HISTORY 349:  
BLACK and WHITE WOMEN in the HISTORY of the SOUTH  
CRN: 13538

MWF 1:00 –1:50 p.m. 
Buckman 216

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Office Hours:  M &W  2:00-3:30
Tues.  11:30-12:30
also by appointment

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 film. 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 involve 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. It fulfills the Unite States category of the History major and minor.

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.

BOOKS FOR PURCHASE:
LuAnn Jones, Mama Learned Us to Work (UNC Press, 2002)
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
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 Volume→History →Murray →Public →349, B&W Women.  [AV on the course assignments]
It is your responsibility to download the readings and bring them to class.

Additional course information is located on p. 5 of this syllabus.
ASSESSMENT of STUDENT WORK

3 analytical essays @ 13% each 40%
Music presentation & reports 10%
Class Discussion Leader 15%
Final Team research presentations 15%
Class participation 20%

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.
See the last page for a discussion of each type of assessment

Please note the advance preparation for Sept. 26

Course Assignments

CHANGES The instructor reserves the right to alter the syllabus to better meet the needs of the class.

W, 8/22: Introductions
F, 8/24: Film: “Gender Codes”

I. SOUTHERN WOMEN in EARLY AMERICA

M, 8/27: Theory: the Intersectionality of Race and Gender

W, 8/29: Complexity of Enslaved Life
AV: Jane Landers, “Race & Infanticide”
Lewis & Onuf, “Introduction,” in Sally Hemings & Thomas Jefferson

F, 8/31: Plantation Mistress
AV: Paula Treckel, “William & Lucy Byrd” in Lives Full of Struggle & Triumph

M, 9/3: Labor Day Holiday – NO CLASS

W, 9/5: Options for White Southern Women
AV: Stephanie McCurry, “Producing Dependence: Women, Work, & Yeoman Households” (SC)
AV: Michelle Gillespie, “To Harden a Lady’s Hand (Ga)

F, 9/7: Dynamics within the Slave Household
AV: Deborah Gray White, “Female Slaves”
Stephanie Camp, Closer to Freedom, Ch. 2

M, 9/10: Enslaved Women: Defiance and the Body
Camp, Closer, Ch. 3

W, 9/12: Poor Whites and the Construction of Racial Difference
AV: Victoria Bynum, Unruly Women, Ch. 4

F, 9/14: Patriarchy and the Southern Women, recap
ANALYTICAL ESSAY #1 DUE
II. CIVIL WAR and BEYOND

M, 9/17: New Approaches to Women and the Civil War  
AV: Catherine Clinton, Tara Revisited, Ch. 5  
AV: “Civil War Diaries”

W, 9/19: Enslaved Women Taking Freedom  
Tera Hunter, To ‘Joy My Freedom, Ch. 1  
Camp, Closer, Ch. 5  

F, 9/21: Post-War Life  
Hunter, Ch. 2 & 5  
Film clips, “Gone with the Wind”

M, 9/24: Gender and Romanticizing the War  
AV: Micki McElya, Clinging to Mammy, Ch. 4

W, 9/26: Material Culture of Southern Women  
AV: Ulrich, “A Quilt unlike any Other”

⇒ Class members: bring in material culture from your family

III. WOMAN, RIGHTS, and LABOR – 20TH C

Organizing for Team Research Presentation – in class

⇒ Sunday, Sep 30: Dinner & Film Viewing at Professor Murray’s House  
“Ida B. Well: A Passion for Justice”

M, 10/1: Lynching and White Women’s Clubs  
AV: Edith Riehm, “Dorothy Tilly and the Fellowship of the Concerned” in Throwing Off the Cloak

W, 10/3: Dr. Diedre Cooper, University of Mississippi, Af Am Studies guest speaker

F, 10/5: Black Women’s Clubs 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?” This is an online database accessible from the Rhodes Library Website

M, 10/8: Louisiana’s Feminist Voice?  
Kate Chopin, The Awakening (at least through Ch 18)

W, 10/10: Kate Chopin, con’t  
Finish The Awakening  
Bring in one professional review of The Awakening

F, 10/12: ANALYTICAL ESSAY #2 DUE

FALL BREAK
W, 10/17: **Southern Women and the 19th Amendment**  
**AV:** Marjorie Wheeler, “The Woman Suffrage Movement in the Inhospitable South”

F, 10/19: Team meetings to narrow topic and outline research. Bring laptops to class.

M, 10/22: **Black and White Women in Rural America**  
Jones, *Mama Learned Us to Work*, Ch. 2 & 3.

