

Topics in American History
U.S. Women's History II (1890-present)
Indiana University/Purdue University, Indianapolis
History A421 (20112) and H511 (20148)
Spring, Tuesdays and Thursdays, 1:30-2:45
Cavanaugh Hall 215

Instructor: Dr. Nancy M. Robertson
Office Hours: Thursdays, 3:00-4:00
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 period from 1890 to the present. We will explore the position of women, socially, economically, politically, culturally, sexually, etc. as well as the 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, settlement houses, anti-lynching, the Klan, social legislation, 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. Readings will include 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 when coming to my office hours.

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

Course Objectives:

As with most history classes, the readings, lectures, movies, discussions, and written assignments are designed to help students learn how to analyze material from the past, take a position on a historical question, 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. Gaining these abilities 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 an understanding of historical underpinnings of the society and culture in which we live.

Key issues particular to studying women include asking how focusing on women affects 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 useful definitions of politics and reform? 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 have women's experiences and politics changed over time, we will look at how the historians of women have changed their understanding and analysis of those 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.iupui.edu/~history/ugprinciples.html>

Required Books:

These can be found at Indy's College Bookstore (601 W. 11th Street, Indianapolis, 631-2665). Other books may be assigned as we continue. If the fact that books will not be in the Cavanaugh Store will be a problem, please let me know asap.

Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History with Documents* (Boston: Bedford/St. Martin's, 2005); referred to below as **TWE**.

Charlotte Perkins Gilman, *The Yellow Wallpaper* (New York: Dover).

On Reserve in the Library:

I will place a U.S. history text on reserve in the library as a reference tool. It is James Henretta, et al., *America's History*, 5th ed. (Boston: Bedford/St. Martin's, 2004). You are welcome to rely on any other U.S. text (although the more recent the better).

I will provide updates through ONCOURSE of other materials placed on Reserve.

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 20% of your final grade).

Active Class Engagement entails careful reading of the materials, attendance, participation, and (possibly) informal written assignments. Participation means not just speaking. It means being prepared and contributing thoughtful and informed ideas, questions, or opinions (15% of grade).

Course Requirements (cont.):

Summary and **analysis of a primary source** (10% of grade)

Follow-up paper to class discussion. I will identify up to 3 chances to do this assignment, but you will only need to do it once (15% of grade).

Research paper, due 4/12 (20% of grade); **interim steps** for this paper will be worth an additional 5%.

Comments on the draft of a classmate's paper (5% of grade).

Final examination, May 1st (10% of grade).

Please note these requirements for ALL written work for this course.

- Written assignments are due at the START of class.
- Work is also to be submitted electronically to the “drop-box” on 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 additional sources that you consulted. The “Additional Sources Consulted” section covers any and all sources (except the assigned books) 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. If you did not consult any other source, make that clear.

Classroom Guidelines

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

Please bring to class: the syllabus, handouts about upcoming assignments, and 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 the clock in this room.

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 I am lecturing or your classmates are talking are not permitted. They are rude and disrupt the learning environment for others.

Listening and note taking are important life skills, therefore, no tape recorders are 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 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 one 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.

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:

- o Speak with me first.
- o 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, 2006-2008 (p.36) 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 on line at:
<http://www.iupui.edu/code/>

Please note the requirement for written work about “Additional Sources Consulted” above. 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.

Withdrawing From Classes:

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:

Make use of the Resources of the Writing Center (CA 427--274-2049; Library Commons, UL 2155--278-8171; Writing Center hotline 274-3000). 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.

If you have difficulties that might require accommodation for completion of the class, please contact me and Adaptive Educational Services, CA 001E. You can reach them at 274-3241. The staff can arrange assistance. The Student Advocate Office can guide you to departments and people, familiarize you with university policy and procedures, and give you guidance on a wide variety of problems. It is located in UC 002 or at stuadvoc@iupui.edu.

You are encouraged to ask questions during class. It is possible that I may decide to hold off on a question in the interests of the class flow, but I will come back to it as soon as possible. If you feel shy about talking in class, please come and see me so we can develop strategies to make class go well.

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

Logistics, Resources, & Tips for Doing Well (cont.):

I cannot stress too heavily the usefulness of planning ahead, saving work on your computer

OFTEN, making backups (to 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.

Information for this class will be on ONCOURSE. Generally I post the overview for the lecture, a list of important terms to know, 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 class by 7pm the preceding Friday and for Thursday's class by 7pm the preceding Tuesday. I encourage you to set your ONCOURSE options to let you know when you have ONCOURSE mail. If you have any difficulties with ONCOURSE, please contact me as soon as possible.

