

HIST 7380
**Directed Study in Public History/
Perspectives on Women in American History**
Spring 2019
Tuesday/Thursday 9:25 – 10:40, 122 Ross Hall

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Office hours: Wednesdays, 1:00-2:30 and Thursdays 1:00-2:30 or by appointment

Course Description

In the Spring 2019 semester, HIST 7380 Directed Study in Public History is affiliated with HIST 4372 Perspectives on Women in American History. In addition to content covered in HIST 4372 (see below), we will examine how women's historical perspectives have been used, produced, and presented to reach wide audiences in public spaces. We will also discuss how we can make the historical voices of women accessible and compelling through public history projects.

HIST 4372: Course Description

How would dominant narratives of US history change if we wrote them from a perspective of women? What did "discovery of America" mean for Indigenous women? What was "liberty" for enslaved women? What did "pursuit of happiness" imply for working class women? In *Perspectives on Women in American History*, we will examine the conventional themes in US history and investigate their true meaning for women, starting in the colonial period and ending with a discussion on whether the current #MeToo movement suggests that we have finally learned something important from the historical experience of women.

As we explore perspectives on women in US history, we will also pay close attention to the fact that there is no single historical female perspective as women's experiences have always been shaped by their race, class, ethnicity, nationality, sexual orientation, or religion. How women self-defined and how they were defined by others had and continues to have enormous historical significance and in this class, we will keep reminding ourselves that there is no "women's history." There are only multiple complex perspectives by women and on women in history.

Course Objectives

Upon successful completion of this course, students will be able to:

- Demonstrate knowledge of selected historical events and processes that shaped various experiences of women in the United States since the colonial period.
- Determine major political, economic, and social forces that shaped selected experiences of women in the United States.
- Discuss how such categories as race, class, ethnicity, nationality, or religion complement and change the meanings of sex and gender in US history.
- Determine connections between US and global historical processes and events.
- Determine how and by whom history is written and how that changes historical narratives.
- Determine how historical narratives that center on women's experiences have been produced to manipulate collective memory.
- Determine how historical narratives that center on women's experiences have been created and presented to appeal to wide audiences in public history spaces.

- Plan, design, and execute a multi-component research/public history project.
- Demonstrate knowledge of historical methodology.
- Apply background knowledge and critical thinking skills to analyze primary and secondary sources.
- Communicate historical knowledge in written and oral forms.
- Use evidence from written and visual sources to draw conclusions and support an argument.
- Understand the principles of academic integrity, including how to cite sources.
- Understand the ethical implications of research and knowledge in addressing both historical and current issues.

Readings and visual sources

All readings assigned for HIST 4372 weekly classes will be available on the HIST 7380 Blackboard course website. In addition to the HIST 4372 readings, we will read and discuss the following books:

- Week 4: Lisa Tetrault, *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848-1898*. University of North Carolina Press Books, 2014 [E-book available through the UALR library]
- Week 8: Donna R. Gabaccia, *From the Other Side: Women, Gender, and Immigrant Life in the US, 1820-1990*. Georgetown University Press, 1994 [Used copies available on Amazon for as little as \$5-10]
- Week 12: Julie Des Jardins, *Women and the Historical Enterprise in America: Gender, Race and the Politics of Memory, 1880-1945*. University of North Carolina Press Books, 2003 [E-book available through the UALR library]

See the course site and the schedule below for more details.

Course Requirements

Students will:

- **Read assigned readings and examine other sources** (e.g., images, videos, etc.): All the assigned readings and other sources are posted on Blackboard. Make sure to have the assigned readings with you in class (paper or electronic copy). It is absolutely essential that you prepare for each class in order to be able to participate in discussions.
- **Participate in class discussions (30 points):** Note that in order to receive the complete 30 points your participation must demonstrate your familiarity with the readings.
- **Attend three book discussion meetings:** We will meet three times over the course of the semester to discuss the three books assigned in addition to the main HIST 4372 readings list. We will determine the exact day and time of the meetings based on everyone's availability during weeks 4, 8, and 12.
- **Submit three public history project proposals (30 points each = 90 points):** For each discussion meeting, you will submit a public history project proposal inspired by the book assigned for that particular week. The instructor will provide detailed instructions at least two weeks before respective scheduled meetings.

- **Write a final research paper (100 points):** You will write a final research paper of 3000-4000 words on a topic related to the general class theme but reflective of your individual research interests.
- **Design a public history project (80 points):** You will conceptualize and design a public history project based on your final paper (instructions will be provided by the instructor).

Due dates for all the assignments:

Assignment	Due date	Points
Public history project proposal 1	Day/time TBD (week 4)	30
Public history project proposal 2	Day/time TBD (week 8)	30
Public history project proposal 3	Day/time TBD (week 12)	30
Final research paper	Friday, April 19, 11:59 PM	100
Final public history project (concept + design)	Friday, May 10, 11:59 PM	80
Participation in class	Ongoing	30
		Total number of points: 300

Grading scale

Grades are determined on the following point scale:

- A: 90-100% (300-269 points)
- B: 80-89% (268-239 points)
- C: 70-79% (238-209 points)
- D: 60-69% (208-179)
- F: 59% or less (178 points or below)

Late and Make-up Work

Students must keep on schedule. All assignments will receive late penalties of 10 points for each 24-hour period beyond the due date.

