This course introduces students to the methods of historical research and writing by focusing on women and the gender revolution in modern America. The second half of the twentieth century brought a world of change to women’s lives and American ideas about gender. *Life* magazine declared it “the revolution that will affect everybody.” Others called it a “tidal wave” and the “world split open”. As we move from Baby Boomers to Generation Y, we will consider the social, political, economic, and cultural dynamics of the gender revolution for American women from various classes and demographic, racial, and ethnic groups. We will ask if and how this revolution changed: the meanings and understandings of gender; the meanings and significance of family, motherhood, and personal relationships; women’s education and female employment; women’s involvement in political and social movements; women’s relationship to the state; expressions and regulations of female sexuality; and women and popular culture. We will engage these topics through a variety of sources—magazines and newspapers, movies and music, memoirs and fiction, legislative hearings and court decisions, television and advertisements, oral histories and photographs. Students will write a research paper on a topic of their own choosing based on work in these kinds of primary sources.

**Books Available for Purchase**
The following paperback books have been ordered for the course by University Bookstore and Follett’s Bookstore. Other assigned reading will be available on Blackboard and the internet in electronic form or distributed in class in hard copy.


There is a Blackboard website for this course with the syllabus, any other assigned reading, and all the various course handouts (reading questions, research guides, etc.).

**COURSE SCHEDULE**
**Tu 8/26**  Introductions

**Th 8/28**  Beyond the Feminine Mystique: Gender in Postwar America
**Read:**
Collins, Introduction and Chapters 1-3
MacLean, Documents 1-4

**Tu 9/2**  Beyond the Feminine Mystique: Gender in Postwar America
**Read:**
Select an issue of *Life* from the 1950s and an issue of *Ebony* beginning in 1959 and evaluate the ads, editorial content, photographs and illustrations for ideas and arguments about gender.
Browse a 1959 issue of *Ebony*. Full-text via Google Books:
[http://books.google.com/books?id=IkvcmYMtcC&source=gbs_all_issues_r&cad=1&atm_aiy=1950#all_issues_anchor](http://books.google.com/books?id=IkvcmYMtcC&source=gbs_all_issues_r&cad=1&atm_aiy=1950#all_issues_anchor)
Browse any 1950s issue of *Life*. Full-text via Google Books:
Write:
Compare and contrast the issues of Life and of Ebony in a two page, 500-600 word essay. See Rampolla, pp. 11, 29-36 for suggestions on how to proceed. Essay is due in class on Tuesday September 2.

Th 9/4 Women and the Movements of the 1960s
Read:
Collins, Chapters 4-8
MacLean, Introduction and Documents 5-9

Tu 9/9 Women and the Movements of the 1960s
Read:
Beth Bailey, “Sexual Revolution(s)” OR Beth Bailey, “Prescribing the Pill: Politics, Culture, and the Sexual Revolution in America’s Heartland”
“The Second Sexual Revolution,” Time, January 24, 1964
Loving et ux. v. Virginia (1967)
Griswold et al. v. Connecticut (1965)

Write:
How do the diverse sources assigned for the class help us to understand the causes, character, and consequences of the “sexual revolution” of the 1960s? What was “revolutionary” about the sexual revolution? Was it different for women than for men? Respond to these questions in a two page, 500-600 word essay. Essay is due in class on Tuesday September 9.

Th 9/11 Information literacy session with Larry Mykytiuk and Sammie Morris will meet in the HSSE Library.
Read:
Rampolla, Chapter 5 “Writing a Research Paper”

Tu 9/16 Women and the Movements of the 1960s
Read:
MacLean, Documents 10-23
Other materials to be assigned

Th 9/18 The 1970s: When Everything Changed
Read:
Collins, Chapter 9-11
MacLean, Documents 24-33
Eisenstadt v. Baird (1972)
Frontiero v. Richardson (1973)
“Great Changes, New Chances, Tough Choices” Time January 5, 1976
“The Black Woman” Ebony August 1977
Pregnancy Discrimination Act of 1978

Tu 9/23 Paper topics day
Read: Rampolla, Chapters 3 and 4

Th 9/25 The 1970s: When Everything Changed
Read:
Articles to be assigned

Write:
In a few sentences, summarize the thesis or major claim of each article. Then discuss whether the
documents on the 1970s confirm, refute, or modify the arguments in the two articles. Two page, 500-600 word essay due in class on Thursday September 25.

Tu 9/30 The 1980s: Pink Collars, Glass Ceilings, and Mommy Tracks
Read:
Collins, Chapter 12
MacLean, Documents 34-36
UAW v. Johnson Controls (1991)
Film, television, and music video clips to be assigned

Th 10/2 The 1980s-1990s
Read:
To be assigned

Write:
Respond to one of the following three questions in a two page, 500-600 word essay due in class on Thursday October 2.
1. Why were (are) most occupations sex segmented? Why are some jobs still considered “male” and some “female” despite the rise of feminism and the enactment of antidiscriminatory laws?
2. Did popular culture challenge and subvert or reinforce and prescribe conservative ideas about gender in the 1980s and 1990s?
3. What progress did the gender revolution make in the 1980s and 1990s?

