**HISTORY 390: The Politics of American Fashion**

**Spring 2024**

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ZOOM Course: Tuesdays/Thursdays (11:00 am – 12:15 pm)

Office Hours: By Appointment

**Course Description**

This course provides both a broad introduction to issues in women’s history as well as a narrower focus on the intersection of fashion, gender, and politics in American history. Major topics include sartorial colonial exchange, Revolutionary homespun rhetoric, clothing as an asset and legal property, the plantation economy, race, restrictive clothing statutes, industrialization and ready-made apparel, cross-dressing, Westward expansion, dress reform, maternity apparel, the New Woman, higher education, suffrage and the single woman at the turn of the twentieth century.

**History Program Objectives**

The faculty of Reinhardt University desire that all students in history demonstrate

a) use of evidence, logic, and reasoning as they think critically about the past;

b) knowledge of human history in various times and places;

c) effective written and oral expression of ideas;

d) methodological competence using libraries and appropriate information technologies; and

e) moral reasoning abilities as they seek what is good, beautiful, and true.

**History 390, The Politics of American Fashion**, emphasizes

a) critical thinking skills that employ evidence, logic, and reasoning by coming to understand how political factors influence fashion’s evolution and how sartorial choices impact history;

b) develop a vocabulary of American historical costumery (1750-1920);

c) effective written expression of ideas through book reviews and a historiography paper;

d) moral reasoning abilities via active engagement in weekly student-led discussions.

**Attendance, Participation, and Conduct**

As discussed below, a significant portion of your grade is determined by participation (20%). Therefore, an on-time and prepared student will most likely do very well. In contrast, a tardy unprepared student will certainly do poorly. Being on time means being logged into our online class with **YOUR CAMERA ON** when class begins. Please note that I respect the privacy of your circumstances and those with whom you live. You may zoom in from anywhere so long as your environment does not distract you or detract from class discussions.

To receive full participation points come prepared to discuss the questions posed by the weekly discussion leader. Upper-level classes are small and you will be expected to comment on the majority of questions posed.

All students will be respectful of their peers and instructor. Under no circumstances will rudeness, bullying, harassment, or unconstructive criticism be tolerated.

Please discuss a makeup assignment with the professor if you miss discussion points due to an excused absence.

**Time Investment**

Students frequently ask how they can earn an "A" in my courses. An "A" scholar typically invests two to three times the time spent in the classroom outside of the classroom. On average, each week, you will be expected to read 150 pages, write a review, and come prepared to discuss the discussion leader’s questions.

**Plagiarism & Academic Integrity**

Imagine spending years crafting an original piece of art, a clothing line, a tv show, or even an academic text to have someone copy it and submit it as their own. So frustrating! Additionally, it is far less likely you will ever reach the point of original creation if you spend your time at Reinhardt in dishonest replication. Give yourself enough time to do the work and ask for the professor's help to refine it if you have concerns. Cite your sources – even when paraphrasing. All instances of plagiarism are taken seriously and may result in a failing grade. Please note that Canvas comes equipped with AI-identifying software. Utilizing AI to write your book reviews, prospectus, final paper, or weekly discussion questions qualifies as academic dishonesty. If you are uncertain of proper citation forms or what constitutes plagiarism, please consult The Academic Catalog of Reinhardt University or your instructor.

Even professors cite other professors. For example, I acknowledge that portions of this syllabus were taken from The Academic Catalog of Reinhardt University and the syllabus of my colleague Kenneth Wheeler.

**RECORDING CLASS DISCUSSIONS**

I do not allow video or audio recordings of my classes without permission. Exceptions are made for those with learning assistant devices, medical devices, or other special circumstances. Please get in touch with me and explain your situation. I will keep it confidential.

**The Center for Student Success,** located on the bottom floor of Lawson, room 035, has free tutoring services available to all students. For appointments--go to the Reinhardt webpage; click on Students. When the next page appears, click Center for Student Success, then Learn More. Fill out a Student Appointment Form. If you would prefer to call, the number is 770-720-9232. Or just stop by.

