Fall 2016

HIST 213

Monica Mercado
Colgate University, mmercado@colgate.edu

Follow this and additional works at: http://commons.colgate.edu/syllabi

Part of the Urban Studies and Planning Commons, Women's History Commons, and the Women's Studies Commons

Note: This syllabus may not be applicable to the current semester. Be sure to verify content with the professor(s) listed in the document.

Recommended Citation
Mercado, Monica, "HIST 213" (2016). Faculty Syllabi. Paper 56.
http://commons.colgate.edu/syllabi/56

This Syllabus is brought to you for free and open access by Digital Commons @ Colgate. It has been accepted for inclusion in Faculty Syllabi by an authorized administrator of Digital Commons @ Colgate. For more information, please contact skeen@colgate.edu.
History 213: Women in the City (Fall 2016)
MW 1:20-2:35pm | Alumni 111

Professor Monica Mercado
Alumni 318 (x7516)
mmercado@colgate.edu
office hours: Tuesdays & Wednesdays, 3-5pm and by appointment

Course Description

This course examines the social and cultural history of women in the United States, from the early 19th century through the post-WWII “urban crisis” and women’s liberation movements, through the present day. We will consider how urban life for women and men diverged and how it met, asking questions about the ways in which gender has been negotiated in the confined space of the city. In doing so, we will learn how historians make arguments about the construction of gendered identities, paying particular attention to divisions of race, class, sexuality, and religion. How did such divisions shape social forms and spatial boundaries?

Course readings, lectures, and discussions will introduce students to sites and sources of new kinds of personal interactions, popular entertainments, social and generational conflicts, and political expressions in the city, with our main case studies focusing on New York and Chicago. We will study ideas about women, gender, and the city through readings in primary and secondary sources (including recent historical scholarship, classics in the field of women’s history, and U.S. literature); analyses of visual culture, film, and the built environment; and in a series of writing assignments that will interrogate our own personal geographies, as well as those inhabited by our historical subjects.

This course counts for credit in Women’s Studies.
Required Texts (available at the Colgate Bookstore and on reserve at Case Library)

- Christine Stansell, City of Women: Sex and Class in New York, 1789-1860 (University of Illinois Press, 1987) – also available as an eBook via Colgate Library Digital Resources
- Anzia Yezierska, Bread Givers (1925; Persea 3rd edition, 2003)

Additional texts (including book chapters, websites, and articles) will be available on Moodle.

Required Meetings Outside Normal Class Hours

There will be two required film screenings outside of class time: the first on Tuesday, November 8 from 7pm to 8:30pm (“Born in Flames,” 90 minutes) and the second on Tuesday, November 15 at 6:30pm (“Jane: An Abortion Service,” 57 minutes). For students with conflicts, I will look into making these films available via course reserves.

Course Requirements and Grading

1) Attendance, Course Preparation, and Participation

This course meets twice per week for 75 minutes each class. Course meetings will often be interactive: students will engage in discussions mediated by the professor and they will engage one another in small groups—thus active and informed participation is essential to your success.

How do I evaluate participation? Your participation grade is based on your level of engagement in the course, as signaled by your active listening and thoughtful, regular contributions to class discussions, group activities, and lectures. Participation can also mean asking questions, and being curious. Offer an interpretation that differs from the readings, from mine, or from that of your classmates. Bring our attention to a particular passage and explain why you think it is relevant to the current discussion. Make connections with other readings. Come talk to me if you are reluctant to speak up and we’ll figure out a way for you to participate.

About attendance: one unexcused absence can be taken without penalty during the semester. More than one unexcused absence may affect your participation grade. If you foresee more than one absence due to scheduled athletic events, religious observances, an emergency, or extra-curricular activities, I need to know as soon as possible so we can arrange make-up work. If you do not do this, your participation grade may suffer.

Additionally, my colleagues have witnessed a rash of students who frequently exit class, for one purpose or another. There is no reason for this: I expect that you will each commit to remaining in class during normal class meeting times, just as I will remain in class during those times.
2) **Writing Assignments**

Students will complete a series of critical reading papers related to the course documents and the larger themes of the course. **All assignments must be completed to receive a passing grade for the course.** We will discuss the requirements for each assignment further in class.

**Writing Assignment #1 | Mental Maps (map + short essay/reaction paper, 4-5 pages)**

Maps are selective, purposeful representations of a place; they are essential to urban planning. Maps quickly communicate multiple levels of detail and scale and can address diverse factors such as culture, behavior, and physical environment. We carry individualized maps in our heads, based around the particular landmarks that are important to our conceptualization of place. These impressions of place are referred to as ‘mental maps’ by geographers and social scientists. They may be influenced to some extent by our gender. For the first assignment, you create the primary source to analyze, drawing a mental map of your hometown or campus living situation. After completing your map, you will analyze it, in light of course readings, in a short paper.

