"The past isn't dead. It isn't even past." (William Faulkner)

What determines the status of women in different societies and communities? What role is played by women’s labor (inside and outside of the home)? By cultural norms regarding sexuality and reproduction? By racial/ethnic identity? By religious traditions? After some brief theoretical grounding, this course will address these questions by examining the economic, political, social, and cultural histories of women in the various racial/ethnic groups that make up the US today.

**REQUIRED and RECOMMENDED TEXTS**

* = required. All required and most recommended texts are on reserve in the library.


6. Required articles will be available online:
   --Jensen, Joan: “Native American Women and Agriculture: A Seneca Case Study” from DuBois/Ruiz 1st ed
   --Sanchez, George, “Go After the Women: Americanization and Mexican Immigrant Women” from DuBois/Ruiz, 3rd ed.
   --Tax, Meredith, “The Uprising of the Thirty Thousand” from D/R, 2nd ed.

7. Other recommended readings listed under relevant topics below.

**EXPECTATIONS and ASSIGNMENTS** Please read these carefully.

1. Attendance: This course relies heavily on the lectures, so consistent attendance is important. One exception: If you have a respiratory illness (cough, cold, etc.), please do not come to class or to my office! Email me before class begins to be excused from attendance and to receive lecture notes from the T.A.
2. **Lecture review questions:** After nearly every class, I will send out review questions on the lecture along with reminders of upcoming assignments. Please print these questions and review them before the next class (You do not need to write out the answers.)

3. **Required readings:** Please read all required readings before we begin to discuss that topic in class. Reading questions are found at the end of the syllabus.

4. **Classroom courtesy:** To avoid disrupting your fellow students, please be on time and turn off all cell phones, etc. before class begins. Disrespectful and/or disruptive behavior will not be tolerated.

5. **Academic freedom:** I try hard to maintain a classroom atmosphere where people can voice their opinions, questions, disagreements, and concerns. (As you’ll soon find out!), I have strong opinions about many of the topics we’ll be discussing. However, you will never be penalized (in terms of grades, recommendations, etc.) for disagreeing with me.

6. **Academic integrity:** Academic honesty is the bedrock of your education. Please be particularly careful to avoid committing plagiarism, the *intentional or unintentional* use of another’s words or ideas (including ideas from internet sources) without proper attribution (citation, footnote, etc.). If you are confused about proper citation format, please ask. Cases of suspected plagiarism will be referred to the Academic Integrity Committee for possible disciplinary action.

7. **Disabilities:** If you have a physical, learning, or other disability that requires accommodation, please bring me documentation as soon as possible. We will work together to make necessary accommodations.

8. **Assignments:** The primary written assignments for this course will consist of two take-home exams. Although the exams will concentrate on the lecture material, you will be expected to integrate relevant material from the readings into your answers. You will also be asked to write a number of short (2-3 pp.) “reaction papers” on various readings and to complete reading questions on other readings.

9. **Writing:** Please use “spell-check” and a grammar correction program. Papers with a significant number of grammatical errors will be returned for mandatory rewriting. Unless you are ill, all assignments must be submitted as hard copies. Due dates for assignments will depend on our progress in lecture. You will be given at least one week’s notice before a paper is due. No papers will be accepted late. If you are ill, email me your paper by the deadline.

10. **Professor availability:** I generally check my email several times every day. If you are confused about an aspect of this course, please email me and I will get back to you ASAP.

**SCHEDULE OF TOPICS AND READING ASSIGNMENTS**

Due dates for writing assignments will be announced in class and available on the review sheets.

**A. Introduction; Conceptual framework for the course**

*What determines women’s status in a given society? The role of sex/gender systems, economic systems, racial/ethnic systems, religion and other factors.*

**B. Native American women’s economic and political position**

**READ:** Jensen, Joan, “Native American Women and Agriculture: A Seneca Case Study” from D/R, 1st ed.

**READ:** A/M Ch.3: “I Am the Fire of Time: American Indian Women”

**REVIEW:** Reading questions on A/M Ch. 3 found at end of syllabus
REC: Perdue, Theda, “Cherokee Women and the Trail of Tears,” in D/R

C. White women in the colonial U.S. political economy
READ: A/M 5: “Whatever Your Fight, Don’t Be Ladylike: European American Women”
REVIEW: Reading questions on A/M Ch. 5 found at end of syllabus.