**Academic Support Office**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability requiring an accommodation, please contact Reinhardt's Academic Support Office (ASO), which requires students seeking accommodation to register with the ASO. The ASO is located on the bottom floor of the Lawson Building. (770) 720-5567. Please obtain the proper ASO letters/forms to receive academic accommodations for this class.

**Course Grading Scale**

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 0-59

**Course Grade Composition**

Final Historiography Paper 25%

Weekly Reviews 30%

Midterm Prospectus for Historiography Paper: 15%

Class Discussion 20%

Discussion Leader 10%

**Weekly Reviews (30%)**

Each week you will write a review of the assigned reading. If assigned a singular text you will focus on that text alone, if assigned multiple selections you will need to consider not only their singular contributions but how they engage each other historiographically.

Reviews should at a MINIMUM consider:

1. Thesis of the piece
2. Primary sources utilized
3. New terms and concepts the scholar identifies
4. The piece’s place in the historiography
5. Whether you agree or disagree with the author’s thesis

An undeveloped argument earns you partial credit. This is an exercise in clear, concise thinking and strategic, meaningful writing. You may not exceed two double-spaced pages. Give yourself enough time to complete the assignment. Concision is a difficult academic skill to master. An excellent review will also go far in helping you earn a high class participation grade.

Weekly writing assignments are due in Canvas before each Tuesday’s class.

**Midterm: Prospectus for Historiography Paper (15%) –** Handout to Come

**Final: Historiography Paper (25%) –** Handout to Come

**Discussion Leader (10%)**

Depending on the size of the class you will guide at least one weekly discussion and potentially partnered discussions. Discussion leaders submit weekly discussion questions via Canvas in the “discussion” section the Monday BEFORE they lead the discussion. They will then proctor a discussion on the weekly readings.

**Class Discussion (20%)**

You will need to participate vocally in class by answering questions posed by the weekly discussion leader. These are easy points to earn if you complete the reading, take good notes, and write a thoughtful weekly review. Your two lowest discussion point scores will be dropped.

If you have an excused reason for missing class, these discussion points may be made up by formally writing out the answers to the weekly discussion questions and reaching out to the professor who will give you a deadline for their submission.

## **COURSE WORK**

**WK 1: CLASS INTRO/MATERIAL CULTURE METHODOLOGY**

T(9 January): Class Procedures/Syllabus/Intro to Historiography

Th (11 January): **Page count: 58**

Scott, Joan W. “Gender: A Useful Category of Historical Analysis.” *The American Historical Review* v. 91 n. 5 (Dec. 1986): 1053-1075. **Library Online Journals**

Scott, Joan W. “Gender: Still a Useful Category of Analysis.” *Diogenes* v. 57 n. 1 (2010): 7-14. **Library Online Journals**

Auslander, Leora. “Deploying Material Culture to Write the History of Gender and Sexuality: The Example of Clothing and Textiles.” *Clio. Women, Gender, History*, no. 40 (2014): 157–78. **Library Online Journals**

**WK 2: COLONIAL AMERICA (1700-1750)** *FINAL ADD/DROP*

T/Th (16/18 Jan): **Page count: 113**

Staples, Kathleen A. and Madelyn Shaw. “Society, Culture, and Dress” in *Clothing through American History: The British Colonial Era* (Santa Barbara: Greenwood, 2013): 33-73. **Available as Ebook though the Library**

Johnson, L.E. “Goods to Clothe Themselves:” Native Consumers and Native Images on the Pennsylvania Trading Frontier, 1712-1760. *Winterthur Portfolio* v. 43 n. 1 (2009): 115-140. **Library Online Journals**

Shannon, Timothy J. “Dressing for Success on the Mohawk Frontier: Hendrick, William Johnson, and the Indian Fashion.” *The William and Mary Quarterl*y v. 53 n. 1 (January 1996): 13-42. **Library Online Journals**

Schmidt, Leigh Eric. “A Church-Going People are a Dress-Loving People:” Clothes, Communication, and Religious Culture in Early America.” *Church History* v. 58 n. 1 (March 1989):36-51. **Library Online Journals**

