

**WOMEN AND GENDER IN U.S. HISTORY II: 1800S TO THE PRESENT
HISTORY 512: 381 -- SPRING 2022**



Instructor: Prof. Jennifer Mittelstadt

Contact Information: jmittel@history.rutgers.edu

Meeting Time: XXXX. ZZZ are in person and YYY is online asynchronous

Meeting Room: XXXX for in-person class

Office Hours: XXXX on Zoom, and by appointment on Zoom

Best way to reach the professor: email

COURSE DESCRIPTION:

This course tries to answer questions about the statuses of women and gender in the past and present as it traces the history of women and gender roles over the course of two centuries of American history. It explores women's participation in the family, community, culture, economy and politics of the United States. It considers how ideas about gender shaped not only women's lives, but also major communities, workplaces, and the state. As we undertake our inquiries, we consider

the experiences of a wide variety of women of different class, race, and ethnic backgrounds, and well as women who identify with different sexualities and gender identities. Overall, the course aims to understand two long-term trends in women's history: one, many American women's diverse fights for achieving personal autonomy, sexual freedom, economic independence, and political and legal rights; and two, the structural and ideological forces that have operated to impede or encourage this progress, including forces led by some women themselves.

This course is a combination of mini-lectures, videos, podcasts, reading, and in-class discussion. We read, interpret, and debate primary source materials—the sources created by historical actors during the period we are studying—and secondary sources—the texts written by historians. This course provides an opportunity to develop skills in short writing, group presentations, public presentation of historical materials, and research and writing.

MAJOR LEARNING GOALS:

1. Tracking historical development and change of some aspect of a society or culture over time.

The course will explore the historical evolution of: ideas about women, gender and sexuality; the lived experiences of diverse women and genders; the multiple movements of and by women in many realms of life and politics.

2. Exploring movements, justice and power in the past and present.

The course will explore how different conceptions of race, gender, and sexuality have shaped the experiences of women and the practices and ideas of American society over time. These historical developments often directly impact the present, and we will often discuss how the same social constructs that shaped the past fuel persistent inequalities in women's experiences and in the practices and ideas about gender today.

REQUIRED READING:

Books are available for purchase at the campus book store, one is free and online in the public domain, and all on reserve at Alexander Library:

Linda Kerber and Jane DeHart, eds., Women's America: Refocusing the Past, 7th ed. (Oxford, 2011) ISBN: 9780195388329

Harriet Jacobs/Linda Brent, Incidents in the Life of a Slave Girl (any edition; available on E-Gutenberg for free [<https://www.gutenberg.org/ebooks/11030>], in the public domain since 2004; can also view free online through Rutgers Library)

Kathleen Blee, Women of the Klan: Gender and Racism in the 1920s (UNC Press, 2008) ISBN: 9780520257870

Additional short reading on Canvas

ASSIGNMENTS AND GRADING:

Detailed directions and grading rubrics can be found on Canvas "Assignments"

Participation 10%

Points can be earned through in person participation in class discussion and small groups work and online through Canvas "Discussion" posts and comments to "Women and Gender in the News."

Status of Women and Gender Short Reports 25%

Bi-weekly online short reports/quizzes on reading, viewing, and listening

Historians' Briefs: Group-Created Video Briefings on either Harriet Jacobs or on Kathleen Blee (half the class each) 25% total

The video brief will analyze one of two books assigned for the course in order to make recommendations about the book's use for historians in a history education setting: for preparing high school teachers, preparing college teachers, or for public historians crafting exhibits or presentations. It will answer the following: what kind of source it is, who wrote the source, why they wrote it and for what audience, what questions it raises for historians, what major arguments it makes, which subjects in history the book challenges and changes, and how you recommend the book be used in historical education.

Final Project 40%

Speculative Biography of a person whose identity must be researched from a primary source I provide. Grading will take place for each of three elements due at different times: 1) the Historian's Assessment (5%); 2) the Annotated Bibliography (10%); and 3) the Final Paper (20%).

All assignments must be completed in order to pass the class.

Complete the reading before you come to class.

There are **no make-up final papers or video briefs** and there is **no extra credit**.

Late assignments will be graded down 1/2 letter grade for each day late. For example, if your paper was one day late, you would receive an A- instead of an A; two days late means a B+ instead of an A, etc....

