COURSE DESCRIPTION:
The past 130 years may well be the period of most rapid change in women’s lives and the meanings of
gender in all of history. Yet, the changes have not always signaled progress, and the ways that gender
hierarchies work are intricately embedded in our daily lives and ways of being. For these reasons, this is
an exciting topic, and era, to study. This class will engage the histories of women of different races,
classes, and sexual identities in order to try to understand the contradicted and uneven changes that have
led us to where we are today. We will look at: the place of the state in women’s lives; women’s activism
and citizenship; gender and the rise of consumerism; sexuality and the emergence of visible queer
cultures; and women’s labor. Throughout, we will be tracing what we’ll call the “gender/race system”—
the ways gender and race hierarchies intertwine with sexual regimes to form a society with shared, though
contested, rules and understandings. One of the ideas that you’ll encounter in the class is that the
gender/race system has changed fundamentally in the last 130 years, but that it would be an error to think
that the overthrow of the Victorian gender/race system meant that we were escaping the effects of gender
hierarchy altogether. In the last unit of the course, we’ll try to outline the contours of the new gender/race
system that we live within today.

A goal we have for this course is to make the big lecture format an engaging learning experience. We
believe that learning happens best not by passively listening or reading, but by interacting with the
material, forming your own opinions and arguments, AND interacting with others who are doing the same
thing. Lecture will not just function to relay historical facts; nor will it repeat material found in readings.
Skills and concepts taught in lecture will be implemented in section; discussions in section will determine
future lectures; and lectures will involve some participation. Because of this course structure, your
attendance and preparation are especially important to your ability to succeed. In particular, we want to
emphasize that lectures provide essential information and context necessarily for writing the two papers.

REQUIRED TEXTS:
(books available at Room Of One's Own Bookstore)
Linda Kerber and Jane De Hart, Women's America, 5th ed.
Margaret Charles Smith and Linda Janet Holmes, Listen to Me Good: The Life Story of an
Alabama Midwife
Ji-Yeon Yuh, Beyond the Shadow of Camptown: Korean Military Brides in America
Mary Crow Dog, Lakota Woman.

WEBSITE: “How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?”
In order to access this restricted website, you need to go through the UW library. Go to:
http://www.library.wisc.edu/reslist/search/search.cgi?id=wsmus and click on “Women and Social
Movements in the United States (1600-2000). You will be asked for your University ID. Then
you will come to the “Women and Social Movements in the United States” Homepage. Click on
COURSE REQUIREMENTS:

1. Participation (10%):
Participation is based on quality and quantity of your contributions to section discussions. We expect you to attend all lectures and section meetings, to be prepared, and to contribute to the group endeavor in section and lecture.

2. Two Papers Based on Primary Sources (15% each):
These papers will be critical interpretations of primary documents. 3-4 pages typed (plus citations). You will be asked to formulate an argument based on these sources and informed by other readings and class lectures.

3. Poster Project (15%):
This project will allow you to conduct primary historical research on a topic related to activism in the post 1960 era. There is no paper attached to this assignment; research will be presented on a poster in discussion section.

4. Two Quizzes (12.5% each):
Quizzes will be short-answer in format and will be based on lectures and readings. You will receive a study sheet in advance of each quiz.

5. Final Paper (20%)
This 5 page paper will ask you to synthesize readings and lectures in a well-crafted argument in response to a given topic. NOTE: Anyone with a 93% average or above on all of the above assignments, including participation, will be excused from the final paper. We will let you know by Friday April 29. Because our exam date is early in exam week, the final paper topic will be distributed on April 26.

COURSE SCHEDULE:

UNIT ONE
ANTI-LYNCHING MOVEMENTS 1880-1923:
THE VICTORIAN GENDER/RACE SYSTEM AND EFFORTS TO OPPOSE IT

Week 1
1/18 Introduction. No Reading Assignment

1/20 The Rape Myth, Miscegenation, and the Victorian Gender/Race System
   Reading: Pascoe, "Ophelia Paquet" Women's America pp. 275-280.
   WEBSITE: “How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?” Documents 5A (Thomas Nelson Page) and 5B (Mary Church Terrell). [note: see list of required texts for directions on how to access this website.]

Week 2
1/25 Black Women Organize Against Lynching

1/27 The Fruits of Interracial Cooperation in Anti-Lynching Activism
Reading: WEBSITE: “How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?” Documents 1, 6 and 7 (Abel Meeropol, Charlotte Hawkins Brown).

Week 3
2/1 Why Was the Association of Southern Women for the Prevention of Lynching a Whites-Only Group?
Reading: Gilmore, "Forging Interracial Links" Women's America pp. 286-296; WEBSITE: “How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?” Documents 16, 17, 18, 20, 21 (ASWPL).