**WK 3: REVOLUTIONARY AMERICA (1760-1790)**

T/Th (23/25 Jan): **Page count: 178**

Haulman, Kate. *The Politics of Fashion in Eighteenth-Century America*. (Chapel Hill: The University of North Carolina Press, 2011): 47-225. **Available as Ebook through the Library.**

**WK 4: EARLY REPUBLIC (1790-1820)**

T/TH (30 Jan/1 Feb): **Page Count: 113**

Ulrich, Laurel Thatcher. “An Unfinished Stocking: New England, 1837” in *The Age of Homespun: Objects and Stories in the Creation of an American Myth*. New York: Vintage Books, 2001): 374-412. **Archive.org**

Foner, Philip S. “The First Trade Unions” in *Women and the American Labor Movement: From the First Trade Unions to the Present* (Chicago: Haymarket Books, 1982): 1-17. **Archive.org**

Zakim, Michael. *Ready-Made Democracy: A History of Men’s Dress in the American Republic, 1760-1860*. (Chicago: The University of Chicago Press, 2003): 37-68 and 157-184. **Archive.org**

**WK 5: JACKSONIAN AMERICA (1820-1840)**

T/TH (6/8 Feb): **Page Count: 145**

Cook, Sylvia Jenkins. “Oh Dear! How the Factory Girls Do Rig Up!”: Lowell’s Self-Fashioning Workingwomen.” The New England Quarterly v. 83 n. 2 (June 2010): 219-249. **Library Online Journals**

Edwards, Laura F. “Chapters 7-10” in *Only the Clothes on Her Back: Clothing and the Hidden History of Power in the 19th-Century United States*. (Oxford: Oxford University Press, 2022): 152-232. **Student Purchase or ILL**

Halttunen, Karen. “Sentimental Culture and the Problem of Fashion” in *Confidence Men & Painted Women: A Study of Middle-class Culture in America, 1830-1870*. (New Haven and London: Yale University Press, 1982): 56-91. **Archive.org**

**WK 6: ANTEBELLUM AMERICA (1840-1860)**

T/TH (13/15 Feb): **Page Count: 129**

Hunt-Hurst, Patricia. “Round Homespun Coat & Pantaloons of the Same”: Slave Clothing as Reflected in Fugitive Slave Advertisements in Antebellum Georgia.” *The Georgia Historical Quarterly* v. 83 n. 4 (Winter 1999): 727- 740. **Library Online Journals**

Klassen, Pamela E. “The Robes of Womanhood: Dress and Authenticity among African American Methodist Women in the Nineteenth Century.” *Religion and American Culture: A Journal of Interpretation* v. 14 n. 1 (Winter 2004): 39-82.  **Library Online Journals**

Miles, Tiya. “Prologue: Emergency Packs” and “Rose’s Inventory” in *All that She Carried: The Journey of Ashley’s Sack, a Black Family Keepsake* (New York: Random House, 2021): xiii-xvii and 127-164. **Student Purchase or ILL**

Myers, Amrita Chakrabarti. “To Survive and Thrive: Race, Sex, and Waged Labor in the City “in Forging Freedom: Black Women & the Pursuit of Liberty in Antebellum Charleston. (Chapel Hill: The University of North Carolina Press, 2011): 77-112. **Available as Ebook through the Library**

**WK 7: ANTEBELLUM AMERICA (1840-1860)– DRESS REFORM**

T/TH (20/22 Feb): **Page Count: 123**

Sumers, Leigh “’Elegance Comfort Durability!’ Class, Contours, and Corsetry” in *Bound to Please: A History of the Victorian Corset* (Oxford: Berg, 2001): 9-36. **Available via Ebook through Library**

Fischer, Gayle V. *Pantaloons and Power: A Nineteenth-Century Dress Reform in the United States*. (Kent: The Kent State University, 2001): 8-77. **Archive.org**

Cunningham, Patricia. “The Invisibles: Hygienic Underwear, “Dress Systems,” and Making Fashion Rational” in *Reforming Women’s Fashion: 1850-1920, Politics, Health, and Art*. (Kent: Kent State University Press, 2003): 75-102. **Available as Ebook through the Library**