D. African American women under slavery in the U.S. South
READ: A/M 6: “We Specialize in the Wholly Impossible: African American Women”
REVIEW: Reading questions on A/M Ch. 6 found at end of syllabus
READ: Davis, Ch. 1, 2, 3.
REVIEW: Reading questions on Davis 1, 2, 3 found at end of syllabus.
REC: Grey-White, Deborah, “Female Slaves: Sex Roles & Status in the Antebellum Plantation South” D/R

F. White women in the transition to capitalism in New England: Salem witchcraft trials
REC: Christensen, “‘Double, Double, Toil and Trouble’: Women, Economic Development, and the Salem Witchcraft Trials of 1692,” Ch. 1 & 2, manuscript in progress.
REC: LaPlante, Eva, American Jezebel: The Uncommon Life of Anne Hutchinson, the Woman Who Defied Puritans, Harper & Row, 2005. (Note: LaPlante is a direct descendent of Anne Hutchinson.)

F. White middle-class women and the cult of true womanhood
REC: Gilman, Charlotte Perkins, The Yellow Wallpaper, (any edition)

G. Black and white women in the abolitionist movement; The birth of the US women’s movement
READ: Davis, Ch. 4, 7.
REVIEW: Reading questions on Davis 4, 7 found at end of syllabus.
REC: Aptheker, Bettina, Woman’s Legacy: Essays on Race, Sex, and Class in American History, Univ. of Massachusetts/Amherst, 1981.

H. Mexican American women in the Southwest
READ: A/M 4: “The Soul of Tierra Madre: Chicana Women”
REVIEW: Reading questions on A/M Ch. 4 found at end of syllabus.
READ: Sanchez, George, “Go After the Women: Americanization & Mexican Immigrants,” D/R

I. "Public housekeeping": Women in reform movements;
Challenging the reasons for poverty: Women and unions
READ: Tax, Meredith, “The Uprising of the 30,000” D/R.
REC: Kessler-Harris, Alice, Gendering Labor History, Univ. of Illinois, 2007.

J. Monopolization in the late 1800s/early 1900s: The impact on women's economic roles

K. World War II: Impact on women's economic and social roles
Jewish labor and the economics of the Holocaust
The impact of WWII on the Japanese American community
The “Rosie” phenomenon: Government, business, and media supports
The impact of WWII: The seeds of the women’s and LGBT liberation movements
READ: Berube, “Coming Out Under Fire” and READ: D’Emilio, John, “Capitalism & Gay Identity”
FILM: “The Life and Times of Rosie the Riveter”

L. Asian American Women: Internment/"mail-order brides"
Immigration law; gendered immigration and women’s status
The economic status of Asian American communities
The economics of internment; The impact on Japanese American women and families
READ: A/M 7: “Climbing Gold Mountain: Asian American Women”
REVIEW: Reading questions on A/M Ch. 7 found at end of syllabus.
REC: Matsumoto, “Japanese-American Women During WWII” in D/R.
REC: Kelly, “Sex Role Socialization of Vietnamese Women” in D/R.

**M. Puerto Rican women on the island and the mainland**
Spanish and American colonialism; The nationalist movement, yesterday and today
Operation Bootstrap and the transformation of the Puerto Rican economy
Immigration and the sterilization campaign
Recent changes in the Puerto Rican economy and their implications for women’s employment
READ: A/M 8: “Yo Misma Fui Mi Ruta (I Was My Own Path)”
REVIEW: Reading questions on A/M Ch. 8 found at end of syllabus.
BEGIN READING EVANS if you have not yet done so.
REC: Azize-Vargas, “The Emergence of Feminism in Puerto Rico” in D/R.

**N. The Growth of the Modern Women's Movement**
Women's paid and unpaid labor in the 20th century
The growth of the women's movement from the civil rights & new left/anti-war movements of the 1960s
FINISH READING EVANS
REC: A/M 9,10,11 on women’s wage work

