

**HISTORY 349:  
BLACK and WHITE WOMEN in the HISTORY of the SOUTH**

**MWF 2:00 –2:50 p.m.**

**Clough 302**

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**COURSE DESCRIPTION:**

For many students, studying southern women’s history is both a personal and an intellectual encounter. This course moves chronologically from colonial settlement to the present. In each era, the intersection of race and gender has produced unique challenges, actions, reactions, and opportunities for women. Reading material will reflect a variety of voices and genres, including memoirs, analytical monographs, position papers, autobiographies, a novel, and films. This course places particular emphasis on the agency of African American women in claiming racial justice. Feminist and womanist movements have traditionally depended on cooperative rather than competitive work. Thus one of the graded projects for this class will depend on group research and presentation.

This course has been approved for the Gender Studies and Sexuality (formerly Women’s Studies) minor, the African-American Studies minor, and it also counts towards the major and minor in History.

**OBJECTIVES:** Students can expect to improve their skills in critical reading, peer-focused discussion, team work, analytical writing, and confidence in discussing racial topics.

**PREREQUISITES:** One history course at the 200 level OR Gender Studies 200 OR permission of the instructor.

**COURSE ASSESSMENT:**

3 Analytical essays @ 75 points each	225
Class Participation	50
Team Research & Presentation	75
Music presentation	25
Reading quizzes (TBD)	50
Cumulative final exam	<u>100</u>
	525 possible points

Final grades will be assessed based on the percentage of points earned toward the total 450 possible. 93-100% = A, 90-92% = A-, 88-89% = B+, 83-87%=B, etc.

**Additional course information is located on p. 5 of this syllabus.**

**BOOKS FOR PURCHASE:**

**Stephanie Camp**, Closer to Freedom: Enslaved Women & Everyday esistance in the Plantation South (UNC Press, 2004)

**Tera Hunter**, To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War (Harvard, 1997)

**Kate Chopin**, The Awakening (Avon Books, 1972. Originally published in 1899) You can also read this novel online at <http://docsouth.unc.edu/southlit/chopinawake/menu.html>

**Glenda Gilmore**, Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920 (UNC, 1996)

**Collier-Thomas & Franklin**, Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement (NYU, 2001)

All other assigned documents and essays will be found in the Academic Folder →History →Murray →Public → 349, B&W Women. **It is your responsibility to download the readings and bring them to class.**

**CLASS ASSIGNMENTS****8/25: Introductions**

*The Help*: Does the novel aid or hinder a discussion of Race and Class?

**8/27**: Continued discussion of *The Help*

**8/ 30: Theory: the Intersectionality of Race and Gender**

**Academic Vol.** Evelyn Brooks Higginbotham, "African American Women's History and the Metalanguage of Race," Signs 17 (Winter 1992): 251-274.

**I. COLONIAL & REVOLUTIONARY ERA SOUTHERN WOMEN****9/1: Appropriated Labor: the Multiple Contexts of Slavery**

**Academic Vol**, Suzanne Lebsock, "No Obey;" Jane Landers, "Race & Infanticide;" and Documents, "Laws on Slave Descent"

**9/3: Sally Hemings & Thomas Jefferson: Love or Rape?**

**Acad. Vol:** Lewis, "Forum" and Tables I-III

**9/6: Labor Day Holiday – NO CLASS**

**II. ANTEBELLUM & CIVIL WAR WOMEN****9/8: Proper Southern Ladies**

**Acad. Vol:** Pease, Ladies, Women, & Wenches, Ch 7&8

**9/10: Dynamics within the slave household**

**Acad. Vol:** White, "Female Slaves"  
Camp, Closer to Freedom, Ch. 2

**9/13: Defiance and the Body**

Camp, Ch. 3

**9/15: Poor Whites and the Construction of Racial Difference****Academic Vol:** Bynum, Unruly Women, Ch. 4**9/17: Anti-slavery Voices – Black and White****Academic Vol:** **Public Women, Public Words**, documents by Angelina Grimke, Catherine Beecher, Harriet Jacobs, Harriet Tubman, & Sojourner Truth**9/20: White Women & the Trauma of War on households and families****Lecture and Handouts:** women's diaries distributed in class**ANALYTICAL ESSAY #1 DUE****9/22: Slave Women & the Civil War**Hunter, To 'Joy My Freedom, Ch. 1

Camp, Ch. 5

**9/24: Freedom & Reconstruction**

Hunter, Ch. 2

**Acad. Vol:** Clinton, "Bloody Terrain: Freedwomen, Sexuality, and Violence"**Handout** on indenturing African American children**III The JIM CROW SOUTH****9/27: Gender and Romanticizing the War****Academic Vol.** Micki McElya, Clinging to Mammy, Ch.4**9/29: Race Women**Glenda Gilmore, Gender & Jim Crow, Intro and Ch. 2**10/1: "Jane" Crow**

Gilmore, Ch. 4 &amp; 7

**Sunday, Oct 3: Film Viewing at Professor Murray's House****"A Passion for Justice"****10/4: Women & the Challenge to Lynching****Academic Vol:** Ida B. Wells, "A Red Record"

