

History 354: Women and Gender in the U.S. Since 1870

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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. It is a fascinating period to study and we are excited about exploring it with you. In addition, the history that we will engage is newly discovered and its meanings are not agreed upon. The field of gender history is only about 35 years old, which means its themes and stories are not as set in stone as some other fields of history. In addition, we are in the midst of a "paradigm shift" about gender and women's history, which means that stories accepted as obvious and true even ten years ago now don't seem quite right to many people, and there is a drive to create new understandings. Some of the impetus for new understanding comes from current events, like the war in Iraq, debates about marriage, the emergence of transgender activism and theory. Some of the impetus comes from realizations that, through US history, gender and race became wound together in people's experiences and ways of seeing the world. So much so that we might think of them in tandem, as a "system" of gender and race. We will engage a wide variety of topics in gender and women's history in order to explore the following central themes:

1. What was the "**gender/race system**," how has it changed and why?
2. How was **sexuality** related to the gender/race system? How have sexual and gender expressions and identities changed and why?
3. How has **marriage** changed since the mid-19th century and why?
4. How has **war** related to or changed the gender/race system?
5. How has the dramatic proliferation of goods and media for personal **consumption** in the 20th and 21st century related to or changed the gender/race system?

Your success in this course depends on your attendance at all lectures and discussion section meetings, and your timely completion of all required readings. We have not padded the syllabus with unnecessary material. Lectures provide the framework for the course and present the central questions and facts. They do not repeat readings and there are topics that we will cover in lectures that do not appear in the readings at all. Readings are chosen to augment and deepen the understandings built in lecture by providing different information and viewpoints. Ideally, complete the day's reading assignment before you come to lecture so you can make the links between them. Sections will teach you necessary skills for papers and exams, such as how to read a primary document, how to analyze a visual image, etc., and provide a place to discuss in more depth issues raised in readings and lectures. They are not review sessions for the lectures, and TAs will not be lecturing or rehashing lecture material.

Please come to lectures and section meeting "checked in" and prepared to participate in a variety of ways. We will make the lecture as participatory as possible through a variety of techniques. To that end, we ask that you not utilize a laptop for note-taking or any other purpose in this class. (Note-taking on paper is fine, and we welcome feedback on our efforts to make note-taking a way to engage and process the material rather than simply a task of copying slides.) For the same reason, we also ask that you refrain from reading the paper or doing puzzles during class. If you have a disability that requires you to use a

computer for note-taking, please see Nan personally to seek an exception to this rule.

REQUIRED TEXTS:

(books available at Room Of One's Own Bookstore, 307 W. Johnson St)

1. Elizabeth Alice Clement, *Love for Sale: Courting, Treating, and Prostitution in New York City*
2. Ji-Yeon Yuh, *Beyond the Shadow of Camptown: Korean Military Brides in America*
3. Mary Crow Dog, *Lakota Woman*
4. Lillian Faderman, *Naked in the Promised Land*
5. *PACKET*: Available at Student Print (Memorial Union) or via library website. To access the library website, log in to My UW and go to the 'Academics' page and find our course listed. There will be a link to the library course reserve there.
6. *WEBSITE: Women and Social Movements in the United States* (available via UW library).

This website contains numerous sets of primary documents in gender and women's history. We will utilize ONE of these document sets intensively; one additional set we will utilize for one key document. You are just as responsible for this material as you would be for material in a book. Please plan to print particularly significant documents for use in class, section, and papers. The titles of these sets are:

1892 "How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?"

1925 "How Did White Women Reformers with the Southern Ute Respond to Gendered Assimilationist Indian Policies?"

In order to access this restricted website, click on the following link (link also appears on My UW on your 'Academics' page):

<http://www.alexanderstreet6.com.ezproxy.library.wisc.edu/wasm/wasm.index.html> . You will be asked to give your UW net ID and password, and then you will come to the Homepage. Click on "Documents Projects" [under 'Browse']. Each of the document projects are listed here according to date. Scroll down to the date related to the project title you are looking for. "View Document Project" takes you to the author's introduction; "View all Documents..." gives you a table of contents of documents.

