

Spring 2-1-2018

HSTA 371H.01: Women in America - Civil War to Present

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Recommended Citation

Jabour, Anya, "HSTA 371H.01: Women in America - Civil War to Present" (2018). *Syllabi*. 7738.
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HSTA 371H: Women in America from the Civil War to the Present

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Professor Anya Jabour

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Office Hours: Tues. and Thurs. 10-11 a.m. in LA 254 and by appointment

Course Description

This course will acquaint students with the major issues and events of women's history in the United States from the Civil War to the present. This course counts toward the "Historical and Cultural" perspective for General Education requirements and fulfills one of the "U.S." courses required of history majors. It also may be used toward either a major or a minor in Women's, Gender, and Sexuality Studies. If you have questions about the History Department or the Women's, Gender, and Sexuality Studies Program, please ask!

Class Readings

There is no "text" for this class; lectures will provide the basic themes, chronology, and interpretive framework. Instead of a course reader, you will read both secondary and primary source materials available through the class [LibGuide](#). We will have an orientation to the LibGuide and the sources available on it the first week of class. All "Reading" assignments listed on the syllabus are located under the "Secondary Sources" tab of the LibGuide or at the Montana Women's History Matters website (under "Additional Resources" tab). Updated assignments will be posted on Moodle.

Course Requirements and Grading:

Attendance: *Attendance is vital to your success in this class.* There is no "textbook": lectures provide the backbone of this class. *I will not share lecture notes with students.* If you must miss lecture, I advise you to get notes from a classmate and a copy of the outline from me. Likewise, there simply is no way to replicate the experience of a class discussion without actually being present in class. While you are permitted to get notes from fellow students, or even to have a fellow student record the class for you, this will not earn you credit for class attendance. Your attendance grade will be calculated using this formula: # of classes attended divided by # of class periods. Late arrival and early departure will be counted as one-half of an absence. Manifest inattentiveness (i.e., sleeping, texting, surfing the internet, studying for other classes) will be counted as an absence.

Quizzes:

In lieu of exams, there will be weekly quizzes to test your comprehension of important developments and concepts. There are fourteen weeks of class; your ten best quizzes will be scored in calculating your final grade. Each quiz will be worth 5 points (or a total of 50 possible points). Quizzes will usually consist of term IDs, short-answer, or multiple-choice questions and will cover both lecture and reading material.

Suffrage Sketch:

This year, our class will be participating in a nationwide crowdsourcing project to create an [Online Biographical Dictionary of the Woman Suffrage Movement in the United States](#) under the auspices of the Center for the Historical Study of Women and Gender's *Women and Social Movements* project. Our task is to research and write short biographical sketches of Montana women who were active in the mainstream suffrage organization, the National American Woman Suffrage Association (NAWSA) and who were listed in state reports printed in the *History of Woman Suffrage* produced by the national

organization. The resulting sketches, upon approval by the Center, will be published online. This is a unique opportunity for students to publish original research and contribute to an important resource for scholars and students of U.S. women's history. For more information about this project, visit http://chswg.binghamton.edu/WASM-US/crowdsourcing/NAWSA_description.html.

For class purposes, this assignment has two parts: the Research File and the Biographical Sketch. The Research File is due at the end of the first segment of the class, and the Biographical Sketch is due at the end of the second segment of the class. Further details are available on the "Montana Sketch Suffrage Assignment" handout on Moodle.

Research Response Papers:

After completing the suffrage sketch (during the first half of the class), you will turn in two Research Response Papers based on the "Research Suggestions" listed on the syllabus below, one for the third segment of the class and one for the fourth segment of the class. To find the sources, consult the LibGuide under the "Archives & Special Collections" and "Additional Resources" tabs. "Online Exhibits" are located under the "Archives & Special Collections" tab.

Note that for many of the research materials, only the finding aid is available online; to consult the materials themselves, you will need to visit Archives & Special Collections and use the materials during their open hours. We will have an orientation to Archives & Special Collections the first week of class. Many oral history transcripts may be checked out from the library, and microfilm may be used any time the library is open. Digitized newspapers, "open access" websites containing digitized sources, the Montana Memory Project, and the American Memory website from the Library of Congress may be accessed remotely. Many newspapers may also be accessed remotely; in addition to the major city papers listed under the "Additional Resources" tab, you can find Montana newspapers through "Chronicling America" (also under that tab); a full list of Montana newspapers and their availability is under the "MT Newspapers" tab.

