

History 752: US Women's and Gender History/Independent Study
CNH 614 Thursday 10:30 - 1:30

Femininity and Masculinity in the 19th and 20th Century United States

Dr. Karen Balcom

CNH 608/x2452

Office Hours:

Monday 2:30 - 3:30 and Thursday 2:30 - 3:30 and by appointment

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This class explores major events, trends and developments in post-Civil war U.S. history using the methodologies and tools developed by historians of women and gender. Our more specific focus is on the construction of masculinity and femininity in U.S. politics, economic relations, culture and family life. The course is in many ways inspired by the work of historian Alice Kessler-Harris in the pathbreaking 2001 book, *In Pursuit of Equity: Women, Men and the Quest for Economic Citizenship in 20th Century America*. In this book, Kessler-Harris argues that a society's "gendered imagination" is a powerful force shaping social policy, social life, and individual life choices and life chances. We will look at the "gendered imagination" at work in individual lives, in social, economic and military policy, and in key cultural constructions operating across U.S. society. A second core theme is the expanding definition of citizenship developing in recent scholarship. What does it mean to be an insider in a society? To be a political, but also an economic and a social citizen? A generation of feminist scholarship and women's history has told us that gender never exists in isolation and so, in each of our historical cases, we will pay close attention to the interplay of gender, race, class and sexuality in the creation of identities and the play of power in the United States. To support this work, we will read key theoretical pieces in women's and gender history and in the history of masculinity.

Course Texts

We will read virtually all of each of these books. We will work together to share my copies and library copies of these books, and you can also purchase your own copies using various online retailers. Some of these books (marked with ***) are available as e-books from the McMaster Library

Sue Morgan. *The Feminist History Reader*. New York: Routledge, 2006.

***Gail Bederman. *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*. Chicago: University of Chicago Press, 1995.

Glenda Gilmore. *Gender and Jim Crow: Women the Politics of White Supremacy in North Carolina, 1896-1920*. Chapel Hill: UNC Press, 1996.

***Alice Kessler-Harris, *In Pursuit of Equity: Women, Men and the Quest for Economic Citizenship in Twentieth Century America*. New York: Oxford: 2001.

Christina Greene. *Our Separate Ways: Women and the Black Freedom Movement in Durham, North Carolina*. Durham, N.C.: University of North Carolina Press, 2005.

***Margaret Jacobs. *White Mother to A Dark Race: Settler Colonialism, Maternalism and Indigenous Children in the American West and Australia, 1880-1940*. Lincoln: University of Nebraska Press, 2011

***Martha Gardner. *The Qualities of a Citizen: Women, Immigration and Citizenship, 1870-1965*. Princeton: Princeton University Press, 2005.

Margot Canady. *The Straight State. Sexuality and Citizenship in Twentieth Century America*. Princeton: Princeton University Press, 2009.

Laura Briggs. *Reproducing Empire: Race, Sex, Science and U.S. Imperialism in Puerto Rico*. Berkeley: University of California Press, 2002.

Anna Enke. *Finding the Movement: Sexuality, Contested Space, and Feminist Activism*. Durham: University of North Carolina Press, 2007.

Dorothy Cobble, *The Other Women's Movement: Workplace Justice and Social Rights in Modern America*. Princeton: Princeton University Press, 2004.

If you have a weaker background in U.S History or in women's history, you may also wish to consult a textbook. One of the best is: Nancy Cott (ed.). *No Small Courage: A History of Women in the United States*. New York: Oxford University Press, 2002. This book is widely available in print and e-editions.

Course Requirements

Active Participation and

Contributions to Class Discussion

(Including Weekly Discussion Papers) 40%

Historiographic Paper

Initial Proposal and Bibliography 10% (October 20th)
Final Paper 30% (December 16th)

Final exam 20% (December 8th)

Participation

Your class **participation** grade will be based on steady and consistent contributions to the class on a weekly basis, which includes taking your turn(s) to introduce the reading and lead discussion. Seminars are much more fulfilling for everyone when you and your colleagues read all of the material, think about it, and come to class prepared to enter a meaningful discussion. **If you do not come to class prepared your grade will suffer, as will your experience of the class.** In order to contribute to the class, you must of course be present. If you miss more than one class, or if you miss one class without an approved excuse, your final grade will be affected. An excuse for a (first) missed class must be in writing with the appropriate documentation. **Attendance alone is not sufficient to ensure a passing participation grade; you must arrive with the reading completed, and your weekly response paper in hand, prepared to contribute to the class assessment of the reading.**

