Oberlin College
History 213
First Wave American Feminism
Spring 2013

grading date: 4 February 2013

Ashanti Johnson (serf), Dave Lewis, and Jean Cavanaugh on the ministrations of Johnson's co-fellows sculpture Portrait Monument to Lucretia Motley Boulware Cody Beamon, and Susan B. Anthony in the U.S. Capitol National Parks Co. February 13, 1981.

Professor Carol Lasser
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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 in the heritage of the American Revolution: anti-abolition reform movements including temperance, and antislavery; post-Civil War factionalism, racism and resection 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 readings/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,

2. An individually produced transcription of 200-600 words from a particular document, with appropriate introduction and annotations;

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. Safer, Suffragists in an Imperial Age, Oxford University Press, 2008 (Assigned for April 30)

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Schedule of Classes and Readings

Tuesday, February 5
Introductions: 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 Cobb, 1797

* Required Readings:
- 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 Readings:
  - Carol Lasser and Stacey Robertson, Antebellum Women: Private, Public, Partisan, pp. xv-xx, 17-8, 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 Barham" (1816), pp. 95-97.
    - Cherokee Women's Petitions (1816, 1817, 1821), 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 1845); 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 by introducing Minerva, the Muse, Miranda?
- For Fuller, what is the relationship between the individual woman and society?

Assignment: Required Posting #2

Thursday, February 28

Preserving Women's Voice in the John Hay Museum
Students will have their assignments due at 9:00 AM
Be sure to enter your class schedule after the close (and before 5 pm today)

Thursday, March 3

American Slavery and the Emergence of American Antislavery

Antislavery, Racial Egalitarianism, and Women'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;

- 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 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 Feminists

Unveiling of bust of Sojourner Truth in Emancipation Hall, U.S. Capitol, April 30, 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 words that delineate Sojourner Truth's face, it will also be in the message that defines her legacy," she said. "Forevermore, 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.

* Required Readings:
  o African Dorcas Association Reports (optional), (1828-1879) 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 challenges faced by Northern women of color?
  o How do women of color, in the antebellum North and the South, conceptualize the power they seek?

* Assignment: Required Posting #5

Tuesday, March 10

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 14

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


Spring Break

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;

"The Seneca Falls Convention and the Rochester Convention, 1848" from Chapter IV: New York in Stanton et al., History of Women 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, 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" (1913);
  - 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/suffrag/suffrag-e.html

- Questions to Consider:
  - How does Gilman use evolutionary theory?
  - According to Gilman, what role does she assign to women 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 Scoop 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 "shame of preparation"? Why or why not?
  - What is the "subjective necessity" of social settlements? How does this balance with their "objective value"?
  - Does Addams preserve the charity worker as a female?

- Assignment: Required Posting #8

For Students: Writing Book Review/Essay 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 Readings:
  - Crystal Feimster, Southern Horrors: Women and the Politics of Race 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 Race and Lynching, Chapters 4-8
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

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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 Readings**
- Allison Snider, 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 Readings**
- Allison Snider, Suffragists In An Imperial Age, Chapters 4-5 and Epilogue

**Questions to Consider:**
- 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 Women and the New Race, (1924), pp. vi-vi, 1-12,
  23-46, 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 "shirt-walk"?

**Assignment:** Required Posting #12

Readings: Sanger, Goldmark,
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 readings 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:

<table>
<thead>
<tr>
<th>Postings</th>
<th>20% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archives Project</td>
<td>25% of final grade</td>
</tr>
<tr>
<td>Book Review/Essay</td>
<td>20% of final grade</td>
</tr>
<tr>
<td>Final Exam Essay</td>
<td>20% of final grade</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15% of final grade</td>
</tr>
</tbody>
</table>

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://www.obiit.edu/students/policies/2011-2012/11-Policies-Honor.pdf

Need some dates? Try Woman Suffrage Timeline, online at http://americanhistory.about.com/od/womenshistory/e/womens_suffrage_timeline.htm

NOTE:
This course counts toward the GSFS major
Oberlin College Archives Project

History 213: Spring 2013

For this project, you will be assigned 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 content 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 to History 213 in 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 of 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.

Critical Book Review/Essay Assignment

History 213: Spring 2013

You will write a critical book review/essay, approximately 1,000 words in length, based on a volume chosen from 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 theme, 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 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 women's culture? Does it use manuscript sources or printed materials?)

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

• What does the book help you understand?
• Where, if anywhere, do you think it fails 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 feminists?
• 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 very helpful "Chicago-Style Citation Quick Guide" at [http://libguides.uchicago.edu/1508/Chicago_Quick_Guide].
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.


LIST TWO: BOOKS FOR CRITICAL BOOK REVIEW/ESSAY DUE MARCH 21
Choose from this list if your Archives Project is due March 21
Notify me of your choice by April 9.


