

**US Women's Labor History
HIST 4485 Spring 2016
Mon: 5:30-8pm Pafford 208
Dr. Stephanie M. Chalifoux**

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COURSE DESCRIPTION: This course explores the history of US women's labor from the colonial era through the end of the 20th century. We will examine women's labor in narrow and broad ways including, but not limited to, paid and unpaid work in the home and paid work outside of the home. We will examine how changing ideas about women roles in the home and society influenced what types of labor in which women engaged. Economic, cultural, and social factors propelled and compelled women into paid labor as both necessity and desire motivated women to work outside the home. Race and class play a significant role in determining the limitations encountered by and the opportunities available to women. We will also examine how society, labor unions, the government, and reformers responded to the growing presence of women in the work force, either by hindering or championing their efforts. Lastly, we will see how women actively sought to change the conditions and the culture in the world in which they labored.

COURSE LEARNING OUTCOMES:

- 1. Students will illustrate their knowledge of the political, social, economic, and cultural dimensions of US Women's Labor History** on exams and quizzes.
- 2. Students will develop their analytical skills** by reading and interpreting primary and secondary sources. They will be assessed on their development through in-class essays and quizzes.
- 3. Students will strengthen academic writing skills** by writing a research paper that incorporates Learning Outcomes 1 and 2 to demonstrate their command of the material and their ability to present it in a coherent and sophisticated manner.

COURSE REQUIREMENTS:

LECTURES: Each week of classes will consist of lectures. The lectures will provide an overarching framework of US Women's Labor History. The lectures will also provide you context in order to understand events, ideas, and themes. However, this course is not just about lecture. You will need to be an active participant in your education, which will include reading, discussing, taking assessments, and attending class. The grade you earn in this course is dependent upon the time and effort you make to facilitate your learning. **You MAY NOT record my lectures.**

READINGS: To make the most of this class students must read the assigned materials and be prepared to engage in dialogue based on what they have read and demonstrate they have read the material through various assessments. These assessments may be a brief quiz, a short writing

assignment, a discussion, a homework assignment, or in class-group work. Each week's assigned readings appear in the Schedule of Lectures and Assignments and must be completed by the beginning of class.

Daily/weekly reading assignments: Will be available to you through CourseDen

Books: There are 3 required books for this course

1. Stephanie Camp, *Closer to Freedom*
2. Rebecca Sharpless, *Cooking in Other Women's Kitchen*
3. Melinda Chateauvert, *Sex Workers Unite: A History of the Movement from Stonewall to SlutWalk*

ATTENDANCE: There is no attendance policy for this course. However, student attendance strongly correlates with your final grade. Students who attend class tend to pass the class. Students who do not attend typically earn a poor grade. Note that there is a participation grade in this course. If you do not attend, you cannot participate. Your midterm and your final exam are based on the content in my lectures and my powerpoints, neither of which I post on CourseDen.

ASSIGNMENTS: There will be readings, quizzes, one research paper, three in-class writes, a midterm exam, and a final exam in this course.

Quizzes and Various Assessments: I will assess your understanding and completion of each required reading. These assessments will take various forms. These readings are not busy work; rather they are designed to enhance your knowledge by pushing you to look a bit deeper into the events and issues we will cover in class.

Plagiarism Quiz: You are required to take and pass a plagiarism quiz. Your paper will not be accepted or graded unless you pass this quiz in advance. **NO EXCEPTIONS.**

In-Class Writes : You will be required to complete **3 in-class writes (essays)** based on the three books you will read for this class. The essay question will not be assigned prior so be sure to read the book thoroughly and take notes.

Paper: The paper will allow you to engage in the process of creating historical interpretations through the use of primary and secondary sources. For this paper, you will submit a topic on an aspect of women's experiences in the U.S. since 1865 and write a 1500-1800 word paper (typed, double-spaced, 12-point font, standard margins, and in elegant prose) explaining what your topic tells us about a particular point in US Women's Labor History. Further information on the paper assignment will be posted on Blackboard. Papers must be submitted to Dropbox on CourseDen by 5 pm on **Friday, April 8.**

Late Papers: One letter grade will be docked for each day a paper is late and resulting in an F after 5 days (NO EXCEPTIONS).

