 14: Overview Lecture: Conceptualizing Women's Activism After 1960

READ: Astrid Henry, "Waves" (C)  
Equal Pay Act of 1963 (C)  
Friedan, "The Problem That Has No Name" (C)  
Casey Hayden and Mary King, "Sex and Caste" (C)

### WEEK 13

Apr. 19: Women and the Black Freedom Movement

READ: *Coming of Age*, Pt. 3-4

DUE: Reflection paper, 1 typed page (Informal paper with thoughts on the reading)

Apr. 21: From Feminism to Women's Liberation

READ: Orleck, "Raising Consciousness, Venting Anger, Finding Sisterhood,"  
from *Rethinking American Women's Activism*

FILM: *Feminist: Stories from Women's Liberation*

QUIZ

#### **WEEK 14**

Apr. 26: Gender and the Black, Brown and Red Power Movements

READ: *Lakota Woman*, complete to Ch. 11

IN CLASS: Will include discussion of Manifestos (C)

DUE: Reflection paper, 1 typed page (Informal paper with thoughts on the reading)

Apr. 28: Many Paths of Chicana Activism

READ: Wendy Jepson, "Spaces of Labor Activism, Mexican American Women  
and the Farm Worker Movement in South Texas Since 1966" (C)  
Monica de La Torre, "*Programas Sin Vergüenza* (Shameless Programs):  
Mapping Chicanas in Community Radio in the 1970s" (C)

#### **WEEK 15**

May 3: Distributive Justice: From Workplace Equity to Welfare Rights

READ: Documents and Oral Histories

May 5: Women and Social Movements: A Return, and In-Class Essay  
Summing Up

**Take-home exam due no later than 5/17, noon, typed and emailed. Use format on Canvas  
General Information Page.**