

History 498C: Twentieth-Century U.S. Women's History
Fall 2011
Professor Leslie J. Reagan

Office: 443B Gregory Hall

Course Meets: Wednesday 1-2:50, 327 Gregory Hall

Office Hours: 1:15-2:15 Thursday, by appointment, and usually after class.

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This research seminar will introduce you to some of the core research on the history of American women and gender with a special emphasis on higher education, the University of Illinois, and sexuality and health. As part of the course we will be discussing the historical construction of “woman” and “gender,” analyzing how class, race, sexuality, and gender are co-related and change our perspectives of history. Do asking questions from the perspective of “women” change the questions we ask and the history that “matters”? Does it change the answers to traditional questions? We will be considering the what the lives of ordinary women were like and how women were perceived over time—and also comparing the lives of students and employees on campus among other topics.

In addition, the course aims to teach fundamental historical research and writing skills. To this end, we will be analyzing primary sources, visiting archives, and reading historical texts with an eye to learning how the historian did the research, the benefits and drawbacks of specific types of sources, and how to think creatively about research. You will be required to write a research paper based on primary and secondary sources. This course is also part of the Ethnography of the University Initiative (EUI), which is a special project that encourages students to learn about, interrogate, analyze and research the University of Illinois as an institution. This gives us an enormous and exciting field within which to think about women and gender and history and an enormous range of archival and published sources as well. Furthermore, we will also have the opportunity to learn about the IRB and human subject research and to do this type of research on campus. The 498 is the capstone course for History majors and should be one of the most demanding history courses (if not the most demanding) that you take here at UIUC. I hope that it may also be one of the most interesting and fun as well.

Class Expectations

Attendance, reading of all assignments, active participation in class, and weekly research are all required. This class is designed as a research seminar and that is different than a lecture course, placing different responsibilities on everyone. Unlike a lecture course where students are put in a passive role, a seminar depends on active participation of each member. It is of the utmost importance that each of you complete the readings and assignments before class. The success of our class depends on it (as does your grade). Attendance is mandatory. If you must miss class for health or other personal emergencies, you should obtain a medical or dean's excuse—you then will be able to make up.

It is also expected that you will be engaged in ongoing research every week—for several hours—and you should expect that time to increase. The nature of historical research takes (like a chemist in the laboratory) many hours in the library or the archives. Many of those hours will be

spent in “the search”—in looking in directories, talking with librarians, looking at endnotes in books or articles, then going to original sources, finding sources, and then still more time going through material that may not immediately yield what you are hoping for. Expect that you will need to spend a lot of time in the research process.

In this course we will be using Moodle, an on-line system for assignments, questions, online out-of-class discussion. You are already signed up for this course. Got to LAS Courses at <https://courses.las.illinois.edu/> and login with your username and ADpassword. The exercises assigned below may all be found on moodle. Upload your responses there.

Assignments

1. Reading assignments are required and an essential component of this course. You are expected to read all of the assignments and to spend some time thinking about them. Print out the articles, mark them up, and bring the reading with questions and comments to discuss in class.
2. Brief response papers to the readings for each week. One page. What is the historian’s argument; what evidence do they use; what passages do you find convincing (or not) or surprising (bring page numbers and passages); what questions do you have? These are to help you with your own reading, in class discussion, and in thinking about how to do your own historical research and writing. More below on how to address your reading. **Due on moodle either the night before, or noon on Wednesday. Bring a hard copy with you to class.**
3. Exercises labeled #1, #2, etc., 1-2 pages. Upload your essays on moodle. These are due the **day before class on Tuesday at 9 p.m.** and you are expected to read your peers papers. Bring a hard copy with you to class.
4. Assist in facilitating the discussion in class by bringing in questions and passages for discussion. Two or three students will do this together once and should meet prior to class in order to coordinate.
5. Presentations in class: of a document, a peer-review of a student’s paper, and of your own paper. If you must miss a scheduled presentation because of illness, you should speak to the professor in advance to make it up.
6. Presentation at the Ethnography of the University Conference—either a short talk (5-7 minutes) or a Poster. **Thursday December 1, 2011, 3-8 pm.** Required for each member of the class is required to present and attend. (Not the entire time, times will be arranged around our schedules.)
7. Research Paper. Working as a historian and producing an original piece of historical writing based on original historical records is the goal of this course. Everything we do here has this goal in mind. Along the way, there are also assignments that help lead up to this final endpoint and will help you to learn how to research and write a piece of history: preliminary ideas; a formal proposal; presentation of primary sources; partial draft of the paper; a full draft; and then the final paper. Further details will be forthcoming and discussed in class.

