

HIS 365G (39650), AFR 372C (30250), AMS 321 (30755), WGS 340 (47055)

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

Professor Laurie Green
Spring 2017

COURSE DESCRIPTION

As we come together for this class in the winter and spring of 2017, the subject of women and social movements is no abstract matter. Women's marches are taking place around country over inauguration weekend, and we can expect that difficult issues related to women, gender, and sexuality will attract a great deal of political attention in the coming months. Exploring the historical roots of these issues in history can greatly illuminate these current matters. This upper-division course moves women's history from sidebar to center stage by exploring women's participation in both well-known and barely-remembered social movements of the 20th century. We examine women's activism both in 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 The course draws on a variety of course materials – books, articles, historical documents and films – to consider the distinct and intersecting experiences of different groups of women in American society.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.

CENTRAL THEMES

- 1) Is the "waves" metaphor useful in understanding the history of feminism in the U.S.
- 2) In what ways did historical understandings of gender shape these social movements?
- 3) Why did tensions arise among activists who emphasized equality between the sexes and those who emphasized difference?
- 4) Is it better to write a universal history of women or distinct studies along lines of race, class, region and sexual preference
- 5) How did power relations among women impact social movements, in addition to those between men and women?

COURSE STRUCTURE

Unlike a broad women's history survey course, this course offers an in-depth exploration of several important movements in different periods. Therefore, it is divided into five units of about three weeks each. Every unit will start with an overview lecture and accompanying reading, to lay out the historical context for more specific issues. We will then have shorter lectures on specific topics, discussions of readings, activities involving historical documents, and films. Some of these activities will involve working in pairs or groups. 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 central themes listed above.

EVALUATION

Each unit includes a brief quiz about the overview lecture and reading, short assignments, and an essay exam that will last less than the entire class period. A low-stakes take-home final offers students the opportunity to pull together their thoughts on one central theme.

Attendance – required.
Short assignments (submission)

See policy below on unexcused absences.
10% total

Unit quizzes (5)	20% total (4% each)
Unit in-class essay exams (5)	50% total (10% each)
Take Home Final - due Tues., 5/17, noon	15%
Extra credit: please see policy, below.	1-2 points added to final grade.

Quizzes take place on the second class date of each unit. They consist of 12-15 multiple choice questions, take roughly 15 minutes, and are based solely on the material for the first class in each unit: the Overview Lecture and assigned reading. Questions on the lecture pertain to terms posted on the PowerPoint.

Exams consist of one essay; however, two prompts circulated a week before the exam, from which I will select one for the actual exam. The prompts are structured around real-life ways in which women's history scholars must take a stance in the interpretation of history, such as deciding on how to frame a textbook chapter, what to argue in a panel discussion, or how to advise a filmmaker. These are meant to be shorter than a midterm. You can find the GRADING RUBRIC for the Essay Exams on Canvas.

Historical document analyses: Some of the short assignments involve studying historical documents and analyzing them on a form provided on Canvas.

REQUIRED COURSE MATERIALS

Books:

Available at the University Co-Op AND on reserve at the PCL. Orleck is also 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 Historical Documents:

These can be downloaded from Canvas (C) or from 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.

GRADING POLICY

A+ = 97-100*; A = 94-96; A- = 90-93

B+ = 87-89; B = 84-86; B- = 80-83

C+ = 77-79; C = 74-76; C- = 70-73

D+ = 67-69; D = 64-66; D- = 60-63

F = below 60

I assign an A+ for extraordinary work, but the Registrar does not accept final grades above A. Grades ending in .5 or above will be rounded up; grades ending in .49 or below will not.

ATTENDANCE

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, and religious holidays, are treated as excused absences. If you're not sure, please ask. Official UT business that requires travel away from campus will be excused with

advance written notice. Frequent late arrivals or early departures may add up to an unexcused absence, at the professor's discretion. If you need to do so, please speak to me ahead of time.

CLASSROOM COMPORIMENT

- I encourage discussion in this course and try to create a safe environment. To ensure that we can have conversations about difficult issues, I ask that everyone speak respectfully to other students, especially if you agree strongly with their opinions.
- I ask that you turn off and stow your phones for the entire class. This means not taking notes on your phone. Seeing a student smiling at a message while I'm lecturing is truly distracting!
- You are welcome to use your computers for note-taking. Please don't take advantage of this policy by using them for any other reasons.
- Any weapons brought to class must be 100% concealed and with you at all times or 911 will be called. My office hours policy will be announced in class.

EXTRA CREDIT

You will have several opportunities to increase your final grade by 1-2 points by attending an event announced on Canvas and submitting a short paper of at least 250 words in which you discuss what you found most important about the event and why. I encourage you to go to as many of these events as possible, but I can only award you extra points for one.

