History 314: Women’s History—Women in the Western World  
Tuesday/Thursday, 12:30-1:45PM  
Ferguson 477

Dr. Dana Cooper, Department of History

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Office Hours: M/W, 12:00-2:30PM, T/R, 10:00-12:30PM  
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COURSE DESCRIPTION:
Although females comprise more than fifty percent of the world's population, the observation of women through a historical lens has long been considered a specialized field of study. Women's lives often take place beyond the traditional boundaries of history, thereby making an inspection of their experiences challenging and sometimes problematic. Serving as an introduction to women's history, this course will utilize a comparative approach between the United States and Modern Europe by examining the political, cultural, economic, legal and social history of women in the Western world while emphasizing the experiences of American women from the colonial period through the late twentieth century. By analyzing the roles of women on both sides of the Atlantic Ocean—their individual and collective influences upon and responses to major historical events—students will gain a greater appreciation of the fact that history does not occur in a national vacuum.

While lecture and group discussion will serve as critical components of the course as all participants function as a community of scholars, the class is structured as an intensive reading and writing experience. Thus, it is critical for all students in this class to carefully and thoroughly complete the reading before the class for which it is assigned. Finally, the capstone of the course will be an oral history paper, which examines some aspect of women’s history that evaluates a particular event or movement from a comparative standpoint. This project will be of your choosing in consultation with the professor. Overall, this course seeks to demonstrate that "women's history is an assertion that women have a history." (Aparna Basu, Professor of History at the University of Delhi, India)

REQUIRED TEXT/MATERIALS FOR OUTSIDE READING:
Through Women's Eyes: An American History with Documents, DuBois and Dumenil
Incidents in the Life of a Slave Girl, Harriet Jacobs
Book Chapters and Journal Articles (available in the library or online via mycourses.sfasu.edu)

COURSE REQUIREMENTS: Course grades will be weighted in the following manner.
- Attendance 10%
- Participation 10%
- Paper I 15%
- Paper II 15%
- Paper III 15%
- Quizzes 15%
- Oral History Paper 20%
**GRADING POLICY:**

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<tr>
<th>Semester Average</th>
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<td>90-100</td>
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**ATTENDANCE POLICY:** Attendance will be taken at the beginning of every class. Ten percent of your grade will be based solely on your physical presence in the class. As participation constitutes another ten percent of the course, your efforts in both areas are crucial to your overall performance in the class.

**WITHHELD GRADES (Semester Grades Policy, A-54):** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**PAPER ASSIGNMENTS:** This class is structured in a comparative format; therefore, your papers will be structured in a comparative format. For each paper, you will choose one topic from the timeframe covered in class. For example, for the first paper, you might compare efforts and experiences of women in the American Revolution with women in the French Revolution. What similarities existed between these two groups? What differences separated these women? How did the historical context change the possibilities and concerns for each group of women? You must utilize class lectures/discussions, textbooks reading, article assignments, and other groups readings. Your goal is to produce three coherent and concise papers (three to four pages each) including information from both reading assignments and class discussion.

Your final paper will be an exercise in oral history. Your assignment is to interview three or more women (mother, grandmother, neighbor, aunt, friend, etc.) and write a paper about their experiences since 1970. Your paper may deal with women’s responses to Roe v. Wade, memories about the end of Vietnam or Nixon’s impeachment, personal accounts from the Cold War, the women’s movement/revolution, massive exit of women from homes into the workforce, the day the Berlin Wall came down, the end of the Cold War, etc. I will consider topics and timeframes from earlier periods on an individual basis. In any case, you must discuss your preliminary topic with me prior to settling on your interview subjects and paper theme.

More will be said in class about the papers in class. Please feel free to be as creative as you see fit in these assignments. Also, I strongly suggest you discuss your ideas with me prior to the first paper. You will definitely get a clear idea about the papers as the semester progresses. I strongly advise you to start strong and work from that point rather than simply turn your first paper cold and then begin to understand the purpose of such papers at the end of the semester. Late papers will lose 10 points per day they are turned in. Papers must utilize Times New Roman, 12 font, double-spacing, one-inch margins and page numbers. Hard copies are due at
the beginning of class. Electronic copies or email attachments will not be accepted. The final paper must be turned in to my mailbox, which is located in the History Department, LAN 303. All oral history papers are due Thursday, May 12, 2011 by “high noon.”

