

CID 21234
Syllabus: HIST 5382, section 01 (online)
Topics in the History of Women: Feminism and Anti-feminism
Spring 2018, 3 credit hours

Instructor: Dr. Nancy E. Baker

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Office hours: By appointment via phone or in person. E-mail is the quickest way to reach me. I check email multiple times each day and usually respond to emails within 24 hours.

Welcome to 20th Century US Women's History! This is a three-hour, graduate credit course in the Sam Houston State University History Department. The emphasis in this course will be on 20th-century American women's history, particularly the history of politics, reform, feminism and anti-feminism.

Course Description: This course will be conducted entirely on-line. The student will have no obligation to travel to the SHSU campus for any reason. Instead, we will use the Blackboard computer interface to read and comment on texts, to hold discussions about various assigned readings, to write and share reviews and essays, and to bring web resources to other members of the class.

We will focus on gender as a tool of historical analysis and apply that approach to American women's history in the 20th century. We will start by reading some essays on the field of women's history and the use of gender as a theoretical framework. From there, we will survey women's roles and experiences in 20th- century American history, particularly as they relate to politics, reform, feminism and antifeminism. Emphasis will be placed on a close, careful, analytical reading of the texts.

Texts used may range from older classics in the field to the most recent scholarship. The last paper will be on the topic of your choice, so that if you feel we did not get to cover in-depth a topic in which you are most interested, you will have an opportunity to do so.

Course Objectives: There are three main goals for this course. In this course, you will:

1. Demonstrate through book reviews and class discussions that you have gained knowledge of the field of 20th-century American women's history, particularly as it relates to feminism and anti-feminism. (This is a readings course designed to familiarize students with current trends in American historiography. The emphasis is on reading in the field, not on primary research.)
2. Demonstrate through steady progress with your written reviews and discussion participation that you are developing greater skill in expressing yourself in writing.
3. Demonstrate through steady progress with your reviews that you are improving your ability to analyze and critically evaluate ideas, arguments, and points of view.

On each review, you will receive feedback from me. How well you incorporate that feedback into your future work, thus demonstrating steady improvement, will have a significant impact on your final course grade.

Required Readings:

The following nine books are required reading for this course. In order to pass this course, you must purchase these books at the start of the semester and read them at the appropriate times during the semester. These books are available for purchase through www.amazon.com and other on-line booksellers. Feel free to buy any edition of these books (so, buying a used, older edition is fine). All other required readings in the syllabus will be journal articles or e-books available on-line through the SHSU Newton Gresham Library. To access journal articles, use JSTOR (see directions, below.)

1. Jean H. Baker, *Sisters: The Lives of America's Suffragists* (New York: Hill & Wang, 2006) 288 pp.

ISBN-10: 0809087030; **ISBN-13:** 978-0809087037

2. Dorothy Sue Cobble, *The Other Women's Movement: Workplace Justice and Social Rights in Modern America* (Princeton, NJ: Princeton University Press, 2005) 336 pp.

ISBN-10: 0691123683; **ISBN-13:** 978-0691123684

3. Betty Friedan, *The Feminine Mystique* (New York: W.W. Norton & Co., 1963, 2001), 512 pp.

ISBN-10: 0393322572; **ISBN-13:** 978-0393322576

4. Michelle M. Nickerson, *Mothers of Conservatism: Women and the Postwar Right* (Princeton, NJ: Princeton University Press, 2012) 264 pp.

ISBN-10: 0691121842; **ISBN-13:** 978-0691121840

5. Dayo F. Gore, Jeanne Theoharis, Komozi Woodard, eds., *Want to Start a Revolution?: Radical Women in the Black Freedom Struggle* (New York: New York University Press, 2009) 368 pp.

ISBN-10: 0814783147; **ISBN-13:** 978-0814783146

6. Nancy A. Hewitt, ed., *No Permanent Waves: Recasting Histories of U.S. Feminism* (New Brunswick, NJ: Rutgers University Press, 2010) 472 pp.

ISBN-10: 0813547253; **ISBN-13:** 978-0813547251

7. Deborah Siegel, *Sisterhood, Interrupted: From Radical Women to Grrls Gone Wild* (Palgrave MacMillan, 2007) 240 pp.

ISBN-10: 140398204X; **ISBN-13:** 978-1403982049

8. Ronnee Schreiber, *Righting Feminism: Conservative Women & American Politics* (NY: Oxford University Press, 2008) 192 pp.

