

Oberlin College
History 213
First Wave American Feminism
Spring 2013

revision date: 4 February 2013



Adelaide Johnson (left), Dora Lewis, and Jane Addams at the dedication of Johnson's suffrage sculpture Portrait Monument to Lucretia Mott, Elizabeth Cady Stanton, and Susan B. Anthony in the U.S. Capitol. National Photo Co. February 15, 1921.

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King 343
Tuesday/Thursday 9:30-10:50
Office Hours: Tuesday 11-12:15 and
Thursday 2:30-4

This course explores the quest for gender equality from the end of the American Revolution through the enfranchisement of women in 1920, a period some scholars have identified as the "First Wave" of American feminism. The course investigates the social movements, political thought, and the changing trajectories of power for "women" in the "long nineteenth century," situating the female gender in the changing intersectional contexts of region, race, class, sexuality, household status and citizenship. The course focuses in particular on the origins of notions of gender justice—how and when they emerged, what aspects of women's lives they addressed, their resonance for differently situated women, and how the discourses were shaped by their contexts. To that end, it identifies particular moments: the heritage of the American Revolution; antebellum reform movements including utopianism, and antislavery; post-Civil War factionalism, racism and reaction within and among various parts of the "Woman Movement" (as it was then called); anti-lynching activism in national and international perspective; the temperance movement as imperial and domestic reform; populism and related labor and socialist agitation; birth control and eugenic activism; progressivism and global missionary endeavors.

Requirements

The course requires (1) regular course attendance, (2) class participation, (3) completion of weekly reading assignments and (4) four assigned BlackBoard postings, due on particular dates *before class* (see the end of this syllabus for information on BlackBoard postings)

In addition, three major written projects are also assigned:

1. A project completed as part of an archival research team project that will work together on a particular collection in the Oberlin College Archive to produce a portfolio that will include
 - a. A cooperatively produced introduction to the collection that explains its significance,

- b. An individually produced transcription of 200-600 words from a particular document, with appropriate introduction and annotations;
2. An individually completed critical book review/essay based on a volume chosen from the list supplied at the end of this syllabus, and references other materials explored in the context of this course;
3. A final examination essay, completed during, or before, the examination period assigned for the course, and addressing the work of the course synthetically.

For further descriptions of the assignments, including information on BlackBoard postings and grading, please see the end of this syllabus.

A Note on Assigned Readings:

Most reading assignments are available online at the History 213 BlackBoard site. You are encouraged to print or download these readings out, annotate them as you read, and bring them to class for discussion. Two important exceptions:

Please make arrangements to purchase:

- Crystal Feimster, *Southern Horrors: Women and the Politics of Rape and Lynching*, Harvard University Press, 2009 (Assigned for April 16)
- Allison L. Snieder, *Suffragists in an Imperial Age*, Oxford University Press, 2008 (Assigned for April 30)

Schedule of Classes and Readings

Tuesday, February 5

Introduction: Thinking About the History of American Feminism: Waves, Generations, Sources and Subjects

Thursday February 7

Mary Wollstonecraft and the Origins of Anglo American Feminism: Reason and Revolution



Mary Wollstonecraft by John Opie, 1797

* Required Readings:

- o Nancy Hewitt, "From Wollstonecraft to Mill: What British and European Ideas and Social Movements Influenced the Emergence of Feminism in the Atlantic World, 1792-1869?" url: <http://womhist.alexandriastreet.com/awrm/intro.htm>
- o Mary Wollstonecraft, *Vindication of the Rights of Woman* (1792), Selections on History 213 BlackBoard site

- **Questions to Consider:**
 - Why does Wollstonecraft dedicate her volume to Talleyrand?
 - With what class(es) is Wollstonecraft concerned and why?
 - Is there anything “revolutionary” about Wollstonecraft’s approach?
- **Assignment:** Required Posting #1

Tuesday, February 12

Revolutionary Backlash: Demography, Romance, and the Sexualization of Virtue: Moral Reform to the Rescue

Thursday, February 14

From Republican Motherhood to the Cult of Domesticity: Constructing the Euro-American Middle-Class Family