Please come to my online office hours. One-on-one discussion is a great way to communicate about your work and the course. In terms of quick questions, email is the best way to reach me, and I will answer emails within 36-48 hours.

For additional course policies, concerning grade cut-offs, academic integrity, disabilities, wellness resources, and additional academic resources, please refer to the end of the syllabus.

COURSE SCHEDULE:

WEEK 1 MODULE:

Day 1: IN PERSON: Introduction to Course: What is Women's History and What is Gender History?

Day 2: ONLINE ASYNCHRONOUS: What was a Woman in Early America?

READ: T.Hall Short articles, CANVAS

READ: Documents Laws of Domestic Relations, TEXT BOOK

READ: Black Codes, Virginia 1650, CANVAS

READ: Comments on Native Women, CANVAS

WATCH: T. Hall Short Video

WATCH: Mini Lecture on Gender and Women's Status in Early America

DO: Status of Women and Gender Short Report (online Canvas quiz)

WEEK 2 MODULE:

Day 3: IN PERSON: White Women in the New Industrial Economy's Middle Class:

READ: Barbara Welter, "The Cult of True Womanhood," CANVAS

READ: Carol Smith-Rosenberg, TEXT BOOK

DO: Status of Women and Gender Short Report (online Canvas quiz)

Day 4: ONLINE ASYNCHRONOUS: Women in the New Industrial Economy's Working Class

READ: Thomas Dublin, TEXT BOOK

READ: African American Women's Domestic Labor in New York City, CANVAS

WATCH: Mini Lecture on working class women's labor

WATCH: Short Documentary on Lowell Mills

DO: Status of Women and Gender Short Report (online Canvas quiz)

WEEK 3 MODULE:

Day 5: IN PERSON: Women in Antebellum Slavery, I

READ: Harriet Jacobs, first half

LISTEN: mini podcast on Harriet Jacobs: how did she become a published author?

DO: Status of Women and Gender Short Report (online Canvas quiz)

Day 6: **ONLINE SYNCRHONOUS** -- Women in Antebellum Slavery, II

READ: Jacobs, second half

DO: Status of Women and Gender Short Report (online Canvas quiz)

DO: Half of Class: online synchronous Zoom Meeting to prepare brief

WEEK 4 MODULE:

Day 7: IN PERSON: Women in Antebellum Slavery, III

DUE: Historians' Brief Videos on Harriet Jacobs (half of class members)

WATCH: Historians' Brief Videos on Harriet Jacobs (all of class members)

Day 8: ONLINE ASYNCHRONOUS: Women and Reform in the 19th Century, I: Abolition and Women's Rights,

READ: Wellman article, TEXT BOOK

DO: Status of Women and Gender Short Report (online Canvas quiz)

WEEK 5 MODULE:

Day 9: IN PERSON: Women and Reform in the 19th Century, II: Abolition and Women's Rights, Discussion

READ: Lerner, TEXT BOOK

READ: Painter, TEXT BOOK

READ: Documents: Claiming Rights II, Declaration of Sentiments, TEXT BOOK

WATCH: One Woman, One Vote, part I

DO: Status of Women and Gender Short Report (online Canvas quiz)

Day 10: ONLINE ASYNCHRONOUS: Women and the Civil War Experience

READ: Faust Gilpin, TEXT BOOK

READ: Hunter, TEXT BOOK

DO: Status of Women and Gender Short Report (online Canvas quiz)

WEEK 6 MODULE:

Day 11: IN PERSON: Women and Reform in the Early 20th Century, I: Women Behind and Against the Color Line

READ: Schechter, TEXT BOOK

READ: Gilmore, TEXT BOOK

READ: Native American boarding schools, CANVAS

LISTEN: mini-podcast on native girls at Carlisle Institute Native American Boarding School

DO: Status of Women and Gender Short Report (online Canvas quiz)

Day 12: ONLINE ASYNCHRONOUS: Women and Reform in the Early 20th Century, II: Immigrant Women Workers

READ: Orleck, TEXT BOOK

READ: Documents: Protecting Women Wage Earners, TEXT BOOK
WATCH: New York Series, Triangle Fire segment
DO: Status of Women and Gender Short Report (online Canvas quiz)

WEEK 7 MODULE:

