

**HISTORY 37500 CRN 15383/WGSS 39000 CRN 15841
WOMEN IN AMERICA SINCE 1870
SPRING 2021
TU/TH 1:30-2:45 in WTHR 172**

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In-person office hour: Tuesdays 11:00-12:00
Other days and/or times and/or format by appointment

This face-to-face course surveys the history of women in the United States from 1870 to the present. The course satisfies the gender requirement in the CLA core curriculum and the humanities requirement in the university core curriculum. It is open to all undergraduates.

Learning Outcomes

1. Students will examine the social, political, and economic forces that shaped U. S. women's history since 1870. They will analyze the sources of change and continuity in women's lives.
2. Students will evaluate the meanings and understandings of gender; changing meanings and significance of family, motherhood and personal relationships; changes in women's education and shifts in female employment; women's involvement in political and social movements; women's citizenship and relationship to the state; expressions and regulations of female sexuality; and women and popular culture.
3. They will understand the importance and power not only of gender but also of race, ethnicity, class, and sex in women's private and public lives.
4. Students will evaluate the often competing and conflicting nature of historical interpretation and assess various forms of primary source evidence to form conclusions about the meaning and significance of the history of women in America since 1870.

The following book is required reading for this class. Unfortunately, there is no free online access to this book. You can rent or purchase used or new copies locally and/or online.

- Ellen DuBois and Lynn Dumenil, *Through Women's Eyes: An American History with Documents*, Volume 2 Since 1865, 5/e (2019), Bedford/St. Martin's. ISBN ebook: 9781319156138 | ISBN paperback: 9781319156275

Other required reading and viewing material—internet sources, films, and articles posted in Brightspace—are indicated on the course schedule and calendar below and/or will be announced in class.

You can access the course material on Brightspace. <https://purdue.brightspace.com/d2l/home/214011>
There you will find the syllabus, other assigned reading and viewing, the writing assignments, and grades.

COURSE SCHEDULE AND CALENDAR

Note: Readings, internet documents, and videos may change slightly during the course of the semester due to availability. I will update this syllabus and Brightspace if necessary. Please check Brightspace and your purdue.edu email often.

Week 1: Introductions and Women in America in 1870

January 19 and January 21

Read: DuBois and Dumenil, *TWE*, Introduction and Chapter 6 (start)

Week 2: New Woman, 1870-1920

January 26 and January 28

Read: DuBois and Dumenil, *TWE*, Chapter 6 (finish)
[Bradwell v. Illinois \(1873\)](#)

Week 3: Working Girl, 1870-1920

February 2 and February 4

Read: DuBois and Dumenil, *TWE*, Chapter 7

Write: Response #1 due in Brightspace Tuesday February 2 by 10:00 a.m.

Week 4: Politics and Power, 1890-1920, Part 1

February 9 and February 11

Read: DuBois and Dumenil, *TWE*, Chapter 8 (start)
[Muller v. Oregon](#) (1908)**Watch:** Remembering the 1911 Triangle Factory Fire: <http://www.ilr.cornell.edu/trianglefire/> (browse)
Film: [Triangle Fire](#). No class meeting Thursday February 11 so you can watch the film on your own time.**Write:** Essay 1 due Friday February 12 by 11:59 p.m.**Week 5/6: Politics and Power, 1890-1920, Part 2**

February 16, February 18, and February 23

Read: DuBois and Dumenil, Chapter 8 (finish)
Martha S. Jones, "How Black Suffragists Fought for the Right to Vote and a Modicum of Respect," [HUMANITIES, Summer 2019, Volume 40, Number 3](#)**Watch:** Films: Parts of [The Vote](#) and [Iron Jawed Angels](#). No class meeting Thursday February 18 so you can watch the films on your own time.**Write:** Response #2 due in Brightspace Tuesday February 23 by 10:00 a.m.**Week 6/7: The New Woman in the Prosperity Decade**

February 25, March 2, and March 4

Read: DuBois and Dumenil, *TWE*, Chapter 9 (through 1920s section and 1920s primary sources)
Kathleen Blee, "Women in the 1920s' Ku Klux Klan Movement," pdf in Brightspace**Write:** Response #3 due in Brightspace Thursday March 4 by 10:00 a.m.**Week 8/9: From the Flapper to Rosie the Riveter, 1930-1950**

March 9, March 11, and March 16

Read: DuBois and Dumenil, *TWE*, Chapter 9 (finish)
Dorothea Lange, photographs <https://www.moma.org/artists/3373> (browse)
World War II government propaganda posters <http://americanhistory.si.edu/victory/> and [digital library northwestern ww2 poster collection](#) (browse)**Write:** Essay 2 due Friday March 12 by 11:59 p.m.**Week 9: Reading Day, Thursday March 18. No class meeting.****Week 10/11: Beyond the Feminine Mystique: Changing Lives in Postwar America**

