**HIST 500: Women in US History**

**Fall 2019**

**Thurs. 1-3:30 p.m.**

**Room HUM327**

**Kimberly Jones**

**Office: HUMA 327**

**Office Hours: Wednesday 10 a.m. to 11 a.m. or by appointment**

**Email: kvj2@rice.edu**

**Course Description**

This course will place women and the roles women played at the center of our interpretations of the past. Politicians, physicians, male and female citizens have invoked gendered identities to shape citizen rights, science and medical theories, public healthcare, and race. A major focus in this course will be how class, geography and race shaped women’s political, social, economic and cultural experiences. In this course we will ask: how have women engaged with ideology of their bodies in public and private arenas? In what ways has the divisions of genders by race, class and ethnicity challenged women’s ability to exert influence over their lives? How have national events been shaped by women’s concerns? We will also examine themes of violence, sex, and procreation. The course will follow the chronological development of United States from the colonial era to the present to examine the culture of wellness and medical ideology while incorporating topics on politics, law, and immigration.

**Course Requirements and Grading**

* Attendance and Participation (15%)
	+ Attendance and participation are essential for success in this course. Students are expected to participation in Seminar Discussions. Students are expected to arrive promptly to class and be prepared to discuss assigned readings. Students who are absent will need to notify me before or after their return to avoid attendance and participation point loss. No unexcused absences are permitted. Class participation will be determined by the students understanding of the text and engagement in discussion. Students are to be respectful during class discussions.
	+ Students will sign up for two weeks where they will be responsible for leading and circulating discussion questions for the class. These questions should be well crafted that address the central themes of the text and prompt seminar engagement.
* Weekly Responses (15%)
	+ Students will write a substantive one paragraph responses each week before class that pose a question, compare with another reading or discussion form seminar, address a topic, or critique that week’s text.
* Thesis/analysis Papers (30%)
	+ Students will write four analysis on four different required books that are 3-5 pages in length.
* Seminar Paper (40%)
	+ Students will write a 15-20-page historiographical paper on a topic of their choice that focuses on historical analysis of women in American history.

No recorders are allowed in the classroom, unless accommodation have been arranged. Students are expected to have read the assigned book before class meetings.

**Required Readings**

Required Books:

* Barr, Juliana. 2007. *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*. Chapel Hill: University of North Carolina Press.
* Brown, Kathleen M. 1996. *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*. Chapel Hill: University of North Carolina Press.
* Brown, Leslie. 2008. *Upbuilding Black Durham: Gender, Class, and Black Community Development in the Jim Crow South*. Chapel Hill: Univ of North Carolina Press.
* Castledine, Jacqueline. 2012. *Cold War Progressives: Women’s Interracial Organizing for Peace and Freedom*. Urbana: University of Illinois Press.
* Dunbar, Erica Armstrong. 2008. *A Fragile Freedom: African American Women and Emancipation in the Antebellum City*. New Haven: Yale University Press.
* Escobedo, Elizabeth R. 2013. *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Home Front*. Chapel Hill: UNC Press Books.
* Ginzberg, Lori D. 2005. *Untidy Origins: A Story of Woman’s Rights in Antebellum New York*. Chapel Hill: University of North Carolina Press.
* Glymph, Thavolia. 2008. *Out of the House of Bondage: The Transformation of the Plantation Household*. Cambridge: Cambridge University Press.
* Haley, Sarah. 2016. *No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity*. Chapel Hill: UNC Press Books.
* Jensen, Kimberly. 2008. *Mobilizing Minerva: American Women in the First World War*. Urbana: University of Illinois Press.
* Jones-Rogers, Stephanie E. 2019. *They Were Her Property: White Women as Slave Owners in the American South*. New Haven: Yale University Press.
* McGuire, Danielle L. 2011. *At the Dark End of the Street: Black Women, Rape, and Resistance--A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. New York: Vintage.
* Morris, Monique W. 2016. *Pushout: The Criminalization of Black Girls in Schools*. New York: The New Press.
* Simonsen, Jane E. 2006. *Making Home Work: Domesticity and Native American Assimilation in the American West, 1860-1919*. Chapel Hill: Univ of North Carolina Press.
* Zagarri, Rosemarie. 2008. *Revolutionary Backlash: Women and Politics in the Early American Republic*. Philadelphia: University of Pennsylvania Press.

Supplemental texts will be provided on Canvas.

**Policies**

Students with a disability are encouraged to contact me and the Disability Support Service in the Ley Student Center to arrange specific accommodations.

**Rice Honor Code**

The Rice University Honor Code will be abided to within the classroom. Plagiarism will not be tolerated.

**Course Schedule**

**Week 1**

**(8/22)**

Course Introduction

The early American experience for women has often been defined by the colonies along the Atlantic Ocean, in Juliana Barr’s text we will discuss alternative views of the gendered colonial experience by empire, geography and ethnicity. The supplemental texts will help students understand the purpose of writing, researching and thinking historically in a way the incorporates a gendered perspective.

Readings:

* Barr, Juliana. *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*. Chapel Hill: University of North Carolina Press, 2007.

