Description
This course examines women and gender across United States history. By discussing how womanhood was defined in early America and tracing themes into the present, we will think about change and continuity across two centuries. We will first discuss how Dojo Cat defines feminine, what feminism looks like in viral tiktoks from creators like Drew Afualo, and why Supreme Court Justice Ketanji Brown Jackson was asked to define “woman” in her confirmation hearings. This course raises questions about who counts as a woman, gender roles and women’s participation in family, community, work, religion, politics, and economics. We will talk about how gendered ideas shape policies, social norms, and life experiences for people of all genders. Our conversations will consider the experiences of women across race, class, and ethnicity and consider folks with different sexualities and gender identities. We will try to unpack the reasons behind two trends in women’s history: first, the fights of individual women and communities for progress toward freedom, autonomy, and rights and second, the structures of inequity that divide women and limit this progress. As we learn about institutions and movements in women’s
history, we will focus on individuals (including some of the folks pictured above: “mill girls,” Ida B. Wells, zoot suiters, Alice Paul, Marsha P. Johnson, and Silvia Rivera).

**Structure**

We will usually begin class meetings with some reflection on where we have been and where we are going. Each class will be a combination of small lectures and discussion segments. Some class meetings will have times for brief writing and reflection. For each class meeting, you will prepare by reading, watching, or examining primary and secondary sources. This syllabus is a contract between us, confirming that we will all prepare for class discussions. The amount of reading per week will never exceed ~50 pages, with most weeks in the ~25 page range (some weeks may have links to blogs or videos that will add more study time).

**Goals**

- **Specific goals:** This course will help you grasp historical continuity and change, specifically in American gender history. You will use primary sources (produced by people in the past) and secondary sources (comments by historians) to interpret events for a better understanding of power and justice in United States history.

- **General goals:** This course is intended to help you develop skills that will be useful for your work and interests (regardless of your major). These include critical thinking, clear writing, and listening attentively to peers. We will learn how to learn history—how to answer factual questions and understand chronology. We will practice thinking historically—addressing the how and why. You will retrieve, recover, and interpret history—we will challenge the boundaries of what is considered a historical source. Finally, you will do history by practicing the basics of research and writing. By taking this course, you will have the opportunity to become a more informed member of society, a more confident communicator, and a more thoughtful advocate for yourself and causes you care about.

**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Ongoing</td>
<td>15%</td>
</tr>
<tr>
<td>Daily Reflection</td>
<td>Due 2 hours before class (2 PM)</td>
<td>40%</td>
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<tr>
<td>Historians in Conversation</td>
<td>10/24/22 @ Midnight EST</td>
<td>20%</td>
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<tr>
<td>Midterm Essay</td>
<td>10/24/22 @ Midnight EST</td>
<td>20%</td>
</tr>
<tr>
<td>Final Creative Project</td>
<td>12/21/22 @ Midnight EST</td>
<td>25%</td>
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- **Session attendance and participation in class discussion** (15%)
  - During class sessions, you will be graded on your contributions to discussions. This does not mean you have to speak in front of the entire class, but that you must significantly contribute to conversations in pairs or small groups (I will take note of this during class sessions). Another way I will assess participation is through Kahoot games (don’t worry if you don’t get all the answers correct, this will only negatively impact your grade if you consistently fail to demonstrate that you completed the reading over the semester). If another mode of participation would be better for you, please email me and we can arrange an alternative.
  - **Rutgers Newark Policy:** Students are expected to attend every class session and attendance will be taken. Attending class regularly is consequential to your participation grade, as it is impossible to participate if you are not present. Please contact the instructor via email if you know you will be absent for any class sessions. Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.
Recognized grounds for excused absence are illnesses requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.