Required Readings

All books are available at the bookstore and on reserve at the Undergraduate Library. All articles on E-reserve or as noted on the schedule. Required books are:

Bailey, From Front Porch to Back Seat
Baxandall and Gordon, Dear Sisters
Rampolla, Writing in History

Grading

Participation, attendance, response papers: 10%
Exercises: 10%
Research ideas, proposal, document, drafts: 20%
Conference Presentation: 10%
Final Paper: 50%

Note: All course requirements must be fulfilled in order to receive a passing grade. Including IRB consents and forms must be submitted.

Failure to complete an assignment will result in failing the class.

Plagiarism will result in an F grade for the class, and is grounds for expulsion from the university.

Plagiarism is representing the words or ideas of another as one's own. Submitting papers not written by the student is only the most blatant form of plagiarism. Plagiarism also includes, but is not limited to: copying another student's work in exams, papers, or other exercises; inappropriate collaboration with another student; and verbatim copying, close paraphrasing, pasting in, or recombining published materials, including materials from the internet, without appropriate citation. For examples of plagiarism, see Article 1, Part 4 of the Code on Campus Affairs. We will also discuss writing papers and plagiarism in class.

The Department of History adheres to the guidelines on academic integrity contained in the Code on Campus Affairs and Handbook of Policies and Regulations Applying to all Students. Cheating and plagiarism will be penalized in accord with the penalties and procedures indicated in the Code on Campus Affairs. All students are responsible for familiarizing themselves with the definition of these infractions of academic integrity. Copies of the Code on Academic Affairs may be consulted online at http://admin.illinois.edu/policy/code/article1_part4_1-401.html. See also <http://www.history.illinois.edu/courses/plagiarism/>

Schedule

Week 1. August 24. Introduction and Discussion of Today's Research University

Reading assignment:

The Boyer Commission, "Reinventing Undergraduate Education: A Blueprint for America's Universities," (1998), 1-8, 12-13..

"2006-07 Report of the Provost's Gender Equity Planning Team" (University of Illinois, Urbana-Champaign, 2007), 3-7.

Jennifer F. Hamer and Victor H. Perez, Elusive Equity: Graduate Education at Illinois' Flagship University, Center for a Multiracial Democracy, (University of Illinois, Urbana-Champaign, 2010), ii-6, 20-21.

Stacy Harwood, Margaret Browne Hunt, and Ruby Mendenhall, Racial Microaggressions at the University of Illinois at Urbana-Champaign: Voices of Students of Color Living in University Housing, Center for a Multiracial Democracy, (University of Illinois, Urbana-Champaign, 2010), 2-13.

Week 2. August 31 Histories of Women and Higher Education and EUI

In class we will discuss the Ilio exercise and readings. In the last half-hour guest Karen Rodriguez'G will talk with us about EUI and the IRB and rules of human subject research.

Assignment: Exercise 1 on moodle. Looking at University of Illinois yearbooks—the original hard-copy version—not online—in the University Archives, 19 Library (basement) near hall to Undergrad Library.

Reading assignment:

Edward H. Clarke, Sex in Education; or, A Fair Chance for the Girls (Boston: J.R. Osgood and Co., 1873). Read the first 10+ pages of Part II, starting at p. 31. Sex in Education is available on-line through the University Library. Please print out the page(s) that has a quote that you want to discuss. I will also bring a copy of the book.

