This course surveys the history of American women from 1880 to the present. Topics covered include the women’s club movements of the 1890s, turn-of-the-century debates about sexuality, women's labor militancy in the 1910s, activism and reaction in the 1920s, women’s experience of the Great Depression, women and World War II, the Civil Rights movement, the Women's Liberation movement of the 1960s and 1970s, the 1980s backlash and the “feminization of poverty,” and battles over abortion, immigration, gender, identity, and sexuality in the late 20th and early 21st century.

Class Goals and Requirements
The course goals are first, to provide students with a clear sense of the history of American women from 1880 to the present; second, to train students to critically analyze primary documents as well as secondary sources; and third, to provide students with a solid historical perspective that enables them to better analyze contemporary struggles of American women.

Class Format
This class will be taught through lectures, class discussions and small group exercises. Class exercises and discussions will focus on the readings and films listed in the syllabus that follows. The exercises are intended to help you reach an understanding of the meaning of the readings and films. Because of the central place of discussion in the class, it is essential that you complete the assigned readings by the date indicated on the syllabus.

Class Requirements
1) Attendance, careful reading of assigned texts by date indicated on syllabus, and participation in class discussion.
2) Six short written responses to class readings (a.k.a. homework).
3) Midterm exam held on Monday, Feb. 19.
4) Essay, 5-7 pages (typed and double-spaced, approximately 250 works per page), due on Monday, March 18th.
5) Final exam (cumulative), on Monday May 6th, 3-6 p.m.
Grading
Midterm..............................25%
Essay....................................30%
Final Exam.........................30%
Class Reading Responses (Homework)........15%
Participation: Will be taken into account when considering final grade.

How Class Reading Responses (homework) will be graded
I will give you a question or series of questions for most class sessions. They are intended to help you reflect on the assigned readings or films. Your responses can be short (one to three paragraphs). They can consist of a list of terms or ideas, if that is what the homework question asks for. If the homework question simply asks you to copy down a part of the reading that you’d like to discuss in class, then doing so would be enough for that particular assignment. Your answers can be either typed or handwritten.

I will collect your written responses six times over the course of the semester. They will be due at the start of class. I will not announce in advance when I will be collecting responses. This means that you must always be ready to hand in your written response to class films or readings. Late responses will be graded down one full grade for each day that they are late (except in the case of excused absences).

Document Essay
You will be asked to write an essay responding to a question that I will give you about a week before the essay is due. Answer the essay question by drawing closely and exclusively on class readings.

Class Participation
Please bring an index card and pen to each class. At the end of each class, take a minute to write down a thought, observation, or question about the readings, discussion, lecture, or films shown in that day’s class. It could be something you didn’t understand, or something you learned, or something you’d like to hear more about. Be sure to include your name and the date on the card. I will collect the cards at the end of each class. They will not be graded, but they will count towards participation.

Readings
Almost all of the readings for this course are on Canvas. The readings are marked with asterisks on the syllabus. One asterisk (*) means that the reading is a secondary source. Two asterisks (**) means that the reading is a primary source. You must always bring a given class’s readings to that class. If at all possible, bring a printed copy.
Items You Must Purchase
-Buy a packet of 3”x 5” index cards. You will use them to write a question or impression after each class session.

-Also required is one book, Sara Evans, Born for Liberty (New York: Free Press, 1997). This book provides a general overview of U.S. women’s history. We will be covering the second half of this book only. You can use it as background or supplemental reading. It gives you a quick and easy way to double check histories or concepts that you find confusing.

There are multiple used copies of Born for Liberty available on Amazon for a few dollars. You can also buy it new on Amazon for $9.99, or get copies at the Rutgers University Bookstore. (RU Bookstore’s phone: 973-353-5377. Email: sm409@bncollege.com. Website: newark-rutgers.bncollege.com. Address: Hahne’s Building 42 Halsey Street Newark, NJ 07102.).

A copy of the book is on reserve at Dana Library. (Unfortunately, the library only had a physical copy of this book, but it will always be in the library for you to use.)

Attendance policy
Attendance is required. If you miss more than four classes, your grade will be lowered by half a grade (from B+ to B, for example). If you miss more than six classes, your grade will be lowered by one full grade. IMPORTANT: If you miss more than 8 classes, through any combination of excused or unexcused absences, you will not earn credit for this course. Such students should withdraw from the class.

Cell Phone Policy
If your cell phone goes off in class, you will be sent out of the classroom to turn it off. You can come back into class after that, but you will be counted as "absent" for that day (see above for policy on missing classes). Remember to turn off your cell phone!

Late papers and exams
Papers and exams are due on the dates announced in class or indicated below. Unless discussed with me in advance, late assignments will have their grades lowered.