ISBN-10: 0195331818; **ISBN-13:** 978-0195331813

9. Marjorie Spruill, *Divided We Stand: The Battle Over Women's Rights and Family Values That Polarized American Politics* (NY: Bloomsbury, 2017) 448 pp.

ISBN-10: 1632863146; **ISBN-13:** 978-1632863140

Grading:

Book Review #1 (500-600 words, or 2 pp.) 10%

Book Review #2 10%

Book Review #3 10%

Book Review #4 10%

Book Review #5 10%

Book Review #6 10%

Review Essay (5 pp.) 15%

Class Participation (13 discussions) 25%

Class Requirements:

This course is based on a seminar format. Successful seminars require full participation and careful preparation by every member. Careful preparation means that you have not only read the assignment but also have taken notes and thought about the author's work. For every class, each of you **must complete all of the reading prior to the seminar meeting for which it is due.** Attendance on-line is essential. As the instructor, I reserve the right to amend the syllabus (particularly the reading assignments) as I deem necessary throughout the semester.

Pages 4, 5 and 6 of this syllabus are devoted to explaining book reviews, the review essay, and class discussions.

Page 7 explains how to access JSTOR and the policy regarding plagiarism in this class.

Pages 8, 9, 10, 11 and 12 offer the course schedule of readings, discussions, and assignments.

Page 13 lists standard course policies for all SHSU courses.

Book reviews

You will be expected to write **6 book reviews** of 500-600 words each (about 2 pages double-spaced). You should properly cite the book you review at the top of the first page as you would see for any book review in a scholarly journal. Here is an example:

A History of Root Beer. By Ida Love Sassafrass. (New York: New York University Press, 2018. xxvi + 231 pp. \$35 cloth and digital)

Your name should appear at the end of the review. Look at scholarly journal book reviews to see additional examples of this.

There are 9 assigned books to read and discuss; this means you can submit a review for any 6 of the 9 books, OR you can submit a review for all 9 books and I will drop the lowest three review grades at the end of the semester. I would encourage you to write your reviews early on – please, do not wait until the last 6 books and then discover you have a scheduling problem (or an unforeseen illness!) with which to contend.

You are expected to participate in all discussions, regardless of whether you are submitting a review on that week's book.

The format and length of the reviews is what you would be asked to do if you were writing a review for a historical journal. Writing reviews of such short length is actually far more challenging than writing a longer review; every word counts in terms of effectively communicating helpful information to your reader. In each review, your audience is a reader who you assume has NOT read the book you are reviewing.

The books to be reviewed are assigned, required reading for this course. In other words, you do not need to do any extra reading to write these reviews. I would discourage you from reading published reviews of any book you for which you are writing your own review, as this will help you avoid inadvertently plagiarizing others' ideas or words.

These reviews will count as 60% of your final grade (each worth 10% of the final grade). Please submit them via the “dropbox” on our course website.

Please note: You should be taking detailed reading notes for yourself as you do each reading assignment for this course. You will need such notes when it is time to study for your comprehensive exams for your MA degree. My suggested guidelines for **how to read and take notes efficiently** are available on the course website. Read these guidelines BEFORE you attempt to write any of your reviews.

If you intend to do a comprehensive exam with me in the field of women's history, I will expect you to know **ALL of the readings you did for this course** – all books, all articles, and the readings you select for your review essay. It will be your responsibility to keep this syllabus and all your notes on your readings for future use for your comps.

Review Essay

The final writing assignment for the semester will involve writing one 5 pp. review essay.

In this review essay, you will review 3 scholarly journal articles of your choice, on the history of women in 20th-century America. (The specific topic within this will be your choice. Your topic should be about women in 20th c. American history – if you wish to do something from an earlier period or that may not strictly fit this category, you must ask my permission first.) Through the Newton Gresham Library website, you will access JSTOR, which will allow you to browse through hundreds of scholarly journals to find articles of interest to you. (An example of a scholarly history journal would be *The American Historical Review*.)

IMPORTANT: A review essay is NOT the same as a book review. A review essay reviews several books together (or, in our case, articles). This is done as a way of taking stock of the state of scholarship on a particular topic or in a particular field. *If you would like to see what a review essay looks like, refer back to the review essay assigned for our first discussion.*

You must choose a topic that is a **history** topic. I am willing to allow **one** article to be from a non-history journal (so, it could be from a scholarly journal of political science, sociology, psychology, women's studies, etc.). However, **the other two articles must be from a history journal** or be works of historical scholarship appearing in an academic journal. As one of your selected articles to review, you may **NOT** use any of the following: a review essay, a book review, a historical document (i.e. primary source – ex.: a government report).