- **Required Reading:**
 - Carol Lasser and Stacey Robertson, *Antebellum Women: Private, Public, Partisan*, pp. xv-xx, 1-78, on History 213 BlackBoard, and the following documents in the collection, all also on History 213 Blackboard:
 - Tapping Reeve, Excerpts from *The Law of Baron and Femme* (1816), pp. 95-97,
 - Cherokee Women’s Petitions (1816, 1817, 1831), pp. 98-102,
 - Lydia Maria Child, Excerpts from *The Frugal American Housewife* (1830), pp. 102-107
 - Female Moral Reform Society Report (1835), pp. 133-139
- **Questions to Consider:**
 - How do Lasser and Robertson periodize antebellum women’s history? Why?
 - What questions do Lasser and Robertson foreground?
 - Compare and contrast the appeals made by Cherokee women and the Female Moral Reform Association. What is similar? What is different? Why?

For Students Writing Book Review/Essays Due March 21
YOUR BOOK CHOICE IS DUE
TUESDAY FEBRUARY 19

Tuesday, February 19

Archival Work Session: ALL STUDENTS are required to attend this orientation to the archival assignment, held at the Oberlin College Archives, Mudd 4th floor, at 9:30 promptly.
Please Note: Lockers are available for your belongings. You are permitted to bring only paper and pencils (NO PENS) and/or your computer. No liquids. No bags.

Thursday, February 21

Margaret Fuller: Constructing Romantic Feminism

- **Required Readings:**
 - Biographical Sketch of (Sarah) Margaret Fuller from *Notable American Women* on History 213 BlackBoard site;
 - Margaret Fuller, “The Great Lawsuit: Man *versus* Men. Woman *versus* Women,” originally published in *The Dial* 4 (July 1843); edited for History 213 on class BlackBoard site;

- **Questions to Consider:**
 - Does Fuller challenge a “gender binary”?
 - What does she mean by “Man versus Men; Woman versus women”?
 - What does Fuller mean to do by introducing Minerva, the Muse, and Miranda?
 - For Fuller, what is the relationship between the individual woman and society?
- **Assignment:** Required Posting #3

Tuesday, February 26

Presenting Women: A Visit to the Adena Art Museum
Students with last names beginning A-K will visit 9-11:50
Students with last names beginning L-Z will visit 10-10:50
Be sure to submit Your Final Analysis after the class (and before 5 pm today)!

Thursday, February 28

American Slavery and the Emergence of American Antislavery



Antislavery, Racial Egalitarianism and Woman's Rights

- **Required Readings**
 - Biographical Sketches of Sarah Grimké and Angelina Grimké Weld on History 213 BlackBoard site;
 - Angelina Grimké, “Appeal to the Christian Women of the South,” (1836) excerpts on History 213 BlackBoard Site;
 - Sarah Grimké “Letters on the Equality of the Sexes and the Condition of Women,” (1837) excerpts on History 213 BlackBoard Site.
- **Questions to Consider:**
 - What traditions do the Grimkés use in appealing to women?
 - What for them is the relationship of slavery and the situation of women?
 - On what basis do they argue for the equality of women?
 - What changes do they seek, and how do they imagine that these changes will come about?
- **Assignment:** Required Posting #4

Tuesday, March 5

Getting to Seneca Falls: Sex, Property and Citizenship

**Thursday, March 7:
Early Black Feminisms**



Unveiling of bust of Sojourner Truth in Emancipation Hall, U.S. Capitol, April 28, 2009
Just before Truth's bust was revealed, First Lady Michelle Obama had some remarks on what this event means to her: "The power of this bust will not just be in the metal that delineates Sojourner Truth's face; it will also be in the message that defines her legacy," she said. "Forever more, in the halls of one of our country's greatest monuments of liberty and equality, justice and freedom, Sojourner's Truth story will be told again and again and again and again."

Required Readings:

- o African Dorcas Association Reports (optional), (1828-1829) on History 213 BlackBoard Site;
- o Maria W. Stewart, "Religion and the Pure Principles of Morality," (1831) on History 213 BlackBoard Site;
- o Maria W. Stewart, "Mrs. Stewart's Farewell Address" (1833) on History 213 BlackBoard Site ;
- o Sojourner Truth, Two versions of the Akron Speech (1851) on History 213 BlackBoard Site;
- o Harriet Jacobs, *Incidents in the Life of a Slave Girl*, (1861) excerpts on History 213.