Day 13: IN PERSON: Women and Reform in the Early 20th Century, III: Middle Class Women and Social Reform

READ: Documents, child and maternal welfare programs, TEXT BOOK
READ: Documents, Margaret Sanger, TEXT BOOK
LISTEN: Mini Podcast on “Maternalist Reformers”
DO: Status of Women and Gender Short Report (online Canvas quiz)

Day 14: ONLINE ASYNCHRONOUS: Women and Reform in the Early 20th Century, IV: Women and Suffrage

READ: Dubois, TEXT BOOK
WATCH: “One Woman, One Vote,” part II
DO: Status of Women and Gender Short Report (online Canvas quiz)

WEEK 8 MODULE:

Day 15: IN PERSON: Women and Reform in the Early 20th Century, V: Women and Work and Equality

READ: Kathryn Kish Sklar, “Why Were Most Politically Active Women Opposed to the ERA in the 1920s?” CANVAS
WATCH: “Iron Jawed Angels”
DO: Status of Women and Gender Short Report (online Canvas quiz)

Day 16: ONLINE ASYNCHRONOUS: Women and Conservatism in the Early 20th Century, I

READ: Kathleen Blee, *Women of the Klan: Gender and Racism in the 1920s* (selected chapters)
WATCH: Mini Lecture on Women in Movements of Patriotism, Nativism, White Supremacy in the 1920s
DO: Status of Women and Gender Short Report (online Canvas quiz)

WEEK 9 SPRING BREAK: MARCH 14-20

WEEK 10 MODULE:

Day 17: **ONLINE SYNCRHONOUS**
Women and Conservatism in the Early 20th Century, II

READ: Kathleen Blee, *Women of the Klan: Gender and Racism in the 1920s*
(final selected chapters)
WATCH: Mini Lecture on the KKK of the 1920s
Half of Class: online synchronous Zoom Meeting to prepare brief

Day 18: ONLINE ASYNCHRONOUS: Women and Conservatism in the Early 20th
Century, III

DUE: Historians' Brief Videos on Women of the Klan (half of class members)
WATCH: Historians' Brief Videos on Women of the Klan (all of class
members)

WEEK 11 MODULE:

Day 19: IN PERSON: The Great Depression and Gender Roles

READ: Jones, TEXT BOOK
READ: Documents: Struggling to Unionize, TEXT BOOK
READ: Document, Hispanic women and cannery work, CANVAS
DO: Status of Women and Gender Short Report (online Canvas quiz)

Day 20: ONLINE ASYNCHRONOUS: Women, Gender and World War II

READ: Milkman, TEXT BOOK
WATCH: "Rosie the Riveter"
LISTEN: Mini Podcast on Women, Migration, Work, and World War II: the
Case of Los Angeles
DO: Status of Women and Gender Short Report (online Canvas quiz)

WEEK 12 MODULE:

Day 21: Women and the Fifties: Not June Cleaver?

READ: Meyerowitz, CANVAS
READ: Kahn, TEXT BOOK
READ: Document, Excerpt from Daughters of Bilitis's Magazine The Ladder,
CANVAS
WATCH: Mini Lecture -- Women in Sports in the 1950s
DO: Status of Women and Gender Short Report (online Canvas quiz)

Day 22: ONLINE ASYNCHRONOUS: Women's Fights for Justice in the 1950s

READ: Documents: Pauli Murray, CANVAS
READ: Swerdlow article, CANVAS
LISTEN: Mini Podcast on Betty Friedan
DO: Status of Women and Gender Short Report (online Canvas quiz)

WEEK 13 MODULE:

Day 23: Sex, Pop Culture and Gender Roles in Postwar America

READ: Douglass, TEXT BOOK

READ: Bailey, TEXT BOOK
WATCH: Girl Groups
LISTEN: Five girl group songs (follow links)
DO: Status of Women and Gender Short Report (online Canvas quiz)

Day 24: ONLINE ASYNCHRONOUS: 1960s Feminist Resistance
READ: Documents, ERA, Title IX, Frontiero V. Richardson, Roe V Wade, TEXTBOOK
READ: Transwomen, queer women and Stonewall, CANVAS
VIDEO DUE: "Sisters of '77"
DO: Status of Women and Gender Short Report (online Canvas quiz)

WEEK 14 MODULE:

