

WOMEN AND SOCIAL MOVEMENTS IN THE 20TH-CENTURY U.S.
HIS 365G (39350), AFR 372C (30645), AMS 321 (31170), WGS 340 (46105)

Fall 2018 T-TH 12:30-1:45 p.m. UTC 4.122

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IN 2018, THE SUBJECT OF WOMEN AND SOCIAL MOVEMENTS is no abstract matter. Recently, in ways few anticipated, unprecedented numbers of women have joined marches, exposed sexual abuse, protested racial violence, organized strikes, and run for office. These movements seem spontaneous, but have deep roots in history, forged by immensely diverse women in myriad contexts, including not just solidarity and victory but clashes and contradictions. Exploring these tangled roots illuminates what is new and not new today and offers insights into current realities.

IN THIS UPPER-LEVEL COURSE, we examine both well-known and barely-remembered social movements, from those that explicitly targeted women's rights, like suffrage, to those that usually did not, like civil rights. Based on lectures, scholarly readings, memoirs, historical documents, and films, we consider not only distinctions and intersections but power relations among groups of women.

THE TWIN GOALS OF THE COURSE are for students to deepen their knowledge of this history and to learn how scholars in this field have developed original interpretations by beginning to do so themselves.



CENTRAL THEMATIC QUESTIONS

- 1) Is the “waves” metaphor useful in understanding the history of feminism in the U.S.?
- 2) How did historical understandings of gender shape these social movements?
- 3) Why did some activists emphasize equality between the sexes and others emphasize difference?
- 4) Should one write a universal history of U.S. women's social movements or studies organized around identities such as race, region, national origin, religion, and/or sexual orientation?
- 5) How did power relations among women impact movements?

STRUCTURE

LECTURES FORM THE SPINE OF THE COURSE, but that doesn't mean students are simply asked to take notes. Each of the four units, which are organized chronologically and thematically, incorporates different forms of learning. They include an overview lecture plus shorter or more targeted lectures, but they also contain activities such as class discussion, analyses of original historical documents and memoirs, and evaluations of documentary films.

EACH UNIT HAS: 1) an original documents or memoir assignment; 2) an in-class group project; 3) an essay exam on pre-circulated question involving central theme.

THE COURSE ENDS WITH a take-home final based on ONE thematic question listed above, to allow reflection on the course as a whole.

PLEASE NOTE:

- ◆ THE ESSAY EXAMS ask you to articulate an argument based on evidence drawn from course materials. IF YOU'VE NEVER TAKEN AN EXAM like this, don't panic. There will be many opportunities to test this out! And, of course, we're here to help.
- ◆ ALSO, DON'T PANIC IF you feel overwhelmed with reading assignments. I will try to point out the most important points or sections (ask if I forget), will help you develop skills to get through material quickly, AND if all else fails and I find many students feel overwhelmed, I will consider adjustments.

REQUIRED COURSE MATERIALS

BOOKS: Available at University Co-Op AND on reserve at PCL. *Common Sense* is also an e-book.

- ◆ Mary Brave Bird. *Lakota Woman*.
- ◆ Anne Moody. *Coming of Age in Mississippi*.
- ◆ Annelise Orleck. *Common Sense and a Little Fire: Women and Working-Class Politics in the United States, 1900-1965*.
- ◆ Marjorie Spruill Wheeler, *One Woman, One Vote*

ARTICLES AND HISTORICAL DOCUMENTS: Download from Canvas (C) or from the Alexander Street "Women and Social Movements in the U.S." website (WSM).

FILMS are required course materials. Most are shown during class. If you miss class, watch on DVD at the Fine Arts Library or stream through library website. The syllabus notes which can be streamed.

COURSE EVALUATION

Short assignments (submission)	20% total, split among assignments.
Unit in-class essay exams (4)	60% total (15% each)
Take Home Final - due Sat., 12/15, midnight	20%
Attendance – required.	Over 3 unexcused absences affects grade. See below
Extra credit:	1-2 points added to final grade.

GRADE VALUES (Reflects university equivalencies)

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

- ◆ Final grades ending in .5 or above are rounded up; grades ending in .49 or below are not.
- ◆ *The registrar does not allow A+ as a final grade, but I use it to recognize extraordinary work. An A+ becomes part of your overall average.*

HOW TO DO WELL

- ◆ Attend class! (See attendance policy.)
- ◆ Complete readings by the date on the syllabus. Don't wait until exam time!
- ◆ Take effective notes on readings and lectures. We can help.
- ◆ Make the most of assignments that allow you to interpret evidence.
- ◆ Visit us in office hours!
- ◆ Attend exam prep sessions.
- ◆ Attend an extra credit event.