Questions to Consider:

- o How does Maria Stewart locate her analysis?
- o What are the particular challenges faced by Northern women of color?
- o What are the particular challenges faced by enslaved women?
- o How do women of color, in the antebellum North and/or the South, conceptualize the power they seek?

Assignment: Required Posting #5

**Tuesday, March 12:
Were Early Oberlin Women Feminists?
A Discussion with Documents to be distributed in class**

Thursday, March 14

Convening Women: 1848-1852

Required Readings:

- o Elizabeth Cady Stanton biography from *Notable American Women*:

- o Elizabeth Cady Stanton, "The First Woman's Rights Convention," from *Elizabeth Cady Stanton As Revealed in Her Letters, Diary, and Reminiscences*, on History 213 BlackBoard site;
 - o "The Seneca Falls Convention and the Rochester Convention, 1848" from Chapter IV: New York in Stanton et al., *History of Woman Suffrage, Volume I*, on History 213 BlackBoard Site
- Questions to Consider:**
- o How does Stanton describe the origins of the Seneca Falls Convention?
 - o What issues were raised at the Convention? How "thinkable" were they in context?
 - o What controversies did the Convention spark?
 - o How did the Rochester Convention differ from Seneca Falls?
- Assignment: Required Posting #6**

Tuesday, March 19

From Civil War to Schism

Assignment: Print or Download these Readings and Bring to Class:

- o Debates at the 1869 American Equal Rights Association Convention, on History 213 BlackBoard site.

Thursday, March 21

The First Wave on Film: Ken Burns, *Not For Ourselves Alone*



Photograph by Napoleon Sarony. National Woman's Party Records, Manuscript Division, Library of Congress, LC-MSS-34355-36

Spring Break

Tuesday, April 2

The Evolutionary Feminism of Charlotte Perkins Gilman

- **Required Readings:**
 - Biographical Sketch of Charlotte Perkins Gilman from *Notable American Women*, on History 213 BlackBoard site;
 - Charlotte Perkins Gilman, *Women and Economics (selections)*, (1898) on History 213 BlackBoard Site;
 - Charlotte Perkins Gilman, Poem, "The Socialist and the Suffragist" (1911);
 - After reading the poem above you may wish to look at other Charlotte Perkins Gilman poetry, to be found in *Suffrage Songs and Verses*, online at <http://digital.library.upenn.edu/women/gilman/suffrage/suffrage.html>
- **Questions to Consider:**
 - How does Gilman use evolutionary theory?
 - According to Gilman, what role does sex attraction play in human evolution?
 - What is the future of the family according to Gilman?
 - And, just for fun, what would Gilman make of same-sex marriage?
- **Assignment: Required Posting #7**

Thursday, April 4

Suffrage and Temperance: A Feminist Alliance or the Triumph of Prudery?

Tuesday, April 9

Feminist Maternalism and the State: The Philosophy of Jane Addams



- **Required Readings:**
 - Biographical Sketch of Jane Addams from *Notable American Women* at History 213 BlackBoard Site;
 - Jane Addams, "Bread Givers," 1880, on History 213 BlackBoard Site;
 - Jane Addams, "The Snare of Preparation," Chapter 4 of *Twenty Years at Hull House*, (published in 1910) on History 213 BlackBoard Site;
 - Jane Addams, "The Subjective Necessity for Social Settlements," (1892) on History 213 BlackBoard Site;
 - Jane Addams, "The Objective Value of a Social Settlement," (1892) on History 213 BlackBoard Site;
 - Jane Addams, "Why Women Should Vote," (1915) on History 213 BlackBoard Site.

- **Questions to Consider:**
 - What difference does gender make for Jane Addams?
 - Do men as well as women suffer "the snare of preparation"? Why or why not?
 - What is the "subjective necessity" of social settlements? How does this balance with their "objective value"?
 - Does Addams presume the charity worker is a female?
- **Assignment: Required Posting #8**

**For Students Writing Book Review/Essays Due May 9
YOUR BOOK CHOICE IS DUE
TUESDAY April 9**

Thursday, April 11

The Great Trio of Oberlin's Class of 1884: Mary Church Terrell, Anna Julia Cooper and Ida Gibbs Hunt



Tuesday, April 16

Race, Gender and Reconstruction

- **Required Reading:**
 - Crystal Feimster, *Southern Horrors: Women and the Politics of Rape and Lynching*, Chapters 1-3
 - **Be sure to make arrangements in advance to have this book!**
- **Questions to Consider:**
 - In what ways did Black women and white women experience the end of the Civil War differently?
 - How did Rebecca Felton understand "Chivalry" and "protection"? Did she have a "feminist" understanding of white southern women?
 - What propelled Ida B. Wells into public activism?
 - How did Wells "perform" gender?