Day 25: Anti-Feminism in the Late 20th Century
READ: Rymph, TEXT BOOK
READ Documents: Schlafly, TEXT BOOK
READ Klatch, CANVAS
DO: Status of Women and Gender Short Report (online Canvas quiz)

Day 26: ONLINE ASYNCHRONOUS: Women Work, and Economic Power in the Late 20th Century
READ: Documents: Changing Workplace, TEXT BOOK
READ: Document, The Feminization of Poverty, TEXT BOOK
LISTEN: Mini Podcast on Women of Acorn and the Battle for Housing (Interview with historian Marisa Chappell)
WATCH: Mini-Lecture on Women, work, and economic power
DO: Status of Women and Gender Short Report (online Canvas quiz)

WEEK 15 MODULE:

Day 27: IN PERSON: Speculative Biographies of the Future
DO: Status of Women and Gender Short Report (online Canvas quiz): What would be the identities we would pick out from today (the past couple of years) to be studied 25 -50 years from now and why?

Day 28: ONLINE ASYNCHRONOUS: Speculative Biography
DO: TURN IN FINAL PAPER

ADDITIONAL POLICIES AND RESOURCES

Grade Cut-offs.

A = 90.0 - 100

C = 70.0 - 74.99

B+ = 85.0 - 89.99

D = 60.0 - 69.99

B = 80.0 - 84.99

F = 0 - 59.99

C+ = 75.0 - 79.99

“Classroom etiquette” and electronic devices. Students are expected to attend all class sessions according to the instructor’s direction, and follow guidelines for class conduct during online sessions. If a student does not feel well enough to attend class in person or remotely, they should communicate with their instructor as to how to make up missed work. Please do not use your phone for social media or texting during class.

Ethics of Information. Using information ethically, as an element in open and honest scholarly endeavors, involves moral reasoning to determine the right way to access, create, distribute, and employ information including: considerations of intellectual property rights, fair use, information bias, censorship, and privacy. You may not publicly share information created in the context of this class unless given express permission by its producer and the professors.

Academic Integrity. Our common learning environment requires that we all respect principals of academic integrity. Violations include cheating, plagiarism, and or sabotaging the academic work of other. The professors will give clear instructions about what forms of collaboration are or are not allowed with respect to papers and exams. If you have any questions about these requirements, you must ask for clarification—do not guess whether or not something constitute plagiarism or cheating! Ignorance is not an acceptable excuse. For full details about the universities policies, see <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Any and all violations of academic integrity in this course will result in the formal consequences and disciplinary action that are outlined in the Rutgers policy on academic integrity.

Student Disabilities. Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508, which mandate reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact the professors during the first week of the semester so that we can arrange accommodations. If you have not already done so, you will need to register with the Office of Disability Services, Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Ave., Suite A145. Phone: 848.445.6800 Online: <https://ods.rutgers.edu/>

Student Wellness Resources. There is a list of important on-campus resources below. We strongly encourage you to use these resources are happy to discuss academic accommodations when needed.

[Just In Case Web App](http://codu.co/cee05e)

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/

<http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 /

www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54

Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 /

<https://rutgers.campuslabs.com/engage/organization/scarletlisteners>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Useful Reference Material:

General U.S. History Texts:

You may wish to consult a general U.S. history textbook if you are not familiar with basic events and themes of the nation's history. I will be happy to recommend some to you.

Women's History Texts:

You may wish to consult a general U.S. women's history text book that provides women's history in narrative form. I will be happy to recommend one to you.

Selected Web Pages for Information on Women's History:

National Women's History Project

<http://www.nwhp.org/>

Research Guide to American Women's History

<http://www.mtsu.edu/~kmiddlet/history/women.html>

African American Women's History

<http://scriptorium.lib.duke.edu/collections/african-american-women.html>

Women, 1820-1842

<http://xroads.virginia.edu/~hyper/detoc/fem/home.htm>

The Women's Rights Movement, 1848-present

<http://www.legacy98.org/>

Votes For Women, Library of Congress

<http://lcweb2.loc.gov/ammem/vfwhtml/vfwhome.html>

National American Women's Suffrage Association, Library of Congress

<http://lcweb2.loc.gov/ammem/naw/nawshome.html>

Women and World War II

http://www.stg.brown.edu/projects/WWII_Women/tocCS.html