Midterm Exam: The midterm exam will consist of a triads (I'll explain this later) and one essay requiring students to draw conclusions from the readings and the lectures. You must submit **2 exam booklets** (available at the bookstore) by **February 1**. Exam books will not be accepted the day of the exam. The midterm exam will be on **March 9**.

Final Exam: The exam will consist of a triads and two essay question requiring students to draw conclusions from the material in both the readings and the lectures. One of the essays will be comprehensive. The final exam is **Monday, April 25th 5-7:30pm**

Make-up quizzes, various assessments, exams, and papers are given only with the permission of the instructor and only in the face of extreme, extenuating circumstances. Documentation to validate an absence is required and subject to the instructor's discretion. The instructor must be informed at least twenty-four hours prior to the exam date for University excused absences. In the case of an emergency on test day, you must contact the instructor at the soonest possible time. Make up exams will be different from the class exam and will be administered at the instructor's convenience. Feeling under the weather, roommate issues, traffic congestion, and breakups with your partner are not valid excuses for missing an assignment, an exam, or a paper. **If approved, make-up exams must be completed within 10 days of the missed exam. Make-up quizzes must be completed within 5 days of the missed quiz.**

The assignments are weighted as follows:

Quizzes	15%
In Class Book Essays	25%
Research Paper	20%
Participation	10%
Midterm Exam	15%
Final Exam	20%

COURSE POLICIES:

ACADEMIC MISCONDUCT POLICY: All acts of dishonesty in any work constitute acts of academic misconduct. This includes first and foremost cheating and plagiarism. In cases of student academic misconduct, the instructor will determine the appropriate penalty which will range from a "0" on the assignment to a failing grade for the class. In addition, I will submit students who cheat or plagiarize to the Academic Dishonesty Tracking System. I take these issues seriously and I do not overlook, ignore, or give second chances.

CLASSROOM CONDUCT: A good learning environment requires that we treat each other with respect and consideration. We must all behave in a manner that is conducive to an effective and positive learning environment. Distracting behavior (talking, eating, reading the newspaper, texting, watching movies, or doing anything on your laptop unrelated to taking notes is not only annoying, but rude. If you find the class boring, by all means please deliver the lecture to the class so I may hang out in the virtual world. Since there is no attendance policy, I expect that you will be an active participant when you are present. You will be asked to leave if you engage in behavior that I find distracting. **Cell Phone Use Is Not Permitted In Class.**

Laptops: I will allow you to take notes on laptops, but I strongly discourage it. Multiple studies have demonstrated that students who take notes by hand are more engaged and perform better on class assessments. Read the most recent study: <https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>). If I find that you are using the laptop for activities other than note taking you will be asked to leave the class.

LECTURE RECORDING POLICY: You MAY NOT record my lectures.

Please review the Common Language for university syllabi at the link below for further information about course policies as well as information about academic and disability services: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Special Note: I reserve the right to modify the syllabus over the course of the semester as circumstances dictate. Revisions will be announced in class and on CourseDen. Students are responsible for checking CourseDen regularly for any changes to the syllabus and assignments.

SCHEDULE OF LECTURES AND ASSIGNMENTS

Assigned readings are located on CourseDen unless noted otherwise.

1/11: **Course Introduction and Indigenous Women's Work**

1/18: No Class

1/25: **Indentured Servants and Slaves: Forced Labor in the Early US**

Required Reading:

Stephanie Camp, *Closer to Freedom* (In Class Write)

2/1: **Labor and Household Production in Early America**

Required Reading:

Karen Wulf, "Women's Work in Colonial Philadelphia"

Carol F. Karlsen, "The Devil in the Shape of a Woman"

Laurel Thatcher Ulrich, "The Ways of her Household"

Elizabeth Sandwich Drinker, *A Wealthy Philadelphian Describes Her Work, 1758-1780*

Philadelphia Women Raise Money Door to Door (1780)

2/8: **The Women's Sphere? The Home and the Factory**

Required Reading:

Plagiarism (link →) : http://www.westga.edu/writing/1326_1649.php

Jeanne Boydston, "The Pastoralization of Housework"

Alan Dawley "Lynn Shoemakers and the Solidarity of Class."