Thursday, April 18

Race, Gender and "Redemption"

- **Required Reading:**
 - Crystal Feimster, *Southern Horrors: Women and the Politics of Rape and Lynching*, Chapters 4-8

- You may also find this website of interest:
<http://www.withoutsanctuary.org/main.html>
- **Questions to Consider:**
 - Can you compare and contrast the ways Wells-Barnett and Felton explained the connections between lynching and rape?
 - Did Felton change in the ways she understood the intersections of race and gender? Did her thinking about white women change? Did her thinking about Black women change?
 - How would you explain the reason that Rebecca Latimer Felton became the first woman seated in the US Senate?
 - Why did Wells-Barnett remain so controversial?
- **Assignment:** Required Posting #9

Tuesday, April 23

Labor Feminism: Working Women and their Allies

- **Required Readings**
 - Edward O'Donnell, "Women as Bread Winners—The Error of the Age," *American Federationist* 4 (October 1897):186-7 on History 213 BlackBoard Site
 - Florence Kelley, "Working Women's Need of the Ballot" (1902) on History 213 BlackBoard Site;
 - Louis Brandeis and Josephine Goldmark, *Brief for Defendant, Muller v. Oregon* (1907) excerpts on History 213 BlackBoard site;
 - *Official Report of Strike Committee, Chicago Garment Workers Strike, 1911* on History 213 BlackBoard Site;
 - *Supreme Court Decision, Muller v. Oregon* (1908) on History 213 BlackBoard site.
- **Questions to Consider:**
 - Did women's industrial issues differ from men's?
 - What differences do you see in difficulties in organizing women into unions?
 - What kinds of arguments do Brandeis and Goldmark make about protecting women? What do you make of these in historical context?
- **Assignment:** Posting #10

Thursday, April 25

"Reunification" of the Suffrage Movement: At What Cost?



Friday, April 26: Special Lecture

Elizabeth Varon

Extra Credit for Attending the Lecture and submitting one-two paragraphs about what you learned, and/or how the lecture connected to materials from this course

Tuesday, April 30

Suffrage and Empire: Part One

- **Required Reading:**
 - Allison Snieder, *Suffragists In An Imperial Age*, Chapters 1-3
 - Be sure to make arrangements in advance to have this book!
- **Questions to Consider:**
 - How did suffragists think about American expansion?
 - What notions of gender did Euro-American women bring to their consideration of questions of empire?

Thursday, May 2

Suffrage and Empire: Part Two:

- **Required Reading:**
 - Allison Snieder, *Suffragists In An Imperial Age*, Chapters 4-5 and Epilogue
- **Questions to Consider:**
 - How did suffragists use empire to advance their cause?
 - Was there a difference in the ways suffragists thought about Western Expansion and territorial acquisition? Why or why not?
 - Did Black and white women share positions on imperialism and suffrage?
- **Assignment:** Required Posting #11

Tuesday, May 7

The Twisted History of Reproductive Self Sovereignty

- **Required Readings:**
 - Emma Goldman, "Woman Suffrage," (1911) on History 213 BlackBoard site;
 - Emma Goldman, "The Tragedy of Woman's Emancipation," (1911) on History 213 BlackBoard site;
 - Emma Goldman, "Marriage and Love," on History 213 BlackBoard site;
 - Margaret Sanger, "Family Limitation" (1917) on History 213 BlackBoard site;
 - Margaret Sanger, Excerpts from *Woman and the New Race*, (1924), pp. vii-x, 1-12, 25-46, on History 213 BlackBoard site;
 - Margaret Sanger, "The Case for Birth Control," (1924) online at History 213 BlackBoard site;
- **Questions to Consider:**
 - How do Sanger and Goldman conceptualize the relationship between "Birth Control" and women's emancipation?
 - How do Sanger and Goldman deal with class issues in women's reproductive self-sovereignty?
 - What role does heredity play in the work of either? What about eugenics?
 - What would Sanger and Goldman make of a "slut-walk"?
- **Assignment:** Required Posting #12