- **Daily reflections (40%)**
  - The science of learning tells us that retrieving concepts regularly throughout the semester improves long term retention. I will ask you to submit a 1 page/250 word reflection on approximately 22 occasions in 14 weeks (due on Canvas 2 hours before class time, note that you don’t have to submit a reflection when there is another assignment due and there are freebies allowed, see below). These reflections should follow one or more of the following basic structures:
    - **Connections**: (minimum of two reflections must be this type): connect the content from today to an idea or reading from earlier in the course (look back at your notes on key concepts), from another course you are taking this semester, or from your previous knowledge.
    - **Visualize it**: (minimum of two reflections must be this type): draw a concept map depicting your thoughts and reactions to today’s content.
    - **Predictions**: (minimum of two reflections must be this type): write about what key concepts you expect will be in the lecture, key questions you want to make sure we get to in discussion, or areas of uncertainty you would like cleared up about the content for today.
  - **Grading:** these will be marked on a check-plus, check, check-minus scale. If you engage with the materials in detail, share your thoughts and analysis, and demonstrate creative and critical thinking, you will receive a check-plus (score of 3). If you write 250 words and cite the text at least once, you will receive a check (score of 2). If you write less than 250 words or appear to have not read any of the material, you will receive a check-minus (score of 1).
  - **Freebies:** you can choose four class meetings with a reflection due to not turn in a reflection.

- **Historians in Conversation Midterm Essay (20%)**
  - **Historians in conversation:** You will select two pieces from a roundtable discussion (options below) on Black women, gender, and race in American history and address the following in a 4-6 page essay:
    - What is the topic of the roundtable?
    - What themes, questions, ideas, historical figures, or historical events addressed in the course so far are relevant to the roundtable topic? Remember, we have spent time on Reconstruction, race, gender roles and gender identity, work, and inequity leading up to this assignment.
    - Who are the two (or more) historians? What are their biographies (search for information about what else they have written, where they studied, where they work, any public scholarship or activism they may have done)?
    - Summarize the arguments presented in the two pieces.
    - Explain which argument was most convincing to you and why.
    - Include any further analysis of your own about the topic.
  - **Due Dates:** In week 5, you will submit a one page summary of your plan for the midterm essay, with any questions for me. The project is due in week 7.
  - **Purpose of assignment:** even if you are not a history major, this assignment allows you to practice the skill of comparing two interpretations of the same material. Often, opinion pieces in online blogs or newspapers are how we receive our news. It is important to
think about who is writing the piece, what their argument is, and how their writing fits with the rest of your research or knowledge on a topic.

- **Options for roundtables**: (published as the blog Black Perspectives from the African American Intellectual History Society)
  - Saidiya Hartman’s ‘Wayward Lives, Beautiful Experiments’
  - C. Riley Snorton’s ‘Black on Both Sides’: A Racial History of Trans Identity
  - Keisha N. Blain’s ‘Set the World on Fire’

- **Final Creative Project** (25%)
  - **Description**: You will use a creative project to reflect on a theme, topic, or story relevant to the course.
    - Your project could be a set of poems (5 minimum), a historical fiction short story or narrative nonfiction piece (5 pages double spaced minimum), a song (3 minutes minimum), a podcast (10 mins minimum), a video (10 mins minimum), a piece of art, or any other project (please discuss with me if you have an idea not on this list).
    - You are highly encouraged to find your own sources on the topics we covered. Some helpful for a creative project will include creative sources such as songs (like we discuss in meeting #24), poems, visual art, movies/documentaries.
    - You will send me a three-page, double-spaced summary of your experience creating the project (see assignment instructions for variation in this requirement for narrative nonfiction pieces), reflecting on its meaning and explaining its significance as if you were speaking to someone who did not take this course. You should reference the sources you used to get ideas (at least 5 secondary sources and 1 primary source from the syllabus) at the end of your summary document.
  - **Due Dates**: In week 13 you will submit a one page summary of your plan for the final project, with any questions for me. The project is due in a week after our final meeting.
  - **Purpose of Assignment**: This assignment will allow you to think about the themes and questions we discussed in this class and creatively express your reflections. Learning how to tell a story in a digestible, engaging form is a practice of public engagement, which is a key skill for historians and other story-tellers.

