New Course Request

Indiana University
Indianapolis Campus

Check Appropriate Boxes:  
Undergraduate credit [✓]  
Graduate credit [□]  
Professional credit [□]

1. School/Division  
School of Liberal Arts

2. Academic Subject Code  
HIST  132 0

3. Course Number  
A-320  
(must be cleared with University Enrollment Services)

4. Instructor  
TBA

5. Course Title  
United States Women's History II

Recommended Abbreviation (Optional)  
US Women's History II

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  
Spring 2011

7. Credit Hours: Fixed at 3-  
or Variable from  
to

8. Is this course to be graded S-F (only)? Yes [✓]  
No [□]

9. Is variable title approval being requested? Yes [□]  
No [✓]

10. Course description (not to exceed 50 words) for Bulletin publication:  
The social, economic, cultural, intellectual, political, and demographic history of women in the United States from the period before European settlement to the present. Topics include the variety in women's experiences; the worlds in which women lived; the relationship between the private and public realms; and changes and continuities over time.

11. Lecture Contact Hours: Fixed at 3  
or Variable from  
to

12. Non-Lecture Contact Hours: Fixed at 0  
or Variable from  
to

13. Estimated enrollment: 25  
of which [□]  
percent are expected to be graduate students.

14. Frequency of scheduling: every other year  
Will this course be required for majors? [□]  
Yes [✓]

15. Justification for new course:  
See attached

16. Are the necessary reading materials currently available in the appropriate library? [□]  
Yes [✓]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  
R E. Berman  
Date 10/2/09

Department Chairman/Division Director  

Dean of Graduate School (when required)

Approved by:  
L. W. Elliott  
Date 12/10/09

Dean

University Enrollment Services

Chancellor/Vice-President

Date

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
U.S. Women's History II
Indiana University/Purdue University, Indianapolis
History A3 : Section ######
Semester: Day/Hours
Location

Instructor: Dr. Nancy M. Robertson
Office Hours: Day: time
or by appt
Fax: 317/278-7800

Office: Cavanaugh Hall 503T
phone/voice mail: 274-8017
e-mail address: please use ONCOURSE
(in a pinch nmrobert@iupui.edu)

"Well-behaved women seldom make history."
--Laurel Ulrich

"Women's history is the primary tool for women's emancipation."
--Gerda Lerner

Course Description:

This class on U.S. women's history focuses on the post Civil War period to the present. We will explore the position of women--socially, economically, politically, culturally, sexually, etc.--as well as a variety of movements, both progressive and conservative, in which women were active to address their position (and the needs of the larger society). These movements include temperance, suffrage, social reform, anti-lynching, the Klan, the second and third waves of feminism, and so-called "anti-feminist" women. It is not possible to cover this topic comprehensively in a semester and I welcome students' pursuing topics and aspects beyond what is on the syllabus and incorporating that exploration into class discussion and written assignments.

Classes will include discussion as well as lectures and you should come prepared to talk about the issues raised by the readings and lectures. Reading assignments will encompass a variety of "primary" and "secondary" sources. We will examine some "classics" of women's history as well as more recent scholarship. The material is to be read for the class that is listed on the syllabus. You are encouraged to ask questions during class, through email, or by coming to my office hours.

Additionally, students will develop their skills at using primary and secondary sources to produce a research paper on a topic of their choice.

Course Objectives:

As with most history classes, the readings, lectures, films, discussions, and written assignments are designed to help students learn how to analyze material from the past, take a position on historical questions, use evidence to support their views, and convey their insights to others. The focus is on analyzing why things happened as much as learning what happened. This approach helps not only in understanding American history, but also in improving the critical thinking and communication skills essential to doing well both in school and in the future. In addition, the focus on women promotes a greater understanding of historical underpinnings of the society and culture in which we live.
Course Objectives (cont.):

Key issues particular to studying women include asking: How does looking at women affect our understanding of American history and society as a whole? How do women's experiences cause us to rethink categories like "conservative" and "progressive"? Does studying women (or different groups of women) mean that we need to rethink historical periodization? What are women's issues? What does it mean to think of gender as a category of historical analysis? And, ultimately, does it make sense to study women as women? In addition to asking questions about how women's experiences and politics may have changed over time, we will look at how historians of women have changed their understanding and analysis of women.

These course objectives relate to the "Principles of Undergraduate Learning" established to identify what all IUPUI students are expected to have mastered by graduation. You can find more about the Principles at: http://www.iport.iupui.edu/selfstudy/tl/puls/

Required Materials:

Books can be found at Campus Bookstore (the ISBN will allow you to buy them elsewhere):

Ellen Carol DuBois and Lynn Dumenil, Through Women's Eyes: an American History with Documents, 2nd edition (Boston: Bedford/St. Martin's, 2009); referred to below as TWE. Please note that all page numbers will refer to the 2nd edition. Although some of the reading is similar to that found in the 1st edition, not all reading corresponds—pages #s are definitely not the same. Please purchase the 2nd edition: ISBN 978-0-312-46887-3.


