This course focuses on the long history of Second Wave American feminisms, exploring its multiple sources including: the conflict over the ERA in the 1920s, labor feminisms in the 1930s and 1940s, the impact of the Second World War on women’s equality, the extended struggle for racial justice from the Depression through the Civil Rights Movement, the Cold War, and Post Second World War culture and demography. It then turns to the multiple feminisms that took shape in the 1960s and 1970s, including: liberal (and governance) feminisms, radical and lesbian feminisms, socialist feminisms and feminisms of color, with their impact on developments in employment, sexuality, health, education, and political culture. Finally, it looks to rise of opposition to gender justice from the New Right of the 1980s and the failure of the ERA.

Course Requirements:

1. A “mini-edition” completed as part of an archival research team that will work together on a particular collection in the Oberlin College Archive to produce a portfolio including:
a. A cooperatively produced introduction to the “mini-edition,” about 500-1,500 words in length, which explains the project’s significance as a whole;
b. An individually produced transcription of 500-2,000 words from a particular document or series of documents. Each transcription must include:
   · A document heading with identifying information;
   · A 150-300 word introductory note;
   · Appropriate annotation notes that identify elements of the document that may be unfamiliar to readers;
c. A group bibliography;
d. Visuals relevant to your transcription, including the provided scans of transcribed documents.

See additional information about this assignment on BlackBoard

2. An individually completed critical book review/essay based on a volume chosen from the list supplied in the assignment handout. This book review should also reference other materials explored in the context of this course.

3. Class Participation: This means coming to class prepared, on time, with assigned reading completed, and making a positive contribution to class. Unexcused absences will bring down your class participation grade.

4. Short Assignments and In Class Presentations
   • March 1: Your popular culture posting and in-class explanation
   • March 18: Your two paragraphs on Salt of the Earth and She's Beautiful When She's Angry
   • Your Visual Analysis based on the class visit to the Allen Memorial Art Museum on April 14, due April 15
   • Your “Pastness of the Past/Presentness of the Past” Assignment for which you will be assigned a particular date. See the end of the syllabus, and Blackboard for more information.

Suggested book for purchase:
   Sara Evans, Personal Politics (Note: I have not ordered this book at the Bookstore, but you will be reading the entire volume, so I highly recommend purchase.

Schedule of Classes
**Tuesday, February 2:** Introduction: A Second Wave of Feminisms? Of Surges, Sequences and Plurals

**Thursday, February 4:** The Heritage of First Wave American Feminisms

**Reading:**
- Rory Dicker, Chapter 2: "First Wave Feminism: Fighting for the Vote," pp. 21-51 in A History of U.S. Feminisms (on BlackBoard)

**Tuesday, February 9:** Labor Feminism and Its Allies From the Depression to World War II

**Readings**
- Susan Ware, “First Lady of the World: Eleanor Roosevelt,” pp. 2-43 in Letter to the World (BlackBoard)
- Meridel LeSeuer, “Women on the Breadlines,” pp. 21-29 in Harvest (BlackBoard)
- Ella Baker and Marvel Cooke, “The Bronx Slave Market,” The Crisis November 1935 (BlackBoard)

**Margaret Bourke-White, 1937**

**Thursday, February 11:** Archives Visit. Meeting at Archives, 4th Floor Mudd Library, at 9:30 SHARP

**Tuesday, February 16:** “Rosies” of All Races and Identities: World War II as a crucible for the Second Wave

**Thursday, February 18:** Post War Demobilizations: Work and Family

**Readings**
- Dorothy Sue Cobble, “When Feminism had Class,” in Michael Zweig, What's Class Got to Do With It? (on BlackBoard)

**Tuesday, February 23:** Women and The Long Civil Rights Movement

**Readings**


**Thursday, February 25: Mary Church Terrell (1863-1954): Seven Decades of Black Feminist Activism**

**Readings:**

• Cynthia Neverdon-Morton, “Mary Church Terrell,” from American National Biography (on BlackBoard)

• Excerpt from Beverly Jones, *Quest For Equality: the Life and Writings of Mary Church Terrell* (on BlackBoard)

• Optional: Dayo Gore, “Reframing Civil Rights Activism during the Cold War: the Rosa Lee Ingram Case, 1948-1959,” in *Radicalism at the Crossroads: African American Women Activists in the Cold War*

**Required:**

![Image](COMPLICATED_RELATIONSHIPS.png)

You must attend at least one of these three sessions (all in in Rice 1060):

• Friday, February 26 at 4:30: Memories of Mary Church Terrell

• Saturday, February 27 at 10 am: Keynote by Dr. Johnetta Cole (OC 1957)

• Saturday, February 27 at 11:15: The Terrells and their Activism

Extra Credit Option: write and post one page (c. 250 words) on what you learned at the session you attended.

**Tuesday, March 1: The Popular Culture of the 1950s**

**Assignment:** Today’s class will look at popular culture as found in advertisements in mass circulation periodicals. You will bring to class an advertisement from the period 1947-1963 from one of the following publications which must be accessed in hard copy on the second floor of Mudd Library:

• Time

• Life

• Look

• Ladies Home Journal

• Newsweek
Please scan your periodical into the appropriate discussion board, and come to class prepared to talk about what your advertisement reveals about women in the period after the Second World War, but before the publication of the *Feminine Mystique*.