- **Extra credit opportunities**
  - Due 12/20: scan and submit a copy of your syllabus, with detailed notes you took on key concepts throughout the class, for extra credit on your final grade (amount of credit will depend on level of detail).
    - I left space in the syllabus under each day in the schedule. During the semester, I will ask the class at the beginning of a class session to pull out their syllabus, look back to a date earlier in the semester, and write a reflection on the key themes in this space.
  - Public engagement (various opportunities to attend conferences, book talks, podcast recordings, etc.)
  - Other opportunities may be announced.

**Policies**
- The syllabus is subject to change.
- All reading materials, links, and videos will be posted on Canvas.
- No hate speech will be tolerated.
- Plagiarism is strictly prohibited.
- Late work policy: Taking college classes is a challenging job, and I know many students have various responsibilities in addition to coursework. As such, I ask you to please fill out the form on Canvas to request an extension as soon as you realize you need it. If you do not request an extension, work received within a week will be reduced by 0.5-2% and if it is more late, by 3-5%.
- As a neurodivergent person myself, I recognize that traditional class schedules and learning expectations can be challenging. I encourage anyone with learning disabilities to register with the disability office and inform me as early as possible so I can best serve you (more information in Rutgers Policies and Support section of this syllabus).
- Grade calculations:

  \[
  \begin{align*}
  A &= 90.0 - 100 \\
  B+ &= 85.0 - 89.99 \\
  B &= 80.0 - 84.99 \\
  C+ &= 75.0 - 79.99 \\
  C &= 70.0 - 74.99 \\
  D &= 60.0 - 69.99 \\
  F &= 0 - 59.99
  \end{align*}
  \]

SCHEDULE

0. September 7 – **Introductions**
   a. Central Questions: *What are gender history and women’s history? Why does it matter today?*
   b. Content:
      - Read the syllabus
      - Read this New York Times article about Judge Ketanji Brown Jackson and defining “woman”

  **Week 1: Relevance & Context**

- September 12 – **Discussion about Notetaking and Study Skills**
  - Central Question: *What practical tips can help us learn history?*
  - Content:
    - Read “Taking Notes While Reading,” UNC Learning Center (link)
      https://learningcenter.unc.edu/tips-and-tools/taking-notes-while-reading/
    - Read Paul Edwards, “How to Read a Book” (link)
    - Read “Reading a Textbook for True Understanding,” Cornell College (link)
  - Notes on key concepts:

- September 14 – **Women in Early America**
  - Central Questions: *What were major concerns about women, gender roles, and status in the U.S. before the nineteenth century? What was a woman in Early America?*
  - Content:
• Primary Source: read “Hereditary Slavery Law, Virginia, 1662” (link)
• Secondary Source: read Sarah M. S. Pearsall, “Madam Sacho: How One Iroquois Woman Survived the American Revolution,” HUMANITIES, May/June 2015, Volume 36, Number 3 (link)
• Secondary Source: watch video “Life Story: Thomas(ine) Hall: Gender Non-conforming in Colonial Virginia” (link)

• Assignment: Daily Reflection
• Notes on key concepts:

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**Week 2: Women and the New Industrial Economy**

- September 19 – Nineteenth Century White Middle Class Women
  - Central Questions: *What was a true woman in the mid-1800s? Who determined this? Who could become a true woman?*
  - Content:
    - Primary Source: read Ralph Waldo Emerson, “Woman,” 1855 lecture (link)
  - Assignment: Daily Reflection
  - Notes on key concepts:

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- September 21 – Nineteenth Century Working Class Women
  - Central Questions: *What was a true woman in the mid-1800s? Who determined this? Who could become a true woman?*
  - Content:
    - Primary Source: watch YouTube mini documentary of Lowell Mill Girls (link) (7:46 minutes)
    - Primary Source: read “Working Conditions in Early Factories, 1845,” in *Women’s America* (3 pages)
Week 3: Women in Antebellum Slavery & Civil War