March 23, March 25, and March 30

Read: DuBois and Dumenil, *TWE*, Chapter 10
Danielle McGuire, "'It was like all of us had been raped': Sexual Violence, Community Mobilization, and the African American Freedom Struggle," pdf in Brightspace
Michelle Nickerson, "Moral Mothers and Goldwater Girls: Women and Grassroots Conservatism in the American Sunbelt," pdf in Brightspace**Watch:** Film: *The Pill*. No class meeting Thursday March 25 so you can watch the film on your own time.**Write:** Response #4 due in Brightspace Tuesday March 30 by 10:00 a.m.**Week 11/12: The Gender Revolution**

April 1, April 6, and April 8

Read: DuBois and Dumenil, *TWE*, Chapter 11
[Griswold v. Connecticut](#) (1965)
[Loving v. Virginia](#) (1967)
[Frontiero v. Richardson](#) (1973)**Write:** Essay 3 due Friday April 9 by 11:59 p.m.**Week 13: Reading Day, Tuesday April 13. No class meeting.****Week 13/14: Women in the Modern Era, 1980-2000**

April 15, April 20, and April 22

Read: DuBois and Dumenil, *TWE*, Chapter 12 (start)

- Watch:** Film: [Wonder Women!](#) No class meeting Thursday April 15 so you can watch the film on your own time.
- Write:** Response #5 due in Brightspace Tuesday April 20 by 10:00 a.m.

Week 15: Women in the New Century, 2000-2021

April 27 and April 29

- Read:** Dubois and Dumenil, *TWE*, Chapter 12 (finish)
- Write:** Response #6 due in Brightspace Tuesday April 27 by 10:00 a.m.
- Write:** Essay 4 due Friday May 7 by 11:59 p.m.

ASSIGNMENTS AND GRADING

Essays:

Over the course of the semester, you will write four essays responding to questions based on the course material. Each essay is worth 0-25 points. I will post the questions for each essay one week before the due date. See [Essays](#) on Brightspace for more information.

Responses to Prompts:

Over the course of the semester, you will respond informally in writing in Brightspace to the material assigned for six of the class discussions. Each informal response is due before the discussion; I will use your responses to frame our discussions. No make-ups for these responses. But I will drop the lowest score; in other words, you are allowed one missed response. These informal written response pieces will each be worth 0-5 points and will total 0-25 points. I will post the prompts for each response 5-7 days before the due date. See [Responses to Prompts](#) in Brightspace for more information.

Extra Credit:

There will be several out-of-class events this semester that you may attend and report on to earn extra credit during the semester. Information about the [Extra Credit Opportunities](#) are posted in Brightspace.

TO SUMMARIZE THE GRADING:

Informal responses (5@0-5)	0-25 points = 20%
Essay 1 due 2/12	0-25 points = 20%
Essay 2 due 3/12	0-25 points = 20%
Essay 3 due 4/9	0-25 points = 20%
Essay 4 due 5/7	0-25 points = 20%
Total	0-125 points=100%

Course Grade (as percentage of total points)

A+ = 121-125 pts	C = 91-95 pts
A = 116-120 pts	C- = 88-90 pts
A- = 113-115 pts	D+ = 84-87 pts
B+ = 109-112 pts	D = 79 -83 pts
B = 104-108 pts	D- = 75-78 pts
B- = 100-103 pts	F = 0-74 pts
C+ = 96-99 pts	

ACADEMIC INTEGRITY

Purdue University and this professor prohibit “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” (University Regulations, Part 5, Section III, B, 2, a). In this class, it will lead to a failing grade (0) on the assignment. Depending on the severity of the incident, it may lead to further consequences. And you should know that faculty members are expected to report all cases of plagiarism to the Office of the Dean of Students. For a set of helpful guidelines, see: <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>

Plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging the source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of any writer, including other student writers. Plagiarism means reproducing or paraphrasing the words or ideas of someone else without proper attribution, and passing this work off as one's own. For more discussion of academic dishonesty, see the Online Writing Lab's discussion and guidelines for avoiding plagiarism at:

https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html

ACCESSIBILITY AND ACCOMMODATIONS

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

MENTAL HEALTH

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at any time.
- If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).
- If you are struggling and need mental health services, Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

DIVERSITY & INCLUSION

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach their own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy is at http://www.purdue.edu/purdue/ea_eou_statement.html.

UNIVERSITY EMERGENCY POLICY

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Any changes will be posted, once the course resumes, on the course website. Here are ways to get information about changes in this course: my email address ngabin@purdue.edu, my office phone 765-494-4141, and the History Department main office phone: 765-494-4132. I expect you to read your @purdue.edu email on a frequent basis.

Please review the Emergency Preparedness website:

http://www.purdue.edu/ehps/emergency_preparedness/index.html

ACADEMIC GUIDANCE IN THE EVENT A STUDENT IS QUARANTINED/ISOLATED

If you must quarantine or isolate at any point in time during the semester, please reach out to me via email so that we can communicate about how you can continue to learn remotely. Work with the Protect Purdue Health Center (PPHC) to get documentation and support, including access to an Academic Case Manager who can provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Your Academic Case Manager can be reached at acmg@purdue.edu. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation.

HEALTH AND SAFETY GUIDELINES

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask [in classrooms and campus building](#), at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not properly wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).