

HISTORY 37500
WOMEN IN AMERICA SINCE 1870
SPRING 2019
TU/TH 9:00-10:15 in UNIV 217

Professor Nancy Gabin
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Office hours: Tuesdays 1:30-2:30
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This course surveys the history of women in the United States from 1870 to the present. By examining the social, political, and economic forces that have shaped that history, the course assesses the sources of change and continuity in women's lives. We will consider topics such as the changing meanings and understandings of gender; the 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 relationship to the state; expressions and regulations of female sexuality; and women and popular culture. Stressing diversity as well as unity, the course emphasizes the importance not only of gender but also of race, ethnicity and class in women's lives. 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.

A Blackboard Learn website for History 37500 has all the course handouts, lecture outlines, some reading assignments, the writing assignments, and grades. <https://mycourses.purdue.edu>

The following book is required reading for this class.

- 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. **NOTE:** You may purchase this text locally at University Bookstore or Follett's or from an online seller or from the publisher at this link:
https://store.macmillanlearning.com/us/product/Through-Womens-Eyes-Volume-2/p/1319156274?_ga=2.130278223.19270516.1542831314-2912203.1539659161

Other required readings—sources available via the internet or as pdfs posted on Blackboard—are noted on the course outline below, included in lecture outlines, and/or will be announced in class.

COURSE OUTLINE AND READING ASSIGNMENTS

Women in America in 1870

January 8-10

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

New Woman and Working Girl, 1870-1920

January 15-24

Read for 1/15-1/17: DuBois and Dumenil, *TWE*, Chapter 6 (finish)

[Bradwell v. Illinois \(1873\)](#)

Read for 1/22-1/24: DuBois and Dumenil, *TWE*, Chapter 7

Politics and Power, 1900-1920

January 29-February 12

Read: DuBois and Dumenil, *TWE*, Chapter 8

Remembering the 1911 Triangle Factory Fire: <http://www.ilr.cornell.edu/trianglefire/>

[Muller v. Oregon](#) (1908)

The New Woman in the Prosperity Decade

February 14-21

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 on Blackboard

MIDTERM EXAM IN CLASS ON TUESDAY FEBRUARY 26

From the Flapper to Rosie the Riveter, 1930-1950

February 28-March 7

Read: DuBois and Dumenil, *TWE*, Chapter 9 (finish)
 Dorothea Lange, photographs <https://www.moma.org/artists/3373>

Spring Break: No class meetings, March 12 and 14

Beyond the Feminine Mystique: Changing Lives in Postwar America

March 19-28

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 on Blackboard
 Michelle Nickerson, "Moral Mothers and Goldwater Girls: Women and Grassroots Conservatism in the American Sunbelt," pdf on Blackboard

The Gender Revolution

April 2-11

Read: DuBois and Dumenil, *TWE*, Chapter 11
[Griswold v. Connecticut](#) (1965)
[Loving v. Virginia](#) (1967)
[Frontiero v. Richardson](#) (1973)

Women in the Modern Era, 1980-present

April 16-25

Read: DuBois and Dumenil, *TWE*, Chapter 12

FINAL EXAM DURING FINALS WEEK—dates and times to be announced

GRADING

Exams:

There will be two exams: a midterm and a final. The midterm on Tuesday February 26 will cover the course material from the first half of the course; the final—dates and times to be announced—will cover the material from the second half of the course. Each exam will consist of several short-answer questions and one essay question. To help you prepare for the exams, you will receive one-week in advance a list of short-answer questions and essay questions from which the exam will be drawn word-for-word. Each one-hour, in-class exam is worth 0-60 points.

Informal Essays:

Over the course of the semester, you will write two essays responding to questions based primarily on the reading material. Each essay is worth 0-30 points. You decide which two of six dates you will submit essays on Blackboard. Instructions begin after the grading summary below and are posted on Blackboard.

In-class Responses:

There will be at least six opportunities during the semester to respond spontaneously and very informally to class material (lectures, films, discussion, etc.). These unscheduled, unannounced and generally ungraded in-class written response pieces will be worth a total of 20 points. No make-ups for the in-class responses. But I will drop the lowest score; in other words, you are allowed one missed in-class response.

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 will be distributed by email and posted on Blackboard.

TO SUMMARIZE THE GRADING:

Informal essays (2 @ 30)	60 points= 30 %	193-200 pts = A+	153-158 pts = C+
In-class responses	20 points= 10 %	185-192 pts = A	145-152 pts = C
Midterm	60 points= 30 %	179-184 pts = A-	139-144 pts = C-
Final	60 points= 30 %	173-178 pts = B+	133-138 pts = D+
Total	200 points=100 %	165-172 pts = B	125-132 pts = D
		159-164 pts = B-	119-124 pts = D-
			0 - 118 pts = F

READ-AND-RESPOND QUESTIONS and ESSAYS

Over the course of the semester, you will write two short essays. Each essay should be 2-3 double-spaced typed pages or 550-700 words. Each one is worth 0-30 points. You decide which two of six dates you will submit essays (although I encourage you to submit at least one before spring break). No extensions will be granted and no backtracking is allowed. The essays should be submitted on Blackboard by 11:59 pm on the assigned date.