**Writing Assignment #2 | Twenty Years at Hull House (primary source critique, 5-7 pages)**

In 1911, the reformer Jane Addams published her autobiography, *Twenty-Years at Hull-House*, illustrated by Norah Hamilton. Located on Chicago’s Near West Side, home to the city’s most recent immigrants, Hull-House provided social services such as childcare and job placement. For the second assignment, you will chose an image(s) from the text, and analyze it, placing Addams’ work in conversation with your choice of historical and/or theoretical works from the first weeks of the course.

**Writing Assignment #3 | Seeing Women in the City (film review and analysis, 5-7 pages)**

Throughout the course, we will turn our attention to the city in visual culture—from maps and postcards to advertising and film. The rise of the motion picture industry happened alongside urbanization and industrialization, engaging Americans in a new way of seeing the world around them. For the final writing assignment, you will go outside the course texts to view and review a relevant film of your choice, situating your review with the women’s histories we have examined. A list of suggested films will be shared in class after Fall Break.

3) **In-Class Exam Questions and Final Exam**

In lieu of a single mid-term examination, students will answer individual exam questions throughout the semester at the beginning of selected course meetings, as noted on the schedule of classes.

Quite a bit of research now suggests that deep and effective learning can be aided by frequent lower-stakes testing, especially testing that encourages reflection and synthesis. As a bonus, studying regularly for in-term exam questions will help you prepare for the end of term comprehensive final examination on Tuesday, December 13 from 3-5pm.
In-class exam question responses are open book and open note, and given the short period of time you will have to write them (10-15 minutes), minor mistakes in grammar and spelling are forgiven. In your responses to my prompts, I am looking for evidence that you are reading closely and thinking about what you’re reading.

In short:

<table>
<thead>
<tr>
<th>HIST 213 Assignment/Activity</th>
<th>Percentage of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Preparation &amp; Participation</td>
<td>15%</td>
<td>---</td>
</tr>
<tr>
<td>Paper 1: Mental Maps (4-5 pages + map)</td>
<td>10%</td>
<td>Mon., September 12 in class</td>
</tr>
<tr>
<td>In-class exam questions (lowest exam grade can be dropped)</td>
<td>20%</td>
<td>see schedule of classes</td>
</tr>
<tr>
<td>Paper 2: Twenty Years at Hull-House (5-7 pages)</td>
<td>15%</td>
<td>Fri., October 28 by 5pm</td>
</tr>
<tr>
<td>Paper 3: Seeing Women in the City (5-7 pages)</td>
<td>15%</td>
<td>Fri., December 2 by 5pm</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>Tues., December 13 from 3-5pm</td>
</tr>
</tbody>
</table>

**Additional Guidelines**

*Missed Exam Questions*
Don’t miss the in-class exam questions. As a rule, there will be no make-ups offered. Students are allowed to drop one low score or missed question.

*Late Papers*
Late papers will incur a penalty of one-third letter grade for each 24 hour period it is not in after the deadline, unless arrangements have been made with me in advance.

*Academic Honesty/Honor Code*
You are responsible for understanding and complying with Colgate’s Honor Code. Do not claim the ideas or words of someone else as your own. Do use the ideas and words of others to help develop your own, and give them credit by paraphrasing or quoting them. Do acknowledge those who have helped your thinking overall. Remember that intellectual work is the process of developing and sharing your ideas, which also involves giving recognition to those who have shared ideas with you. Although you are encouraged to discuss the readings and your ideas with your classmates, you must develop, outline, and write your papers alone. Please ask if you are unsure about how to cite sources.

*Academic Support*
If you feel you may need an accommodation based on the impact of a disability, you should contact me privately to discuss your specific needs. If you have not already done so, please contact Lynn Waldman at the Office of Academic Support and Disability Services in the
Center for Learning, Teaching, and Research (x7375). She will review documentation to determine and help coordinate reasonable and appropriate accommodations for students.

Writing & Speaking Center
Colgate’s Writing & Speaking Center (208 Lathrop, x6085) is committed to helping all students succeed as clear, effective communicators. Peer writing and speaking consultants can help you refine your ideas, and prepare or organize the content of your written assignments or spoken arguments. All meetings are private, and you may visit at any stage of your process, from clarifying your initial ideas to reviewing a final draft or practicing an oral performance. See http://www.colgate.edu/writingcenter for more information.

Office Hours and Email Contact
I am available in my Alumni Hall office (318) on Tuesdays and Wednesdays from 3-5pm to discuss any aspect of the course and your learning. Furthermore, if you feel you are having any problems with the readings, lectures, discussions, or assignments for this course, I encourage you to come to office hours or make an appointment to talk to me at another time convenient for both of us. Do not wait until the end of the semester to discuss your concerns. I will respond to all emails but not always immediately; if your email requires a lengthy reply or conversation, I will ask you to see me in person.

Technology in the Classroom
Please leave your electronic devices at home—I expect students to bring all readings to this class in some physical form. The same goes for your notes. Technology has wonderful advantages, but it can hinder discussion and focus. I will gladly make exceptions for students who require technology use as an accommodation for a documented disability. In addition, there is absolutely no texting or using smartphones during class time.