Supplemental Readings:

* Jeanne Boydston, “Gender as a Question of Historical Analysis,” *Gender & History* 20, no. 3 (November 1, 2008): 558–83.

**Week 2**

**(8/29)**

The colonial experience for women diverges slightly from the previous week, as we return to the east and the Atlantic. Kathleen Brown describes the cultural construction of gendered and raced identities and the influence of proximity on ideas about women and women’s work. The supplemental texts will help students develop connections between race and gender.

Readings:

* Brown, Kathleen M. *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*. Chapel Hill: University of North Carolina Press, 1996.

Supplemental Readings:

* Fischer, Kirsten. “The Imperial Gaze: Native American, African American, and Colonial Women in European Eyes” in A Companion to American Women’s History, ed. Nancy A. Hewitt (Malden, MA, 2005), 3-19.

**Week 3**

**(9/5)**

The American Revolutionary experience for white women granted opportunity to challenge the political order that was tumbling. Rosemarie Zagarri discusses how women navigated the war and its aftermath. The supplemental texts will help students expand their gaze on black women in the Revolutionary era.

Readings:

* Zagarri, Rosemarie. *Revolutionary Backlash: Women and Politics in the Early American Republic*. Philadelphia: University of Pennsylvania Press, 2008.

Supplementary Readings:

* Bay, Mia. “See Your Declaration Americans!!!: Abolitionism, Americanism, and the Revolutionary Tradition in Free Black Politics.” In *Americanism: New Perspectives on the History of an Ideal*, edited by Joseph A. McCartin and Michael Kazin, 27–52. Chapel Hill: University of North Carolina Press, 2006.

**Week 4**

**(9/12)**

Slavery in the north had a different character than that which existed it the south. Erica Armstrong Dunbar explores African American women as they navigate freedom in the North. The supplemental text will help students think of ways to incorporate race into studies of gender.

Readings:

* Dunbar, Erica Armstrong. *A Fragile Freedom: African American Women and Emancipation in the Antebellum City*. New Haven: Yale University Press, 2008.

Supplemental Reading:

* Higginbotham, Evelyn Brooks. “African-American Women’s History and the Metalanguage of Race.” *Signs* 17, no. 2 (1992): 251–74.

**Week 5**

**(9/19)**

Slavery in the south for women is often characterized as a power struggle between black enslaved women or black men and white male plantation masters. Stephanie Jones Rogers presents white women plantation mistresses and masters into this narrative. The supplemental text will help students think about women outside of the plantation.

Readings:

* Jones-Rogers, Stephanie E. *They Were Her Property: White Women as Slave Owners in the American South*. New Haven: Yale University Press, 2019.

Supplemental Reading:

* May, Robert E. “Reconsidering Antebellum U.S. Women’s History: Gender, Filibustering, and America’s Quest for Empire.” *American Quarterly* 57, no. 4 (2005): 1155–88.

**Week 6**

**(9/26)**

In the antebellum era of America women clashed against the expectations that they maintain their womanhood and domestic place. Lori Ginzberg traces an early awakening of the women’s rights movement. The supplemental text will help students think about the different forms of resistance to power and oppression.

Readings:

* Ginzberg, Lori D. *Untidy Origins: A Story of Women’s Rights in Antebellum New York*. Chapel Hill: University of North Carolina Press, 2005.

Supplemental Reading:

* Camp, Stephanie M. H. “‘I Could Not Stay There’: Enslaved Women, Truancy and the Geography of Everyday Forms of Resistance in the Antebellum Plantation South.” *Slavery & Abolition* 23, no. 3 (December 1, 2002): 1–20.

**Week 7**

**(10/3)**

In the era of the American Civil War women expanded their confined roles and emerged into public life more definitively than the colonial or early republic decades. Stephanie McCurry locates the political activity of white women in the war. The supplemental text will help students thin about the varied activities of women during wartime.

Readings:

* McCurry, Stephanie. *Confederate Reckoning*. Cambridge: Harvard University Press, 2015.

Supplemental Reading:

* Glymph, Thavolia. “Rose’s War and the Gendered Politics of a Slave Insurgency in the Civil War.” *The Journal of the Civil War Era* 3, no. 4 (November 16, 2013): 501–32.

**Week 8**

**(10/10)**

In the aftermath of the American Civil War, women were forced to re-adjust to the changes in social and political landscapes. Thavolia Glymph discusses how white and black women re-established their power in the south. The supplemental text will grant students a more complete understanding of the terrain women navigated in the aftermath of the Civil War.

Readings:

* Glymph, Thavolia. *Out of the House of Bondage: The Transformation of the Plantation Household*. Cambridge: Cambridge University Press, 2008.

Supplemental Reading:

* Hannah Rosen, “’Not That Sort of Women’: Race, Gender, and Sexual Violence during the Memphis Riot of 1866,” in Sex, Love, Race: Crossing Boundaries in North American History, ed. Martha Hodes (New York: New York University Press, 1999), 267-93

**Week 9**

**(10/17)**

The journey to the west is a major part of America’s cultural identity and of ideal masculinity. Women in the west performed different roles and their presence implied the need to tame the land and American Indians. Jane Simonsen writes about the clash between visons of the west of Native American, White American, men and women. The supplemental text presents students with another ongoing struggle in America form the perspective of black women.