Film &amp; reading discussion together

**10/6: White Women and Lynching****Academic Vol:** Riehm, "Dorothy Tilly and the Fellowship of the Concerned"

Begin reading the Chopin novel

**10/8: Black Club Women and Racial Uplift**Women in Social Movements Database, Selected documents from "**How Did African American Women Shape the Civil Rights Movement and What Challenges Did They Face?**"**10/11: Louisiana's Feminist Voice?**Chopin, *The Awakening*

**10/13: Southern Suffrage Movement, White Perspectives**  
**Academic Vol**, Marjorie Spruill Wheeler, “The Woman Suffrage Movement in the Inhospitable South”

**10/15: Southern Suffrage Movement, Black Perspectives**  
 Gilmore, Chapter 8

## **FALL BREAK**

**10/20: Rural White Women & Labor Organizing**  
**Academic Vol**, Jacqueline Hall, “Disorderly Women”

**10/22: ANALYTICAL ESSAY #2 DUE**

**10/25: The Great Depression: Tenant Families**  
 Lecture. Before class view the photographs at  
<http://xroads.virginia.edu/~UG97/fsa/letus.html>

**10/27: African American community under Jim Crow**  
**Acad. Vol:** Valk & Brown, “A Society Totally our Own”

## **IV. THE CIVIL RIGHTS MOVEMENT**

**10/29: 1950s Civil Rights**  
**Academic Vol:** Robinson, “The Montgomery Bus Boycott”  
 Women in Social Movements Database. Selected documents from “**How Did African American Women Shape the Civil Rights Movement and What Challenges Did They Face?**”

**11/1: 1950s Civil Rights – Two White Views**  
**Acad. Vol:** Fosl, “Anne Braden and the Protective Custody of Southern White Women” and Miller, “Little Rock Central High”

**11/3: Significance of Gender in the Civil Rights Movement**  
 Collier-Thomas, Sisters in the Struggle, “African American Women in the Freedom Democratic Party” and “Black Women and Black Power: Ruby Doris Smith Robinson” and “No One Ever Asks What a Man’s Role Is”

**11/5: ANALYTICAL ESSAY #3 DUE**

**11/8: Integration at the College Level**  
 Collier-Thomas, Sisters in the Struggle, “Heirs to a Legacy of Struggle”: Charlayne Hunter Gault

**11/10: Feminism ideology – What White Women Wanted**  
**Academic Vol**, Sara Evans, “Black Power: Catalyst for Feminism” and Jane DeHart, “Second - Wave Feminism(s) and the South,”

**\*\*SPECIAL EVENT. 11/11 McCoy Theatre, 7:30 p.m.**  
 “For Goodness Sake” – a one-woman show about gender, religion, race, and the South

**11/12: Feminism ideology – What Black Women Wanted**

Documents from the Women in Social Movements Website, Selected documents from “**How Did African American Women Shape the Civil Rights Movement and What Challenges Did They Face?**”

**V. RACE AND GENDER TODAY****11/15: Commodification of Women’s Bodies - Advertising**

Film Viewing: “Killing Me Softly, 3”

**11/17: Film Discussion**

Bring at least one magazine ad to class

**11/20: Group #1, presentation and discussion****11/22: Group #2, presentation and discussion****THANKSGIVING VACATION****11/29: Race and gender in higher education**

**Acad. Vol:** White, “My History in History,” and Barbara Ransby, “Dancing on the Edges of History”

**12/1: Group #3, Presentation and discussion****12/3: The personal is political**

**Acad. Vol:** Elsa Barkley Brown, “Bodies of History”

**12/6: A Post-Racial Society?**

Talking about race today

**12/8: Last Day of Classes**

Review

**CLASSROOM POLICIES and EXPECTATIONS:**

- **Attendance** and active discussion of the daily assignments is expected and counts 50 points toward final grade (10%). Absences automatically impact your participation grade. If you miss class because of an official college event, you must arrange to make up the work before your absence.
- In addition to attendance, your participation grade is determined by active involvement in **classroom discussions**. Read the assignment before the class meets, highlight your book and make margin notes, formulate questions that arise, try to relate the reading to previous discussions, become an active reader. A seminar depends on honest communication and a willingness to enter into contested topics.

- Please do not use any electronic devices in class. Learn to listen, speak, and take notes by hand, simultaneously
- **MUSIC:** Each student will select one class day in which to present a recording to the class. The song chosen should reflect or interrogate race and/or gender and if possible, the South. The student will be responsible for providing background on the performer, the song writer, the song lyrics, and for making a brief statement about why she/he selected that particular song. Maximum five minute presentation plus playing the music. Any genre, any period. Choose a day whose topic relates to the song you choose and notify your instructor at least two days before your presentation.
- Papers are due in class on the date assigned, and late papers will be penalized one letter grade per *calendar day* late. No papers will be accepted more than 1 week late. You must complete all assignments in order to pass the course.

**ACADEMIC INTEGRITY** is absolutely essential to the cooperative spirit of this class. Any lying, cheating, or plagiarism will immediately be referred to the Honor Council. Failure to follow instructions for proper acknowledgement of sources used in written work will result in failure on that assignment.

**Relax and enjoy this class!**