ACADEMIC INTEGRITY (A-9.1): Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Paper I Due Date: Tuesday, February 15
Compare one of the following topics in your first paper.
Topics for Comparison: Revolutionary Women (American Rev vs. French Rev)
Women and Technology (Industrial Rev and Consequences)
Nineteenth-Century Literature (your choice of 3-4 works)

Paper II Due Date: Tuesday, March 22
Topics for Consideration: Women and War
The 1920s Around the World
Women and the Rise of Authoritarian Governments
The Interwar Years

Paper III Due Date: Tuesday, April 19
Compare one of the following time periods in your paper.
Topics for Consideration: Women and World War Two
Women and the Cold War
Women and the 1950s
Women and the 1960s

Oral History Paper Due Date: Thursday, May 12
Topics for Consideration
Women and the Development of the European Union
Women’s Movement, Women’s Revolution: the 1970s
Women’s Movement, Women’s Revolution: the 1980s

✓ I will consider other topics/timeframes upon an individual basis and discussion.
PROGRAM LEARNING OUTCOMES: THE SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. The student will evaluate the role of the historian in society.
2. The student will assess the significance of historical events/phenomena and analyze their historical contexts.
3. The student will locate, identify and critically analyze primary and secondary sources appropriate for historical research.
4. The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.
5. The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the Chicago Manual of Style (CMS).

STUDENT LEARNING OUTCOMES: The more specific outcomes for this particular course are as follows:

1. Students will be able to explain the role women have played in both American and European societies.
2. Students will be able to analyze the political influences by and toward women in American and European societies.
3. Students will demonstrate a competency in expressing the roles of women in history through classroom discussions and debates on an individual and group basis.
4. Students will demonstrate a competency in expressing the roles of women in history through formal scholarly papers using primary and secondary sources and CMS citation.

STUDENTS WITH DISABILITIES: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. In other words, I am happy to help you in anyway that I can provided you work with Disability Services.

TENTATIVE COURSE SCHEDULE:

Thursday, January 20
Introduction to the Course
Grob and Billias, “The Women’s Movement: Equality or Difference?”
Bock, “Challenging Dichotomies in Women’s History,” 8-14
DuBois, Through Women’s Eyes, Chapter 1, 2-37
**Revolutionary Women**

**Tuesday, January 25**  
Student Reading:  
*Women and the American Revolution*  
ALL READ:  
Gundersen, *To Be Useful to the World*  
Berkin, *Revolutionary Mothers*  
Diamant, ed., *Revolutionary Women in the War for Independence*

**Thursday, January 27**  
Student Reading:  
*Women and the French Revolution*  
Further Reading:  
Kates, *The French Revolution*  
Landes, *Women and the Public Sphere*  
Applewhite and Levy, *Women and Politics in the Age of the Democratic Revolution*

**Women and Technology**

**Tuesday, February 1**  
**Women and the Industrial Revolution**  
Student Reading:  
Further Reading:  
Zlotnick, *Women, Writing, and the Industrial Revolution*

**Thursday, February 3**  
Student Reading:  
*Women and the Consequences of the Industrial Revolution*  
A: Humphries, “… The Most Free From Objection…” The Sexual Division of Labor and Women’s Work in Nineteenth-


Further Reading: Coffin, “Credit, Consumption, and Images of Women’s Desires: Selling the Sewing Machine in Late Nineteenth-Century France,” *French Historical Studies*, Vol. 18, No. 3 (Spring 1994) 749-783


Ross, *Love & Toil: Motherhood in Outcast London, 1870-1918*

### Nineteenth-Century Literature

**Tuesday, February 8**

**Student Reading:**

- American Locales
  - DuBois, *Through Women’s Eyes*, Chapter 4, 202-217
  - Jacobs, *Incidents in the Life of a Slave Girl*

**Thursday, February 10**

**Student Reading:**

- European Locales

### Women and War

**Tuesday, February 15**

**Student Reading:**

- American Women’s Roles in “The Great War”
  - DuBois, *Through Women’s Eyes*, Chapter 7, 406-446

**Further Reading:**

- Scheider, *Into the Breach*

- Cardinal, ed., *Women’s Writing on the First World War*

- Brown, *Rosie’s Mom: Forgotten Women Workers of the First World War*

**COMPARATIVE PAPER I DUE**

**Thursday, February 17**

**Student Reading:**

- European Women and the Great War

Further Reading: Stoff, *They Fought for the Motherland*

Gullace, “*The Blood of Our Sons*: Men, Women, and the Renegotiation of British Citizenship During the Great War

Tuesday, February 22

Student Reading:

The Russian Revolution


Further Reading: Fitzpatrick, ed., *In the Shadow of Revolution*

Clements, *Bolshevik Women*

The 1920s Around the World

Thursday, February 24

Student Reading:

Flappers, Bobs, and Moonshine


The Interwar Years

Tuesday, March 1

Student Reading:

To Count, or Not to Count: That is the Woman Question

DuBois, *Through Women’s Eyes*, Chapter 8, 480-496


Thursday, March 3

Sex, Citizenship, and Suffrage
### Student Reading:


