



"Traditionally, women have been somewhere in the background of history, if not literally behind the scenes. In women's history, the stage revolves. As women move into the spotlight, the conventional stuff of texts and tests -- battles and treaties, elections and tariffs -- recedes to the wings. Familiar phenomena do reappear but invariably in a new light... The pace of history shifts as well. As most of the changes with which women are involved are long-term, incremental changes, a new time frame is needed; old divisions into political eras no longer suffice. Most important, a new cast of characters appears. The stage now fills with daughters and widows, housewives and midwives, congregants and missionaries, domestic servants and garment workers, clubwomen, settlement workers and suffragists."

--Nancy Woloch, *Women and the American Experience*, 4th ed (New York: McGraw Hill, 2006), x.



Please note that I expect your writing to improve in terms of style, structure and content based on my comments on your graded work. You take time to write papers; I take time to think about how you might improve them. The expectation is that you will take my comments and edits into consideration so that you can, in fact, improve. No one in this classroom is such a good writer that they have no room for improvement. This includes me. You are responsible for checking your grades in Blackboard and reading any comments in a timely manner.

Late Papers and Extensions: Assignments submitted late without an instructor-approved extension or documentation and emergency will be accepted solely at the instructor's discretion and with a grade penalty. I reserve the right to refuse to accept a late paper.

Each student in the class can have one 48-hour extension on a writing assignment.

Please be aware that as a faculty member I am obligated to submit all suspected violations of these standards to the Academic Standing. I will not first invite you to explain what happened or attempt to confirm or resolve my suspicions. If I have a concern, I submit the paperwork to the Committee. Period. This helps to maintain the integrity of the Committee, to preserve the wide commitment to due process and self-governance, and to ensure that all of my students are treated equally.

Community and Accountability: This classroom is a community of individuals from diverse backgrounds and experiences coming together to learn. In order for this course to be a productive learning environment, it is imperative that we all treat one another with respect and courtesy. To that end, ask that you refrain from arriving late or leaving early. Doing so is disruptive to your classmates as well as your instructor. So, too, are cell phone tones. Please make sure that all devices are turned off once you enter the classroom. If you are using a laptop, tablet, or other devices as a reader, please temporarily silence all sounds and turn off all notifications from Facebook, email, or other social media sources. Students who regularly disrupt the class in any way will have their course grade penalized at the discretion of the instructor. If you are asked to modify your behavior, please do so. As members of this community, you are responsible for informing me if at any point if a classmate's behavior is impairing your ability to concentrate and learn in this class. This is not asking you to police one another.

I encourage students with documented disabilities including invisible disabilities such as chronic illness, learning disabilities, and psychiatric disabilities to discuss appropriate accommodations with me. You will also need to have a conversation about and provide documentation of your disability to the Coordinator for Student Disability Resources, John Hirschman, located on the 3rd floor of the Rosenfield Center (x3089).

As an instructor, I am endeavoring to use the philosophy of Universal Design in framing my courses. Welcome all constructive feedback in this process! I cannot guarantee that I will adopt any and all suggestions that come my way, but I most certainly want to hear them for consideration not only for this course, but also for future courses.

Grinnell College offers reasonable accommodations for



WEEK ONE	Introductio ns
Monday 8/28	<p>Reading:</p> <ul style="list-style-type: none"> <li>x Before coming to our first class meeting, students should have looked <del>Back</del>board site for the course, read over the syllabus posted there, and be prepared to introduce themselves.</li> <li>x Women's America<sup>8</sup>th edition: Preface and Introduction</li> <li>x Julie Des Jardins, "Women's and Gender History," p. 136-158, in The Oxford History of Historical Writing: Volume 5: 1945 to the Present<sup>ed</sup>. by Axel Schneider and Daniel Woolf. New York: Oxford University Press 2011. [ERES]</li> </ul>
Wednesday 8/30	Library Visit: class will meet in the basement of Burling Library to explore the Iowa Room and digital resources.
WEEK TWO	Defining and Theorizing Women's History
Monday 9/4	NO -1.6 /ArtiL0.48JA1.6 ] aTr 12 0 02.48 ET EMC /Ara4 (l)96 41.4 r30.919 27.66 41.4 refact BMC gtf EMC /A



	[PROJECT MUSE]
Wednesday 9/13	<p>Bodies That Mattered</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>x Morgan, "Some Could Suckle Over Their Shoulder," 24-33.</li> <li>x Norton, "An Indentured Servant Identifies as 'Both Man and Woeman,'" 34-43.</li> <li>x Paula A. Treckel, "Breastfeeding and Maternal Sexuality in Colonial America," <i>The Journal of Interdisciplinary History</i> 20:1 (Summer 1989), 25-51. [JSTOR]</li> <li>x WA Documents: 106-09</li> </ul>
WEEK FOUR	The Approaching Revolution

Monday 9/18

Woman as Property

Reading:

- x Ulrich, "Three Inventories, Three Households," 43-53.
- x Carney, "The African Women Who Proceeded Uncle Ben," 97-106
- x Gordon-Reed, "The Hemmings-Jefferson Treaty: Paris, 1789," 97-106
- x WA Documents: European Women and the Law, 84-86.
- x Catherine Adams and Elizabeth H. Pleck, Chapter Five: Seeking Possession of Her Liberty," in *Love of Freedom: Black Women in Colonial and Revolutionary New England* (New York: Oxford University Press, 2010) pp. 127-148. [ERES] [SEÂv:– BH %!'1H;Byrtv í\$• Î;gË9 f CäÜÖD\c© 4\$€J s ûBfiê |°qf mÒ-ËÁb\$ a Ë"ä1 —"