Carroll Smith-Rosenberg and Charles Rosenberg, "The Female Animal: Medical and Biological Views of Woman and her Role in Nineteenth-Century America," Journal of American History 60 (1973): 332-356. (E-reserve.)

Paula A. Treichler, "Isabel Bevier and Home Economics," in No Boundaries: University of Illinois Vignettes, ed. Lillian Hoddeson (Urbana: University of Illinois Press, 2004), chap. 3.

Linda Eisenmann, "A Time of Quiet Activism: Research, Practice, and Policy in American Women's Higher Education, 1945-1965," History of Education Quarterly 45, no. 1 (Spring 2005): 1-17. This is available through University of Illinois Library, online journal collections, select for the title, and you will find it online. Go to Jstor.

Recommended: “Claiming an Education,” Zitkala-Sa (Gertrude Simmons Bonnin) and Mary McLeod Bethune.

Week 3. September 7. Sexuality Practices and State Interests in the Early 20th Century

Assignment: Exercise 2 on the Daily Illini on moodle. Submit your exercise on line and bring a hard copy to class.

Bring 3 preliminary ideas for your research paper: topic, question, dates, possible sources. Two copies, one for you to keep and one to give to me. This will take brainstorming, careful and creative thought and some preliminary research on your part—in a browsing kind of way through quite a bit of material—look at the syllabus and assignments in advance to find what interests you; take a look at the online collection of historical newspapers; investigate the University Archives and Library holdings.

Reading Assignment:

Leslie J. Reagan, When Abortion Was a Crime: Women, Medicine, and Law in the United States, 1867-1973 (Berkeley, CA: University of California Press, 1997), chaps. 2 and 4. Available as an E-book through the Library catalogue or in the book store.

Jessie M. Rodrique, “The Black Community and the Birth Control Movement,” chap. 15 in Judith Walzer Leavitt, ed. Women and Health, on E-reserve for History 263 if not 498.

Week 4. September 14. Meet at the Archives Research Center, Student Life Archives

Meet at the Archives Research Center, 1707 S. Orchard, Urbana. Avoid driving because there are only a few meters; approx.. 20 min walk from mid-campus; and served by Orchard Down bus. See <http://web.library.illinois.edu/archives>, select Student Life and Culture Archives on the Right for directions and more information.

We will meet with Archivist for Student Life and Culture, Ms. Ellen D. Swain, to learn about the Archives, how to use it, and what kinds of sources the University Archives holds. We will also have time to sample various types of sources at the Archives and compare notes on our findings and the limitations of various sources. This is also an opportunity to get ideas for your research projects. **Bring pencil and paper with you.**

Assignment: The Student Life and Culture Archives has an excellent program on primary sources and archival research. Go to the “Primary Source Village” and read all three modules. You may want to take notes and you will definitely want to consult this “Village” again as you do research. Go to <http://web.library.illinois.edu/archives>, select Student Life and Culture Archives on the Right, then select Primary Source Village, on right also. Feel free to look around at the archives on-line to see what records the University Archives hold.

Reading Assignment: Beth Bailey, From Front Porch to Back Seat: Courtship in Twentieth-Century America (Baltimore, MD: Johns Hopkins University Press, 1998). You should read the entire book, but at least read through chapter 4.

Week 5. September 21. Sexuality and Secrets in the Cold-War

Assignment: Exercise 3 on moodle on Observing Gender and Power on Campus. To prepare for this exercise, read Judith Lorler, “The Social Construction of Gender 1991) and Gloria Steinem, “Men and Women Talking,” read the first few pages and skim through article. Exercise 3 due, **Tuesday Sept. 20, 9 pm.**

Submit revised research paper proposal on moodle.

Reading Assignment: Elizabeth Lapovsky Kennedy, “But We Would Never Talk About It”: The Structures of Lesbian Discretion in South Dakota, 1928-1933” in Unequal Sisters: A Multicultural Reader in U.S. Women’s History edited by Vicki L. Ruiz and Ellen Carol DuBois (New York: Routledge, 2000), chap. 27.