COURSE REQUIREMENTS:

1. Participation (20%):

Participation is based on quality and quantity of your contributions to section discussions. We expect you to contribute to the group endeavor in section and lecture. Your participation grade also includes completion of required, short, and ungraded assignments due in section or on learn@uw.

2. Two Papers Based on Primary Sources (20% each):

A primary source is any source into a historical time or issue that was produced at that time and gives you first-hand evidence into your inquiry. The first of these papers will be a critical interpretation of primary documents from the anti-lynching movement. The second of these papers will be a critical analysis of one or both of the memoirs read for the course. Each paper is 3-4 pages typed (plus citations). Each paper will ask you to shape your own inquiry within parameters or topics provided, and formulate an argument and thesis based on the primary sources in relation to other readings and class lectures.

3. In-class Midterm (20%):

The midterm will consist of IDs, short answers, and an analysis of a visual source. You will receive a study sheet in advance of the midterm. The midterm covers everything to date except anti-lynching material.

4. Take-home Final (20%):

The final will consist of IDs and short essays. The final will be comprehensive in scope, but will emphasize material not covered by papers or midterm.

COURSE SCHEDULE:

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

Week 1

1/23 Introduction. No Reading Assignment

Week 2

1/28 The Rape Myth, Miscegenation, and the Victorian Gender/Race System

Reading: WEBSITE: “1892-How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?” “Introduction,” Documents 5A (Thomas Nelson Page) and 5B (Mary Church Terrell).

[note: see list of required texts for directions on how to access this website.]

1/30 Black Women Organize Against Lynching

Reading: WEBSITE: “How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?” Documents 2, 3 and 4 (Francis E.W. Harper, and Ida B. Wells).

Week 3

2/4 The Fruits of Interracial Cooperation in Anti-Lynching Activism

Reading: PACKET: Martha S. Jones, “Make Us a Power: Churchwomen’s Politics and the Campaign for Women’s Rights;” WEBSITE: “How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?” Documents 1, 6 and 7 (Abel Meeropol, Charlotte Hawkins Brown).

2/6 Why Was the Association of Southern Women for the Prevention of Lynching a Whites-Only Group?

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

Week 4

2/11 Marriage: Property, Sex and Race in the Nineteenth Century

Reading: PACKET: Pascoe, “Ophelia Paquet, a Tillamook Indian Wife: Miscegenation Laws and the Privileges of Property;” Nancy F. Cott, “Giving Character to Our Whole Civil Polity: Marriage and the Public Order in the Late Nineteenth Century”

2/13 Courtship, Obscenity and Birth Control 1890s to 1930s

Reading: *Love for Sale*, pp. 45-75

Week 5

2/18 Prudes, Dudes, and Blues Queens: The Emergence of Visible Queer Cultures

No New Reading

PAPER #1 DUE AT THE BEGINNING OF LECTURE

2/20 Exclusion and Reform: the Clash in Gender/Race Systems

Reading: PACKET: Erika Lee, "Exclusion Acts: Chinese Women During the Chinese Exclusion Era, 1882-1943;" WEBSITE: 1925 "How Did White Women Reformers with the Southern Ute Respond to Gendered Assimilationist Indian Policies?" read: "Abstract" and Document 5 (Thomas J. Morgan)

Week 6

2/25 Suffrage and Labor Movements: Public Space, Consumerism and Citizens

Reading: *Love for Sale* pp. 76-113; PACKET: Nancy Hewitt, "Luisa Capetillo: Feminist of the Working Class"

2/27 World War I: Soldiers, Citizens, and Sex

Reading: *Love for Sale* pp. 114-176

Week 7

3/3 Consumerism, Body Ideals, and Welfare in the 1920s and 1930s

Reading: *Love for Sale* pp. 177-239; PACKET: Vicki Ruiz, "The Flapper and the Chaperone"

3/5 Why Was Rosie the Riveter Always White and Wearing Lipstick? Race, Gender & WWII Nationalism

Reading: PACKET: Timothy Stewart-Winter, "Not a Soldier, Not a Slacker: Conscientious Objectors and Male Citizenship in the United States during the Second War"

Week 8

3/10 Pinups and Other Pleasures: Soldiers in WWII and After

Reading: *Beyond the Shadow of Camptown*, pp. 1-41.