On Reserve in the Library:

I will place a U.S. history text on reserve in the library as a reference tool. You are welcome to rely on any other U.S. text (although the more recent the better). I will make copies available to borrow.

On ONCOURSE

Some reading (or links to web documents) will be posted on ONCOURSE. Unless otherwise indicated, please print these documents out (to refer to during class discussion).

Course Requirements:

I will provide longer descriptions of the written work, but the assignments will include:

Five (5) responses to (selected) class readings. These will be due at the start of class in response to the readings for that session. Questions will be made available ahead of time. They will be spread over the entire semester and will be more than five chances, but only your best five will count (worth 25% of your final grade).
Course Requirements (cont.):

Summary and analysis of a primary source (15% of grade)

Critical book review of a scholarly book on women's history (20% of grade).

Research paper (12-15 pages), due week 13 (20% of grade); interim steps for this paper will be worth an additional 5%.

Final examination (per Registrar's schedule) (15% of grade).

Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Note</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>Very Good</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Marginally Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Marginal</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>Poor</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Very Poor</td>
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<tr>
<td>D+</td>
<td>67-69</td>
<td>Distinctly Poor</td>
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<tr>
<td>D</td>
<td>63-66</td>
<td>Unacceptable</td>
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<tr>
<td>D-</td>
<td>60-62</td>
<td>Failing</td>
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<tr>
<td>F</td>
<td>59 and below</td>
<td>Fail</td>
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Please note these requirements for ALL written work for this course.

- Written assignments are due at the START of class (unless otherwise announced).
- Work is also to be submitted electronically in WORD or rtf format through ONCOURSE.
- If you use a source (either for a quotation or information), you MUST provide the appropriate citation; instructions for doing so will be posted on ONCOURSE.
- ALL work must include a section listing ANY sources that you consulted. The "Sources Consulted" section covers any and all sources whether or not you used the source in the final assignment. Sources include internet, reference works, and people, as well as more conventional materials. The section must provide FULL bibliographic information. Instructions will be posted on ONCOURSE.

Classroom Guidelines: The aim of these guidelines is to create an environment that facilitates engaged, but civil, academic debate and enhances the learning process for all students.

Please bring to class: the syllabus, handouts about upcoming assignments, and a copy of any assigned readings.

We will start and end each class on time. If circumstances mean that you must arrive to class late or leave early, please do so with a minimal amount of disruption. We go by cell phone time (since clocks on the campus run on differing schedules).

Turn off or mute cell phones, pagers, and beepers before class begins.

I welcome questions (although I may sometimes put you "on hold" until I conclude my point). Private conversations between class members while your classmates are talking or I am lecturing are not permitted. They are rude and disrupt the learning environment for others.

Listening and note taking are important life skills, therefore, no recording is allowed without special permission from the instructor.
Course Policies:

Attendance:

Regular attendance for the full class period is expected in this class. You are allowed three (3) absences in the course of the semester (although you are expected to stay on top of the reading). You do not have to offer a reason or an excuse for your absence. These absences allow for emergencies, family needs, celebrations, or job requirements. Frequent tardiness or repeatedly leaving early will count toward the three absences.

Consistent attendance and engaged participation will be used to determine borderline grades. Material covered in lecture is not necessarily covered in the required readings. Therefore, attendance at every class meeting will likely result in a better grade for the course.

In the case of a severe illness or other prolonged difficulty, I will need official documentation.

Late or Missed Work:

Extensions for due dates for assignments are granted only if you contact me BEFORE the deadline. Extensions are not automatically given. You should be sure to get from me IN WRITING a note indicating that I agreed to the later date; include that note when you hand your paper in.

Material that is handed in after the start of class on the due date (or extended due date) will generally be marked down for each day it is late. That is: a paper that would have been an A, will be an A- if it is 1 day late and a C- if it is 7 days late, etc. “Days” means “days of the week,” not class sessions.

In addition, the examples used in late written work cannot be examples discussed in class.

Work that is handed in late will not necessarily be returned with on-time work.

Make-up exams will be offered only at the discretion of the instructor and upon submission of official documentation (doctor’s note, accident report, funeral notice, etc.).

Rewriting Papers:

A goal of this course is to assist students in developing their analytical and writing skills. That means I count improvement in your work. If you want to rewrite an assignment, you MUST:

- Speak with me first.
- Hand in the original version when you submit the rewrite (and any comments I made).