W, 10/24: **Black and White Women in Rural America, part 2**  
Jones, *Mama_, Ch. 5 and 6

**IV. THE MODERN SOUTH (?)**

F, 10/26: **The Movement begins with Women**  
**AV:** Robinson, “The Montgomery Bus Boycott”  
Diane Nash, “Inside the Sit-Ins,” *Women in Social Movements Database*.  
Team research proposal due in writing

M, 10/29: **African American Women Advance the Movement**  

➔ Attend the Ida B. Wells Lecture by Dr. Paula Giddings, 6:00 p.m.

➔ Tuesday, 4:00, Visual Portraits of Lynching lecture (substitutes for 10/31 class)

W, 10/31: **Class will not meet**

F, 11/2: **Attempts at Interracial Organizing**  
Turn in report from Tuesday event  
**AV:** Fosl, “Anne Braden and the Protective Custody of Southern White Women”  
Harwell, “Stirring with a Long-Handled Spoon: Wednesdays in Mississippi,” from *Journal of Southern History*

➔ M, 11/5: **Film discussion**  
View film, “The Loving Story” on your own time. Streamed on Moodle  
**Presentation on 1967 Supreme Court case (Loving)**  
**AV:** “The Bridge Poem”

W, 11/7: **Feminist ideology – What White Women Wanted**  
**AV:** Sara Evans, “Black Power: Catalyst for Feminism” and Jane DeHart, “Second-Wave Feminism(s) and the South,”

**WASM Database online, “How Did Af Am Women…”** Angela Davis, “Prison Interviews” and Elaine Brown, “A Taste of Power”  
**AV:** Morgan, “Experiencing Black Feminism”

M, 11/12: **Race and gender in higher education**  

W, 11/14: **College Sororities as Performance**  
**AV:** Elizabeth Boyd, “Sister Act”
F, 11/16: Historically Black Sororities

M, 11/19: Hair – Why is it an issue?
Film clips:

THANKSGIVING VACATION

M, 11/26: final planning for presentations
ANALYTICAL ESSAY #3 DUE

11/28, 11/30: Team Presentations

12/3, 13/5: Team Presentations

We WILL meet on the Final Exam date for course wrap up and discussion. Possible oral exam 😊

CLASSROOM POLICIES and EXPECTATIONS:

- One goal of this course is to come to a deeper understanding of cultural difference and to recognize the privilege and challenge that accompanies gender, class, and race categories. No topic is off limits. All views are subject to challenge, but always with respect and toleration.

- I will avoid paper handouts by using the Academic Volume and email. Students can email the entire class at 13538@rhodes.edu in order to distribute discussion questions or song lyrics.

- 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.

- 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. Co-curricular reports are due within a week of the event. You must complete all assignments in order to pass the course.

- Reading quizzes may be given at the discretion of the instructor.

- No cell phones on, no texting, no laptops unless class is discussing a document, etc, etc.

CLASS COMPONENTS

Discussion Leader: Read the material at least a week before your scheduled date, develop a set of 4-5 thought (not fact) questions based on the reading. Confer with the instructor. Distribute the questions to the class at least 2 days before the class meeting. We will choose these assignments on the 2nd day of class.
Analytical Essays: The instructor will provide you a prompt or theme. Your 5-page, thesis driven essay should be a thoughtful response to the question posed. Your analysis or argument should be clearly stated and should be supported by evidence drawn from assigned readings. “A” essays will draw from a variety of sources and convey the student’s mastery of the theme. It will also be grammatically correct and clearly written. History majors will want to use footnotes or endnotes that conform to Chicago Style. Other majors may choose from MLA or Chicago style. Manuals for both are available online or from the campus Writing Center.

Music Presentation: Each student will present one song, drawn from any genre, that emphasizes race and gender. You will play the music and provide the class with lyrics to follow along. Tell us something about the performer and/or song writer and explain why you chose to present that particular work.

Event report: The instructor has assigned two events from the Ida B. Wells Conference. You will submit a 2-page description/evaluation of one of them.

Team project: Working in teams of 3 or 4, you will investigate a topic in southern women’s history not covered in this course. You will submit a one-page proposal by mid-term and a bibliography and power point at the time of presentation. Your grade will be based on both the instructor’s and the class’s evaluation.

Class participation: Attendance and active discussion of the daily assignments is expected. Preparation involves more than reading the material. Make notes, sketch answers to the discussion questions, pose questions of your own.

Absences automatically impact your participation grade. It is your responsibility to find out about announcements, syllabus changes, additional assignments, etc. If you miss class because of an official college event, you must arrange to make up the work before your absence.

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 citation of sources in written work will result in additional points loss. Blatant errors will result in a failed assignment.

DISABILITIES will be accommodated according to the guidelines specified by the Disabilities Services Officer. Students should present this material in writing at the beginning of the semester.