Readings: Sanger, Goldman,

Thursday, May 9:

Film Showing in Class: *Iron Jawed Angels*



Final Examination for History 213:

You will have the option of completing the exam as a timed take-home to be completed before the beginning of the regularly scheduled exam

Or

Completing your examination during the regularly assigned class period

BlackBoard Postings

If your last name begins with letters A-G, you will do postings #1, #4, #7, and #10

If your last name begins with letters H-O, you will do postings #2, #5, #8 and #11

If your last name begins with letters P-Z, you will do postings #3, #6, #9, and #12

Your posting is an opportunity to think about the reading, and begin a conversation with your classmates. What central issues and problems in the readings do you want to discuss in class? What ties the readings together? What new perspectives do the readings suggest to you? What themes are referenced and developed in the readings? How do the authors make their argument? What in the readings seems time-bound about the issues? What seems to endure? You may use one of the "Questions to Consider" as a starting point if this helps you to engage.

A posting should be about 125-250 words in length (for your reference: a double-spaced page of word-processing in a standard 12-point font contains about 250 words). When you make direct reference to the readings, *be sure* to include page numbers. Your writing does not need to be fully formal academic prose, but it should be in full and thoughtful sentences, and it should be free of errors of spelling and grammar.

Your posting will be used as a starting place for class discussion on the day it is submitted. You should pose a question—or questions—that will, you think, help us to explore together the depth and complexity of the readings. Therefore, it is **CRITICAL** that you submit your posting in a timely fashion—*no later than 6 am on the day it is due*.

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:

Postings	20% of final grade
Archives Project	25% of final grade
Book Review/Essay	20% of final grade
Final exam essay	20% of final grade
Class participation	15% of final grade

Please check online for updates of this syllabus.

I am happy to make accommodations for students with disabilities. Please be sure 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

<http://new.oberlin.edu/students/policies/2011-2012/11-Policies-Honor.pdf>

Need some dates? Try Woman Suffrage Timeline, online at

http://americancivilwar.com/women/Womens_Suffrage/womens_suffrage_timeline.html



NOTE:

This course counts toward the GSFS major

For this project, you will be assigned to a team with three students. All students in the team will work within the same archival collection at the Oberlin College Archive to produce a portfolio that will include:

1. A cooperatively produced introduction to the archival collection that explains its significance within the context of this class; it should identify the author(s), dates, types of documents, and context in which the collection was produced. Your introduction will draw on the "Finding Aids" available for the collection, but may go beyond them. You want to explain why you think your collection is interesting and important for our class.

Your introductory essay should be approximately 500-1,000 words in length, with proper spelling, footnotes/endnotes (in Chicago Style). *You should cite at least three different sources assigned for History 213 as a part of your introductory essay.*

2. An individually produced transcription of 200-600 words from a particular document chosen and transcribed by each student on the team; each transcription will include:
 - a. An appropriate introduction to the document, locating the document in history and in the collection (between 100 and 200 words in length); and
 - b. Appropriate annotations that identify elements of the document that may be unfamiliar to readers (individuals, places, references to books or political events, etc.). These annotations should be inserted as footnotes/endnotes

You are expected to cooperate in writing, and in choosing documents. Taken together, your project should be a finished piece of work that could be posted on the Oberlin College website to help others become interested in the archival collections available for use, and to advance knowledge of the making of American feminisms. Your project should also exemplify how annotations illuminate and clarify a primary document.

Approximately one half the class will produce their archival projects in the first half of the semester, due on March 21, at class time; the other half the class will produce their archival projects for the second half of the semester, with these projects due May 9 at class time. During the first week of class, you will be asked for your preferences for due dates. You will also be asked for your preferences for teammates.

Students whose archives projects are due the first half of the semester will produce their book review essay for the second half of the semester, due on May 9; students whose archives projects are due the second half of the semester will produce their book review essay for the first half of the semester, due on March 21.