The purpose of these essays is not so much to improve your writing skills as it is to stimulate thinking about issues, questions, and problems suggested by your study of American women's history since 1870. The goal is for you to discover, develop, and clarify your own ideas and we will be looking for evidence that you are thinking seriously about history. **Your essays should show that you have done your reading** and that you are wrestling with ideas and concepts introduced in the reading, in lectures and films shown in class, and in discussions. Do not do any research beyond the material assigned for and presented in class. For the most part, you will be rewarded for the process of thinking rather than the act of composing.

INSTRUCTIONS: CHOOSE ANY TWO OF THE FOLLOWING SIX ESSAY OPTIONS. THEN SELECT ONE OF THE NUMBERED QUESTIONS UNDER THE ESSAY OPTIONS TO ANSWER. SUBMIT YOUR ESSAYS FROM ASSIGNMENTS ON BLACKBOARD.

Essay Option 1. Answer *one* of the following four questions. Due by 11:59 p.m. on Thursday January 24

1. How new was the New South for African American women in the decades after the Civil War?
2. "Consolidating the West" had different meanings for white women settlers and Native American women. What generalizations can you make about the two disparate groups' experiences? How does the material in Chapter 7 of *TWE* help you to answer this question?
3. Nineteenth-century women's higher education proceeded along two parallel lines: the struggle for coeducation and the establishment of all-women's institutions. What were the advantages and disadvantages of each approach?
4. How do the photographs, illustrations, and other visual sources in Chapters 6 and 7 in *TWE* reveal the racial, ethnic, and class lines that divided American women in the late nineteenth century?

Essay Option 2. Answer *one* of the following four questions. Due by 11:59 p.m. on Tuesday February 12

1. *TWE* states that "women filled the progressive landscape." How and why did women shape the Progressive movement? What is the significance of the terms "female dominion of reform" and "maternalism"? How do the two terms differ?
2. How does *Triangle Fire* help you to understand working-class women's experience in the late 19th-early 20th century? What does it add to the discussion in *TWE* and the material on the Remembering the 1911 Triangle Fire website?
3. Did city life liberate women in the late 19th-early 20th centuries or did it reinforce male power and control? Draw on the reading in *TWE* and the films in answering this question.
4. How does *Iron Jawed Angels* help you to understand the woman suffrage movement? What does it add to the coverage of the movement in *TWE*? What does it omit?

Essay Option 3. Answer *one* of the following three questions. Due by 11:59 p.m. on Thursday February 21

1. Were flappers feminists?
2. "The emergent and burgeoning consumer culture of the early 20th century liberated more than it repressed women." What is the extent of your agreement (if any) with this statement about the period 1900 to 1930?
3. Was the activism of the Women of the Ku Klux Klan more similar to or different from that of female labor unionists or the racial justice campaigns spearheaded by African American women or the legislative lobbying of the Women's Joint Congressional Committee in the first third of the twentieth century?

Essay Option 4. Answer *one* of the following three questions. Due by 11:59 p.m. on Thursday March 28

1. How did ideas about gender and postwar gender codes shape the way women entered and participated in the civil rights movement? How do the personal accounts in Chapter 10 of *TWE* and the details in the article by Danielle McGuire help answer this question?
2. Was conservative women's activism more different from or similar to that of liberal women such as peace and civil rights activists and feminists in the 1950s and 1960s?
3. Did the Cold War and the fear of communism limit or increase women's public activism in the period from 1945 to 1965?

Essay Option 5. Answer *one* of the following three questions. Due by 11:59 p.m. on Thursday April 11

1. Revolutions imply a change in the center of power within a society. What then was “revolutionary” about the sexual revolution of the 1960s and 1970s? How did it challenge 1) gender, 2) sexuality, 3) kinship? Were these challenges revolutionary?
2. Why might the documents and primary sources on women’s liberation in Chapter 11 of *TWE* have been considered radical when they were published? Do they still seem radical today?
3. In what ways do the documents and primary sources in Chapter 11 of *TWE* suggest the diverging concerns of white feminist women and feminist women of color? What similarities do they indicate?

Essay Option 6. Answer *one* of the following four questions. Due by 11:59 p.m. on Tuesday April 23

1. What motivated conservative women into political activism in the 1970s through the 2000s? What were their central issues?
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. Do you see same-sex marriage and lesbian families as challenges to or affirmations of the traditional family? Why and how?
4. 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). Looking at the late 20th-early 21st century, does popular culture reinforce or challenge conventional ideas about gender roles and relations? How does the course material—the assigned reading and the media in class presentations—help answer this question?

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 supposed to report all cases of plagiarism to the Office of the Dean of Students. Please do your own work. See: <https://www.purdue.edu/odos/academic-integrity/>

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 your fingertips, available to you 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: 494-4132. I expect you to read your [@purdue.edu](mailto:ngabin@purdue.edu) email on a frequent basis.

Please review the Emergency Preparedness website: http://www.purdue.edu/ehps/emergency_preparedness/index.html