Your research response papers should address how a primary source reflects, modifies, or contradicts the week's themes (identified on the class schedule below and on the class handouts). You may select your primary source (artifact, scrapbook, letter, diary, newsletter, organizational records, oral history, etc.) from the suggestions listed both week-by-week on the syllabus and available through the LibGuide under "Archives and Special Collections" and "Additional Resources," or you may make your own selection from these resources (i.e., Montana Memory Project, American Memory, Chronicling America, etc.). If you have questions about whether a source is appropriate (i.e., is this a primary or a secondary source?), please ask! Sample papers are available on the LibGuide under the "Secondary Sources" tab.

NB: The syllabus lists class themes and research suggestions for each week, although you are responsible for turning in research response papers only for the last two segments of the class. You may choose to write your research response papers based on any week's theme/suggestions.

Research Response Papers may earn a maximum of 5 points. Papers will be scored according to the rubric below:

- Identify the source. What is it, when and where was it produced, and who produced it? (2 points)
- Discuss the source. Why is the source interesting? Which theme(s) does it address? (1 point)
- Analyze the source. How does the source demonstrate or complicate the interpretations offered in lecture and/or the week's readings? (1 point)
- Document the source: Provide full and accurate citation information for the source. Information on proper documentation will be provided on Moodle. You may also wish to consult the sample

Grades:

Attendance/Participation:	10 percent (calculated # of classes attended /total # of classes)
Ten Quizzes:	50 percent (5 percent each)
Research File:	15 percent
Suffrage Sketch:	15 percent
Two Research Response Papers:	10 percent (5 percent each)

Course Policies

Practice common sense and courtesy in the classroom. Be seated and prepared for class prior to the first bell. Do not disrupt class unnecessarily by arriving or departing between the bells. Turn all electronics (cell phones, iPods, etc.) off before class begins; likewise, put away non-class-related readings (newspapers, books for other classes, etc.) prior to the first bell. Bring drinks only in covered containers; do not bring food (except for medical reasons). If you use a laptop computer or tape recorder, set it up prior to the start of class.

No late assignments will be accepted except in cases of a documented personal, family, or medical emergency. In other words, late or missed assignments will receive a ZERO.

Incompletes are intended for use by students who have fulfilled all course requirements (including attendance) prior to a documented medical, family, or personal emergency that prevents the student from completing the remainder of the course. Incompletes will be granted at my discretion based on these criteria. Students must arrange incompletes as early as possible.

Excused absences are available for students with a documented personal, family, or medical emergency; for students participating in official University events such as “away” games or Model UN; and for students who miss class due to mandatory public service, such as jury duty or military service. Please contact me ahead of time to make arrangements for appropriate make-up assignments for missed classes.

Students must practice academic honesty. Plagiarism or cheating of any kind will result in a failing grade in the course. More severe penalties, including suspension or expulsion from the University, may apply under the Student Conduct Code.

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommason Center 154 or 406.243.2243. I will work with you and Disability Services to provide reasonable and appropriate accommodations. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. “Appropriate” means that your DSS coordinator has recommended specific accommodations for your situation, which will be indicated in your letter of verification from DSS. For more information visit <http://life.umt.edu/dss/default.php>.

Courses taken for General Education credit must be taken for a traditional letter grade; students must earn a C-minus or better to count courses toward either General Education or their major or minor.

I. “New Women”: Education, Work, and Reform in Industrializing America

January 23 and 25: Introduction to Course and Research Orientation

***** Thursday, January 25: Meet in Archives and Special Collections, 4th Floor, Mansfield Library*****

Reading/Research: Explore the LibGuide, especially the “Collection Guide” for the “Women in Montana Politics” Online Exhibit (Archives & Special Collections tab) and the materials under the “Suffrage Sketches” tab. Sign up for a library card at the Missoula Public Library, which you will need to conduct research in Ancestry and Heritage Quest for the suffrage sketch. Set up a Gmail account, if you do not already have one, so that you can create a Research File on Google Drive. Read syllabus and all materials related to the Suffrage Sketch assignment carefully. Begin Research File.

January 30 and Feb. 1: Promise or Threat? The “New Woman” in Turn-of-the-Century America

Themes: Higher education, professional work, reproduction and sexuality, “New Woman”

Reading 1: Roeder, Richard B. “Crossing the Gender Line: Ella L. Knowles, Montana’s First Woman Lawyer.” *Montana The Magazine of Western History* 32, no. 3 (Summer 1982): 64-75.

Reading 2: Graybill, Andrew R. “Helen P. Clarke in ‘The Age of Tribes’: Montana’s Changing Racial Landscape, 1870-1920.” *Montana The Magazine of Western History* 61, no. 1 (Spring 2011): 3-19.