An orientation session for this project will take place in class on February 19, in the Archives on Mudd 4th floor. It is *essential* that *all students* attend this session.

You will write a critical book review/essay, approximately 1,000 words in length, based on a volume chosen from the one of the two lists of books attached to this syllabus.

- If your Archives Project is due May 9, you will choose from List One, and you must notify me of your choice by February 19.
- If your Archives Project is due March 21, you will choose from List Two, and you must notify me by April 9.

Books on these lists have been chosen because they are important *monographs* related to the course themes; and they were published after the year 2000. They allow you to reflect on the state of the field, and to pursue a particular direction within it.

As a critical review, your essay should take a point of view toward the work that you read. When you structure your essay, you should make sure to

- Identify *briefly* identify the contents of the volume and its point of view, and
- Demonstrate awareness of the methods and sources used in the book (For example: is it a biography or a study of visual culture? Does it use manuscript sources or printed materials?)

The heart of your essay will be a discussion of how you understand the ways in which the book relates to our larger study of "first wave feminisms." Here are some ways to think about your essay:

- What does the book help you understand?
- Where, if anywhere, do you think it falls short?
- What other works read for the course are related to this volume? What contribution, if any, does the book make to our understanding of first wave feminisms?
- Does it change our thinking? What more do you want to know now that you have read this work?

Your essay should be clearly written and well structured. *It should use at least three readings (secondary or primary) assigned for the course* as it locates and describes how to place this book in relation to the themes of the course.

You should use formal footnotes/endnotes (Chicago Manual). You can find a the very helpful "Chicago-Style Citation Quick Guide" at <http://lib.oberlin.edu/academic-services/academic-services/quick-guide.html>

LIST ONE: BOOKS FOR CRITICAL BOOK REVIEW/ESSAY DUE MARCH 21

Choose from this list if your Archives Project is due May 9
Notify me of your choice by February 19.

- Allgor, Catherine. 2000. *Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government*. Jeffersonian America. Charlottesville: University Press of Virginia.
- . 2006. *A Perfect Union: Dolley Madison and the Creation of the American Nation*. 1st ed. New York: Henry Holt & Co.
- Berry, Daina Ramey. 2010. "Swing the Sickle for the Harvest is Ripe": *Gender and Slavery in Antebellum Georgia*. Urbana: University of Illinois Press.
- Branson, Susan. 2001. *These Fiery Frenchified Dames: Women and Political Culture in Early National Philadelphia*. Early American Studies. Philadelphia: University of Pennsylvania Press.
- Camp, Stephanie M. H. 2004. *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*. Gender and American Culture. Chapel Hill: University of North Carolina Press.
- Faulkner, Carol. 2011. *Lucretia Mott's Heresy: Abolition and Women's Rights in Nineteenth-century America*. Philadelphia: University of Pennsylvania Press.
- Fought, Leigh, and ebrary, Inc. 2003. *Southern Womanhood and Slavery: Biography of Louisa S. McCord, 1810-1879*. Columbia: University of Missouri Press.
- Giesberg, Judith Ann. 2000. *Civil War Sisterhood: The U.S. Sanitary Commission and Women's Politics in Transition*. Boston: Northeastern University Press.
- Ginzberg, Lori D. 2005. *Untidy Origins: a Story of Woman's Rights in Antebellum New York*. Chapel Hill: University of North Carolina Press.
- . 2009. *Elizabeth Cady Stanton: An American Life*. 1st ed. New York: Hill and Wang.
- Hilde, Libra Rose. 2012. *Worth a Dozen Men: Women and Nursing in the Civil War South*. A Nation Divided: Studies in the Civil War Era. Charlottesville: University of Virginia Press.
- Hodes, Martha Elizabeth. 2006. *The Sea Captain's Wife: a True Story of Love, Race, and War in the Nineteenth Century*. 1st ed. New York: W. W. Norton.
- Jones, Martha S. 2007. *All Bound up Together: The Woman Question in African American Public Culture, 1830-1900*. Chapel Hill: University of North Carolina Press.
- Kelley, Mary. 2006. *Learning to Stand & Speak: Women, Education, and Public Life in America's Republic*. Chapel Hill: University of North Carolina Press.
- Klepp, Susan E. 2009. *Revolutionary Conceptions: Women, Fertility, and Family Limitation in America, 1760-1820*. Chapel Hill: University of North Carolina Press.
- Lyons, Clare A. 2006. *Sex Among the Rabble: An Intimate History of Gender & Power in the Age of Revolution, Philadelphia, 1730-1830*. Chapel Hill: University of North Carolina Press.
- Marin, Scott C. 2008. *Devil of the Domestic Sphere: Temperance, Gender, and Middle-class Ideology, 1800-1860*. Drugs and Alcohol. DeKalb: Northern Illinois University Press.
- McMillen, Sally Gregory. 2008. *Seneca Falls and the Origins of the Women's Rights Movement*. Pivotal Moments in American History. Oxford; New York: Oxford University Press.
- Miller, Maria R. 2006. *The Needle's Eye: Women and Work in the Age of Revolution*. Amherst: University of Massachusetts Press.
- Parker, Alison M. 2010. *Articulating Rights: Nineteenth-century American Women on Race, Reform, and the State*. DeKalb: Northern Illinois University Press.
- Robertson, Stacey M. 2010. *Hearst Beating for Liberty: Women Abolitionists in the Old Northwest*. Chapel Hill: University of North Carolina Press.
- Sensbach, Jon F. 2005. *Rebecca's Revival Creating Black Christianity in the Atlantic World*. Cambridge, Mass: Harvard University Press.
- Washington, Margaret. 2009. *Sojourner Truth's America*. Urbana: University of Illinois Press.
- Wellman, Judith. 2004. *The Road to Seneca Falls: Elizabeth Cady Stanton and the First Woman's Rights Convention*. Women in American History. Urbana: University of Illinois Press.
- Zagarri, Rosemarie. 2007. *Revolutionary Backlash: Women and Politics in the Early American Republic*. Early American Studies. Philadelphia: University of Pennsylvania Press.