IMPORTANT: If your review essay does NOT follow the guidelines on which kinds of articles are appropriate to be used, or if your review essay is NOT written in the proper form of a review essay, the highest grade you are likely to earn on the review essay is a C.

If you have any questions about this, please ask me – I am happy to help.

The review essay will be due no later than Monday, April 30. Please submit this via the “dropbox” on our course website.

The review essay will be worth 15% of your final grade.

Class participation

Participation in 13 on-line discussions will count as 25% of your grade for the course. Discussions 1-12 are worth 2% each of your grade for the course, and discussion 13 is worth 1% of your grade for the course.

Participation (via the discussion boards) is essential for the success of this course. Week 1, our discussion will occur from Wednesday until Sunday. For the rest of the semester discussions will take place from Monday to Sunday. Each week that we are having a discussion, no later than Monday evening I will have a discussion board open and ready for our discussion of that week's reading; you **MUST** post your comments by no later than the following Sunday evening.

The purposes of the discussions are for students to interact, to discuss the material, and to show me that you have read and thought about the material. I would encourage you to participate in the discussion on the earlier side, and make repeat visits to respond to other people's posts or add additional thoughts you may have had during the week. Remember, we are trying to approximate as best we can what it would be like to have an actual class discussion, in person. So, feel free to be yourself and be conversational – just please behave respectfully towards other class members at all times, even when you strongly disagree with their views.

If you have a book review to write on that week's reading, the paper is due the Monday that week's discussion begins. Please, do **NOT** post your paper as your on-line discussion participation. While you may certainly want to share the ideas you put into your paper, you should do so in a more conversational, discussion format (rather than simply cutting and pasting your paper's content into the discussion).

The following criteria will be used to determine participation grades:

A = if you are participating and moving the discussion along with insights from the readings

B = if you are present, prepared, and participating

C = if you are present and prepared (brief, lackluster replies, but you seem to have done the reading); **if you post only once to a discussion, you will receive a C (at best) for that discussion**

D = if you are present but unprepared (monosyllabic replies, errors indicating that you did not do the reading)

F = if you are not present

How to access JSTOR:

1. Go to the Newton Gresham Library homepage.
2. Under heading “Newton Gresham Library,” click on the tab labeled “Articles & More.”
3. On the Database QuickLinks (“Popular Databases”), select “JSTOR.”
4. Alternatively, you can select a database to search in a subject area by clicking on “History.”
5. Search JSTOR for specific titles, authors, or topics.

***** PLEASE TAKE SPECIAL NOTE of my policies on PLAGIARISM *****

If you are caught plagiarizing someone else’s writing or ideas in any of your work in this class, you will receive an F/0 for that assignment.

If you do this more than once during the semester, **you will receive an F/0 for the entire course.**

Here is a link to SHSU guidelines on what constitutes plagiarism:

<http://www.shsu.edu/centers/academic-success-center/writing/handouts/wp/WP-2.pdf>

Plagiarism includes using others’ book reviews to write your own books reviews.

When in doubt as to whether you are committing plagiarism, PLEASE ASK ME. I am always happy to help.

Schedule of Lecture Topics and Reading Assignments

All readings are to be completed prior to the date on which they are listed. I reserve the right to make changes to the class schedule throughout the semester, as I deem necessary. Please read through the entire schedule and note due dates, length of readings, etc., so that you can plan ahead and not be caught by surprise!

Week One – Jan. 17

Introduction & Sample Review Essay

Read the syllabus and e-mail me with any questions you may have about the syllabus.

Be prepared to discuss the one short reading listed below beginning on Wed., Jan. 17. The discussion period for this assignment is brief, ending at midnight on Sunday, Jan. 21.

Using JSTOR, you will find and read a review essay (the citation for the review essay is as follows):

Re-Viewing the Second Wave

In Our Time: Memoir of a Revolution by Susan Brownmiller; *The World Split Open: How the Modern Women's Movement Changed America* by Ruth Rosen; *Dear Sisters: Dispatches from the Women's Liberation Movement* by Rosalyn Baxandall; Linda Gordon; *"Rights, Not Roses": Unions and the Rise of Working-Class Feminism, 1945-1980* by Dennis A. Deslippe

Review by: Sara M. Evans

Feminist Studies, Vol. 28, No. 2, Second Wave Feminism in the United States (Summer, 2002), pp. 258-267

Finding and reading this review essay will serve the following purposes: it will help you practice finding scholarly reviews of books and also see what a review essay does. Take note of how the reviewer handles reviewing several works in one review – **this is what you will be doing for your final paper, the review essay.**

Once you have read the review essay, discuss the review essay in our discussion starting Wed., Jan. 17. Tell your classmates what in the review was helpful or not, what you would do differently, and whether the author effectively links the various books in her review.