- September 26 – **Women’s Writing from Enslavement**
  - Central Question: *What was Harriet Jacobs’ life like as a girl and woman in slavery?*
  - Content:
    - **Primary Source**: excerpts from Harriet Jacobs/Linda Brent, *Incidents in the Life of a Slave Girl* (any edition; available on E-Gutenberg for free [https://www.gutenberg.org/ebooks/11030; can also view free online through Rutgers Library])
  - Assignment: Daily Reflection
  - Notes on key concepts:

- September 28 – **Women in Civil War**
  - Central Question: *What were women’s experiences during the Civil War?*
  - Content:
  - Assignment: Daily Reflection
  - Notes on key concepts:

Week 4: Women in Nineteenth Century Reform
October 3 – Abolition and Women’s Rights I
- Central Questions: How were abolition and women’s rights connected? What divided women in these movements?
- Content:
  - Primary Source: read “The Declaration of Sentiments, 1848” and “Married Women’s Property Acts” in Women’s America (4 pages)
- Assignment: Daily Reflection
- Notes on key concepts:

October 5 – Abolition and Women’s Rights II
- Central Questions: How were abolition and women’s rights connected? What divided women in these movements?
- Content:
  - Secondary Source: read Gerda Lerner, “The Meanings of Seneca Falls,” in Women’s America (6 pages)
  - Secondary Source: watch One Woman, One Vote, part I (until minute 58:20)
- Assignment: Daily Reflection
- Notes on key concepts:

Week 5: Women in Reconstruction

October 10 – Is the Civil War over?: The Law and Politics of Reconstruction
a. Central Questions: What led to the constitutional reforms of Reconstruction? What (gendered) limits were inherent in these reforms?
b. Content:
  - Primary Source: Read 13th Amendment (text here)
  - Primary Source: read 14th Amendment (text here)
  - Primary Source: read Black Codes of Mississippi and South Carolina
c. Assignment: Daily Reflection
d. Notes on key concepts:
October 12 – **Gender, Labor, & Land: The Economy of Reconstruction**
- Central Questions: *How did “freedom” alter the southern labor system? What were women’s experiences of this labor system?*
- Content:
  - **Secondary Source:** Watch this YouTube video of Talitha L. LeFlouria’s 2016 lecture titled “Chained in Silence: A History of Black Women and Convict Labor”
  - **Secondary Source:** Tera W. Hunter, “Reconstruction and the Meanings of Freedom,” in *Women’s America* (11 pages)
- Assignment: One page summary of your plan for the midterm essay
- Notes on key concepts:

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**Week 6: Reform in the New Century**

October 17 – **Women Behind and Against the Color Line**
- Central Questions: *How did women contribute to upholding racist structures? How did women and girls live in and resist structures like indigenous boarding schools?*
- Content:
  - **Primary Source:** read “1912 weekly outline and lesson plan for the Upper Lake Day School for Native Americans in California” (link)
  - **Secondary Source:** read Patricia A. Schechter, “Ida B. Wells and Southern Horrors,” in *Women’s America* (7 pages)
  - **Secondary Source:** read Glenda Gilmore, “Forging Interracial Links in the Jim Crow South,” in *Women’s America* (10 pages)
  - **Secondary Source:** watch video here “A dark past: Native American boarding schools in North America” (link)
- Assignment: Daily Reflection
- Notes on key concepts:

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October 19 – **Immigrant Women Workers**
- Central Questions: *What defined a worker? Who defined an American woman, and who could become American?*
- Content:
  - **Primary Source:** read “Protecting Women Wage-Workers” in *Women’s America* (5 pages)
  - **Primary Source:** watch New York Series, Triangle Fire segment, parts 1 (link) and 2 (link)
  - **Primary Source:** examine the Cornell project recovering the names of victims in the Triangle Fire (link)
• Secondary Source: read Orleck, “From the Russian Pale to Labor Organizing in New York City,” in *Women’s America* (16 pages)
• Assignment: Daily Reflection
• Notes on key concepts:

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**Week 7: Suffrage and Middle Class Rights**