**WK 8: CIVIL WAR/RECONSTRUCTION (1861-1877)**

T/TH (27/29 Feb): **Page Count: 110**

Faust, Drew Gilpin. “If I Were Once Released: The Garb of Gender” in *Mothers of Invention: Women of the Slaveholding South in the Civil War* (Chapel Hill: The University of North Carolina Press, 1996) :220-233. **Available as Ebook**

Reynolds, Virginia. “Slaves to Fashion, Not Society: Elizabeth Keckly and Washington D.C.’s African American Dressmakers, 1860-1870” *Washington History* v. 26 n. 2 (Fall 2014): 4-17. **Library Online Journals**

Kent, Holly. “Wearing Black, Wearing Bows: Union Women and the Politics of dress in the US fashion press, 1861-1865” *Women’s History Review* v. 26 n. 4 (2017): 555-567. **Library Online Journals**

Rubin, Anne Sarah. “Politics and Petticoats in the Same Pod: Florence Fay, Betsey Bittersweet, and the Reconstruction of Southern Womanhood, 1865-1868 in *Battle Scars: Gender and Sexuality in the American Civil War* edited by Catherine Clinton and Nina Silber(Oxford: Oxford University Press, 2006): 168-188. **Archive.or**g

Glymph, Thavolia. “’Wild Notions of Right and Wrong’: From the Plantation Household to the Wider World” in *Out of the House of Bondage: The Transformation of the Plantation Household* (Cambridge: Cambridge University Press, 2008): 204-226. **Student Purchase or ILL**

Giesberg, Judith Ann. “Platforms of Grief: Widows on the Battlefield” in *Army at Home: Women and the Civil War on the Northern Home Front* (Chapel Hill: The University of North Carolina Press, 2009): 143-162. **Archive.Org**

Atkins, Bernadette Loeffel. *Widows’ Weeds and Weeping Veils: Mourning Rituals in 19th Century America* (Gettysburg: Bernadette Loeffel-Atkins, 2008): 16-26. **Archive.org**

**WK 9: (March 4-8, 2024) SPRING BREAK**

**WK 10: 19C MATERNITY WEAR**

T/TH (12/14 March): **Page Count: 85**

Tuesday: Prospectus One-on-One consultations

Thursday: Bailey, R. “Clothes Encounters of the Gynecological Kind: Medical Mandates and Maternity Modes in the USA, 1850-1990” in *Dress and Gender: Making and Meaning*, edited by Ruth Barnes and Joanne B. Eicher (New York: Berg, 1992): 248-265. **Archive.org**

Fisk, Catriona. “Looking for Maternity: Dress Collections and Embodied Knowledge.” *Fashion Theory* v. 23 n. 3 (May 2019): 401-439. **Library Online Journals**

Funderbunk, J.A. “How Fashionable Were Women Settlers in Custer County, Nebraska? Maternity Wear on the Nebraska Frontier, 1886-1892.” *Nebraska History* 81 (2): 56-66. [doc\_publications\_NH2000Maternity.pdf (nebraska.gov)](https://history.nebraska.gov/wp-content/uploads/2017/11/doc_publications_NH2000Maternity.pdf)

Kelly, Lori Duin. “Crossing the ‘Bearing’ Straits: Women’s Maternity Dress in the 19th Century. Studies in Popular Culture v. 21 n. 1 (October 1998): 1-12. **Library Online Journals**

Reiger, K. I. 2014. “Garment No. 5: The New Woman Novel and the First Maternity Clothes.” *CEA Critic* 76 (3): 259-266. **Library Online Journals**

**WK 11: Westward Expansion (1865-1890)**

T/TH (19/21 March): **Page Count: 191** (Note: Dissertation pages are much shorter than published pages)

“’No Seamstresses, No Ready-Made Clothing’: Clothing Consumption on the American Frontier, 1850-1890” *Clothing and Textiles Research Journal* v. 12 n. 3 (Spring 1994): 16-21. **Library Online Journals**

“Part One: Females in Male Attire, and Males in Petticoats” In *Re-Dressing America’s Frontier Past* (Berkeley: University of California Press, 2011): 23-94. **Archive.org**