Jacquelyn Dowd Hall, “Open Secrets: Memory, Imagination, and the Refashioning of Southern Identity,” American Quarterly 50:1 (1989): 109-24.

Rickie Solinger, “Race and ‘Value’: Black and White Illegitimate Babies in the U.S.A., 1945-1965,” Gender and History 4 (1992): 343-363.

Read each others’ observations and research paper ideas.

Week 6. Sept. 28. 1960s-1970s Second Wave-Women’s Lib-Women’s Movements-Feminism

Reading Assignment: Rosalyn Baxandall and Linda Gordon, Dear Sisters: Dispatches from the Women’s Liberation Movement (New York: Basic Books, 2000), read the introduction to the book, the introductions to each Part, and select pieces from each part. Include “Origins” in Part I and “Education” in Part III.

Writing Assignment: Formal proposal for your papers including (tentative) title, question(s) and topic, dates, sources, sources that you have already looked at and researched, and your plan of action. Upload on moodle and bring to class.

Week 7. October 5. Research—Check In

Assignment: Research for your papers. Expect to spend many hours online researching through the catalogue and directories to identify the sources that (might) provide you the kind of information that you are looking for and then many more hours in the archives or library going through the collections or publication researching the material.

Week 8. October 12. Presentation of Primary Sources

Group 1 will present their documents to the rest of the class. You should bring in a short document or excerpt of a document (1-2 pages) to class—enough copies for everybody please! Come prepared to discuss it: Where and how did you find your document? Who wrote or produced it? Why? When? How do you think you will use it in your paper? What struck you

about it? How are you interpreting it? How typical is it? What does it matter? What questions does it raise?

Warning: Selecting the first and only document that you have bumped into in your research tends to lead to a boring and insignificant discussion. Instead, locating a relevant document that leads to a good discussion. You might bring in something so amazing and incredible that you have to share it or you might bring in something that is so strange and difficult to interpret—even as you have gained expertise through your research and reading—that you want to bring it in to get help from the class in thinking about how to interpret and untangle its meanings.

Week 9. October 19. Presentation of Primary Sources

Group 2 will present their documents to the rest of the class. Same as above.

Get Commentator assignments for in-class writing conferences during weeks 11 and 12.

Week 10. October 26. Individual Writing Conferences.

Turn in a partial draft of your paper (about 7 to 10 pages long) and an outline of how this section will fit into your paper as a whole no later than 2 pm the day before the conference. (You may put it in my box in the hall outside 309 Greg or slip it under my door at 446C Greg. Come to your conference with a copy of your partial draft and some notes on what you think the strengths and weaknesses of your paper are and where you think it is headed. There is no class this week and each of you should make significant headway on your research papers.

Week 11. November 2. Work on Papers. Class Check-In and Time to get Writing Help.

Week 12. November 9. Writing Conference.

Assignment: Group 1 presents their drafts to this point. Draft papers should be 7-8 pages, include your tentative thesis, and evidence. For each presenter there is an assigned commentator. Commentator will have read the paper in advance of class.

Week 13. November 16. Writing Conference.

Assignment: Group 2 presents their drafts to this point. Draft papers should be 7-8 pages, include your tentative thesis, and evidence. For each presenter there is an assigned commentator. Commentator will have read the paper in advance of class.

THANKSGIVING BREAK: research, write, read, and revise your papers.

Week 14. November 30. Practice Presentations for the EIU Conference

Each student will present their short 5-7 minute presentation or poster for the EIU Conference and receive helpful comments for improvement from their peers.

Thursday December 1, 2011, 3-8 pm, Ethnography of the University Initiative (EUI) Conference (all undergraduates). This is required for each member of the class. Times will be arranged around our schedules. Required to present and attend.

Week 15. December 7. Final Writing Conference and Wrap-Up of the Course

Assignment: Final opportunity to circulate theses and discuss writing issues as a class.

Final Papers Due December 9, noon in Professor Reagan's box outside 309 Gregory Hall. All IRB forms and EUI forms and uploading must be completed to receive a final grade.

Have a wonderful winter break!