History of Women in the United States, 1877 to Present
21:512:274:01
Spring 2021 (sections 01 and 02)

Class Location/Time: Asynchronous/Online (via Blackboard)
https://blackboard.rutgers.edu/
Professor: Elisabeth Eittreim, PhD
Office Hours: WebEx or Zoom, by appointment
Contact: eittreim@rutgers.edu

Course Description:

This course uses women as a lens to better understand the history of the United States from the end of Reconstruction to the present. Topics covered include immigration, the Progressive Era, World Wars I and II, the Great Depression, the Civil Rights Movement, the Cold War, globalization as well as themes more specific to women and gender including issues related to feminism, families, households, violence, sexuality, rights, intersectionality, and justice. Course lectures, readings, and activities survey diverse perspectives and experiences and engage with contemporary scholarship particular to the study of women’s history.

Learning Outcomes:

In this class, students will apply analytic reading and writing skills. “Close reading” and “active reading” of primary and secondary sources will be modeled and practiced. Guided and unguided writing assignments will help students to organize their ideas and formulate arguments about class readings and topics covered in the course, and to make connections between the past and the present.

Course Requirements:

1) Course Materials: You are required to read/view/listen to the course materials by the date indicated on the syllabus.

2) Weekly Reading Reactions/Attendance (50%): Each week you will complete specific “Reading Reaction” assignments that give you a chance to engage with the week’s assigned course materials. Such assignments will include (but are not limited to): identification of main ideas or concepts, analysis of quotes and historical context, making connections between the past and present, writing or answering questions, reacting to a classmate’s post etc. Reading Reactions must be posted to Blackboard by 9:00 AM on the date that the week’s readings are due as noted on the syllabus (usually every Thursday), as listed on pages 7-11. Weekly Reading Reactions will also be used to gauge your regular attendance in the course (see further details below).
3) **Papers (each 10% of Final Grade):** You will be assigned to write *two short papers* (2-3 pages) that will ask you to reflect more deeply upon the course materials topics covered in the course. Students may have the opportunity participate in virtual “writing workshops” to peer review classmates’ papers. Paper assignments will be posted under the “Papers and Projects” tab on the course Blackboard page.

- Paper 1 is due by 9:00 AM on Thursday February 11 (Week 4)
- Paper 2 is due by 9:00 AM on Thursday March 11 (Week 8)

4) **Final Project (30% of Final Grade):** You will be assigned a final project related to course materials and women’s history more generally. The final project description will be available on the course Blackboard page under the “Papers and Projects” tab. The final project consists of three components:

- a final group project *proposal* due by 9:00 AM on Thursday April 1 (Week 11)
- a final group *project* due by 9:00 AM on Thursday April 29 (Week 15)
- a final individual project *reflection paper* due by 9:00 AM on Wednesday May 12 (corresponding with university’s exam schedule)

**Grading:**

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<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tr>
<td>Weekly Reading Reactions</td>
<td>50%</td>
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<tr>
<td>Paper 1</td>
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<tr>
<td>Paper 2</td>
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<td>Final Project (All Components)</td>
<td>30%</td>
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<tr>
<td>Final Group Proposal</td>
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<td>Final Group Project</td>
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<tr>
<td>Final Individual Reflection</td>
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**Grading Scale for Assignments**

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<th>Score Range</th>
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<td>93 - 100</td>
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<td>90 - 92</td>
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<td>60 - 69</td>
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<tr>
<td>59 or less</td>
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**Grading Scale for Final Course Grade**

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<th>Score Range</th>
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Papers and project components will be graded using a detailed rubric corresponding to the Grading Scale for Assignments noted above. Weekly Reading Reactions will be graded on a simpler 10-point scale detailed on the course Blackboard page. Final course grades will be determined by averaging the assignments based on percentages listed above.

Attendance:

Evidence of weekly attendance is required. As this class is being conducted online asynchronously, you will demonstrate your attendance by submitting assignments on time each week. All weekly assignments are due by 9:00 AM every Thursday, from Week 2 through Week 15.

Students should notify their instructor if illness or personal circumstances prevent them from submitting an assignment on time. It is of the utmost importance that you communicate with the instructor if you anticipate an “absence” (i.e., submitting the week’s assignment after the due date) or if you have missed a week’s assignment. You do not need to share personal details or medical notes, but please do communicate by emailing the instructor as soon as possible at eittreim@rutgers.edu. Noting the current pandemic, the instructor will be as flexible as possible (within reason), and can work with students on a case-by-case basis.

Excused vs. Unexcused Absences: The Rutgers-Newark Undergraduate Catalog (http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html) states that the “recognized grounds for absence are illness 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.”