**Thursday, March 3: A Sexual Revolution?**

**Readings:**

- Donna Penn, “The Sexualized Woman: The Lesbian, the Prostitute and the Containment of Female Sexuality in *Postwar America*,” in *Not June Cleaver*, Joanne Meyerowitz, ed.

**Tuesday, March 8: Many 1950s**

**Assignment:** Come to class prepared to consult about your project or book review. Group Consultations

**Thursday, March 10: The Content and Meaning of The Feminine Mystique**

**Reading:**

- Betty Friedan, Chapters 1, 2, 3 and 14, *The Feminine Mystique*

**Special Film Week!**

**Tuesday, March 15: Film Showing: Salt of the Earth (1954)**

**Thursday, March 17: Film Showing: She’s Beautiful When She’s Angry (2015)**

**Assignment:** These films provide a look back and a look ahead at the work of this class over the semester. Please write two paragraphs, one for each film, connecting how each film addresses themes for the course. Email me your paragraphs as text of an email (NOT an attachment). You may work as a team of three on this assignment. If you do, be sure that all three names are attached to your email.

**Due:** Friday, March 18.

Your Critical Book Review or Mini-Edition

Due

no later than Saturday, March 19.

Please EMAIL me your completed assignment.
SPRING BREAK

Tuesday, March 29: Governance Feminisms: The President’s Commission and the Founding of NOW:

Thursday, March 31: White Women of The Younger Generation: Civil Rights as Catalyst

Reading:

- Sarah Evans, Personal Politics, pp. 1-102 and 233-240

Ruby Doris Smith Robinson, Mug Shot, 1962

Tuesday, April 5: Black Feminisms: Civil Rights and Beyond

Readings


Thursday, April 7: Black Feminist Voices From Shirley Chisholm to the Combahee River Collective:

Reading: Combahee River Collective Statement (1979)

Tuesday, April 12: From Feminists and Politicos to Socialist Feminisms and Radical Feminisms

Reading:

- Evans, Personal Politics , pp. 102-232
- Joan Netstle, “This Huge Light of Yours,” in A Restricted Country

Thursday, April 14: Museum Visit.

- Last names A-K: 9-9:50. BE PROMPT!
- Last names L-Z: 10-10:50. BE PROMPT!
Assignment: DUE APRIL 15: Visual Analysis (in class handout also available on Blackboard under “Course Documents”)

Monday April 18 at 7pm: Marge Piercy Visit
Please Plan to Attend
Extra Credit Posting Opportunity
Place TBA

Tuesday, April 19: Non-Reproductive Sex and The Right to Choose: From Jane to Roe v. Wade to Webster
Readings:
- AND AT LEAST ONE OF THE FOLLOWING:

Thursday, April 21: Second Wave Governance Feminism: Women and Work
Readings:
- Optional:

Tuesday, April 26: Feminisms of Color: A History of Coalitions and Intersectionality
Readings:

Thursday, April 28: The Receding Second Wave and the Rise of the New Right
• And TBA

**Tuesday, May 3:** Student Presentations  
**Thursday, May 5:** Student Presentations

<table>
<thead>
<tr>
<th>Final Examination</th>
<th>May 14: 2-4 pm</th>
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</thead>
</table>

**Grading**
Grading is an art, not a science. I will give you regular feedback about your performance in class. I also tend to reward improvement over the course of the semester. Below is the general grading framework I will use:

<table>
<thead>
<tr>
<th>Mini-Edition</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Book Review/Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Regular Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Special Short Projects (total)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>15%</td>
</tr>
</tbody>
</table>

You cannot pass the class unless you complete all the assignments.

**Please check online for updates of this syllabus.**

Students in need of accommodation please be sure to notify me and to make an appointment to talk about these matters *before the end of the drop/add deadline.*

All work in this course is governed by the **Honor Pledge:**

“I have adhered to the Honor Code on this assignment”

Students should sign and date all written work.

If you have further questions, please see


**NOTE:** This course counts toward the GSFS major.

**Pastness of the Past-Presentness of the Past Assignment:**

The study of history involves the appreciation of both change and continuity in order to appreciate both the pastness of the past—our distance from the lived realities of earlier time—and the presentness of the past—the ways in which that past continues to influence our lives today. The investigation of Second Wave Feminisms illuminates many such transformations as well as many enduring configurations.

Once during the course of the semester, you are asked to bring to class an example of either the “pastness” and/or the “presentness” of the past that you have found in contemporary culture. You will be assigned a day by lot. On your day, you will chose an image, a video (30 seconds or less), a song, or other contemporary cultural artifact, to present at the very beginning of class, for perhaps 3 minutes. Your artifact should be loaded on the BlackBaord site before class.

What’s an example? You might find comparisons of Eleanor Roosevelt and Hillary Clinton for February 9 when we talk about Roosevelt, or a discussion of women in combat today for February 16 when we discuss women and World War Two.

January 30, 2016