3/12 **IN-CLASS MIDTERM**

SPRING BREAK—NO CLASS MARCH 17 or 19....READ A MEMOIR!

UNIT THREE:
THE POST WWII ERA:
NEW OPPORTUNITIES EMERGE TO OPPOSE GENDER/RACE HIERARCHIES

Week 9

3/24 The Fifties Family Ideal: The New Segregation?

Reading: *Beyond the Shadow of Camptown*, pp. 42-125.

3/26 Gender and Model Minorities

Reading: *Beyond the Shadow of Camptown* pp. 154-221.

Week 10

3/31 Lesbian Cultures in the 1950s

Reading: PACKET: Madeline Davis and Elizabeth Kennedy, "Oral History and the Study of Sexuality in the Lesbian Community: Buffalo, New York 1940-1960;" Nan Alamilla Boyd, "A Queer Ladder of Social Mobility: San Francisco's Homophile Movements, 1953-1960"

4/2 From Respectability to R-E-S-P-E-C-T: Women in the Civil Rights Movement

Reading: *Naked in the Promised Land* pp. 3-101.

Week 11

4/7 The Pill and Other Transformations in Marriage in the 1960s.

Reading: PACKET: Renee C. Romano, "The Rights Revolution and Interracial Marriage;" *Naked in the Promised Land* pp. 105-223.

4/9 Multiple Harbingers of the Post-WWII Feminist Movement

Reading: *Naked in the Promised Land* pp. 227-356; *Lakota Woman* pp. 3-91.

Week 12

4/14 Lakota Woman: Gender and The American Indian Movement

Reading: *Lakota Woman* pp. 92-263.

4/16 Tributaries and Tribulations: Reconceptualizing Feminist Movements

Reading: PACKET: Felicia Kornbluh, "A Human Right to Welfare?"; Alicia Chávez, "Dolores Huerta and the United Farm Workers"

UNIT FOUR: THE NEW GENDER/RACE SYSTEM

Week 13

4/21 Queer Liberations and the Emergence of the Marriage Debate

No New Reading

PAPER #2 DUE AT THE BEGINNING OF LECTURE

4/23 Gender and Immigration Since 1965

Reading: PACKET: Sucheng Chan, "Scarred, yet Undefeated: Hmong and Cambodian Women and Girls in the United States"

Week 14

4/28 Gendering Globalization: Women in the Professions in the US

Reading: PACKET: Cynthia Enloe, "Tracking the Militarized Global Sneaker;" Rhacel Salazar Parreñas, "Asian Immigrant Women and Global Restructuring, 1970s-1990s"

4/30 The Role of Gender in the Wars in Afghanistan and Iraq

Reading: PACKET: Lila Abu-Lughod, "Do Muslim Women Really Need Saving?"; Christopher Dickey and Gretel C. Kovach, "Revered—and yet Repressed"

Week 15

5/5 Gender in the "War on Terror"

Reading: PACKET: Wendy Kozol and Rebecca DeCola, "Remapping the Visual War on Terrorism: 'U.S. Internationalism' and Transnational Citizenship,"

5/7 Conclusion. No New Reading.

FINAL EXAM: FRIDAY 5/16 BY 2:45 PM IN YOUR TA's BOX.

Packet Table of Contents

Martha S. Jones, "Make Us a Power: Churchwomen's Politics and the Campaign for Women's Rights," from *All Bound Up Together: The Woman Question in African American Public Culture, 1830-1900* (University of North Carolina Press, 2007).