Academic and Classroom Environment
-Names and Pronouns: An important part of creating a respectful learning environment is knowing and using the name you use, which may differ from your legal name, as well as the gendered pronouns you use (for example, I go by she/her/hers). Please feel free to let me know your name and/or the pronouns you use at any time.
-Citizenship and Community: We will be reading and discussing material on which we may not all agree; some of the themes and imagery we encounter in the sources may seem offensive or otherwise controversial. In this context especially, it is crucial for us to combine the free expression of ideas with respect for each other. This is your community and your class; each one of you has a responsibility to that community.
-Policy on Academic Integrity (Cheating and Plagiarism):
As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: http://academicintegrity.rutgers.edu/academic-integrity-policy/.

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

Please learn to resist the urge to cut and paste, either literally or figuratively, by using other people’s ideas. If I find that you have used other people’s ideas (e.g., Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade for that assignment and will not be able to make it up.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”

Additional useful information (on students with disabilities, the Writing Center, Covid-related resources, and more) are at the end of the course readings syllabus.

Summary: This is what is expected of you
• Complete the assigned reading before class.
• Take notes on the main points of the assigned readings.
• Arrive to class on time every day.
• Actively participate in the class discussion.
• Ask questions about the material.
• Take thorough notes in class.
• Review the readings after class if necessary.
• Turn in assignments on time.
• Fully document all sources you use in your papers.
• Abide by standards of academic integrity.
• Call, email, or stop by my office hours if you have any questions or concerns.
• Respect opposing views. The classroom is a place for open, vigorous, and civil discussion.
SYLLABUS
(Subject to Minor Revisions)


**Sara Burnett, “Gov. Whitmer Kidnapping Plot Spotlights Growing Abuse of Female Officials,” Los Angeles Times, March 6, 2022

Sara Evans, Born for Liberty (hereafter "Evans"), pp. 119-125


*David M. Katzman, “Seven Days a Week: Domestic Work,” pp. 242-44


Evans, pp. 125-138.

Wed. Jan. 24: Settlement Houses and the White Woman’s Club Movement, 1890s-1900s


** Frances Willard, “The Coming Brotherhood” (1892), pp. 317-322 only (skip pp. 323-324).

***”Anna Garlin Spencer on the Effects of Women on Government, 1898,” “Mary Church Terrell, ‘Club Work of Colored Women,” 1901, and “Jane Addams on the Political Role of Urban Women, 1906” (skip the first paragraph, “Charlotte Perkins Stetson...)

**Grover Cleveland, "Woman’s Mission and Woman's Clubs" (1905), pp. 158-163

Evans, pp. 138-143

Mon. Jan. 29: Film: "Ida B. Wells: A Passion for Justice" (viewed in class)

**Frances Ellen Watkins Harper, "Duty to Dependent Races" (1891), pp. 243-247 only
**Ida B. Wells, “Southern Horrors: Lynch Law in All its Phases” (1892), Chapters 1 and II (pp. 60-69)


Evans, pp. 145-156

Wed. Jan 31: Black Women’s Political Activism, 1890s-1900s


Anonymous, “A Colored Woman, However Respectable, is Lower than the White Prostitute,” (1902), in Lerner, Black Women in White America, pp. 166-168


Mon. Feb. 5: Early Twentieth-Century Debates over Sexuality

** Frances Willard, diary entries, pp. 130-139 (1861)

** William Lee Howard, "Effeminate Men, Masculine Women,” pp. 338-340 (1900)

** "Murray Hall Fooled Many Shrewd Men,” pp. 436-440 (1901)

** Lillian Faderman, Odd Girls and Twilight Lovers, Introduction, pp. 1-4; Chapter One, “The Loves of Women for Each Other,” pp. 11-18, 22 (starting “Poets and Lovers”) to 26, and 31 (starting “Lesbian Sex”) to 33; Chapter Two, “Worm in the Bud,” pp. 41-50 only.

Wed. Feb. 7: “Working Girls” in the 1910s

** Agnes Nestor, "Birth of a Rank-and-File Organizer,” pp. 176-182


Mon. Feb. 12: Radical Women of the 1910s

Evans, pp. 156-160, 160-164

**Margaret Sanger, "My Fight for Birth Control," pp. 340-349

**Crystal Eastman, "Birth Control in the Feminist Program" (1918) and "Feminism: A Statement Read at the First Feminist Congress in the United States" (1919), pp. 46-49, 49-51.