Readings:

* Simonsen, Jane E. *Making Home Work: Domesticity and Native American Assimilation in the American West, 1860-1919*. Chapel Hill: Univ of North Carolina Press, 2006.

Supplemental Reading:

* Terborg-Penn, Rosalyn. “Fighting Chance: The Struggle over Woman Suffrage and Black Suffrage in Reconstruction America.” *Journal of American History* 99, no. 3 (December 2012): 936–37.

**Week 10**

**(10/24)**

Jim Crow is often characterized by lynching and the entrenchment of separate but equal. The sexual abuses against black women and women’s navigation of the hardened racial lines in America. Sarah Haley writes about black women’s imprisonment in the south and the relationship between incarceration of women and the construction of gender identities. The supplemental text will help students compare the major concerns around white women’s criminality in the era.

Readings:

* Haley, Sarah. *No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity*. Chapel Hill: UNC Press Books, 2016.

Supplemental Reading:

* Bowler, Anne E., Chrysanthi S. Leon, and Terry G. Lilley. “‘What Shall We Do with the Young Prostitute? Reform Her or Neglect Her?’: Domestication as Reform at the New York State Reformatory for Women at Bedford, 1901–1913.” *Journal of Social History* 47, no. 2 (Winter 2013): 458–81.

**Week 11**

**(10/31)**

The World Wars made space for the US on the world stage. They also propelled women in to the political life of America as never before. Kimberly Jensen discusses women’s engagement with the armed forces and beyond the home front. The supplemental text will help students complete a picture of home and away during WWI.

Readings:

* Jensen, Kimberly. *Mobilizing Minerva: American Women in the First World War*. Urbana: University of Illinois Press, 2008.

Supplemental Reading:

* Breen, William J. “Black Women and the Great War: Mobilization and Reform in the South.” *Journal of Southern History* 44, no. 3 (August 1978): 421–40.

**Week 12**

**(11/7)**

The second World War saw America decisively emerge as a world power and force in the world. American women used the opportunity of war to expand possibilities for themselves at home. Elizabeth Escobedo brings focus to Mexican American women and their used of the work available to women to re-imagine their citizenship. The supplemental reading will help students enter debates about women and the World Wars in global context.

Readings:

* Escobedo, Elizabeth R. *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Home Front*. Chapel Hill: UNC Press Books, 2013.

Supplemental Reading:

* Thébaud, Françoise. “Understanding Twentieth-Century Wars through Women and Gender: Forty Years of Historiography.” *Clio. Women, Gender, History*, no. 39 (April 10, 2015): 152–78.

**Week 13**

**(11/14)**

The Civil Rights Movement has been dominated by narratives of the classical phase and an emphasize on male efforts. Increasingly historians are extending the time frame as well as including women in the discussions of Civil Rights. Danielle McGuire shows that the Montgomery Bus Boycotts was an issue of black women’s rights. The supplemental text will help students place what is considered the start of the civil rights movement into context of the long history of black freedom struggles.

Readings:

* McGuire, Danielle L. *At the Dark End of the Street: Black Women, Rape, and Resistance--A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. New York: Vintage, 2011.

Supplemental Reading:

* Hall, Jacquelyn Dowd. “The Long Civil Rights Movement and the Political Uses of the Past.” *Journal of American History* 91, no. 4 (March 2005): 1233–63.

**Week 14**

**(11/21)**

The Cold War has been framed as a contest of masculine posturing between the US and USSR. Women in America attempted to use their influence on the world stage by often using feminine discourse and language. Jacqueline Castledine discusses women’s post war activism in the Cold War. The supplemental text will help students see American women’s engagement with the political body abroad.

Readings:

* Castledine, Jacqueline. *Cold War Progressives: Women’s Interracial Organizing for Peace and Freedom*. Urbana: University of Illinois Press, 2012.

Supplemental Reading:

* Shragai, Atalia. “In the Service of Their Homeland and Themselves: The U.S. Women’s Club in Costa Rica 1945–1980.” *Journal of Social History* 52, no. 2 (Winter 2018): 412–38.

**Week 15**

**(11/28)**

The 21st century has been marked as the era of the woman. In politics, social justice, and cultural influence women are receiving attention as their concerns are taken more seriously. Monique Morris examines the emerging concern of women and girls with the carceral state. The supplemental text will help students place criminalization in relation to gender and race.

Readings:

* Morris, Monique W. *Pushout: The Criminalization of Black Girls in Schools*. New York: The New Press, 2016.

Supplemental Reading:

* Davis, Angela Y. “Outcast Mothers and Surrogates: Racism and Reproductive Politics in the Ninties.” In *The Angela Y. Davis Reader*, edited by Joy James, 210–21. Malden: Blackwell Publishing, 1998.