Identify three possible topics for your own review essay due at the end of the semester, and share this list with the class via our online discussion.

Check on the discussion a couple of times during the week and respond to what others write.

Directions on how to use the Newton Gresham Library to find a book review or journal article are in this syllabus on p. 7.

In addition to discussing the review essay, please introduce yourself in our on-line discussion forum.

Order copies of the required books as soon as you are able. The first book will be discussed beginning on Feb. 5, and the first book review is due Feb. 5.

Week Two – Jan. 22

Women's History as a Field

Be prepared to discuss the four readings listed below beginning on Mon., Jan. 22. The discussion period is one week, ending Sunday, Jan. 28. (ALL discussion periods are one week, unless otherwise noted.)

Ruth Rosen, "Sexism in History or, Writing Women's History Is a Tricky Business," *Journal of Marriage and the Family*, vol. 33, no. 3, *Sexism in Family Studies* (Aug. 1971), pp. 541-544.

Gerda Lerner, "Placing Women in History: Definitions and Challenges," *Feminist Studies*, Vol. 3, No. 1/2 (Autumn, 1975), pp. 5-14.

Melinda S. Zook, "Integrating Men's History into Women's History: A Proposition," *The History Teacher*, Vol. 35, No. 3 (May, 2002), pp. 373-387.

Cornelia H. Dayton and Lisa Levenstein, "The Big Tent of U.S. Women's and Gender History: A State of the Field," *The Journal of American History*, Vol. 99, No. 3 (December 2012), pp. 793-817. (Please note: this is a second example of a review essay. Your final paper assignment is to write a review essay, so keep that in mind as you read this.)

Week Three – Jan. 29

Woman Suffrage, part 1

Be prepared to discuss the readings listed below beginning on Mon., Jan. 29.

A. Elizabeth Taylor, "The Woman Suffrage Movement in Texas," *The Journal of Southern History*, vol. 17, no. 2 (May 1951), pp. 194-215.

Elna C. Green, "From Antisuffragism to Anti-Communism: The Conservative Career of Ida M. Darden," *The Journal of Southern History*, Vol. 65, No. 2 (May, 1999), pp. 287-316.

Ellen Dubois, "Woman Suffrage: The View from the Pacific," *The Pacific Historical Review*, vol. 69, no. 4, *Woman Suffrage: The View from the Pacific* (Nov. 2000), pp. 539-551.

In addition, read ONE of the following, either Gayle Gullett OR John Putnam:

Gayle Gullett, "Constructing the Woman Citizen and Struggling for the Vote in

California, 1896-1911," *The Pacific Historical Review*, vol. 69, no. 4, Woman Suffrage: The View from the Pacific (Nov. 2000), pp. 573-593.

John Putman, "A 'Test of Chiffon Politics': Gender Politics in Seattle, 1897-1917, *The Pacific Historical Review*, vol. 69, no. 4, Woman Suffrage: The View from the Pacific (Nov. 2000), pp. 595-616.

Week Four – Feb. 5

Woman Suffrage, part 2

Be prepared to discuss the book listed below beginning on Mon., Feb. 5.

Jean H. Baker, *Sisters: The Lives of America's Suffragists* (New York: Hill & Wang, 2006) 288 pp.

Week Five – Feb. 12

Labor Feminists

Be prepared to discuss the book listed below beginning on Mon., Feb. 12.

Dorothy Sue Cobble, *The Other Women's Movement: Workplace Justice and Social Rights in Modern America* (Princeton, NJ: Princeton University Press, 2005) 336 pp.

Week Six – Feb. 19

No class meeting. Read first half of next week's book.

You might also consider getting started this week on your final selection of a topic and three articles for the review essay due April 30.

Week Seven – Feb. 26

Beginning of Second Wave Feminism

Be prepared to discuss the book listed below beginning on Mon., Feb. 26.

Betty Friedan, *The Feminine Mystique* (New York: W.W. Norton & Co., 1963, 2001), 512 pp.

Advice on reading Friedan: do not get bogged down in reading every page of this book. Make certain that you can identify the problem Friedan is concerned about and her proposed solution; for this, you **MUST** read carefully chapters 1 and 14. For the rest of the book, read briskly, to get a sense of how she constructs an argument, what kinds of evidence she uses, and who she blames for the problem she identifies.