• October 24 – **Mothering and Birth Control**
  • Central Question: *What mattered to women with the privileges of class, whiteness, and immigration status?*
  • Content:
    • Primary Source: read Margaret Sanger, “Contraception for All Women,” in *Women’s America* (7 pages)
    • Secondary Source: Blanche Wiesen Cook, “Storms on Every Front: Eleanor Roosevelt and Human Rights,” in *Women’s American* (7 pages)
  • Assignment: Historians in Conversation Midterm Essay
  • Notes on key concepts:

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• October 26 – **Suffrage**
  • Central Question: *What various meanings did the vote have for different women? In what ways did different generations of suffragists agree and disagree?*
  • Content:
    • Primary Source: read “Equal Suffrage (Nineteenth) Amendment, 1920,” in *Women’s America* (3 pages)
    • Primary Source: read Ellen Carol Dubois, “The Next Generation of Suffragists: Harriot Stanton Blatch and Grassroots Politics,” in *Women’s America* (7 pages)
    • Secondary Source: watch *One Woman, One Vote* part II (start at minute 58:20)
  • Assignment: Daily Reflection
  • Notes on key concepts:

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**Week 8: Equalizing Work and Defining Citizenship**

• October 31 – **Gender, Work, and Equality; midterm check-in about participation**
  • Central Questions: *Would the ERA really create industrial equality for women? Why did some business people favor the ERA for women workers? What appeals were made to middle class women? Why did Paul and Kleeck disagree about the ERA?*
Content:

- **Primary Source:** read “Document 4: Industrial Equality,” Equal Rights, 11 (15 March 1924) (3 pages)
- **Primary Source:** read Gail Laughlin, “Why an Equal Rights Amendment?” Equal Rights, 11 (5 April 1924) (3 pages)
- **Primary Source:** read “The Parting of the Ways,” Equal Rights, XIII (8 March 1926) (3 pages)
- **Primary Source:** read Alice Paul and Mary Van Kleeck, “Is Blanket Amendment Best Method in Equal Rights Campaign?” Congressional Digest (March 1924)

- Assignment: Daily Reflection
- Notes on key concepts:

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**November 2 – White Supremacy and Women Gatekeeping Citizenship**
- Central Question: What were gender roles and women’s participation in movements of patriotism, nativism, white supremacy in the 1920s?
- Content:
  - **Secondary Source:** read excerpt from Kathleen Blee, *Women of the Klan: Gender and Racism in the 1920s*
- Assignment: Daily Reflection
- Notes on key concepts:

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**Week 9: Embodied Opportunities and Limits**

**November 7 – Bodies and Resistance**
- Central Question: How did clothing and resistance movements provide gendered opportunities and oppressions?
- Content:
  - **Primary Source:** examine “Photo Essay: Adorning the Body,” in *Women’s America* (11 pages)
  - **Secondary Source:** read Vicki L. Ruiz, “The Flapper and the Chaperone: Mexican American Teenagers in the Southwest,” in *Women’s America* (7 pages)
  - **Secondary Source:** read Joan Jacobs Brumberg, “Fasting Girls: The Emerging Ideal of Slenderness,” in *Women’s America* (8 pages)
  - **Secondary Source:** read excerpt from Vivian Gornick, *Emma Goldman: Revolution as a Way of Life* (Yale, 2011)
- Assignment: Daily Reflection
- Notes on key concepts:
November 9 – **Sex, Intimacy, and Violence**
- **Central Question:** *Why did sexual violence matter to both Ida B. Wells and Rebecca Latimer Felton?*
- **Content:**
  - **Secondary Source:** read excerpt from Crystal Feimster, *Southern Horrors: Women and the Politics of Rape and Lynching* (Harvard, 2009)
  - **Secondary Source:** Darlene Clark Hine, “Rape and the Inner Lives of Black Women,” in *Women’s America* (3 pages)
- **Assignment:** Daily Reflection
- **Notes on key concepts:**

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**Week 10: Depression and War**