Any student who misses TWO classes (evidenced by not submitting two weeks of Reading Reaction assignments) will receive a half grade reduction (from “B+” to “B,” for example) on their final grade. Any student who misses THREE classes (evidenced by not submitting three weeks of Reading Reaction assignments) will receive a full grade reduction (from “B” to “C,” for example) on their final grade. Any student who misses FOUR 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.

Grading Policies/Late Assignments:

Weekly Reading Reactions: Late “Reading Reaction” assignments will not be accepted unless a requested extension has been granted. One of the main purposes of these assignments is to give students a chance to reflect on and engage with the readings and course materials, and help students to keep up with the course assignments. All “Reading Reactions” must be posted on Blackboard by 9:00 AM on the Thursday of that week’s assignments. For example, the first “Reading Reaction” of the semester must be posted by 9:00 AM on Thursday, January
28. Specific “Reading Reaction” assignments will be posted each week. All students are allowed to miss ONE Reading Reaction over the course of the semester without penalty.

**Papers/Projects:** Papers must be posted to Blackboard by 9:00 AM on the Thursday of the week it is due. As noted elsewhere, paper due dates are 9:00 AM on Thursday February 11 (Week 4) AND Thursday March 11 (Week 8).*

Students will also participate in a Final Group Project, broken down into 3 components. The Group Project Proposal is due by 9:00 AM on Thursday April 1 (Week 11), and the Group Project is due by 9:00 AM on Thursday April 29 (Week 15). Each student will submit an individual Reflection Paper by 9:00 AM on Wednesday May 12.*

If posted after the specific time (i.e. 9:00 AM) on the due date, the paper/project will lose 1 point. For each additional day that a paper/project is not posted, the paper/project will lose one additional point per day. However, papers and projects will receive a zero if they have not been posted within 2 weeks after the original due date, unless extensions have been granted ahead of time. Unsubmitted papers/projects will receive a zero and will bring down your final grade.

**Communication:**

If you have any questions or concerns about the course, please contact the instructor via email at eittreim@rutgers.edu. To the best of your ability, it is best to ask questions or seek guidance on an assignment PRIOR to its due date (preferably, a week or at least 72 hours in advance). Students can also set up times to discuss assignments or concerns about the course via one-on-one or group virtual meetings using Zoom or WebEx.

It is also critically important that you use and check your Rutgers email account on a regular basis. Email messages will be sent out to the whole class using these accounts, and the instructor will use the Rutgers email accounts to reach individuals as needed.

**Technology Resources:**

The OIT – Newark Help Desk offers IT support assistance to students in a wide range of computer-related issues. Support is available via phone, web, email, or in person (not currently accepting walk-ins). The mission is to provide a single point of contact for support, training, and guidance in the use of Information Technology to the Rutgers Newark community. Learn more at [https://runit.rutgers.edu/hd/](https://runit.rutgers.edu/hd/). And for information on the RU-N “Technology LaunchPad,” go to: [https://runit.rutgers.edu/technology-launch-pad/](https://runit.rutgers.edu/technology-launch-pad/).

**The Writing Center:**

The Writing Center, 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. Please inform your students that The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills. For more on the Writing Center, see: http://www.ncas.rutgers.edu/writingcenter.

**Policy on Academic Integrity (Cheating and Plagiarism):**

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and ethical offense. It violates 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.

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 given nor received any unauthorized assistance on this examination/assignment. (Name) (Signature/Typed) (Date).” For more information on academic integrity policies, see: http://academicintegrity.rutgers.edu/.

**Class Environment:**

It is critical that members of the class help to create a “safe” online learning space by engaging with one another in a respectful and constructive manner. It is important to be considerate of others’ opinions and ideas regardless of whether they complement or challenge your own. Many of the topics covered in the course are sensitive (i.e. violence, rape, abortion, etc.), making it important both to respect your own limits as a scholar as well as those of others. Please reach out to the instructor with questions or concerns, including if you need to request an exemption or modification on an assignment.

**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. In addition to an array of resources that can be found at https://myrun.newark.rutgers.edu/my-rutgers-newark, 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.

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

SYLLABUS

Course Materials: All required readings, videos, podcasts, slides, audio etc. are uploaded to the course Blackboard page https://blackboard.rutgers.edu/. You do not have to purchase any materials for the course. Course materials are organized in folders by week under the “Weekly Lessons” tab.

Assignment Overview: All of the week’s course materials must be carefully reviewed and corresponding assignments (Reading Reactions, papers, final project components, etc.) must be completed and posted by 9:00 AM each Thursday (unless otherwise indicated). Reading Reaction assignments will generally be posted under the “Discussions” tab, paper and project assignments will generally be posted under the “Papers and Project” tab (unless otherwise indicated). Any modifications to the course materials or assignments will be announced via Blackboard’s “Announcements” feature.