LIST TWO: BOOKS FOR CRITICAL BOOK REVIEW/ESSAY DUE MAY 9

Choose from this list if your Archives Project is due March 21
Notify me of your choice by April 9

- Adams, Katherine H. 2008. *Alice Paul and the American Suffrage Campaign*. Urbana: University of Illinois Press.
- Allen, Judith A. 2009. *The Feminism of Charlotte Perkins Gilman: Sexualities, Histories, Progressivism*. Women in Culture and Society. Chicago: University of Chicago Press.
- Bay, Mia. 2009. *To Tell the Truth Freely: The Life of Ida B. Wells*. 1st ed. New York: Hill and Wang.
- Brown, Victoria. 2004. *The Education of Jane Addams*. Politics and Culture in Modern America. Philadelphia: University of Pennsylvania Press.
- Butler, Amy E. 2002. *Two Paths to Equality: Alice Paul and Ethel M. Smith in the ERA Debate, 1921-1929*. Albany, NY: State University of New York Press.
- Crocker, Ruth. 2006. *Mrs. Russell Sage: Women's Activism and Philanthropy in Gilded Age and Progressive Era America*. Bloomington, IN: Indiana University Press.
- Cummings, Kathleen Sprows. 2009. *New Women of the Old Faith: Gender and American Catholicism in the Progressive Era*. Chapel Hill: University of North Carolina Press.
- Delap, Lucy. 2007. *The Feminist Avant-garde: Transatlantic Encounters of the Early Twentieth Century*. Ideas in Context 84. Cambridge, UK; New York: Cambridge University Press.
- Dossert, Kate. 2008. *Bridging Race Divides: Black Nationalism, Feminism, and Integration in the United States, 1896-1935*. Gainesville: University Press of Florida.
- Dudden, Faye E. 2011. *Fighting Chance: The Struggle over Woman Suffrage and Black Suffrage in Reconstruction America*. New York: Oxford University Press.
- Finnegan, Margaret Mary. 1999. *Selling Suffrage: Consumer Culture & Votes for Women*. Popular Cultures, Everyday Lives. New York: Columbia University Press.
- Gorn, Elliott J. 2001. *Mother Jones: The Most Dangerous Woman in America*. 1st ed. New York: Hill and Wang.
- Gornick, Vivian. 2011. *Emma Goldman: Revolution as a Way of Life*. Jewish Lives. New Haven: Yale University Press.
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