Schedule of Classes

This syllabus is a plan rather than a fixed contract and I may adjust the schedule as needed, with ample notice and changes reflected on Moodle.

One more note: in light of the course theme, some topics might require a more sensitive handling than other historical subjects. Some of the course materials may use sexually explicit language and images, in the conventional sense of that phrase; moreover, we will often be talking about a range of difficult or uncomfortable subjects. Be respectful of the materials and be honest in your reaction to them, even as we cultivate a scholarly approach to analysis and discussion in class.

Thursday, August 25:
Welcome!

Week 1: City of Women?

Monday, August 29

Read: HIST 213 Syllabus

Browse recent articles:
- Alissa Walker, “How Pokémon Go is Improving Your City,” curbed.com (July 15, 2016)
- Kate Abbey-Lambertz, “We’ve Been Trying to Make Cities Walkable for Years. 'Pokémon Go' Did it Overnight,” The Huffington Post (July 20, 2016)
- Kashmir Hill and Daniel McLaughlin, “How Pokémon Go changes the Geography of Cities,” Fusion.com (July 26, 2016)

**Wednesday, August 31**

*In-Class Exam Question #1*


**Week 2: Reforming Men and Women**

**Monday, September 5**


**Wednesday, September 7**

*In-Class Exam Question #2*

Read: Stansell, *City of Women*, Chapters 6-8 and “A Note on Sources,” pages 105-168 and 285-90.

Review: “A Moral Reformer Makes her Rounds”
Browse maps of Manhattan, New York Public Library Digital Gallery (1815-1860s)
Week 3: Taking Care, Making Order

Monday, September 12

Read: Stansell, City of Women, Chapters 9-end (including conclusion), 171-221.

Paper 1 due in class Monday 9/12 - Mental Maps

Wednesday, September 14

Browse Chicago in Maps digital resource (1834-1890s)

Week 4: Women in the Skyscraper City

Monday, September 19

[Start: Sister Carrie!]

Wednesday, September 21

In-Class Exam Question #3

Read: Theodore Dreiser, Sister Carrie (1900), Chapters 1-27, pages 1-179.

Week 5: The Pleasures and Dangers of the City

Monday, September 26

Read: Dreiser, Sister Carrie, Chapters 28-end, pages 179-355.

Wednesday, September 28

In-Class Exam Question #4

Read: John D'Emilio “Capitalism and Gay Identity” (1983) in The Lesbian and Gay Studies

**Week 6: Civic Actors**

**Monday, October 3**


**Wednesday, October 5**


**Week 7: Settlement Women**

**Monday, October 10 | Fall Break – No Class**

**Wednesday, October 12**

Finish reading: Addams, *Twenty Years at Hull-House*, selection TBA.

**Week 8: Bohemians and Radicals**

**Monday, October 17**

*In-Class Exam Question #5*


Read: Margaret Sanger, *The Selected Papers of Margaret Sanger* (Urbana: University of Illinois Press, 2003), selection TBA.

**Wednesday, October 19**


[Start: *Bread Givers*]
Week 9: *At Home in the City*

Monday, October 24

*In-Class Exam Question #6*


Wednesday, October 26

Read: Annelise Orleck, “‘We Are that Mythical Thing Called the Public’: Militant Housewives during the Great Depression,” in *Unequal Sisters: An Inclusive Reader in U.S. Women’s History*, 4th ed. (2008), pages 401-16.

**Paper 2 due Friday, October 28 by 5pm – Twenty Years at Hull-House**

Week 10: *American Girls*

Monday, October 31


Wednesday, November 2


Week 11: *Building New Communities in Old Cities*

Monday, November 7

Listen: Oral history selections, Buffalo Women’s Oral History Project, Lesbian Herstories Archives.
Required Film Screening:  
**Tuesday, November 8 from 7-8:30pm**  
“Born in Flames” (Lizzie Borden, 1983, 90 minutes)

**Wednesday, November 9**

*In-Class Exam Question #7*


**Week 12: Women’s Liberation and Feminist Responses**

**Monday, November 14**


**Required Film Screening:**  
**Tuesday, November 15 from 7-8:00pm**  
“Jane: An Abortion Service” (Kate Kirtz and Nell Lundy, 1996, 58 minutes)

**Wednesday, November 16**


**Week 13: Thanksgiving Break | No Classes**

**Week 14: Mobilizing New York**

**Monday, November 28**

Wednesday, November 30

In-Class Exam Question #8

Read: Carroll, *Mobilizing New York*, Chapters 5-6, 131-93.

---

**Paper 3 due Friday, December 2 by 5pm – Seeing Women in the City**

---

**Week 15: Cities for Some Bodies?**

Monday, December 5


---

Wednesday, December 7


---

**HIST 213 final exam: Tuesday, December 13 from 3-5pm**