Weekly Discussion Papers

Each week students will hand in a 1 – 2 page (single spaced) response paper. There are 12 weeks of reading when you can hand in a paper; I will count your 8 best grades. It is up to you if you choose to write all 12 papers, or limit yourself to 8. There are no rewrites on these papers, and late papers are not accepted. Each paper will account directly for 2% of your total grade for the course ($8 \times 2\% = 16\%$), or almost $\frac{1}{2}$ of your participation grade for the course (16 out of 40 points). Think about this weighting when you make decisions about how to spend your time; collectively, the papers are a significant element in your grade for the course but each individual paper has a restricted value. However, since writing the papers is the best way to be prepared for class discussion, indirectly the discussion papers will have a larger effect on your total participation grade for the course.

The best approach to this assignment is to compose what you consider to be an important question or theme in the reading, and then answer your question/address your theme in a very concise manner. **You should not be summarizing the reading, and you should not be trying to address all aspects of the work. Ask yourself – what is most important/most fascinating/most interesting to me in this work?** Or, how does something in this work contribute to themes in other weeks, to issues raised in the theoretical reading? The goal of the assignment is to make you think about the reading and commit to your thoughts in advance of the class discussion. The paper is deliberately kept short because I don't want you to spend your week writing (though I do expect polished prose). I want you to spend your week reading and thinking.

Historiographic Paper/Topic Meeting/Proposal and Annotated Bibliography

Your major written assignment for the semester is an historiographic paper treating some issue of concern to historians of women and gender (including the history of masculinity) in the United States. I prefer you stick to post Civil War topics, but I am willing to

consider topics from an earlier period. The paper should be 5,000 - 6,000 words in length (approx. 20-24 typed, double spaced pages, exclusive of bibliography) and will be due on December 16th.

Students MUST meet with me individually to discuss your historiographic paper before Thursday, October 4th at the very latest. You must receive explicit approval of your topic from me at the end of this meeting. Failure to meet this deadline or to secure approval of your topic by will result in a 30% deduction on your grade for the paper at the end of the semester.

A formal proposal for your paper (based on the topic we have already discussed and I have already approved) is due by Thursday, October 20th. The proposal should be 3-4 typed pages long, and must be accompanied by an annotated bibliography with a minimum of 6 sources. (Remember: A *minimum* of 12 for the final paper.) The Proposal and Bibliography constitute 10% of your grade for the course. The final paper constitutes 30% of your grade for the course.

Final Exam

The semester will conclude with a final exam. This will be an in-class, open book exam. You will address two of four broad questions addressing themes in the course in an exam lasting 3 ½ hours. If you have attended class, participated and completed the reading, you will be well prepared for the exam.

Assessment of Papers

Your written work will be graded on analytical and factual content, and on the quality of your written expression. The production of clear, technically proficient and well-organized prose is an essential skill.

You are welcome to meet with me to discuss improving your writing, but I also encourage you to use other resources on campus available through the Student Success Centre: <http://studentsuccess.mcmaster.ca/academic-skills.html>

As a McMaster student you also have access to the online tool Grammarly, which will point out errors in your prose and suggest corrections. Find out about Grammarly at <http://studentsuccess.mcmaster.ca/academic-skills/writing-support-services.html> (click on the resources tab)

All written assignments should be in formal English; that is, no slang, contractions or point form. Your citation style (footnotes or endnotes only, no in-text citations) must conform to Chicago Style. You can access an online version of the Chicago Manual of Style through our library catalogue. The Quick Guide link on the Chicago Manual of Style Manual page linked from our library catalogue will give you a concise list of how to source most of what you will use in an historiographic paper.

Course Policies: The Not So Fine Print

Late Penalties

Weekly discussion papers will be due at the beginning of each class. These papers will not be accepted late. Proposals and Historiographic Papers are due by 4 pm on the appointed day (to my mailbox in the history department, or to me directly). Late papers will be penalized at the rate of 10% per day. If you see deadline trouble coming, speak to me well in advance.

Academic Accommodation for Religious, Indigenous and Spiritual Observations (RISO)

If you anticipate the need for an academic accommodation (you must miss a class, a tutorial, an assignment, an exam) because of Religious, Indigenous or Spiritual Observation, you must visit your faculty office (Humanities, Social Sciences, Science, etc.) and ask for a R.I.S.O form. After you get a response to this form from your faculty office, you contact your instructor(s). The official policy says that you must ask for the form within ten days of the beginning of the term, but if you miss this deadline, please speak with me directly.