**C:** Holton, “To Educate Women into Rebellion”: Elizabeth Cady Stanton and the Creation of a Transatlantic Network of Radical Suffragists,” *The American Historical Review*, Vol. 99, No. 4 (October 1994) 1112-1136


### Women and the Rise of Authoritarian Governments

**Tuesday, March 8**

**Women and Nazi Germany**

**Student Reading:**

**A:** Leck, “Conservative Empowerment and the Gender of Nazism: Paradigms of Power and Complicity in German Women’s History,” *Journal of Women’s History* Vol. 12, No. 2 (Summer 2000), 147-169


**Further Reading:** Kaplan, *When Biology Became Destiny*

**Thursday, March 10**

**Women Question Isolationism and Interventionism**

**Student Reading:**

DuBois, *Through Women’s Eyes*, Chapter 8, pg. 497-506

Further Reading: Higonnet, ed., *Behind the Lines*
Honey, *Creating Rosie the Riveter*

**Women and World War Two**

**Tuesday, March 22**

**Student Reading:**

- **American Responses to World War II**
  - DuBois, *Through Women’s Eyes*, Chapter 8, 507-518

**Further Reading:** Gilbert, *They Also Served*
Campbell, *Women at War with America*

**COMPARATIVE PAPER II DUE**

**Wednesday, March 23**

**Guest Lecture by Dr. James Olson**

*Bathsheba's Breast: Women, Cancer, and History*
Twilight Ballroom, 7pm

**Thursday, March 24**

**European Responses to World War II**

**Student Reading:**


**Further Reading:**

- Fishman, *We Will Wait*
- Virden, *Good-bye Piccadilly*
Women and the Cold War
Tuesday, March 29
Student Reading: American Women Experience the Cold War
DuBois, Through Women’s Eyes, Chapter 9, 554-574
A: Rogin, “Kiss Me Deadly: Communism, Motherhood, and Cold War Movies,” Representations, No. 6 (Spring 1984) 1-36
Further Reading: May, ed., Recasting America
Caute, The Dancer Defects

Thursday, March 31
Student Reading: European Women Experience the Cold War
A: Tasca, “The ‘Average Housewife in Post-World War II Italy,” Journal of Women’s History, (Summer 2004) 92-115

Women and the 1950s
Tuesday, April 5
Student Reading: Was June Cleaver a ‘Desperate Housewife?’
DuBois, Through Women’s Eyes, Chapter 9, 574-592
Coontz, The Way We Never Were
ALL READ: Introduction
A: Chapter 1; B: Chapter 2; C: Chapter 3
Further Reading: Rosen, The World Split Open
Kaledin, Mothers and More
Meyerowitz, ed., Not June Cleaver
May, Homeward Bound

Thursday, April 7
Student Reading: Did June live in Europe too?
A: Simone de Beauvoir's, The Second Sex, Introduction, Ch. 25
Women and the 1960s
Tuesday, April 12
Student Reading: Does Father Really Know Best?
A: Friedan, *The Feminine Mystique*, Chapter 1
C: Friedan, *The Feminine Mystique*, Chapter 2
Further Reading: Bloch, ed., *Impossible to Hold*
Swerdlow, *Women Strike for Peace*

Thursday, April 14
Student Reading: Discontent Among European Women

Women and the EU
Tuesday, April 19
Student Reading: Gender and the Development of the European Union
A: Kofman, *Gender and International Migration in Europe (Gender, Racism, Ethnicity)*, Chapter 5, 105-133
B: Rossilli and Tilly, *Gender Policies in the European Union (Studies in European Union)*, eBook, Chapter 1, 1-21
C: Rossilli and Tilly, *Gender Policies in the European Union (Studies in European Union)*, eBook, Chapter 5, 87-106
Further Reading: Pinder, *The European Union: A Very Short Introduction*
Ohliger, *European Encounters*
McCormick, *Understanding the European Union*

Thursday, April 21
Student Reading: Women React to EU Policies
C: Erel and Kofman, “Female Professional Immigration in Post-war Europe: Counteracting an Historical Amnesia,” *European Encounters*, 71-98

**Women’s Movement, Women’s Revolution: the 1970s**

Tuesday, April 26  
**Increased Choices, Unintended Consequences**  
Student Reading:  
B: Weddington, *A Question of Choice*, Chapter 3  
C: Tone, *Devices & Desires*, Chapter 9-10

**Women’s Movement, Women’s Revolution: the 1980s and 1990s**

Thursday, April 28  
**New Perspectives, New Questions**  
Student Reading:  
Select footage from the movie “Baby Boom”  

**Dead Week**

No Class—Reading/Research Days

Thursday, May 12  
**ORAL HISTORY FINAL PAPER DUE BY 12:00PM**