Wed. Feb. 14: Film: "One Woman, One Vote" (selections viewed in class)

Evans, 164-173

**Helen Todd, "Getting Out the Vote" (1911)

** Crystal Eastman, "Now We Can Begin" (1920), pp. 52-57.

Mon. Feb. 19: MIDTERM

Wed. Feb. 21: American Women in the 1920s

**Elise Johnson McDougald, "The Double Task" (1925)

**Radclyffe Hall, The Well of Loneliness (1928)

**Sigmund Freud, "Some Psychological Consequences of the Anatomical Distinction Between the Sexes," (1925), and Karen Horney, "The Flight from Womanhood" (1926)

Evans, pp. 175-196

Mon. Feb. 26: "Flappers" and the 1920s Sexual Revolution

*Christina Simmons, "Modern Sexuality and the Myth of Victorian Repression," pp. 157-172

*Hazel Carby, "'It Just Be's Dat Way Sometime': The Sexual Politics of Women’s Blues,” pp. 238-249

**Dorothy Dunbar Bromley, "Feminist--New Style" (1927), in MP-AWH


Wed. Feb. 28: Race, Immigration, and the Racial Division of Reproductive Labor


Evans, pp.197-218
Mon. March 4: Women in the Great Depression


Wed. March 6: Women Radicals of the 1930s

*Vicki L. Ruiz, "A Promise Fulfilled: Mexican Cannery Workers in Southern California”


**”The Extraordinary Life of Mary McLeod Bethune,”
https://www.nationalww2museum.org/war/articles/mary-mcleod-bethune

March 11, 13: SPRING BREAK

Mon. March 18: Film: "Rosie the Riveter" (viewed in class)

Evans, pp. 219-241

**Essay Due** by 11:59 p.m. (midnight) on Monday March 18: post on Canvas

Wed. March 20: Alternative Experiences of World War II

*Valerie Matsumoto, "Japanese American Women During World War II,” pp. 373-386

**Allan Berube, "Murder in the Women’s Army Corps," pp. 17-21

Mon. March 25: 1950s: Anxiety and Reaction

Evans, pp. 243-262

**Ferdinand Lundberg and Marynia F. Farnham, "The Psychopathology of Feminism" and "Modern Woman: The Lost Sex" (1947)

**Life magazine, "American Women's Dilemma" (1947)


**Daniel Patrick Moynihan, “The Negro Family: The Case for National Action” (1965), selected pages

Wed. March 27: Sex, Sexuality and Gender in the 1950s


Mon. April 1: Women and the Civil Rights Movement

Evans, pp. 263-285


Wed. April 3: The 1960s Women’s Movement: Liberal Feminism and Legal Gains


Mon. April 8: The 1960s Women's Liberation Movement: The Personal is Political

FILM: "Women's Liberation" (1971) (viewed in class)

**Women in SNCC, 1964-1965

**Consciousness Raising (1966-1967)

**"No More Miss America!" (1968)
**"Pat Mainardi, Politics of Housework," 1970**

**NOW, “Why Feminists Want Child Care,” pp. 82-83 only**

**Johnnie Tillmon, “Welfare is a Women’s Issue,” pp. 106-110 only**

**Wed. April 10: Women’s Liberation Movement, Part II**

**Martha Shelley, "Notes of a Radical Lesbian," 1968, pp. 343-348;**


**First National Chicana Conference, "Workshop Resolutions," 1971 (pp. 104-106) and Chicago Women’s Liberation Union, “Socialist Feminism,” 1972 (pp. 110-113)**

**Mon. April 15: 1970s-1990s: The “Feminization of Poverty” and the End of Welfare**

**Secretary of Labor Ann McLaughlin Makes the Case for Home Work, 1988," and "Return of the Sweatshops, 1988"**


**Wed. April 17: 1970s Feminisms**


- **Mitsuye Yamada, “Asian Pacific American Women and Feminism,” 1979, pp. 142-146**

**Judy Grahn, "Common Woman Poems" (1978), pp. 60-73**
Mon. April 22: the 1980s-1990s Backlash: Blame it on Feminism

**"Jerry Falwell Sees a Threat to the American Family" (1980)


**Susan Faludi, Backlash (1991), pp. ix-xxiii, 3-4, 27-37, 70-72 only.


Evans, pp. 287-307

Wed. April 24: The 21st Century: New Immigrants, New Identities

Evans, pp. 309-332


NOTE: to access the following three assigned New York Times articles, set up a free account:

1. use this link: The New York Times

2. use your RU email address


Monday April 29: Class Summary and Review

FINAL EXAM: Monday, May 6, 3-6 p.m. (in this classroom, Conklin 424)
Additional Useful Information

Rutgers Learning Center (tutoring services): Room 140, Bradley Hall. You can contact them at (973) 353-5608, or check their website: https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center

Writing Center (tutoring and writing workshops): Room 126, Conklin Hall (973) 353-5847. The Writing Center has remote tutoring available this semester. You can email them at nwc@rutgers.edu, or check their website: http://www.ncas.rutgers.edu/writingcenter

Accommodation and Support Statement
Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

Covid-related Resources: These two links provide a comprehensive list of available resources: https://www.newark.rutgers.edu/covid-19-operating-status#SupportingOurStudents; and https://myrun.newark.rutgers.edu/covid19.

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.
For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University’s Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: http://counseling.newark.rutgers.edu/vpva

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.
For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.