Class Conduct and Attendance

Attendance in this course is required and will be taken on a daily basis, at the beginning of each class. Missing 15 classes (roughly half of all scheduled classes) or more will result in automatic F for this course. Students are also required to attend the three book discussion meetings in order to complete this class (see above). We can discuss exceptions in case of a documented emergency but please communicate with me if you're going through any challenges that make attending classes difficult or impossible. Don't wait until the end of the semester to explain your absences.

Students with Disabilities

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s), and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501.569.3143 (V/TTY) or 501.683.7629 (VP). For more information, please visit the DRC website, <http://ualr.edu/disability>.

Academic Honesty

All of your work for this class should be original, or you will not receive credit for the assignment. Plagiarism is copying work without giving credit to the source, or copying extensive passages from other work, or the use of words or ideas produced by another person without acknowledging its source. University regulations regarding academic dishonesty, as set forth in the UALR student handbook and other university documents and publications will be strictly enforced in this class. Any student who submits work that he/she did not produce for the given assignment will be assigned a grade of zero points (F) for the assignment in question and may possibly fail the class. In accordance with Section VI: Statement of Student Behavior, under the code of student rights, responsibilities, and behavior, the university defines academic dishonesty under the classifications of cheating, plagiarism, collusion, and duplicity. Cheating and blatant plagiarism in this class can result in disciplinary sanction.

Course Outline (Schedule subject to change in class)

Asterisk (*) by the reading means that we read primary sources. You are required to have all the assigned readings with you in class, either in traditional paper form or easily accessible on your electronic device (laptop, tablet, etc.).

Week 1: Introduction

Date	Topic	Assignment
January 22	Introduction and class requirements	Read the syllabus In class activity: Audre Lorde, "Transformation of Silence into Language and Action." In <i>Essays and Speeches</i> (The Crossing Press, 1984): 40-44
January 24	How do we investigate the historical experience of women?	Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America." <i>Signs: Journal of Women in Culture and Society</i> 1, no. 1 (1975): 1-29

Week 2: Discovery

Date	Topic	Assignment
January 29	Indigenous gender relations	Gretchen Green, "Gender and the Longhouse: Iroquois Women in a Changing Culture." In Larry Eldridge (ed.), <i>Women and Freedom in Early America</i> (New York University Press, 1997): 7-25 *European images of Indigenous women (in class)
January 31	Indigenous women and colonization	Clara Sue Kidwell, "Indian Women as Cultural Mediators." <i>Ethnohistory</i> 39, no. 2 (1992): 97-107

Week 3: Freedom of Expression

Date	Topic	Assignment
February 5	Religious freedoms	*"The Examination of Mrs. Anne Hutchinson at the Court at Newton" (1637)

February 7	Gender expression	Mary Beth Norton, "Searchers Again Assembled." In <i>Founding Mothers & Fathers: Gendered Power and the Forming of American Society</i> (Vintage, 1996): 183-202
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Week 4: Liberty

Book discussion meeting [day and time determined based on everyone's availability]: Lisa Tetrault, *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848-1898*. University of North Carolina Press Books, 2014 [E-book available through the UALR library]

Date	Topic	Assignment
February 12	Middle Passage	Sowande' Mustakeem, "Battered Bodies, Enfeebled Minds." In <i>Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage</i> (University of Illinois Press, 2016): 106-130 *Historical representations of the Middle Passage (in class)
February 14	Slavery and gender	*Selection of first person accounts of slavery from Patrick Mingos (ed.), <i>Far More Terrible for Women: Personal Accounts of Women in Slavery</i> (John Blair Publisher, 2006)

Week 5: Pursuit of Happiness

Date	Topic	Assignment
February 19	Knowledge and expertise in Early America	Judith Carney, "This Was 'Woman's Wuck.'" In <i>Black Rice: The African Origins of Rice Cultivation in the Americas</i> (Harvard University Press, 2001): 107-141
February 21	Sexual violence in Early America	Sharon Block, "The Means of Sexual Coercion: Identity, Power, and Social Consent." In <i>Rape and Sexual Power in Early America</i> (University of North Carolina Press, 2006): 53-87

Week 6: Law and Justice

Date	Topic	Assignment
February 26	British colonial laws and gender	*Selection of laws from British colonies in North America
February 28	"Accident or disease which is very frequent in its occurrence"	Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village." <i>The William and Mary Quarterly</i> 48, no. 1 (1991): 19-49 *John Burns, Observations on Abortion, 1808 (in class)

Week 7: Independence and Republic (“a more perfect Union”)