USING CANVAS

We will use Canvas extensively, so please be sure you are familiar with the program. You will be accessing general course information, readings, lecture outlines, assignments, announcements, grades, and more via Canvas, and uploading some of your assignments. In most cases, most material can be located by clicking on PAGES, then VIEW ALL PAGES.

SPECIAL ACCOMMODATIONS:

Most accommodations approved by Services for Students with Disabilities will be provided; however, this can only happen after you bring me the form and discuss the accommodations in person. Please 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, visit the SSD website and schedule an appointment at the SSD office. <http://ddce.utexas.edu/disability/>

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. The lectures, syllabi and exams for this course are the property of Prof. Green and may not be reproduced in written or electronic form, in full or in part, without written permission.

COURSE SCHEDULE

WEEK 1

Jan. 17: No class.

Jan. 19: Introduction: Why study the history of women's participation in social movements?

UNIT 1: WHY DID WOMEN'S ACTIVISM IN THE PROGRESSIVE ERA MATTER?

WEEK 2

Jan. 24: Overview Lecture: Women's Activism and Politics in the Progressive Era

READ: *Common Sense*, Ch. 1

Jan. 26: The Creation of Working-Class Feminism

READ: *Common Sense*, Ch. 2

QUIZ

WEEK 3

Jan. 31: From Settlement Houses to Legislative Reform

READ: Historical documents, to be assigned (WSM)

ASSIGNMENT: Document analysis form

Feb. 2: Thinking Comparatively about Race and Women's Activism

READ: Selections from *Unequal Sisters* reader (C)

WEEK 4

Feb. 7: In-Class Essay

FILM CLIP: *Heaven Can Protect the Working Girl*

UNIT 2: THE STRUGGLE FOR THE NINETEENTH AMENDMENT

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

READ: *One Woman*, Intro.

WEEK 5

Feb. 14: Suffrage and Class

READ: *Common Sense*, Ch. 3

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

QUIZ

Feb. 16: African American Women's Activism in the Suffrage Era

GUEST SPEAKER: DEBORAH DOUGLAS ON IDA B. WELLS

READ: *One Woman*, Ch. 8, Terborg-Penn, "African American Women and the Woman Suffrage Movement"
One Woman, Ch. 14, Hendricks, "Ida B. Wells-Barnett and the Alpha Suffrage Club of Chicago"
Ida B. Wells, *The Red Record*, excerpt (C)

WEEK 6

Feb. 21: 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: *One Woman, One Vote* (excerpts)

Feb. 23: Discussion of Film and In-Class Essay

NO READING

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

WEEK 7

Feb. 28: Overview Lecture: Beyond Suffrage: Competing Concepts of Women's Rights

READ: *One Woman*, Ch. 19, Cott, "Across the Great Divide"

Mar. 2: The Birth Control Movement

READ: Assigned Group Documents (WSM).

QUIZ

ASSIGNMENT: Historical document analysis

FILM CLIP Margaret Sanger film

WEEK 8

Mar. 7: Women's Equality and the Federal Government: From Sheppard Towner to the New Deal

READ: *Common Sense*, Ch. 4

FILM CLIP *You May Call Her Madam Secretary*

Mar. 9: 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)

* * * * * **SPRING BREAK** * * * * *

WEEK 9

Mar. 21: Women's Auxiliaries?

READ: Orozco, *No Mexicans, Women, or Dogs Allowed* (excerpts) (C)
Chateauvert, *Marching Together: Women of the Brotherhood of Sleeping Car Porters* (excerpts) (C)

FILM: *With Babies and Banners*

Mar. 23: Film Discussion and In-Class Essay

NO READING

NOTE: We may need to finish *With Babies and Banners* depending on time on Mar. 21

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

WEEK 10

Mar. 28: 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. 30: 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 11

Apr. 4: 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)

Apr. 6: 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)

WEEK 12

Apr. 11: 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*

Apr. 13: In-Class Essay and Film Clip

NO READING

IN CLASS: *Step by Step*

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

WEEK 13

Apr. 18: 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)

Apr. 20: From Feminism to Women's Liberation

GUEST SPEAKER: ALICE EMBREE ON WOMEN, AUSTIN, AND THE SIXTIES

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

WEEK 14

Apr. 25: Women and the Black Freedom Movement

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

Apr. 27: Gender and the Black, Brown and Red Power Movements

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

WEEK 15

May 2: Distributive Justice: From Workplace Equity to Welfare Rights

READ: Documents and Oral Histories (C)

May 4: Women and Social Movements: A Return, and In-Class Essay

Take-home exam due by May 15, noon, although you may turn it in earlier. Submit via Canvas. Use format on Canvas General Information Page.