

The 19th Amendment and its Legacies: Women's Rights in the United States 1920-2020
Fall 2020

Tuesdays 18:00-20:00

Dr. Einav Rabinovitch-Fox

Email: exr187@case.edu

Office Hours by appointment

Course Description:

On August 26th 1920, the 19th Amendment, which prohibited discrimination in voting on account of sex was certified into the U.S Constitution. Marking the culmination of a successful campaign for women's suffrage, the Amendment served as an important milestone in the long and ongoing battle for women's equality and rights. This course will explore the history and legacies of this struggle from the mid nineteenth century to the present, looking beyond struggles for voting rights to examine the multifaceted issues that define "Women's Rights." Using primary and secondary sources we will analyze the development of feminism throughout the twentieth century and the ongoing efforts of women to gain influence and power. The course will pay attention to the intersections of class, race, gender, and sexuality, and how they impacted women's achievements and challenges, looking at actors, movements, and organizations.

Class Structure:

The class meets weekly via zoom. All students are expected to show up for a synchronous discussion, and to have a viable internet connection that would allow audio AND video while on zoom. All classroom discussions will be done in a respectful manner to diversity of all kinds – of opinions, of beliefs, of gender, sexuality, class, religion, and race. You are free to voice your opinion and to critique others, but you should concentrate on critiquing ideas, not the person who's making them. The classroom is a space where you can share your thoughts with your peers, and a place where no one is the sole bearer of knowledge. Please be respectful to your fellow students and respect their privacy. Whatever goes on in class, stays in class. The success of this course depends on you as much as it depends on me.

Contact me: The best option to contact me is through email: exr187@case.edu. Feel free to contact me at any time, although if you contact me at the last minute, there is a chance I will not see your email in time to be useful to you. Also, be mindful of the time difference. If you are sending me an email late at night, I might not see it before the morning.

Office hours: I'm happy to talk with you on any issue or question that you have about the course or the readings, or any other issue pertaining to your experience at the University. Please email me beforehand so we could schedule a time that will work for both of us. I strongly encourage you to come and talk to me at least once during the course. I want to help you to do your best and meeting with me can be an important part of it. Don't let a problem fester-address it with me head on so we can find a solution.

Attendance:

Attendance is mandatory and will be taken each session. More than three (excused) absence and/or consistent lateness will result in a reduced grade for “participation” (15%). 5 absences will entail failure of the course. You are expected to do all the readings before class, and come with the texts. You will not receive full credit for mere attendance, though. I expect active, respectful participation in discussion, demonstrating that you have read and understood the assigned readings. In the case of absences resulting from health reasons, and especially COVID related, you should be in contact with me regarding alternatives form of participation.

Assessment and Assignments:

Class Participation (15%): Although this class will be taught remotely via zoon, primary emphasis will be put on class discussions and collaborative work, as session will be delivered synchronously. Active participation in class discussions and reading the assigned materials are crucial for the success of the course. You are expected to come to class prepared to ask questions, agree, disagree, and otherwise engage with the readings at a critical level. Who wrote them? Why? Under what circumstances? For what kind of audience? What historical processes do they illuminate? Obscure? How could a historian use them to understand the past? PARTICIPATION IS EXPECTED AND REQUIRED—be prepared to speak up in class!

Weekly Response Papers (35%): For each class (excluding week 6), you will write a 1-2 pages response on the readings. These responses should be posted NO LATER THAN 9PM ON THE DAY BEFORE CLASS, in order to give your fellow students and I time to read them. A failure to post or late posting more than 3 times during the semester will result in a grade deduction.

Through these response papers, you will develop the skills necessary to critically read primary and secondary historical sources. Your posts should not be just a summary of the readings but you should identify the main arguments and convey your impressions/agreements/disagreements about them. These posts are meant to be a conversation amongst scholars (you and your peers). In order to further that conversation, each post after the first week should comment on how your thoughts on the subject of the class relate to those of your peers. This does not mean simply saying “two weeks ago, [person] talked about [x].” You must find a way to incorporate your colleague’s commentary on previous readings into your analysis. Feel free to include images, music, video, or references to current events in these responses.

Each Response should include at least one short discussion question pertaining to an interesting/confusing/exciting issue you found in the reading. This assignment will not only help you prepare for class discussion.

ERA Debate Paper (15%): For week 6, you will be assigned a position regarding ERA, and will need to submit a 3-5 pages paper arguing for this position, using the historical sources and arguments to support your position.