Week Eight – March 5

Cold War Women

Be prepared to discuss the book listed below beginning on Mon., March 5.

Michelle M. Nickerson, *Mothers of Conservatism: Women and the Postwar Right* (Princeton, NJ: Princeton University Press, 2012) 264 pp.

Week Nine – March 12 – Spring Break Week

You have no assigned reading or discussion this week.

You may wish to take advantage of this time to work on your review essay (the final writing assignment) – choose your topic, select your articles, etc.

Or, you may wish to use this time to get ahead in the assigned reading. (Hint: the Hewitt book in Week 11 is a challenging read.)

Week Ten – March 19

Radical Black Feminists

Be prepared to discuss the book listed below beginning on Mon., March 19.

Dayo F. Gore, Jeanne Theoharis, Komozi Woodard, eds., *Want to Start a Revolution?: Radical Women in the Black Freedom Struggle* (New York: New York University Press, 2009) 368 pp.

You must read essays/chapters 3 (on Vicki Garvin), 5 (on Rosa Parks), 10 (on Florynce Kennedy) and 14 (on Johnnie Tillmon) AND choose 2 additional essays/chapters from the rest of the book.

Week Eleven – March 26

Rethinking the Wave Metaphor

Be prepared to discuss the book listed below beginning on Mon., March 26.

Nancy A. Hewitt, ed., *No Permanent Waves: Recasting Histories of U.S. Feminism* (New Brunswick, NJ: Rutgers University Press, 2010) 472 pp.

You must read Part I of Hewitt's book (about 118 pp.) AND also choose 1 more essay from Part II AND 1 more essay from Part III of the book to include in your review and online discussion. As you read, do not get bogged down in details but instead read for big ideas.

Week Twelve – April 2

Second Wave, Post-Feminist, & Third Wave

Be prepared to discuss the book listed below beginning on Mon., April 2.

Deborah Siegel, *Sisterhood, Interrupted: From Radical Women to Grrls Gone Wild* (Palgrave MacMillan, 2007) 240 pp.

Week Thirteen – April 9

Work on Topics of Individual Interest

No class discussion this week. You are expected to use this time to complete your review essay, worth 15% of your final grade. Your selection of topic and articles to review in your review essay are part of your grade – if you have any problems/questions regarding your topic, your choice of articles, etc., contact me.

Remember, a review essay is NOT simply a book review. Our very first reading assignment was a review essay. Feel free to look back at that assignment as an example of what a review essay looks like.

Week Fourteen – April 16**Conservative Women**

Be prepared to discuss the book listed below beginning on Mon., April 16.

Ronnee Schreiber, *Righting Feminism: Conservative Women & American Politics* (Oxford University Press, 2008) 192 pp.

Week Fifteen – April 23**Women's Rights & Family Values**

Be prepared to discuss the book listed below beginning on Mon., April 23.

Marjorie Spruill, *Divided We Stand: The Battle Over Women's Rights and Family Values That Polarized American Politics* (NY: Bloomsbury, 2017) 448 pp.

Week Sixteen – April 30**Present Topics of Individual Interest**

On our class discussion board, everyone will present their individual topics on which you each have written a review essay. Please, do not simply post your review essay. Attempt to be more conversational than that; tell your classmates what your topic is, what articles you chose, what obstacles you may have run into during this process, what you learned, and perhaps what questions you are left with (or what you would like to learn more about, in future).

Check back a couple of times during the week and offer comments/questions on others' topics. If you only post about your own topic, you will receive a C for this week's discussion.

Your review essay is due Monday, April 30.

COURSE POLICIES

Student enrollment in this course confirms that you have read and accepted these policies.

Student Syllabus Guidelines: The following link provides a more detailed description of the course policies <http://www.shsu.edu/syllabus/>

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Plagiarism consists of using another person's words or ideas without attribution; this includes using direct quotations without indicating that they are such, cutting and pasting from websites without indicating your source, or submitting as your own work a paper that you did not write or that you collaborated on with someone else (in other words, you and your classmate discussed the assignment and came up with the same argument and examples). If you commit academic dishonesty, such as plagiarism, you will receive a grade of "F" for the assignment; at the instructor's discretion, you may receive a grade of "F" for the entire class (if, for example, you repeatedly commit academic dishonesty).

Online Classroom Rules of Conduct: As members of the classroom community, all students have a responsibility to others who are a part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect.

Student Absences on Religious Holy Days: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling

Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

Instructor Evaluations: Toward the end of the semester, you will be asked to complete a course/instructor evaluation form.

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