	<ul style="list-style-type: none"> <li>x Smith-Rosenberg, "The Female World of Love and Ritual"</li> <li>x WA Image, 465</li> </ul>
Wednesday 9/27	<p>Mistresses Made</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>x Laurie Ousley, "The Business of Housekeeping: The Mistress, the Domestic Worker, and the Construction of Class," <i>Legacy</i> 23.2 (2006): 132-147. [PROJECT MUSE]</li> <li>x Jones-Rogers, "Mistresses in the Making," 139-147.</li> <li>x Glymph, "Women in Slavery," 147-157.</li> <li>x WA Document:160.</li> </ul>
WEEK SIX	19 <sup>th</sup> Century Wage-earners and Activists
Monday 10/2	<p>Wage-earning Women</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>x Block, "Lines of Color, Sex, and Service," 179-188.</li> <li>x Sylvia D. Hoffert, "Female Self-Making in Mid-Nineteenth-Century America," <i>Journal of Women's History</i> 20.3 (Fall 2008): 34-59 [PROJECT MUSE]</li> <li>x Jane E. Dabel, "'My Ma Went to Work Every Mornin': Color, Gender, and Occupation in New Orleans, 1840-1860," <i>Louisiana History</i> 41:2 (2000), pp. 217-229. [JSTOR]</li> <li>x WA Documents: 158-160.</li> </ul>
Wednesday 10/4	<p>Resistance!</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>x Stephanie M. H. Camp, "The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861," <i>Journal of Southern History</i> 68.3 (August 2002), pp. 533-572. [JSTOR]</li> <li>x Zaeske, "Signatures of Citizenship," 213-221.</li> <li>x Stremmler, "'I know What an Indian Woman Can Do,'" 227-237.</li> <li>x Deena J. González, "Gertrudis Barceló: La Tules of Image and ane ane ane atout</li> </ul>

WEEK SEVEN	(Re)Constructing a Nation
Monday 10/9	Topic Proposal Workshop (See assignment sheet)
Wednesday 10/11	(Re)Constructing a Nation Reading: rner, "The Meanings of Seneca Falls," 221-227. x

	<p>Southwest 42.4 (Winter 2000), pp. 878-896. [JSTOR]</p> <ul style="list-style-type: none"> <li>x Rachel Calof, "My Story," in J. Sanford Rikoon, ed., Rachel Calof's Story: Jewish Homesteader on the Northern Plains (Bloomington: Indiana University Press, 1995), pp. 16-39. [ERES]</li> <li>x WA Document: 412-413</li> </ul>
Sunday 10/29	REVISED (FINAL) TOPIC PROPOSAL AND BIBLIOGRAPHY DUE BY NOON VIA BLACKBOARD
WEEK TEN	The New Century
Monday 10/30	<p>Labor Activists</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>x Orleck, "From the Russian Pale to Labor Organizing in New York City," 361-376.</li> <li>x Nan Enstad, "Fashioning Political Identities: Cultural Studies and the Historical Construction of Political Subjects," American Quarterly, Vol. 50, No. 4 (Dec., 1998), pp. 745-782. [Project Muse]</li> <li>x Nancy A. Hewitt, "Louisa Capetillo: Feminist of the Working Class," in Vicki L. Ruiz and Virginia Sánchez Korrol, eds., Latina Legacies: Identity, Biography, and Community (New York: Oxford University Press, 2005), 120-134. [ERES]</li> <li>x WA Document: 377-380</li> </ul>
Wednesday 11/1	<p>Votes for Women!</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>x DuBois, "The Next Generation of Suffragists," 405-411.</li> <li>x WA Documents: 380-382; 416-418</li> <li>x WA Images: 260-262</li> </ul>
SUNDAY 11/5	OPTION C PRIMARY SOURCE ANALYSIS DUE BY NOON VIA BLACKBOARD
WEEK ELEVEN	The New Women
Monday 11/6	<p>Women's Bodies</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>x Brumberg, "Fasting Girls," 420-428.</li> <li>x Ruiz, "The Flapper and the Chaperone," 428-435.</li> <li>x Hicks, "Mabel Hampton in Harlem," 435-451.</li> </ul>

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|  | <ul style="list-style-type: none"><li>x Kathleen S. Yep, "Playing Rough and Tough: Chinese American Basketball Players in the 1930s and 1940s," <i>Frontiers</i> 31.1 (2010), pp. 123-141. [JSTOR]</li><li>x Cahn, "Mannishness, Lesbianism, and Homophobia in U.S. Women's Sports," 550-558.</li><li>x WA Images: 468, 470-472</li></ul> |
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Wednesday 11/8

Sexuality and Reproduction

Reading:

- x Mohr, "Abortion in America, 1800-1880," 202-212
- x



SUNDAY 12/3	OPTION E PRIMARY SOURCE ANALYSIS DUE BY NOON VIA BLACKBOARD
WEEK FIFTEEN	Forging New Paths in American Women's History
Monday 12/4	Document Project Sharing! Each student will offer a five minute "pitch" on the source they are proposing for the project. Students should have one or two slides that include an image of their source (even if it is a photo of a text), they should explain why they chose this source for selection, what or who it brings into the volume, and how it might be