Intellectual Honesty:

Developing your intellectual skills is possible only when you actually do the work assigned. We will have a longer discussion of intellectual work, academic integrity, and plagiarism and there will be a more detailed statement on ONCOURSE which you should consult. Plagiarism and/or cheating will, at a minimum, entail a grading penalty for the work in question and be reported to the appropriate dean’s office. The latter step may mean additional disciplinary action by the University. The University’s policy on plagiarism, as stated in the IUPUI Campus Bulletin, 2008-2010 (p.35) is:

A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

a. Quotes another person’s actual words, either oral or written;

b. Paraphrases another person’s words, either oral or written;

c. Uses another person’s idea opinion, or theory; or

d. Borrows facts, statistics, or other material, unless that information is common knowledge.
Course Policies (cont.):

Intellectual Honesty (cont.):

You can find the IUPUI Student Code of Conduct online at: http://www.iupui.edu/code/

Please note the requirement for the “Sources Consulted” statement. You may also talk with me if you have questions about what is or is not permissible. Academic integrity is important to establish a level playing field for all students; to maintain it, I will use whatever means necessary (including Turn-it-in) to detect violations.

It is often useful to talk over assignments or study for exams with other students. But each of you is to write your own, distinct paper or exam. You will want to use different examples or use examples differently in order to be clear that you have written a unique piece. If you have questions about what is appropriate collaboration, please check with me AHEAD of time.

Incompletes:

A grade of “incomplete” is troublesome for everyone. IUPUI’s policy on incompletes states they are only for students who have completed 75% of the course requirements and have been prevented by significant or unanticipated events from finishing the class.

Withdrawal from the Class:

If you decide to drop the class, please note that you must submit an official “drop slip” to the registrar (signed by the appropriate people). University policy requires assigning an “F” to a student who stops showing up even if that student has told the professor that she or he plans to withdraw.

Logistics, Resources, & Tips for Doing Well:

Information for this class will be posted on ONCOURSE. That will include announcements, changes in the syllabus or due dates, and some handouts. I expect that all students in this class will access ONCOURSE regularly. Generally, I will post materials for Tuesday’s [or Monday’s] class by noon the preceding Friday and for Thursday’s [or Wednesday’s] class by 7pm the preceding Tuesday [or Monday]. If you have any difficulties with ONCOURSE, please contact me as soon as possible.

Keep on top of the reading; the reading listed for a day should be done before the class lecture and/or discussion.

Submit ALL work in either WORD or RTF format. My computer may not be able to open other kinds of files; if I cannot open and read the file, you have not successfully submitted it.

If you submit an assignment to me outside of class (by e-mail), you should also bring a hard copy with you the next time you come to class. I will let you know when I receive the email. If you don’t hear from me within 24 hours, contact me again. E-mail does not always get through and papers can get lost; you need to be sure that I receive your paper.

I cannot stress too heavily the usefulness of planning ahead, saving work on your computer OFTEN, making backups (in a variety of formats), and printing out your paper early. Keep a back-up copy of any written work that you do not want to rewrite.
Logistics, Resources, & Tips for Doing Well (cont.):

My voice mail is on 24/7. Call me if you cannot reach me by email. If you leave a message, speak slowly and clearly, provide a phone number where you can be reached, and state times when you will be at that number. Unless otherwise indicated, I respond to voice mail (or email) within 48 hours.

You may have to miss a class (see the attendance policy above). You should check ONCOURSE for any announcements, handouts, etc. I strongly encourage you to find someone who will share notes with you if you miss class. You will find, however, that other people’s notes are rarely a replacement for being in class yourself. You need to contact me as soon as possible to make arrangements for late written work, but generally an absence does not excuse you from meeting the deadline for an assignment.

<table>
<thead>
<tr>
<th>Name of classmates</th>
<th>Contact info</th>
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If you feel shy about talking in class, please come and see me so we can develop strategies to make class go well.

Make use of the Writing Center (CA 427-274-2049; Library Commons, UL 2125-278-8171; Writing Center hotline 278-9999). Your tuition and fees pay for this service. Appointments are usually required and it gets busy around exam time. They can work with you one-on-one to improve your writing. For more, go to [http://www.iupui.edu/~uwc/](http://www.iupui.edu/~uwc/).

If you have difficulties that might require accommodations for successful completion of the class, please contact Adaptive Educational Services and have them notify me. You can find more at: [http://www.iupui.edu/~diversity/aes/](http://www.iupui.edu/~diversity/aes/)

The Student Advocate can guide you to departments and people, familiarize you with university policy and procedures, and give you guidance on a wide variety of problems. For more information, go to [http://life.iupui.edu/advocate/](http://life.iupui.edu/advocate/)

You are entitled to an e-mail account through IUPUI. I realize that many of you prefer to use another provider for e-mail and web work. The University encourages you to set up your IUPUI account to forward information to your other accounts. It means that you can easily access information from the University. If you need help setting up the account or forwarding mail, contact: [http://itaaccounts.iu.edu](http://itaaccounts.iu.edu)

Please note that, according to University policy, you are, ultimately, responsible for activity on your computer account.