Tu 10/7 Paper topics day
Preliminary paper topic statement and tentative bibliography are due today. Six students will introduce their projects.

Th 10/9 Paper topics day
Preliminary paper topic statement and tentative bibliography are due today. Six students will introduce their projects.

Tu 10/14 Fall Break—no class meeting

Th 10/16 Library day—No class meeting

Tu 10/21 From Girl Power to Girls Gone Wild
Read:
Collins, Chapters 13-15, Epilogue
MacLean, Documents 37-40
Internet sources to be assigned

Write:
Respond to one of the following three questions in a two page, 500-600 word essay due in class on Tuesday October 21.
1. Was the gender revolution finished by 2000? By 2014?
2. Looking at the late 20th-early 21st century, what roles do women play in politics? What are the ways that gender affects and is affected by political participation? How does gender affect thinking about politics?
3. In evaluating popular culture, some people stress its repressive aspects (its tendency to stereotype and discriminate, for example, or its propensity toward social and political conservatism) while others emphasize its liberating features (or at least its subversive possibilities). Do you think popular culture
in the twenty-first century reinforces or challenges conventional ideas about gender roles and relations?

Th 10/23 After the Revolution? Women in the New Century
**Read:**
Internet sources to be assigned

Tu 10/28 Share topics and research
Annotated bibliographies are due. Six students will each share one document/primary source with the class.

Th 10/30 Share topics and research
Annotated bibliographies are due. Six students will each share one document/primary source with the class.

Tu 11/4 Research Day—no class meeting

Th 11/6 Research Day—no class meeting

Tu 11/11 Research Day—no class meeting

Th 11/13 Research Day—no class meeting

Tu 11/18 Outlines due and/or meet with Prof. Gabin—no class meeting

Th 11/20 Outlines due and/or meet with Prof. Gabin—no class meeting

Tu 11/25 Research & Writing day—no class meeting

Th 11/27 Thanksgiving—no class meeting

Tu 12/2 Drafts due by 11 am by email to evaluators—no class meeting

Th 12/4 Peer reviews in class—class will meet

Tu 12/9 Revision day—no class meeting

Th 12/11 Revision day—no class meeting

Th 12/18 Papers due by 9 pm by email to Prof. Gabin

**GRADED TASKS AND ASSIGNMENTS**

Class Participation and Attendance:
The success of a seminar depends greatly on the willingness of everyone to participate actively in discussion. It also depends on everyone having read the assigned material. The quality as well as the frequency of your participation in discussion will be factored into your grade for the course. I will use the following system in grading class participation: failure to attend class will earn an F (or 0) for that day; attendance without any participation in the discussion will earn a C (or 2.0) for that day; and participation in discussion will earn a score ranging from B (3.0) to A (4.0) for that day. At the end of the semester, I will drop the two lowest discussion grades, average the remaining discussion grades, and weight it 35%.
Writing Assignments:
In the first nine weeks of the semester, you will write five two-page (500-600 words) essays responding to questions based on the assigned reading and in-class material. Each essay will be worth 5 points.

Research Paper:
You will select a research topic, devise an appropriate bibliography of secondary and primary sources, and write a 12-15 page paper that relies on primary sources in making its argument and is formatted according to the style sheet in Rampolla, *A Pocket Guide to Writing in History*. We will discuss possible topics in class, but you should feel free to devise your own in consultation with me. A separate handout will describe the research paper in greater detail. But here are the important steps and dates for their completion.

- A preliminary topic statement and tentative bibliography are due October 7-9.
- An annotated bibliography is due October 28-30.
- An outline of the paper is due November 18-20.
- A draft of the paper is due December 2.
- Peer evaluations of the drafts are due December 4.
- Final revised versions of the papers are due by Thursday, December 18.

To summarize:
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<td>Discussion</td>
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<td>Writing assignments</td>
<td>25 percent</td>
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<tr>
<td>Research paper (all steps)</td>
<td>40 percent</td>
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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: [http://www.purdue.edu/odos/osrr/academicintegritybrochure.php](http://www.purdue.edu/odos/osrr/academicintegritybrochure.php)

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 online, 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: [http://owl.english.purdue.edu/owl/resource/589/01/](http://owl.english.purdue.edu/owl/resource/589/01/)

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: 494-4132. You are expected to read your @purdue.edu email on a frequent basis.

EMERGENCY PREPAREDNESS – A MESSAGE FROM PURDUE
To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages, view [www.purdue.edu/ea](http://www.purdue.edu/ea). There are nearly 300 Emergency Telephones outdoors across campus and in parking garages that connect directly to the PUPD. If you feel threatened or need help, push the button and you will be connected immediately. If we hear a fire alarm during class we will immediately suspend class and evacuate the building, and proceed outdoors. Do not use the elevator. If we are notified during class of a Shelter in Place requirement for a tornado warning, we will suspend class and shelter in the basement. If we are notified during class of a Shelter in Place requirement for a hazardous materials release, or a civil disturbance, including a shooting or other use of weapons, we will suspend class and shelter in the classroom, shutting the door and turning off the lights. Please review the Emergency Preparedness website for additional information: [http://www.purdue.edu/eohps/emergency_preparedness/index.html](http://www.purdue.edu/eohps/emergency_preparedness/index.html)