Peggy Pascoe, "Ophelia Paquet, a Tillamook Indian Wife: Miscegenation Laws and the Privileges of Property," Linda K. Kerber and Jane Sherron de Hart, *Women's America: Refocusing the Past 6th ed.* (Oxford, 2004), pp. 275-280.

Nancy F. Cott, "Giving Character to Our Whole Civil Polity: Marriage and the Public Order in the Late Nineteenth Century," Linda K. Kerber, Alice Kessler-Harris and Kathryn Kish Sklar, eds., *U.S. History as Women's History: New Feminist Essays* (University of North Carolina Press, 1995), pp. 107-121.

Erika Lee, "Exclusion Acts: Chinese Women During the Chinese Exclusion Era, 1882-1943," Shirley Hune and Gail M. Nomura, eds., *Asian/Pacific Islander American Women: A Historical Anthology* (New York University Press, 2003).

Nancy Hewitt, "Luisa Capetillo: Feminist of the Working Class," Vicki L. Ruiz and Virginia Sánchez Korrol, eds., *Latina Legacies: Identity, Biography, Community* (Oxford, 2005).

Vicki Ruiz, "The Flapper and the Chaperone," from *From Out of the Shadows: Mexican Women in Twentieth-Century America* (Oxford 1998).

Timothy Stewart-Winter, "Not a Soldier, Not a Slacker: Conscientious Objectors and Male Citizenship in the United States during the Second War," *Gender & History* 19:3 (November, 2007), pp. 519-542.

Madeline Davis and Elizabeth Kennedy, "Oral History and the Study of Sexuality in the Lesbian Community: Buffalo, New York 1940-1960" *Feminist Studies* 12:1 (Spring, 1986), pp. 7-26.

Nan Alamilla Boyd, "'A Queer Ladder of Social Mobility: San Francisco's Homophile Movements, 1953-1960,'" from *Wide Open Town: A History of Queer San Francisco to 1965* (University of California Press, 2003).

Renee C. Romano, "The Rights Revolution and Interracial Marriage," from *Race Mixing: Black-White Marriage in Postwar America* (Harvard, 2003).

Felicia Kornbluh, "A Human Right to Welfare? Social Protest among Women Welfare Recipients after World War II," Linda K. Kerber and Jane Sherron de Hart, *Women's America: Refocusing the Past 6th ed.* (Oxford, 2004), pp. 552-560.

Alicia Chávez, "Dolores Huerta and the United Farm Workers," Vicki L. Ruiz and Virginia Sánchez Korrol, eds., *Latina Legacies: Identity, Biography, Community* (Oxford, 2005).

Sucheng Chan, "Scarred, yet Undefeated: Hmong and Cambodian Women and Girls in the United States," Shirley Hune and Gail M. Nomura, eds., *Asian/Pacific Islander American Women: A Historical Anthology* (New York University Press, 2003).

Cynthia Enloe, "Tracking the Militarized Global Sneaker," in *Globalization and Militarism: Feminists Make the Link* (Rowman and Littlefield, 2007).

Rhacel Salazar Parreñas, "Asian Immigrant Women and Global Restructuring, 1970s-1990s," Shirley Hune and Gail M. Nomura, eds., *Asian/Pacific Islander American Women: A Historical Anthology* (New York University Press, 2003).

Lila Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others," *American Anthropologist* 104:3 (September, 2002), pp. 783-790.

Christopher Dickey and Gretel C. Kovach, "Revered—and yet Repressed," *Newsweek* 139:2 (Jan. 14, 2002); 48 (2 pages).

Wendy Kozol and Rebecca DeCola, "Remapping the Visual War on Terrorism: 'U.S. Internationalism' and Transnational Citizenship," Andrew Martin and Patrice Petro, eds., *Rethinking Global Security: Media, Popular Culture, and the 'War on Terror'* (Rutgers: 2006).