There is a University web page that will let you know if the campus is closed for snow: [http://www.iupui.edu/~prepared/](http://www.iupui.edu/~prepared/) or call: 317-278-1600
SCHEDULE OF CLASS MEETINGS

This syllabus will be put on ONCOURSE, as will adjustments, corrections, and handouts. The syllabus is subject to change. Please be sure to keep on top of changes and announcements.

Wk 1: Introductions, overview of course objectives, requirements, themes, and the syllabus.

THE HISTORICAL CONTEXT

Wk 1: What is women's history? The state of women’s history.
   Background: American women’s history prior to the Civil War.

Wk 2: Political Context:
Wk 2: Social and Economic Context:

Wk 3: Cultural Context:
   TWE: Visual Sources: women and education (369-78) and Gilded Age images (379-84).
Wk 3: Differences among Women:
   Regions:

Wk 4: Immigrants:
   TWE: chap. 7: 403-10 and Visual Sources: Riis photos (434-40).

THE WOMAN'S ERA

Wk 4: Domestication of Politics:
   TWE: chap. 7: 410-18 and Visual Sources: Puck cartoons (441-45).

Wk 5: Women and Foreign Affairs:
   TWE: chap. 7: 418-21 and Visual Sources: Puck cartoons (446-47).
Wk 5: Rethinking the Personal:
   Charlotte Perkins Gilman, “The Yellow Wallpaper” (1892).
   Gilman, “Why I Wrote the Yellow Wallpaper” (1913) – ONCOURSE.
   Stanton, “The Solitude of Self” (1892):
   http://lcweb2.loc.gov/cgi-bin/query/r?ammem/naw:@field(DOCID+@lit(rbnawsan8358div2))
THE WOMAN'S ERA (cont.)

Wk 6: Working Women and Power:
Wk 6: Municipal Housekeeping:
TWE, chap. 8: 462-68; Document (427-33); and Appendix A-26 to A-27.

Wk 7: Alliances and cleavages:
TWE, chap. 8: 468-69, 470, 473; Documents (509-11); and Appendix A-26.
Wk 7: Suffrage:
TWE, chap. 8: 469-76 and Visual Sources, "Suffragists" (492-97).

Wk 8: Anti-Suffrage:
TBA.
Wk 8: Feminism and Birth Control:
TWE, chap. 8: 476-81, shaded passage 482-83 and Documents (503-08).

Wk 9: Women and War:
TWE, chap. 8: 481-88; Documents (511-13); and Visual Sources, "Uncle Sam Wants You" (498-502).
Wk 9: The 19th Amendment (the end or the beginning?):

THE NEW WOMAN

Wk 10: What ever happened to the Woman’s Movement?
TWE, chap. 9: 520-31 and Visual Sources, "Women at Work" (570-74).
Wk 10: Other Voices:
TWE, chap. 9: 531-35 and Documents (556-62).
TBA.

Wk 11: The Depression:
Wk 11: Women and the New Deal:
TWE, chap. 9: 539-45 and Documents (563-69).

Wk 12: The World at War:
TWE, chap. 9: 545-55 and Visual Sources, images of working women (575, 582).
Wk 12: Domestic Containment in Cold War America:
TWE, chap. 10: 588-609; Documents (644-48); and Visual Sources, television (628-43).

WOMEN'S MOVEMENTS

Wk 13: Civil Rights:
TWE, chap. 10: 610-23; Documents (649-57); and Appendix A-28 to A-29.
WOMEN'S MOVEMENTS (cont.)

Wk 13: The Personal is Political:
   TWE, chap. 10: 623-27; chap. 11: 664-670; and Appendix A-29 to A30.
   NOW “Statement of Purpose” (1966) and Documents (713-27).
   Research Paper due

Wk 14: The Personal is Political (cont.):
   TWE, chap. 11: 678-700 and Appendix A-30 to A-33.
   Visual Sources, “Feminism and the Drive for Equality in the Workplace” (701-12).
Wk 14: The Backlash:
   TWE, chap. 12: 734-48 and Appendix A-33 to A-34.

WOMEN and the WORLD

Wk 15: The Changing Global Context:
Wk 15: Changes and Continuities and COURSE REVIEW:
   TWE: Documents (766-77).

DAY & TIME SET BY REGISTRAR:     FINAL EXAM