ATTENDANCE

After 3 freebies, you lose two points from your final grade for each additional unexcused absence. Documented medical and family emergencies, religious holidays, and official UT business requiring out-of-town travel are excused with advance written notice (excluding interviews). Frequent late arrivals or early departures may add up to an unexcused absence, at the professor's discretion, especially if they involve more than a few minutes. However, if you anticipate having regular difficulty arriving by 12:30, please speak to me.

ASSIGNMENTS

UNIT EXAMS: Two prompts will be circulated a week before the exam but only one will appear on the exam. They involve projects historians undertake (e.g., textbooks, articles, conference papers, documentaries), in which we must make our own claims. You will find my grading rubric and further details on Canvas. We hold 3 study sessions before each exam. They are listed in the course schedule.

HISTORICAL DOCUMENT AND MEMOIR ANALYSES, and ANY OTHER WRITTEN ASSIGNMENTS

Individual assignments ask you to analyze original sources or memoirs on a form submitted on Canvas. Please also have it available in class. Group assignments occur in class but are usually based on material read before class. See Canvas for details a week before individual assignments are due.

FINAL EXAM: This take-home essay will be similar in form to the unit exams, but cumulative in nature, based on a central thematic question of your choice. *I urge you to highlight these themes in your notes throughout the semester.*

FORMAT: Double-spaced, 12-pt. font, title required, no bibliography but use in-text references by mentioning source in a sentence or putting author and title in parentheses (Use (Green, date) for a lecture. File format: LASTNAME-FIRSTNAME.HIS365G.FINAL. Use WORD if possible, NOT ADOBE because commenting is more difficult.

EXTRA CREDIT: You may raise your final grade by 1-2 points by attending an event announced on Canvas and submitting a paper of at least 350 words discussing what interested you most at the event and why.

MAKE-UP EXAMS AND LATE ASSIGNMENTS

- ◆ EXAMS MISSED due to excused absences may be taken for no penalty, as soon as possible after you return to school, or by the make-up session provided by the History Department each Friday, 2-5. If you miss an exam due to an unexcused absence you may still take the exam with a deduction of one full letter grade and further one full letter grades deducted for each Friday that passes thereafter.
- ◆ IF YOU SUBMIT AN ASSIGNMENT after the end of the day it is due because of an excused absence, you will receive full credit. If you submit it after the end of the day it is due because of an unexcused absence, you will lose 25% of your submission grade for each day it is late. If you miss a group project, the same applies but you will need to do it on your own.

CLASSROOM COMPORTMENT

- ◆ I expect you to arrive by 12:30, sign in, and stay until class is over at 1:45. If there is a consistent reason for arriving a couple of minutes late or leaving a couple of minutes early please request permission.
- ◆ I encourage discussion and try to create a safe environment for it. To ensure we can have conversations about difficult issues, I ask you to speak respectfully to others, especially if you strongly disagree.
- ◆ I expect you to silence and stow your phones the entire class. This means taking notes on paper or a different device. TRUST ME that from where I stand I will see you and be distracted if you are smiling at your phone or nudging your neighbor to look at it. Please don't make me call you out on it!
- ◆ You may use laptops to take notes but not for any other reasons. REALLY.
- ◆ Any weapons brought to class must be 100% concealed and always with you or 911 will be called.

CANVAS (<https://utexas.instructure.com>)

Assignment details, announcements, helpful tips, readings, lecture outlines, grades, and more will be on Canvas. Usually, navigate through PAGES > VIEW ALL PAGES. You'll also upload assignments to Canvas.

SPECIAL ACCOMMODATIONS

Most accommodations approved by Services for Students with Disabilities will be provided, only after you bring the form to me in office hours and discuss accommodations in person. Do this early in the semester so your accommodations are in place when you need them. If you don't have accommodations but think you should, visit <http://ddce.utexas.edu/disability/> to schedule an appointment.

ACADEMIC INTEGRITY

UT 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. Familiarize yourself with the information on the following History Department website.

<http://www.utexas.edu/cola/history/about/academic-integrity.php>.