Special Needs

If you have special needs regarding note taking, recording lectures, or completing assignments you should inform me by the end of the second week of classes. If you have an accommodation agreement through the Student Wellness Center (<http://wellness.mcmaster.ca>) or Student Accessibility Services (<http://sas.mcmaster.ca>), please bring it to me (or inform me that it is coming) by the second week of classes. I want to help you, but I have to know what you need.

Support Services

The University provides a variety of support services to help students manage their many demands. The library help desk can provide invaluable research assistance. The Student Accessibility Services Centre (SAS) provides assistance with personal as well as academic matters. MUSC B107 and <http://sas.mcmaster.ca/>. The Student Success Centre helps with academic skills and academic support but also organizes community service opportunities and helps with on campus employment, planning for career or future study, and information about scholarships. <http://studentsuccess.mcmaster.ca/>

Academic Integrity:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious

consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Violations of Academic Integrity on the part of graduate students will result, without exception, in a formal charge of academic dishonesty and a hearing before the Faculty of Graduate Studies adjudicator for academic dishonesty.

If you are unsure about the definition of plagiarism and how it might apply to your work, speak to me before you hand in an assignment. Everyone has questions, and there is no harm in asking them. There is harm in submitting work that includes plagiarism or other forms of academic dishonesty

Modifications to Course Outline

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email (Avenue email for this course) and course websites weekly during the term and to note any changes.

Faculty of Humanities Email Policy

It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.

Class Schedule – Provisional

(I may change some of the articles, or change the assignment of chapters within books)

Reading Schedule

Thursday, Sept. 8th Introduction

MA Students

Ellen DuBois, "Women's and Gender History in Global Perspective: North America after 1865," in Bonnie Smith (ed.). *Women's History in Global Perspective*. Vol. 3. Urbana: University of Chicago Press, 2005: 222-252. (Course Reader HIS 4I03 and copy in 752 mailbox)

Karen Balcom, "Thinking About U.S. Women's And Gender History," Talk Presented at the US History Day, University of Melbourne, June 2009. (emailed to the class)

Alice Kessler-Harris, "A Rich and Adventurous Journey: The Transnational Journey of Gender History in the United States," *Journal of Women's History*, Volume 19, Number 1 (Spring 2007): 153-9.

PhD Students (also recommended for MA)

Cornelia Dayton and Lisa Levenstein, "The Big Tent of US Women's and Gender History: A State of the Field," *Journal of American History* 99, no. 3 (December 2012): 793-817. Plus responses from Aruga, Feimster, Kessler-Harris, Rosas, Vezzosi.

Thursday, Sept. 15: Themes in US Women's And Gender History

MA Students

Sue Morgan (ed.). *The Feminist History Reader*. London: Routledge, 2006: Introduction, 1 – 12 (keep going if you wish, we will read all 49 pp. eventually), All of Part I, 49-130.

PhD Students

Judith Bennet. *History Matters: Patriarchy and the Challenge of Feminism*. Philadelphia: University of Pennsylvania Press, 2006.

Thursday, Sept. 22nd: Women's History/Gender History and the "Linguistic Turn"

MA Students

Sue Morgan (ed.). *The Feminist History Reader*. London: Routledge, 2006: Introduction, 12-19, All of Part II, 131 - 202.

Joan Scott, "The Evidence of Experience," *Critical Inquiry* 17, no. 4 (Summer 1991): 773-797.

PhD Students

Judith Butler and Elizabeth Weed, *The Question of Gender: Joan W. Scott's Critical Feminism*. Bloomington: Indiana University Press, 2011. Essays by Butler and Cabrera (and as assigned)

Thursday, Sept. 29th: Masculinity, Race and Social Hierarchy

MA Students

Gail Bederman. *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*. Chicago: University of Chicago Press, 1995. Intro, Chapters 1, 2, 5 Conclusion. ***Available as e-book

Daniel Wickberg "Heterosexual White Male: Some Recent Inversions in American Cultural History," *Journal of American History*, 92, No. 1 (2005): 136-157. (a tough read – but worth the effort)

PhD Students

Martin Summers, *Manliness and Its Discontents: The Black Middle Class and the Transformation of Masculinity, 1900-1930*. Chapel Hill: UNC Press, 2004.

Thursday October 6th: Shifting Racial Hierarchies

Glenda Gilmore. *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*. Chapel Hill: UNC Press, 1996.

Elsa Barkley Brown, "Negotiating and Transforming the Public Sphere: African American Political Life in the Transition from Slavery to Freedom," *Political Culture*, No. 7 (1994): 107-46.