**READING QUESTIONS on AMOTT/MATTHAEI**
Ch. 3 – Native American Women
3.A. Describe the economic position of Native women & how this changed after white colonization.
3.B. Describe the resurgence of Native activism since the 1960s & women's roles in these movements.
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Ch. 4 – Chicana Women
4.A. Describe the relationship between the state of the U.S. economy and U.S. government laws/programs towards Mexican immigrants; (e.g., Bracero, “Operation ‘Wetback’,” IRCA, etc.).
4.B. Describe the rise of Chicano/a activism during the 1960s & women's roles in this resurgence.
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Ch. 5 – European American Women
5.A. Describe the economic conditions/forces which led native-born and immigrant women to organize labor unions from the early days of the mills through the 1920s.
5.B. Describe the impact of WWII on the economic opportunities for women of all races (exc. Japanese).
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Ch. 6 – African American Women
6.A. Contrast the sexual division of labor imposed by overseers with that in the slave communities.
6.B. Describe the sexual exploitation of slave women & the ideologies created to justify that exploitation.
6.C. Describe the economic forces which led to Black northward migration of the 1910s-1950s.
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Ch. 7 – Asian American Women
Section One – Chinese American Women
7.A. Briefly summarize the history of Chinese immigration & their economic status in the U.S.
7.B. Describe the impact of this immigration history on Chinese American women's status; (e.g., Gum-Shan-Poo).

Section Two – Japanese American Women
7.D. Describe the Japanese Am. economic position on the eve of WWII. How did FDR's Executive Order change this

Section Three – Filipina Women
7.F. Describe the diversity of Filipinos. 7.G. Describe the impact of militarism on Filipino immigration to the U.S.

Ch. 8 – Puerto Rican Women
8.A. Describe the reorganization of the Puerto Rican economy under U.S. corporate control, and its impact upon the Puerto Rican labor force (including unemployment rates, poverty, etc.)
8.B. Describe the growth of Puerto Rican activism in the '60-70s, incl. resistance to sterilization abuse.
8.C. Describe Weisskopf's plan for economic development in Puerto Rico. Why is his plan unlikely to be adopted?

READING QUESTIONS ON DAVIS’ WOMEN, RACE, AND CLASS
Ch. 1  Why was slave women's situation arguably even worse than that of slave men? Why does Davis claim that slave women were not debased by their household labors? Contrast her view with that of A/M. What are the functions of race in the context of slavery?

Ch. 2  Describe how industrialization changed women's household role. How was women's experience in the Abolitionist Movement essential to the founding of the Women's Rights Movement?

Ch. 3  What was the focus of the "Declaration of the Rights of Women"? What was the situation of working class women at the time of the Seneca Falls convention? Did the Declaration address their concerns? Describe the racial attitudes of many white Abolitionists. How did these attitudes influence the Women's Rights Movement?

Ch. 4  What was the E.R.A.? What were its goals? Why did it split up?

Ch. 7  Discuss the Women's Suffrage Movement's increasing acquiescence in and use of racism in the late 1800s/early 1900s.

READING QUESTIONS ON SARA EVANS’ PERSONAL POLITICS
Ch. 1  Summarize the contradictions between middle class women's expected roles & lived experiences (including economic status) that created the basis for the women's movement of the 1960s.
Ch. 2  Describe the church’s role in fostering radicalism among southern white women in the 1950s/1960s. Describe SNCC's formation and purpose. Why did the voter registration campaigns represent a new level of resistance for SNCC?
Ch. 3  Describe the role of northern white women, and of southern Black women, in Mississippi Freedom Summer. Discuss positive & negative aspects of interracial romances that occurred.
Ch. 4  Describe the first rebellions over the sexual division of labor within SNCC. Describe the changes within SNCC by 1965.
Ch. 5  Describe the backgrounds of most SDS members. Why was SDS so male-dominated? Describe the difference between the Old & New Left with respect to questions of women's leadership.
Ch. 6  What were ERAPs? What problems did they confront? Contrast men's & women's goals and styles within ER.
Ch. 7  Describe the changes in SDS's goals, tactics, and targets from 1965-68. Describe the impact of contact with revolutionary Third World women on women in the student movement.
Ch. 8  Why was women forming their own movement a "life release" for so many?
Ch. 9  Discuss the theory of consciousness-raising. Why was it so successful? Discuss its drawbacks as an organizing strategy.

Summary Question: How did the Civil Rights Movement and the New Left form the crucible for the development of the Women's Liberation Movement in the U.S.?
Political Economy of Women - Student Information  (Feel free to use the back!)

Name:

Phone(s):

Preferred email address(es):

Advisor:

Major/probable major (if known):

Have you taken other courses in either economics or women’s/gender studies? If yes, please list.

Is English your first language?

Do you have any learning or other disabilities that I should know about? If yes, what accommodations do you require?

Why are you taking this course?

What social/political issues concern you the most?

Do you consider yourself to be a feminist? Why or why not?

Anything else I should know about you? Thanks!