SPECIAL NOTES

- ◆ THIS COURSE FULFILLS 3 HOURS of the U.S. history component of the university core curriculum and covers Texas Higher Education Coordinating Board objectives for communication skills, critical thinking, personal responsibility, social responsibility.
- ◆ THE COURSE QUALIFIES for the BRIDGING DISCIPLINES CERTIFICATE in Human Rights & Social Justice.
- ◆ I RESERVE THE RIGHT to make changes to this syllabus, although no assignment dates will be changed (unless they are extended). We might explore an issue that arose in class, reduce reading, or allow more time for a particular subject.
- ◆ THE SYLLABUS, LECTURES, AND EXAMS are my property and may not be reproduced in written or electronic form, in full or in part, without written permission.



COURSE SCHEDULE

WEEK 1

8/30: Introduction

WEEK 2

9/4: How should we approach the history of women in social movements?

READ: Astrid Henry, "Waves" (C)
Elsa Barkley Brown, "What Has Happened Here?: The Politics of Difference in Women's History and Feminist Politics"

PLEASE COME TO CLASS PREPARED FOR CLASS DISCUSSION.

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

9/6: Overview Lecture: Women's Activism and Politics in the Progressive Era

READ: *Common Sense*: Prologue, Ch. 1

PLEASE NOTE: We will discuss the reading on 9/11, along with Ch. 2, but please start reading because it's too much to read for one class.

WEEK 3

9/11: The Creation of Working-Class Feminism

READ: *Common Sense*, Ch. 2

9/13: From Settlement Houses to Legislative Reform

READ: Historical document set about Florence Kelley (WSM). See specific instructions about which documents to read.

ASSIGNMENT: Document analysis form (Post to Canvas and bring copy to class for discussion.)

IN CLASS: GROUP DISCUSSION

WEEK 4

9/18: Thinking Comparatively about Race and Women's Activism

READ: Judy Yung, "Unbound Feet: Chinese Women in the Public Sphere" (C)
Yamila Azize-Vargas, "The Emergence of Feminism in Puerto Rico, 1870-1930" (C)

9/20: The Birth Control Movement

READ: Cathy Moran Hajo, *Birth Control on Main Street: Organizing Clinics in the United States, 1916-1939*, Introduction and Ch. 5, "The Clinic and Its Patients"

FILM: *Margaret Sanger: A Public Nuisance* (28 min.)

STUDY SESSIONS FOR UNIT 1 EXAM:

Fri. 9/21, 1:00 p.m. GAR 1.122

Mon. 9/24, 11 a.m. GAR 1.102

Mon. 9/24, 5 p.m. GAR 1.102

WEEK 5

9/25: UNIT I Essay Exam

UNIT 2: THE STRUGGLE FOR WOMEN'S RIGHTS: Before and After Suffrage

9/27: Overview Lecture: The Long Movement for 'Woman Suffrage'

READ: *One Woman*, Intro.
Marjorie Spruill [Wheeler], "Race, Reform, and Reaction at the Turn of the Century," in Jean Baker, *Votes for Women* (C)

WEEK 6

10/2: Suffrage and Class

READ: *Common Sense*, Ch. 3

10/4: African American Women's Activism in the Suffrage Era

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 7

10/9: Conflict and Collaboration over Woman Suffrage

READ: Historical Document Set. See specific instructions about which documents to read. (C)

ASSIGNMENT: Documents Analysis Form. (Post to Canvas and bring copy to class for discussion.)

IN CLASS: Group Discussion of Historical Documents

10/11: 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*, Excerpts. (If you wish, you may watch sections we can't see on YouTube.)

STUDY SESSIONS FOR UNIT 2 EXAM:

Fri. 10/12, 1:00 p.m. GAR 1.102
 Mon. 10/15, 11 a.m. GAR 1.102
 Mon. 10/15, 5 p.m. GAR 1.102

WEEK 8

10/16: Unit 2 Essay Exam

UNIT 3: CONTESTED IDENTITIES AND WOMEN'S SOCIAL MOVEMENTS
FROM THE GREAT DEPRESSION TO THE COLD WAR

10/18: Overview: Equality and Difference: Competing Concepts of Rights, Labor, and Public Policy

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

WEEK 9:

10/23: Meanings of Gender in Working-Class Women's Activism 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)
 Common Sense, Ch. 4 (THIS IS A LENGTHY READING. I WILL SUGGEST WHAT TO FOCUS ON.)
 RECOMMENDED: *Common Sense*, Ch. 6