Coles, Sasha. “Homespun Respectability: Silk Worlds, Women’s Work, and the Making of Mormon Identity.” PhD Dissertation (UC Santa Barbara, 2021): 24-71 and 115-183. **Proquest or eScholarship.org**

**WK 12: PROGRESSIVE ERA (1890-1917): LABOR MOVEMENT/INDUSTRIALIZATION**

T/TH (26/28 March): *Withdrawal Deadline*

*28 March: Prospectus due BEFORE Class*

**Page Count: 140**

Enstad, Nan. *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the turn of the Twentieth Century* (New York: Columbia University Press, 1999): 17-118 and 161-200. **Archive.org**

**WK 13: PROGRESSIVE ERA (1890-1917): NEW WOMAN**

T (2 April): **Page Count: 79**

Cunningham, Patricia. “Fashion, Dress Reform, and the New Woman” in *Reforming Women’s Fashion: 1850-1920, Politics, Health, and Art*. (Kent: Kent State University Press, 2003): 203-222. **Available as Ebook**

Marks, Patricia. “Women’s Fashions: The Shape of Things to Come” in *Bicycles, Bangs, and Bloomers: The New Woman in the Popular Press* (Lexington: The University of Kentucky Press, 1990): 147-173. **Available as Ebook**

Rabinovitch-Fox, Einav. “Fashioning the New Woman: Gibson Girls, Shirtwaist Makers, and Rainy Daisies” in *Dressed for Freedom: The Fashionable Politics of American Feminism* (Urbana: The University of Illinois Press, 2021): 13-47. **Student Purchase or ILL**

TH (4 April): **Waleska Day – No Classes**

**WK 14: PROGRESSIVE TO GILDED ERA (1890-1925): COLLEGE**

T/TH (9/11 April): Page Count: 104

Lowe, Margaret A. “The College Look: Campus Fashions” in *Looking Good: College Women and Body Image, 1875-1930* (Baltimore: The John Hopkins University Press, 2003): 79-102. **Archive.org**

Van Cleave, Kendra. “Fashioning the College Woman: Dress, Gender, and Sexuality at Smith College in the 1920s” *The Journal of American Culture* v. 32 n. 1 (March 2009): 4-15. **Library Online Journals**

Warner, Patricia Campbell. “The Gym Suit: Freedom at Last.” *Dress in American Culture*, Eds. Patricia Cunningham and Voso Lab. (Bowling Green: Bowling Green Stat University Popular Press): 140-79. **Archive.org**

Way, Elizabeth “Dressing to Pass during the Harlem Renaissance: Fashion in the Novels of Jessie Redmon Fauset and Nella Larsen” *Fashion Theory* v. 24 n. 4 (May 2020): 535-566. **Library Online Journals**

**WK 15: Suffrage & Women’s Rights**

T/TH (16/18 April): **Page Count: 132**

Fischer, Gayle V. “Women’s Rights and Freedom Dresses” in *Pantaloons and Power: A Nineteenth-Century Dress Reform in the United States* (Kent:The Kent State University Press, 2001): 78-109. **Archive.org**

Nicolosi, Ann Marie. “’The Most Beautiful Suffragette’: Inez Milholland and the Political Currency of Beauty” *The Journal of the Gilded Age and Progressive Era* v. 6 n. 3 (July 2007): 286-309. Library Online Journals

Rabinovitch-Fox, Einav. “Styling Women’s Rights: Fashion and Feminist Ideology” in *Dressed For Freedom: The Fashionable Politics of American Feminisms* (Urbana: The University of Illinois Press, 2021): 48-80. **Student Purchase or ILL**

Rabinovtich-Fox, Einav. “Dressing the Modern Girl: Flapper Styles and the Politics of Women’s Freedom” in *Dressed for Freedom: The Fashionable Politics of American Feminisms* (Urbana: The University of Illinois Press, 2021): 81-116. **Student Purchase or ILL.**

Riegel, Robert E. “Women’s Clothes and Women’s Rights” *American Quarterly* v. 15 n. 3 (October 1963): 390-401. **Library Online Journals**

**WK 16: Research Paper Consultations**

T (23 April): Last Day of Class

Scheduled One-on-One Consultations

Sat (27 April): **Final Paper Due**