Research Suggestions: History of Greek Life at UM (Online Exhibit); Mary Elrod Ferguson Papers (Archives); Railsback Family Correspondence (Archives); Gertrude Buckhous Autograph Book (Archives); UM Associate Dean of Students Records (Archives); Penetralia Chapter of Mortar Board Records (Archives); Cora Averill Scrapbook (Archives); Stella Louise Duncan Papers (Archives); [Teacher and Homesteader] Alida Swenson Vine Papers (Archives)

February 6 and 8: New Women, New Work: Immigrant and Working-Class Women

Themes: Immigration, work, poverty, prostitution

Reading 1: Petrik, Paula. “Capitalists with Rooms: Prostitution in Helena, Montana, 1865-1900.” *Montana The Magazine of Western History* 31, no. 2 (Spring 1981): 28-41.

Reading 2: Tokle, “Kathryn. In the Wake of Disaster and Disease: Widowhood in Butte, America, 1900-1920” (Secondary Sources, Student Papers)

Research Suggestions: [Big Hole resident] Edith Reneau Diary (Online Exhibit); [Butte madam] Beverly Snodgrass Papers (Archives); [Bitterroot resident] Bessie K. Monroe Papers (Archives); Anne McCarthy Veuve’s Widow’s Pension Papers (Archives)

Themes: Clubs and organizations; moral reform; temperance; child welfare; social justice; social housekeeping

Reading 1: Baumler, Ellen. "The Making of a Good Woman: Montana and the National Florence Crittenton Mission." *Montana The Magazine of Western History* 53, no. 4 (Winter 2003): 50-63.

Reading 2: Savitt, Todd L., and Janice Willms. "Sisters' Hospital: The Sisters of Providence and St. Patrick Hospital, Missoula, Montana, 1873-1890." *Montana The Magazine of Western History* 53, no. 1 (Spring 2003): 28-43.

Reading 3: Tubbs, Stephanie Ambrose. "Montana Women's Clubs at the Turn of the Century." *Montana The Magazine of Western History* 36, no. 1 (Winter 1986): 26-35.

Research Suggestions: Issues of *The Montana Woman* (Special Collections); Maggie Smith Hathaway Collection (Archives); Etta Logan Interview (OH 49-30); As You Like It Club Records (Archives)

II. Suffrage and Beyond: Consensus and Conflict in the 19th and 20th Centuries

February 20 and 22: Equality and Expedience: Feminism and Suffrage

Themes: Suffrage, pacifism, World War I, "educated suffrage," radical feminism, social feminism, domestic feminism

Reading: Wilson, Joan Hoff. "'Peace Is a Woman's Job . . .': Jeannette Rankin and American Foreign Policy: The Origins of Her Pacifism." *Montana The Magazine of Western History* 30, no. 1 (Winter 1980): 28-41.

Research Suggestions: Jeannette Rankin Papers (microfilm); Suffragists Oral History Project (Additional Research Resources); Maggie Hathaway Papers (Archives)

*****Research File, Research Checklist, Research Worksheet, and Research Bibliography Due Friday, February 23, by 5 p.m.*****

February 27 and March 1: One Woman, One Vote: A Winning Plan for Woman Suffrage?

Themes: Suffrage organizations and strategies; anti-suffrage; the West

Film: *One Woman, One Vote*

Reading: Larson, T. A. "Montana Women and the Battle for the Ballot." *Montana The Magazine of Western History* 23, no. 1 (Winter 1973): 24-41.

Research Suggestions: Jeannette Rankin Papers (microfilm); Suffragists Oral History Project (Additional Resources); Maggie Hathaway Papers (Archives); Montana Women's Oral History Collection (Archives)

Themes: Political participation; sexuality and reproduction; “generation gap”; ERA battle; Great Depression

Reading 1: Melcher, Mary. “‘Women’s Matters’: Birth Control, Prenatal Care, and Childbirth in Rural Montana, 1910-1940.” *Montana The Magazine of Western History* 41, no. 2 (Spring 1991): 47-56.

Reading 2: Murphy, Mary. “‘And All That Jazz’: Changing Manners and Morals in Butte after World War I.” *Montana The Magazine of Western History* 46, no. 4 (Winter 1996): 50-63.

Research Suggestions: [Physician] Jessie M. Bierman Papers (Archives); [UM Student] Pearl Mitchell Breeden Scrapbook (Archives); [Mayor] Juliet Gregory Papers (Archives); Illegal Abortion in Montana Oral History Project, Subseries 3, Series VII, Montana Women’s History Project (Oral Histories), Diane Sands Papers (Archives); [1920s Politician] Florence Kerr Facey Letter (Archives)

*****Suffrage Sketch Due Sunday, March 11, by 5 p.m.*****

III. The New Domesticity: Home and Work in Twentieth-Century America

March 13 and 15: The Industrialization of Housework

Themes: Housework; Farm Work; Home Economics

Reading: Mercier, Laurie K. “Women’s Role in Montana Agriculture: ‘You Had to Make Every Minute Count.’” *Montana The Magazine of Western History* 38, no. 4 (Autumn 1988): 50-61.