Date	Topic	Assignment
March 5	Founding documents	Linda Kerber, “Why Diamonds Really Are a Girl’s Best Friend.” <i>Proceedings of the American Philosophical Society</i> 153, no. 1 (2009): 56-66 *Excerpts from the US Constitution (in class) *Gendered images of the North American Revolution (in class)
March 7	Territorial expansion	Carolyn Ross Johnston, “The Trial of Tears.” In <i>Cherokee Women in Crisis: Trail of Tears, Civil War, and Allotment, 1838-1907</i> (University of Alabama Press, 2003): 56-78 *Petitions by Cherokee women (1817, 1818, 1821)

Week 8: Progress

Book discussion meeting [day and time determined based on everyone’s availability]: Donna R. Gabaccia, *From the Other Side: Women, Gender, and Immigrant Life in the US, 1820-1990*. Georgetown University Press, 1994 [Used copied available on Amazon for as little as \$5-10]

Date	Topic	Assignment
March 12	Progress in sciences: Roots of modern gynecology	*Chapter XIV of James Marion Sims, <i>The Story of My Life</i> (D. Appleton, 1888): 222-246
March 14	Industrial progress	*Selection of primary sources on women and early industrialization

*Week 9: Spring Break: March 17– March 23

Week 10: Emancipation

Date	Topic	Assignment
March 26	Women slaveholders during the Civil War	Drew Gilpin Faust, “Enemies in Our Households: Confederate Women and Slavery.” In <i>Mothers of Invention: Women of the Slaveholding South in the American Civil War</i> (University of North Carolina Press): 53-79
March 28	New nation and civil rights	Faye Dudden, “The Fight over the Fifteenth Amendment.” In <i>Fighting Chance: The Struggle Over Woman Suffrage and Black Suffrage in Reconstruction America</i> (Oxford University Press, 2011): 161-188 *”Declaration of Sentiments” (1848)

Week 11: Equality

Date	Topic	Assignment
April 2	Black and white women after emancipation	Jacqueline Jones, "Encounters, Likely and Unlikely, Between Black and Poor White Women in the Rural South, 1865-1940." <i>The Georgia Historical Quarterly</i> 76, no. 2 (1992): 333-353 *Roda Ann Childs, "I Was More Dead Than Alive"
April 4	Immigrant women	Kathy Peiss, "Dance Madness." In <i>Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York</i> (Temple University Press, 1986): 88-114 *Images of immigrant women by Jacob Riis and Lewis Hine (in class)

Week 12: Reform

Book discussion meeting [day and time determined based on everyone's availability]: Julie Des Jardins, *Women and the Historical Enterprise in America: Gender, Race and the Politics of Memory, 1880-1945*. University of North Carolina Press Books, 2003 [E-book available through the UALR library]

Date	Topic	Assignment
April 9	Progressive reform movement	*Excerpts from <i>The Autobiography of Florence Kelley</i> , 1926-27 (Charles H. Kerr Publishing Company, 1986): 61-89
April 11	Reform movement and terrorism	*Ida B. Wells, excerpts from <i>Southern Horrors: Lynch Law in All Its Phases</i> (1892) *"America for Americans," Little Rock, undated, ca. 1920 (Michigan State University Collection)

Week 13: Freedom of Choice

Date	Topic	Assignment
April 16	Radicalism	*Lucy Parsons, "A Word to Tramps" (1884), Interview with Lucy Parsons (1886) *Emma Goldman, "A New Declaration of Independence" (1909), "Woman Suffrage" (1911)
April 18	Reproductive rights	*Crystal Eastman, "Birth Control in the Feminist Program" (1918) *Excerpts from Margaret Sanger, <i>My Fight for Birth Control</i> (1931) *Mike Wallace' interview with Margaret Sanger (1957, Harry Ransom Center)

Week 14: Inalienable Rights

Date	Topic	Assignment
April 23	Second wave vs. the Civil Rights Movement	Danielle McGuire, "There's Open Season on Negroes Now." In <i>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</i> (Alfred A. Knopf, 2010): 135-159 *Excerpt from Betty Friedan, <i>The Feminine Mystique</i> (1963) *Excerpt from Phyllis Schlafly, <i>The Power of the Positive Woman</i> (1977)
April 25	Labor rights	Vicki L. Ruiz, "Claiming Public Space." In <i>From Out of the Shadows: Mexican Women in Twentieth-Century America</i> (Oxford University Press, 2008): 127-146 *Mitra Vidal, "New Voice of La Raza: Chicanas Speak Out" (1971)

Week 15: "The General Welfare"

Date	Topic	Assignment
April 30	Image and body	Joan Jacob Brumberg, "Fasting Girls: The Emerging Ideal of Slenderness in American Culture" and "Photo Essay: Adorning the Body." In <i>Women's America</i> (8 th ed., Oxford University Press, 2016): 420-428, 465-479
May 2	What have we learned from history?	*Testimonies of Anita Hill (1991) and Christine Blasey Ford (2018)