10/25: Introducing (and Reassessing) "Rosie the Riveter"

READ: Norton and Alexander, eds., "Women and the Disputed Meanings of Gender, Race, and Sexuality During World War II," in *Major Problems in American Women's History* (C)
 Elizabeth R. Escobedo, "Re-envisioning Rosie: Mexican American Women and Wartime Defense Work," in *From Zoot Suits to Coveralls* (C)

WEEK 10

10/30: Women, Gender, and Civil Rights in the 1940-1950s' South

READ: *Coming of Age in Mississippi*, Pt. 2
 PLEASE NOTE: THIS HAS A LOT OF PAGES SO IT LOOKS LIKE A LONG READ. TRUST ME, IT'S A PAGE TURNER.
 RECOMMENDED: *Coming of Age in Mississippi*, Pt. 1
 ASSIGNMENT: Memoir Analysis Form

11/1: Subverting Heteronormativity and Challenging Homophobia in Cold War America

READ: Nan Alamilla Boyd, Oral History of Del Martin and Phyllis Lyon, and Ch. 4, "'A Queer Ladder of Social Mobility'" San Francisco's Homophile Movements, 1953-1960," in *Wide-Open Town: A History of Queer San Francisco to 1965*, 159-93 (C)
 FILM: *The Word Is Out: Stories of Some of Our Lives*, Part I

STUDY SESSIONS FOR UNIT 3 EXAM:

Fri. 11/2, 1:00 p.m. GAR 1.122
 Mon. 11/5, 11 a.m. GAR 1.102
 Mon. 11/5, 5 p.m. GAR 1.102

Sheena will also hold extended office hours on Tuesday before the exam, 10-12.

WEEK 11

11/6: Unit 3 Essay Exam *Election Day! Last Chance to Vote. Before or after the exam.*

UNIT 4: WE SPEAK IN MANY VOICES: FEMINISM, WOMEN'S LIBERATION, AND INTERSECTING MOVEMENTS

11/8: Overview Lecture: A New 'Wave'? : Conceptualizing Women's Activism After 1960

READ: Documents (C):

"Equal Rights Amendment"

Casey Hayden and Mary King, "Sex and Caste"

NOW Statement of Purpose

BEGIN READING *COMING OF AGE*, PT. 3-4

WEEK 12

11/13: Women, Gender, and the Black Freedom Movement

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

IN CLASS. Lecture and group project based on *Coming of Age* reading

11/15: Women's Liberation and the Student Movement

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)

WATCH AT HOME BEFORE CLASS: *Fight Like A Girl: How Women's Activism Shapes History* (19:07 minutes)

<http://msmagazine.com/blog/2018/08/17/fight-like-girl-preserving-feminist-history-austin-texas/>

WEEK 13

11/20: WOMEN AND MOVEMENTS FOR ECONOMIC, SOCIAL, AND RACIAL JUSTICE

READ: Orleck, "Women's Movements for Redistributive and Social Justice: Other Faces of Radical Feminism," from *Rethinking American Women's Activism* (C).

FILM: "*Dolores*" (DVD available at Fine Arts Library after 11/20 but can also be streamed through Amazon Prime.)

11/22: THANKSGIVING HOLIDAY!!!

I would advise you to start reading *Lakota Woman*, Ch. 1-11, over the holiday break.

WEEK 14

11/ 27: National Liberation or Women's Liberation? Women in Black, Brown and Red Power Movements I

READ: Set of Documents and Short Articles (C)
Continue reading *Lakota Woman*

11/29: National Liberation or Women's Liberation? Women in Black, Brown and Red Power Movements II

READ: Finish *Lakota Woman*, up to Ch. 11

RECOMMENDED: *Lakota Woman*, rest of book

ASSIGNMENT: Memoir Analysis Form

WEEK 15

STUDY SESSIONS FOR UNIT 4 EXAM:

Mon. 12/3, 1-2 p.m. GAR 1.102

Tues. 12/4, 3:30-4:30 p.m. GAR 1.102

Wed. 12/5, 2-3 p.m. GAR 1.102

12/4: Wrapping It Up But Not Tying It in a Bow

NO READING. USE THE TIME TO STUDY FOR THE EXAM ON THURSDAY.

12/6: Unit 4 Essay Exam. LAST CLASS!

Saturday 12/15, midnight: Take Home Final Essay due. Please upload to Canvas.