UNIT TWO
PARADOXES OF EMPOWERMENT 1890-1940:
THE VICTORIAN GENDER/RACE SYSTEM DECLINES BUT A NEW ONE EMERGES

2/3 Industrial Labor, Consumer Culture, and the Paradoxes of Empowerment
Reading: Hall, “Disorderly Women” Women's America pp. 410-422.

Week 4
2/8 Chinese Immigrant Women and the Clash in Gender/Race Systems

2/10 Prudes, Dudes, and Blues Queens: The Emergence of Visible Queer Cultures
Reading: Listen to Me Good pp. 1-62; Handout on Passing Women.

PAPER #1 DUE AT THE BEGINNING OF LECTURE

Week 5
2/15 The State, the Social Construction of Bodies, and Health
Reading: Listen to Me Good pp. 63-156.

2/17 The Suffrage Movement and Consumer Space: Redefining the Public Sphere

Week 6
2/22 The Paradoxes of Birth Control Availability
Reading: Sanger, “I resolved that women should have knowledge of contraception...” Women's America pp. 370-378; Reagan, “When Abortion Was a Crime” Women's America pp. 423-428.

2/24 How Gender and Race Shaped the Development and Demise of Welfare
Week 7
3/1 Consumerism and the Changing Female Body Ideal

3/3 QUIZ #1 No New Reading.

UNIT THREE:
THE WWII CRISIS AND THE 1950s:
NEW OPPORTUNITIES EMERGE TO OPPOSE GENDER/RACE HIERARCHIES

Week 8 (NOTE: Choose groups and topics for Poster assignment in section this week!)
3/8 Why Was Rosie the Riveter Always White and Wearing Lipstick? Race, Gender & WWII Nationalism

3/10 The Green, Green Grass of Home: the Toxicity of the Family Ideal
   Reading: Swerdlow, "Ladies' Day" Women's America pp. 517-532; Beyond the Shadow of Camptown, pp. 1-41.

Week 9
3/15 Sexual Freedom and Sexual Deviance in the 1940s and 1950s

3/17 Bananas, Beaches, and Burkas: How War is Always Women’s History
   Reading: Beyond the Shadow of Camptown, pp. 42-125.

3/22 and 3/24: SPRING BREAK!

Week 10
3/29 From Respectability to R-E-S-P-E-C-T: Women in the Civil Rights Movement
   Reading: Payne, “A Woman’s War” Women's America pp. 532-536; Beyond the Shadow of Camptown pp. 154-221.

UNIT FOUR:
THE EMERGENCE OF A NEW, POST-INDUSTRIAL GENDER/RACE SYSTEM:
MOVEMENTS, SPECTACLES, BODY REGIMES

3/31 Multiple Harbingers of the Post-WWII Feminist Movement
   PAPER #2 DUE AT THE BEGINNING OF LECTURE
Week 11

4/5 The Pill and Sexual Revolutions
Reading: Bailey, “Prescribing the Pill” Women's America pp. 560-568; Lakota Woman pp. 3-91.

4/7 The Death of the Lady: Deindustrialization, Two-Income Families, and the New Right
Reading: Whalen, “Sweatshops Here and There” Women's America pp. 682-691; Schlafly, “The thoughts of one who loves life as a woman...” Women's America pp. 593-597; Lakota Woman pp. 92-143.

Week 12

POSTERS DUE THIS WEEK IN SECTION

4/12 Lakota Woman: Gender and The American Indian Movement
Reading: Lakota Woman pp. 144-263.

4/14 Tributaries and Tribulations: Reconceptualizing Feminist Movements

Week 13

4/19 Queer Liberations and Struggles over “Values”
Reading: “Documents: Rethinking Marriage in the Late Twentieth Century” Women's America pp. 664-669.

4/21 Body Regimes I: The Class Division of Access to Rights
Reading: Adair, “Inscriptions of Poverty on the Female Body” Women's America pp. 677-681; De Hart and Lewis, “Thirty Years After Roe” Women's America pp. 691-696. Handout.

Week 14

4/26 QUIZ # 2 No New Reading.

4/28 Body Regimes II: Self-Fashioning and Self-Policing in the Consumer Public
Reading: Bordo, “‘Material Girl’” Women's America pp. 660-663.

Week 15

5/3 Iraq, Afghanistan, and Contradictions in the International Politics of Women’s Rights

5/5 Conclusion. No New Reading.

FINAL PAPER DUE: SUNDAY 5/8 BY 12:25 PM IN YOUR TA’s BOX.