Research Suggestions: Home Economics Department (Online Exhibit); Edith Reneau Diary (Online Exhibit); Evelyn Rhoden Works Progress Administration Papers (Archives); Montana Women’s Oral History Collection (Oral Histories)

March 20 and 22: The Transformation of the Workplace

Themes: World War Two; Defense Work; Homefront Experiences

Film: *The Life and Times of Rosie the Riveter*

Reading: Long, David. “‘We’re Not Isolated Now!’ Anna Boe Dahl and the REA.” *Montana The Magazine of Western History* 39, no. 2 (Spring 1989): 18-23.

Research Suggestions: *Kaimin*, 1941-1945 (Special Collections); Evelyn Rhoden Works Progress Administration Papers (Archives); Red Cross records in Conrad, Campbell, and Stanford Family Papers, Series VII, Alice Conrad Papers, Subseries 9 (Archives); Butte Oral History Project (Oral Histories); Milltown Oral History Project (Oral Histories); Montana Women’s Oral History Collection (Oral Histories)

March 27 and 29: Spring Break

Themes: 1950s/Post-World War II; Marriage; Motherhood; Housework

Reading: McKinney, Amy L. "From Canning to Contraceptives: Cooperative Extension Service Home Demonstration Clubs and Rural Montana Women in the Post-World War II Era." *Montana The Magazine of Western History* 61, no. 3 (Autumn 2011): 57-70.

Research Suggestions: Home Economics Department (Online Exhibit); [Home Economics Professor] Joan Christopherson Papers (Archives); Montana Women's Oral History Collection (Oral Histories)

*****Research Response Paper #1 Due Sunday, April 8, by 5 p.m.*****

IV. Women's Liberation? The 1960s to the Present

April 10 and 12: The New Feminism(s): Defining Women's Liberation

Themes: Civil Rights; New Left; Consciousness Raising; Student Activism; Liberal Feminism; Radical Feminism

Reading: Bishop, Joan. "From Hill 57 to Capitol Hill: 'Making the Sparks Fly': Sister Providencia Tolan's Drive on Behalf of Montana's Off-Reservation Indians, 1950-1970." *Montana The Magazine of Western History* 43, no. 3 (Summer 1993):16-29.

Research Suggestions: [Salish Council Member] Lorena M. Burgess Papers (Archives); [Native American Lobbyist] Judi Chapman Papers (Archives); Montana Feminist History Project (Oral History); Women's Resource Center Newsletters, Series I, Diane Sands Papers (Archives)

April 17 and 19: Second Wave Feminism: Progress and Problems

Themes: Shelter Movement; Class Action Lawsuits; ERA; Constitutional Convention of 1972; Reproductive Rights; Liberal Feminism; Radical Feminism; Lesbian-Feminism

Reading 1: Reed, Kaylie. "Following National Trends" (Secondary Sources: Student Papers)

Reading 2: Three entries on Women's History Matters blog: "Fighting for Female Athletes"; "The Power of Strong, Able Women"; and "Working to Give Women 'Individual Dignity'"

Research Suggestions: [Constitutional Convention participant] Lucille Speer Papers, Series IV, Constitutional Convention of 1972 (Archives); [UM Social Work Professor] Mary Birch Papers (Archives); [Republican politician] Suzanne Pennypacker Morris Papers (Archives); NOW Subject Files, Series II, Diane Sands Papers (Archives); Montana Pro-Choice Coalition Records, Series IV, Diane Sands Papers (Archives); YWCA of Missoula Records (Archives); Montana Feminist History Project (Oral History)

April 24 and 26: Second Wave Feminism: Divisions and Unity

Themes: Pacifism, Environmentalism, Abortion Rights, Lesbian Rights, Women of Color

Reading: Women's History Matters blog posts: "Feminism Personified"; "A Department of One's Own"; and "You Had to Pretend It Never Happened"; "Bonne HeavyRunner"; "Eloise Pepion Cobell"

Film: *Sisters of '77*

Research Suggestions: Missoula Women for Peace Oral History Project (Oral History); GASP [Gals Against Smog Pollution] Papers (Archives); Montana PRIDE, Subseries 2, Series VI, Diane Sands Papers (Archives); Milltown Dam Oral History Project (Oral Histories); Montana Feminist History Project (Oral History)

May 1 and 3: Post-Feminism or Feminist Resurgence? Third Waves and Global Feminisms

Themes and Research Suggestions: See previous two weeks.

Reading: None

*****Research Response Paper #2 Due Sunday, May 6, at 5 p.m.*****