Thomas Dublin, "Women, Work, and Protest in the Early Lowell Mills." *Labor History*

Amelia, *A Woman Worker, protests Lowell Wage Slavery* (1845)

A Reporter's Account of Lynn Women's Mass Meeting During the Great Strike (1860)

She Complained of the Hours for Labor being too many (1845)

Eliza R Hemmingway and Sarah Bagley, *Testimony on Working Condition* (1845)

2/15: **Civil War and Post Civil War**

Required Reading

Drew Gilpin Faust, “Enemies in Our Households: Confederate Women and Slavery”
Tera Hunter, “Reconstruction and the Meanings of Freedom”
Paige Rabmon, “Everyday Colonialism: Indigenous Women at Work in the Hop Fields”
Violet Cragg, Ex Slave and Former Army Nurse Requests an Army Pension (1908)
Bradwell v. Illinois, 1873
Page Act (1875)
Bill of Sale for Chinese Prostitutes (1875-1876)

2/22: **Moving Out: Club, Reform, and Industrial Work**

Paper topic due

Required Reading:

Annelise Orleck, “From the Russian Pale to Labor Organizing in New York City”
Daniel E. Bender, “Women Workers and Sexual Harassment in the Garment Industry”
Muller v Oregon (1908)
Pauline Newman, “We fought and we bled and we died”
An AFL View on Women Workers in Industry (1897)
Fannie Barrier Williams Describes the ‘Problem of Employment’” (1903)
The Vice Commission of Chicago Reports on the Working Conditions (1911)
Jane Addams Applauds the ‘Beginnings of a New Conscience’ Regarding (1912)

3/9: **Mid Term and Women's Work in the 1920s**

Required Reading:

Ruth Schwartz Cowan, “The Industrial Revolution in the Home”
Adkins v. Children's Hospital (1923)
Helen B. Sayre Praises the Progress of Negro Women in Industry (1924)

3/14: Spring Break – No Class

3/21: **New Deal and WWII**

Required Reading:

Ellen Mutari, “Neither Mothers nor Breadwinners”
Elna C Green, “The Tampa Sewing-Room Strike of 1937 and the Right to Welfare”
Leisa D. Meyer, “The Regulation of Sexuality and Sexual Behavior in the WAC”
Ruth Milkman, “Gender at Work: The Sexual Division of Labor during WWII”
Louise Mitchel Denounces the Slave Markets Where Domestic Workers Are Hired (1940)
The New York Times Reports, “Destitute Women on Increase Here” (1932)
The New York Times Reports on “Indignant” Women Who Seize City Hall in (1936)

3/28: **Back to the Home?**

Required Reading:

Rebecca Sharpless, *Cooking in Other Women's Kitchens* (In Class Write)
David Yellin, “I’m Married to Working Mother” (1956)
Goesaert v. Cleary (1948)
Betty Friedan Argues for Trade Union Feminism (1952)

Jesuita Aragon Recalls Life as a Single Mother, Midwife, and Factory Worker (1950s)
African American Pauli Murray Explains “Why Negro Girls Stay Single” (1947)

4/4: **Women's Labor, the State, and Feminism**

Required Reading:

Alicia Chavez, “Dolores Huerta and the United Farm Workers”

Mimi Abramovitz, *Regulating the Lives of Women*

Betty Friedan, *The Feminine Mystique* (1962)

Pat Mainardi, “The Politics of Housework”

Lindsey Van Gelder Reports on the “World Series of Sex-Discrimination Suits”

4/8: Paper Due 5pm to dropbox tab on CourseDen

4/11: **Business Suits and Uniforms**

Required Reading

Dorothy Sue Cobble, “Feminism Transforms Service Workers”

Elizabeth L Hillman, “The Female Shape of the All Volunteer Force”

Sex Discrimination in the Skies (1967)

Meritor Savings Bank v. Mechelle Vinson, et al., 1986

Social Critic Barbara Ehrenrich Describes Working at Walmart (2001)

4/18: **Challenging Conventional Labor and Laws**

Required Reading:

Melinda Chateauvert, *Sex Workers Unite: A History of the Movement from Stonewall to SlutWalk* (In Class Write)

Susan Eisenberg, “Entering Construction...was a little like falling in love (1988)

The AFL-CIO Defends Immigrant Workers (2000)

The Service Women’s Action Network Describes its Work for Women (2012)

“Obama Signs Equal Pay Legislation”

“Women Will Start Earning as Much as Men in 2133”

4/25: **Final Exam: Monday, April 25th 5-7:30pm**