November 14 – **The Great Depression and Gender Roles**
- **Central Question:** *How did gender impact work, migration, and deportation during the disruption and suffering of the Great Depression?*
- **Content:**
  - **Primary Source:** read Documents: Struggling to Unionize in *Women’s America* (2 pages)
  - **Primary Source:** watch this video about Mexican American Women and Deportation during the 1930s, *PBS: Latino Americans* (link)
  - **Primary Source:** read Emma Gomez Martinez, “Mexican deportation in the 1930s” (link on Canvas)
  - **Secondary Source:** read Jacqueline Jones, “Harder Times: The Great Depression,” in *Women’s America* (4 pages)
- **Assignment:** Daily Reflection
- **Notes on key concepts:**

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November 16 – **Women, Gender, and World War II**
- **Central Question:** *What differences do you see between images of women like Rosie the Riveter and actual experiences of women during wartime?*
- **Content:**
  - **Primary Source:** watch *The Life and Times of Rosie the Riveter*
  - **Secondary Source:** read Beth Bailey and David Farber, “The Women of Hotel Street during World War II,” in *Women’s America* (9 pages)
  - **Secondary Source:** read Ruth Milkman, “Gender at Work: The Sexual Division of Labor during World War II,” in *Women’s America* (13 pages)
- **Assignment:** Daily Reflection
- **Notes on key concepts:**
Week 11: Gendered 1950s

- November 21 – **Women and the Fifties: Not June Cleaver**?
  - Central Questions: *How are the 1950s remembered? What experiences have been obscured?*
  - Content:
    - **Primary Source**: read document: excerpt from Daughters of Bilitis’s Magazine *The Ladder* (link on Canvas)
    - **Secondary Source**: read Susan K. Cahn, “Lesbians and Homophobia in U.S. Women’s Sports,” in *Women’s America* (9 pages)
    - **Secondary Source**: read Joanne Meyerowitz, “Competing Images of Women in Postwar Mass Culture,” in *Major Problems in American Women’s History* (10 pages)
  - Assignment: Daily Reflection
  - Notes on key concepts:

- November 23 – **Scheduled Break**

Week 12: Justice and Gender Roles in Postwar America

- November 28 – **Women’s Fights for Justice in the 1950s**
  - Central Questions: *What were activist concerns in the 1950s?*
  - Content:
    - **Primary Source**: read Betty Friedan, “The Problem That Has No Name,” in *Women’s America* (4 pages)
    - **Primary Source**: read Pauli Murray, “A Female Civil Rights Organizer Condemns ‘Jane Crow’” (link)
    - **Secondary Source**: read Amy Swerdlow, “Ladies’ Day at the Capitol: Women Strike for Peace versus HUAC,” in *Women’s America* (15 pages)
  - Assignment: Daily Reflection
  - Notes on key concepts:

- November 30 – **Sex, Pop Culture and Gender Roles in Postwar America**
• Central Questions: What did postwar social surveys claim about religious and sexual behaviors in the 1950s U.S.? What does pop culture reveal about gender in the 1950s?
  • Content:
    • Primary Source: read excerpts from Alfred C. Kinsey et. al., *Sexual Behavior in the Human Female* (1953)
    • Primary Source: watch girl group songs videos (The Angels, link; The Shangri-Las, link; The Crystals, link; The Shirelles, link)
  • Assignment: Daily Reflection
  • Notes on key concepts:

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**Week 13: Revolutionary 1960s and Beyond?**

• December 5 – **1960s Feminist Resistance**
  • Central Questions: What mattered to women on campus in the 1960s-70s? Who was marginalized by this feminist movement?
  • Content:
    • Primary Source: watch video about Miss America protests (link)
    • Primary Source: read documents about ERA, Title IX, Frontiero V. Richardson, Roe V. Wade, in *Women’s America* (13 pages)
    • Secondary Source: read Daniel Trotta, “Forsaken Transgender Pioneers Recognized 50 Years After Stonewall” (link)
  • Assignment: Daily Reflection
  • Notes on key concepts:

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• December 7 – **Anti-Feminism**
  • Central Questions: What was the reaction of antifeminists over the last decades of the twentieth century? How politically significant was the response of conservative evangelical leaders to the 1960s?
  • Content:
    • Primary Source: watch video, “Second Wave Feminism, the Equal Rights Amendment, and Phyllis Schlafly” (link)
    • Primary Source: read Phyllis Schlafly, “Difference, Not Equality,” in *Women’s America* (5 pages)

Assignment: Daily Reflection

Notes on key concepts:

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Week 14: The Turn to the 21st Century

December 12 – The Current State of Sex and Work

Central Questions: What does ‘women’s work’ look like today? How does religion continue to impact politics and public conceptions of gender and sexuality?