Evelyn Brooks Higginbotham, "African-American Women's History and the Metalanguage of Race," in *Feminism and History* New York: Oxford University Press, 1996: 183-208. (Course Box for History 752)

PhD Students

Barbara J Fields, "Ideology and Race in American History." (from 1982 - pdfs widely available online)

Thursday, October 13th: Maternalism/Colonialism and Relationships Between White Women and indigenous Women

MA Students

Margaret Jacobs. *White Mother to a Dark Race: Settler Colonialism, Maternalism and Indigenous Children in the American West and Australia, 1880-1940*. Lincoln: University of Nebraska Press, 2011 ***Available as e-book

PhD Students

Ana Laura Stoler, *Carnal Knowledge and Imperial Power*. Berkeley: University of California Press, 2002. (Selections)

Ana Laura Stoler and Laura Briggs (eds.), *Haunted By Empire: Geographies of Intimacy in North American History*. Durham: Duke University Press, 2006. (Selections)

Thursday, October 20th: Building a Gendered Welfare State

MA Students

Alice Kessler-Harris, *In Pursuit of Equity: Women, Men and the Quest for Economic Citizenship in Twentieth Century America*. ***Available as e-book

Essay on welfare state historiography from *The Practise of US Women's History*

PhD Students

Eileen Boris and Jennifer Klein, *Caring for America*. Intro, Chapters 1,2,3.

Eileen Boris, “‘The Right to Work is the Right to Live!’ African Americans and the Quest for Social Citizenship in WWII,” in Manfred Berg and Martin H. Geyer (eds.). *Two Cultures of Rights: The Quest for Inclusion and Participation in Modern America and Germany*. New York, 2002: 121-141.

Thursday, October 27th: Immigrants, Immigration History and Citizenship

MA Students

Martha Gardner. *The Qualities of a Citizen: Women, Immigration and Citizenship, 1870-1965*. Princeton: Princeton University Press, 2005. ***Available as e-book

Essay on immigration historiography from *The Practise of US Women's History*

PhD Students

Peggy Pascoe. *What Comes Naturally: Miscegnation Law and the Making of Race in America*

Thursday. Nov. 3rd: Theorizing Sexuality

Margot Canady. *The Straight State. Sexuality and Citizenship in Twentieth Century America*. Princeton: Princeton University Press, 2009. **not currently in the Mac library - I will order

Leisa Meyer, “Interpreting Norms and Constructing Deviances: Competing Frameworks in the Histories of Sexualities,” in Jay Kleinburg, Eileen Boris and Vicki Ruiz (eds.), *The*

Practice of U.S. Women's History. New Brunswick: Rutgers University Press, 2007: 280-307. (Mills Reserve or Course Box for HIS 752)

PhD Students

Part III of Morgan

Thursday Nov. 10th: Gendering the Civil Rights Movement

MA Students

Christina Greene, *Our Separate Ways: Women and the Black Freedom Movement in Durham, North Carolina*. Chapel Hill: University of North Carolina Press, 2005. (2 copies in the Mac library)

Excerpt from Tiffany Gill on Beauty Parlours and Civil Rights

PhD Students

Steve Estes: I Am a Man.

Mary Ellen Curtin, "Strong People and Strong Leaders: African American Women and the Modern Black Freedom Struggle," in Jay Kleinburg, Eileen Boris and Vicki Ruiz (eds.), *The Practice of U.S. Women's History*. New Brunswick: Rutgers University Press, 2007: 308-328.

Thursday, Nov. 17th: Feminist Labour History

MA Students

Dorothy Cobble, *The Other Women's Movement: Workplace Justice and Social Rights in Modern America*. Princeton: Princeton University Press, 2004.

Sangster, Review of 50 years of women's labour history

PhD Students

Kathleen Barry, *Femininity in Flight: A History of the Flight Attendants*. Durham, University of North Carolina Press, 2007.

Thursday, Nov. 24th: Feminisms Expand

Anna Enke. *Finding the Movement: Sexuality, Contested Space, and Feminist Activism*. Durham: University of North Carolina Press, 2007.

PhD

Excerpts from *No Permanent Wave*

Thursday, Dec. 1st: Gender, Colonialism and Reproductive Rights

Laura Briggs, *Reproducing Empire: Race, Sex, Science and U.S. Imperialism in Puerto Rico*. Berkeley: University of California Press, 2002. ***E-book available

Laura Briggs, "Gender and Imperialism in US Women's History," in Jay Kleinburg, Eileen Boris and Vicki Ruiz (eds.), *The Practice of U.S. Women's History*. New Brunswick: Rutgers University Press, 2007: 146-160. (Mills Reserve or Course Box for HIS 752)

PhD Students

Morgan, Part IV