I have voice mail that is on twenty-four hours a day. You are welcome to call me should you need to do so. If you leave a phone message, speak slowly and clearly, provide a phone number where you can be reached, and state times when you will be at that number. I will respond to e-mail or voice mail messages within 48 hours (except for messages sent after 12:00 noon on Friday, to which I may not respond until sometime on Monday).

You may have to miss a class very occasionally (see my attendance policy). You should check ONCOURSE for the class for 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.

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.

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://itaccounts.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://registrar.iupui.edu/adverseweather.html>

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.

- 1/9: Introductions, overview of course objectives, requirements, themes, and the syllabus.

BACKGROUND

- 1/11: What is women's history? The state of women's history
TWE: Introduction for students, "Declaration of Sentiments," Appendix A-18 to A21
Linda K. Kerber, "Separate Spheres, Female Worlds, Woman's Place: The Rhetoric of Women's History," *Journal of American History* (June 1988) -- access through J-Stor.
Lecture: American Women's History through the Civil War
- 1/16: Political and Historical Context:
TWE: chap 5: 270-283 and Document, "Ida Wells" (306-310); Appendix A-25 to A-26.
- 1/18: Social and Economic Context
TWE: chap 5: 283-305 and Document, "The Woman who Toils" (311-316)
- 1/23: Cultural Context
TWE: Visual Sources (317-333).
- 1/25: Differences among Women
The West
TWE: chap 6: 340-352 and Document, "Life of an Indian Girl" (373-378)
- 1/30: Immigrants
TWE: chap 6: 352-361 and Visual Sources: Riis photos (386-392)

THE WOMAN'S ERA

- 2/1: Domestication of Politics
TWE: chap 6: 361-368 and Visual Source: Puck Cartoons (393-399)
Paula Baker, "The Domestication of Politics" *American Historical Review* (1984) -- J-Stor.
- 2/6: Women and Foreign Affairs
TWE: chap 6: 368-372
Joan Brumberg, "Zenanas and Girlless Villages," *Journal of American History* (1982) – J-Stor.
- 2/8: 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://www.lclark.edu/~ria/stanton.solitude.html>
- 2/13: Working Women and Power
TWE, chap. 7: 406-415; Visual Sources, "The Strikers" (447-449).
- 2/15: Municipal Housekeeping
TWE, chap. 7: 415-422, Appendix, A-26 to A-27.
Addams, "The Subjective Necessity for Social Settlements" (1910) – ONCOURSE.
- 2/20: Alliances and cleavages
TWE, chap. 7: 422-424, 428 and Documents (466-473), Appendix A-26.
- 2/22: Suffrage
TWE, chap 7: 424-433 and Visual Sources, "Suffragists" (449-453)

THE WOMAN'S ERA (cont.)

- 2/27: Anti-suffrage
TBA
- 3/1: Feminism and Birth Control

TWE, chap 7: 433-437 and Documents (460-465).

- 3/6: Women and War
TWE, chap 7: 437-444 and Visual Sources, “Uncle Sam Wants You (454-459).
3/8: The 19th Amendment (the end or the beginning?)
TWE, chap 7: 444-446 and the Appendix, A-27 to A28

3/13 & 3/15: No class—spring break

THE NEW WOMAN

- 3/20: What ever happened to the Woman’s Movement?
TWE, chap. 8: 480-493 and Visual Sources, “Women at Work” (534-539).
3/22: Other Voices
TWE, chap. 8: 493-497 and Documents (519-525).
TBA
3/27: The Depression
TWE, chap. 8: 497-501 and Visual sources, “Women at Work (539-547).
3/29: Women and the New Deal
TWE, chap. 8: 501-507 and Documents (526-533).
4/3: The World at War
TWE, chap. 8: 507-518.
TBA
4/5: Domestic Containment in Cold War America
TWE, chap. 9: 554-574 and Visual Sources, “Television’s Prescriptions” (593-608)

THE WOMEN’S MOVEMENTS

- 4/10: Civil Rights
TWE, chap. 9: 574-586 and Documents (613-621), Appendix, A-28 to A-29.
TBA
4/12: The Personal is Political
TWE, chap. 9: 587-592; chap. 10: 628-648; Appendix, A-29 to A-33.
and Visual Sources, “Lesbians in Postwar America” (677-684)
TBA
Research Paper due
4/17: The Personal is Political (cont.)
4/19: The Backlash
TWE, chap. 10: 649-660, Appendix, A-33 to A-34.
TBA
4/24: The Social and Economic Context
TWE, chap. 10: 660-664 and Visual Sources, “American Women around the World” (685-692)
4/26: Changes and Continuities
TWE: Documents (665-676).
5/1: FINAL EXAM, 1-3 (different time)