Content:

Primary Source: read documents “The Changing Workplace,” in Women’s America (3 pages)


Assignment: One page summary of your plan for the final project

Notes on key concepts:

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December 14 – Conclusions and Reflections

Central Question: What are the major events, figure, and turning points in nineteenth to twenty-first century United States women’s and gender history?

Assignment: Final Project due on Wednesday December 21 @ midnight [COURSE ALLOTED EXAM DATE]

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RUTGERS POLICIES & SUPPORT

Academic Honesty
Rutgers University does not tolerate academic dishonesty, which includes, but is not limited to, cheating, fabrication, plagiarism, denying others access to information or material, copying and/or distributing any of the course materials, and facilitating violations of academic integrity. Any suspected cases of academic
dishonesty will be discussed; when deemed necessary, they will be referred to the Office of Student Conduct (see https://academicintegrity.rutgers.edu/ for more information on Rutgers University’s policies regarding academic dishonesty).

Honor Pledge: **Students must include the following Rutgers Honor Code Pledge on all major course assignments submitted for grading:** “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment). (Name) (Signature – typing your name is fine) (Date)”.

**The Writing Centre**
The Writing Center, (http://www.ncas.rutgers.edu/writingcenter), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. The Writing Center is available free of charge and I encourage all of you to take advantage of their services to strengthen your reading, writing, and research skills.

**Accommodation and Support**
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:

**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/.

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. Another option is Scarlet Listeners: (732) 247-5555 / https://rutgers.campuslabs.com/engage/organization/scarletlisteners. Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space. Report a Concern: http://health.rutgers.edu/do-something-to-help/

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

RECOMMENDED FURTHER READING

Selected Web Pages for Information on Women’s History
National Women’s History Project
http://www.nwhp.org/

Research Guide to American Women’s History
http://www.mtsu.edu/~kmiddlet/history/women.html

African American Women’s History
http://scrip torium.lib.duke.edu/collections/african-american-women.html

Women, 1820-1842
http://xroads.virginia.edu/~hyper/detoc/fem/home.htm

The Women’s Rights Movement, 1848-present
http://www.legacy98.org/

Votes For Women, Library of Congress
http://lcweb2.loc.gov/ammem/vfwhtml/vfwhome.html

National American Women’s Suffrage Association, Library of Congress
http://lcweb2.loc.gov/ammem/naw/nawshome.html

Women and World War II
http://www.stg.brown.edu/projects/WWII_Women/tocCS.html

**Black Women in the U.S.**
Brown, Elsa Barkley, “Negotiating and Transforming the Public Sphere: African American Political Life in the Transition from Slavery to Freedom,” *Public Culture* 7:1 (Fall, 1994)
Hine, Darlene Clark, “Rape and the Inner Lives of Black Women in the Middle West,” *Signs* 14:4 (Summer 1989)

**Colonial Era**

**Family**

**Gender Identity/Queer Sexuality**

Kennedy, Elizabeth Lapovsky and Madeline Davis, “‘Maybe ‘cause things were harder…you had to be more friendly’; Race and Class in the Lesbian Community of the 1950s,” in *Boots of Leather, Slippers of Gold: A History of a Lesbian Community* (Routledge, 1993)

**Labor and Economics**


**Politics and Movements**


**Religion**

Bacheci, Kimberly N. and Matthew Hall, “Purity, presumed displeasure and piety in the ‘big three’: a critical analysis of magazine discourse on young women's sexuality,” *Journal of Gender Studies*, 24 (2015), 549-560