Final Paper (35%): Using both primary and secondary sources, the final paper will analyze one theme or organization that is related to the class topic. This will be a 10-12 research paper that can either address a broad perspective or a narrow analysis. Topics should be cleared with me by week 8.

Course Schedule:

20/10: Introduction

Ann D. Gordon, *How to Celebrate a Complicated Win for Women*

<https://www.nytimes.com/2018/08/27/opinion/how-to-celebrate-a-complicated-win-for-women.html?module=inline>

27/10: Founding and Finding the Movement

Sources:

“Declaration of Sentiments”, 1848 <https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm>

Sojourner Truth, “Ain’t I a Woman”, 1851 <https://www.thesojournertruthproject.com/compare-the-speeches/>

Readings:

Ellen DuBois, *Feminism and Suffrage: The Emergence of an Independent Movement in America 1848-1869* (Cornell, 1978), 15-20

Lisa Tetrault, *The Myth of Seneca Falls: Memory and the Women’s Suffrage Movement 1848-1898* (UNC Press, 2014), prologue, chapters 1-2

3/11: Other Suffragists, Similar Struggles

Sources:

Frances Harper, “We are all bound up together”, (1866) <https://www.blackpast.org/african-american-history/speeches-african-american-history/1866-frances-ellen-watkins-harper-we-are-all-bound-together/>

Florence Kelly, 3 Speeches on Working Women’s Need of the Ballot, in *Up from the Pedestal*

Adella Hunt Logan, “Colored Women as Voters”, *The Crisis*, (September 1912), 242-243
<https://repository.library.brown.edu/studio/item/bdr:520770/PDF/>

Readings:

Rosalyn Terborg-Penn, “African American Women and the Woman Suffrage Movement”, in *One Woman, One Vote*, 135-155

Annelise Orleck, *Common Sense and a Little Fire: Women and Working Class Politics in the United States 1900-1965* (1995), 87-113

Cathleen Cahill, “Suffrage in Spanish: Hispanic Women and the Fight for the 19th Amendment in New Mexico” <https://www.womensvote100.org/the-suff-buffs-blog/2020/6/24/suffrage-in-spanish-hispanic-women-and-the-fight-for-the-19th-amendment-in-new-mexico>

Cathleen Cahill, “Mabel Ping-Hue Lee: How Chinese-American Women Helped Shape the Suffrage Movement,” <https://www.womensvote100.org/the-suff-buffs-blog/2020/4/30/mabel-ping-hua-lee-how-chinese-american-women-helped-shape-the-suffrage-movement>

10/11: Changing Tactics, Changing Strategies

Sources:

Glenda Tinnin, "Why the Pageant?", *Women's Journal*

Photographs of suffragists from the LOC

Readings:

Robert Booth Fowler and Spenser Jones, "Carrie Chapman Catt and the Last Years of the Struggle for Woman Suffrage: 'The Winning Plan'", in Jean Baker (ed.), *Votes for Women: The Struggle for Suffrage Revisited*, (2002), 130-142

Michael McGerr, "Political Style and Women's Power 1830-1930," *Journal of American History*, 77, 3 (December 1990), 864-885

Margaret Finnegan, *Selling Suffrage: Consumer Culture & Votes for Women* (1999), 45-111

17/11: Suffrage Victories, Suffrage Legacies

Sources:

Florence Allen, "The First Ten Years," *Woman's Journal*, (August 1930), 5-7, 30-32

Readings:

Nancy Cott, *The Grounding of Modern Feminism* (1987), chapter 3, 6

Evelyn Brooks Higginbotham, "In Politics to Stay: Black Women Leaders and Party Politics in the 1920s", in *Unequal Sisters*, 289-303

Kristi Andersen, *After Suffrage: Women in Partisan and Electoral Politics Before the New Deal* (1996), 141-170

24/11: The fight over ERA

Sources:

The Equal Rights Amendment – Senate Hearings (1931), in *Up from the Pedestal*

Readings:

Nancy Wolloch, *A Class by Herself: Protective Laws for Women*, chapter 5

Nancy Cott, *The Grounding of Modern Feminism* (1987), chapter 4

Landon R. Y. Storrs, *Civilizing Capitalism: The National Consumers' League, Women's Activism, and Labor Standards in the New Deal Era* (2003), chapter 2

1/12: Creating a Female Dominion

Readings:

Robyn Muncy, *Creating a Female Dominion in American Reform 1890-1935*, chapter 4-5

Linda Gordon, *Pitied but not Entitled: Single Mothers and the History of Welfare 1890-1935*, 6-9

8/12: Rosies, Housewives, and the Reformulation of Citizenship

Screening:

The Life and Times of Rosie the Riveter

Readings:

Annelise Orleck, "We Are the Mythical Thing Called the Public': Militant Housewives During the Great Depression", *Feminist Studies*, 19, 1 (Spring 1993) 147-172

Lizabeth Cohen, *Consumers' Republic*, chapter 6

Melissa Estes Blai, "I Have Talked to You Not as Women but as American Citizens": The Gender Ideology of Presidential Campaigns, 1940-1956", in Stacy Taranto and Leandra Zarnow (eds.) *Suffrage at 100: Women in American Politics Since 1920* (JHP: 2020), 183-198

15/12: Civil Rights as Women's Rights

Sources: Fannie Lou Hammer's testimony, 1965

<https://www.americanrhetoric.com/speeches/fannielouhamercredentialscommittee.htm>

Readings:

Martha Jones, *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All*, (Basic Books: 2020), chapter 9

Danielle McGuire, "It Was like All of Us Had Been Raped": Sexual Violence, Community Mobilization, and the African American Freedom Struggle", *Journal of American History*, 91, 3 (2004), 906-931

Barbara Ransby, *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*, TBD

22/12 The Rise of the Women: Feminism, ERA, and Reproductive Rights

Sources:

"Combahee River Collective Statement", NBFO

<https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/>

"To the Women of the Left", SDS Women in *Dear Sisters*

"Declaration of Women's Independence", Bread and Roses in *Dear Sisters*

"Manifesto", Redstockings

<https://www.redstockings.org/index.php/rs-manifesto>

Readings:

Marjorie Spruill, *Divided We Stand*, TBD

Linda Gordon, *The Moral Property of Women*, chapter 13

29/12: Conservative Backlash

Sources:

Phyllis Schlafly, "What's Wrong with 'Equal Rights' for Women?" (1972)

Readings:

Stacie Taranto, "Ellen McCormack for President: Politics and an Improbable Path to Passing Anti-Abortion Policy," *Journal of Policy History* 24, 3, (2012), 263-287

Emily S. Johnson, *This is Our Message: Women's Leadership in the New Christian Right* (Oxford, 2019), chapter 1

Elizabeth Gillespie McRae, *Mothers of Massive Resistance: White Women and the Politics of White Supremacy* (Oxford, 2018), chapter 8

5/1: Breaking Glass Ceilings

Readings:

Barbara Winslow, "On the Shirley Chisholm Trail: The Legacy of Suffrage and Citizenship Engagement", in Stacy Taranto and Leandra Zarnow (eds.) *Suffrage at 100: Women in American Politics Since 1920* (JHP: 2020), 237-255

Emily Suzanne Johnson, "Palin versus Clinton: Feminism, Womanhood, and the 2008 Presidential Election", in Stacy Taranto and Leandra Zarnow (eds.) *Suffrage at 100: Women in American Politics Since 1920* (JHP: 2020), 317-333

Stacie Taranto and Leandra Zarnow, "From Voting Power to Political Power", in Stacy Taranto and Leandra Zarnow (eds.) *Suffrage at 100: Women in American Politics Since 1920* (JHP: 2020), 1-9

12/1: The revival of Feminism, #Metoo, and BLM

Readings:

Astrid Henry, *Feminism Unfinished*, 147-226

https://www.ted.com/talks/tarana_burke_me_too_is_a_movement_not_a_moment?language=en

<https://www.newyorker.com/news/q-and-a/a-black-lives-matter-co-founder-explains-why-this-time-is-different>

Kimberly Crenshaw and Andrea Ritchie, #sayhername project report,

<https://static1.squarespace.com/static/53f20d90e4b0b80451158d8c/t/5edc95fba357687217b08fb8/1591514635487/SHNReportJuly2015.pdf>

<http://signsjournal.org/ask-a-feminist-cohen-jackson/>

Tamar Carroll, Hinda Mandell, and Christine Kray, "Public Memory, White Supremacy, and Reproductive Justice in the Trump Era", in *Nasty Women and Bad Hombres: Gender and Race in the 2016 Presidential Election*, 337-350