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OFFICE: BRNG 6110
O.H.: W 2:30-3:30

**HISTORY 642:
RESEARCH SEMINAR ON GENDER HISTORY**

SPRING 2024
BRNG 1242
W. 3:30-5:50

COURSE DESCRIPTION: The purpose of this graduate seminar is to improve research and writing skills, with a particular emphasis on gender. Through readings and written exercises, we will explore particular topics, including gender violence, reproductive health, memory, the politics of place, labor, activism, archival research, autobiography, and biography. Because some students in this course are currently enrolled in 611, I am going to be flexible about the types of research students choose to do – rather than turning in a completed research paper at the end of the semester, we will focus on shorter assignments, followed by a choice of final project.

Please note: this syllabus is subject to change.

Required books:

- Sylvia Sellers-Garcia, *The Woman on the Windowsill: A Tale of Mystery in Three Parts*
- Rebecca Solnit, *Recollections of My Nonexistence: A Memoir*
- Julia Shaw, *The Memory Illusion: Remembering, Forgetting, and the Science of False Memory*
- Laurel Thatcher Ulrich, *Well-Behaved Women Seldom Make History*
- Tiya Miles, *Wild Girls: How the Outdoors Shaped the Women Who Challenged a Nation*
- Nicholas Syrett, *The Trials of Madame Restell: Nineteenth-Century America's Most Infamous Female Physician and the Campaign to Make Abortion a Crime*
- Dominique Tobell, *Dr. Nurse: Science, Politics, and the Transformation of American Nursing*
- Natalia Molina, *A Place at the Nayarit: How a Mexican Restaurant Nourished a Community*

Course Requirements

Journal (20%)
 Mini papers (30%)
 Final project (20%)
 Participation (30%)

Schedule

January 10	Introductions
January 17	Read <i>The Woman on the Windowsill</i> -class meets for preliminary discussion of the book without me/ each student presents a chapter to discuss
January 24	Listen to Serial season 1 https://serialpodcast.org/ Special guest: Sellers-Garcia (via Zoom) Writing exercise: compare the narrative technique of Sellers-Garcia to that of Sarah Koenig in Serial. (3-4 pp)
January 31	Read <i>Recollections of My Nonexistence: A Memoir</i> and “Men Explain Things to Me” https://www.guernicamag.com/rebecca-solnit-men-explain-things-to-me/ -class meets for preliminary discussion of the book without me
February 7	Class discussion on gender and violence Writing exercise: Drawing on arguments and examples of Sellers-Garcia and Solnit, find one example of gendered violence from any time or place and briefly research/ analyze it. (7-10 pp)
February 14	Read <i>The Memory Illusion</i> Writing exercise: find an old photograph that triggers specific memories for you and at least one other person. Write down your own memories about the photo, then interview one other person who would remember what is captured in the photo. Ask this person to recount their memories of the event (without sharing your own memories). Then compare the two accounts (no more than 5 pp doublespaced).
February 21	Read <i>Well-Behaved Women Seldom Make History</i>

Meet at Purdue archives for a workshop with Katey Watson using material from the Bulkeley Butler Women's archives

February 28 Read *Wild Girls*

*February 29 workshop w/ Prof Tom Mullaney, 10-12.

March 6 Read *The Trials of Madame Restell*
Writing exercise: visit the Susan Bulkeley Butler Women's archives; choose one woman to write a brief biography on, drawing on the examples in Ulrich, Miles, and Syrett (5-10 pp)
Guest: Nick Syrett (via zoom)

March 13 spring break

March 20 Read *Dr. Nurse* plus Tobbell work in progress
Special guest: Tobbell (in person!)
Write: a series of questions you'd like Tobbell to answer

March 27 Read *A Place at the Nayarit*
Writing exercise: visit a restaurant or café for at least thirty minutes; write what you see.

April 3 *possible tour of Samara

April 10 No class (research)

April 17 Presentations

April 24 Presentations

Final paper: This is more of a "mini" research paper and is of your choosing! Final length roughly ten pages. Students will present ideas/ findings and get feedback during class April 17-24. Due May 1 by 5 p.m.

Explanation of journal: In addition to the writing exercises specified in the syllabus, I want you to write at least once a week in a journal. Mostly, you should write about reading assignments – what's the purpose of the book you've just read? What message does the author want to convey and how effectively do they do it? What evidence do they use? What new questions, problems, or inspirations does it trigger for you? How has the reading contributed to your thoughts about doing research on gender? Please bring your journal to class.

IMPORTANT NOTES AND PROCEDURES:

Attendance Policy:

This course follows Purdue's academic regulations regarding attendance, which states that students are expected to be present for every meeting of the classes in which they are enrolled. Attendance will be taken at the beginning of each class and lateness will be noted. When conflicts or absences can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification to the instructor is not possible, the student should contact the instructor as soon as possible by email or phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases falling under excused absence regulations, the student or the student's representative should contact or go to the [Office of the Dean of Students \(ODOS\) website](#) to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted by ODOS for cases of grief/bereavement, military service, jury duty, parenting leave, or emergent or urgent care medical care.

Nondiscrimination Statement:

Purdue University is committed to maintaining a community which 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 his or her 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. More details are available on our course Brightspace table of contents, under University Policies.

Accessibility:

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. More details are available on our course Brightspace under Accessibility Information.

Mental Health Statement:

If you're 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 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.

Emergency Preparation:

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 beyond the instructor's control.