Reminder of Assignment Due Dates:
- Weekly Reading Reactions (50%): on weekly basis, Thursdays by 9:00 AM
- Paper 1 (10%): (Week 4), by 9:00 AM on Thursday February 11
- Paper 2 (10%): (Week 8), by 9:00 AM on Thursday March 11
- Final Project (30%):
  - Final Group Project Proposal (10%): (Week 11), by 9:00 AM on Thursday April 1
  - Final Group Project (10%): (Week 15), by 9:00 AM on Thursday April 29
  - Final Individual Project Reflection (10%): by 9:00 AM on Wednesday May 12
History of Women in the United States, 1877 to Present

Spring 2021


- On course Blackboard page, go to Weekly Lessons tab → Week 1 Folder, which includes the following tasks:
  - review syllabus and complete syllabus quiz (by 9:00 AM on Monday Jan. 25)
  - complete technology survey (by 9:00 AM on Monday Jan. 25)
  - complete introductions assignment (by 9:00 AM on Monday Jan. 25)

Week 2: Thursday January 28 – Gender and Indigenous Family Separation

- READ: Zitkala-Sa, American Indian Stories (Primary Source) in Dubois and Dumenil, 421-425.
- WATCH: clip from “Unspoken: America’s Native Boarding Schools,” PBS (February 16, 2016) – 10 minutes
- WATCH: clip “These are the faces of family separation,” CBS News (October 7, 2019) – 3 minutes
- VIEW/LISTEN: Week 2 Slides

Week 3: Thursday February 4 – African American Women and the Freedom Struggle

- WATCH: “Why Build a Lynching Memorial?” Equal Justice Initiative (February 8, 2019) – 3 minutes
- VIEW/LISTEN: Week 3 Slides

Week 4: Thursday February 11 – The First Wave(s)

- Post Paper 1 to Blackboard prior to 9:00 AM on Thursday Feb. 11
• LISTEN: “Feminism in Black and White,” Scene on Radio (Season 3: MEN, Part IV) – 47 minutes
• WATCH: clip from “The Vote,” PBS American Experience (July 7, 2020) – 15 minutes
• VIEW/LISTEN: Week 4 Slides

Week 5: Thursday February 18 – Gender, Immigration, and New Boundaries (Paper 1 DUE)

• WATCH: “Discovering Angel Island: The Story Behind the Poem,” KQED (February 8, 2010) – 12 minutes
• READ/WATCH: “Two Centuries of US Immigration” (May 3, 2016)
• VIEW/LISTEN: Week 5 Slides

Week 6: Thursday February 25 – Women, Family, and Work: From the Great Depression to World War II

• READ: A Transcription of Jane Kwong Lee’s “A Richer Life for All” (1933) printed in Judy Yung, Unbound Voices (Primary Source)
• VIEW/LISTEN: Week 6 Slides

Week 7: Thursday March 4 – Gender and Japanese American Internment

• WATCH: “Manzanar: ‘Never Again,’” PBS (August 27, 2009) – 14 minutes
• VIEW/LISTEN: Week 7 Slides

Week 8: Thursday March 11 – Postwar Wealth and Poverty

➢ Post Paper 2 to Blackboard prior to 9:00 AM on Thursday March 11
• READ: Voices of “Rosie the Riveter,” (Primary Sources) in Dubois and Dumenil, 526-531.
• WATCH: “Why African Americans Left the South in Drovess – and What’s Bringing Them Back,” VOX (March 1, 2017) – 6 minutes
• WATCH/LISTEN: “Rosie the Riveter by the Four Vagabonds,” (includes Primary Sources) 2 minutes
• VIEW/LISTEN: Week 8 Slides

Week 9: SPRING BREAK – NO CLASS (March 14 – 22)

Week 10: Thursday March 25 – The Civil Rights Movement

• READ: excerpt from Anne Moody, Coming of Age in Mississippi (1968), 283-310.
• WATCH: clip from “Crisis in Levittown,” Dynamic Films (1957) – 9 minutes (Primary Source)
• LISTEN: “Before Rosa Parks, A Teenager Defied Segregation on Alabama Bus,” NPR (March 2, 2015) – 8 minutes
• VIEW/LISTEN: Week 10 Slides

Week 11: Thursday April 1 – Recasting the Sexual Revolution and Women’s Liberation

• Post Final Project PROPOSAL to Blackboard prior to 9:00 AM on Thursday April 1
• READ: excerpt from “Women’s Liberation” (Primary Sources) in Dubois and Dumenil, 654-667.
• WATCH: “Civil Rights” and “The Feminine Mystique,” clips from PBS’s Women Who Make America – 6 minutes
• VIEW/LISTEN: Week 11 Slides

Week 12: Thursday April 8 - Gender and HIV/AIDS

• VIEW/LISTEN: Week 12 Slides

Week 13: Thursday April 15 – #MeToo: Then and Now
• WATCH/LISTEN: Tarana Burke, “Me Too is a Movement, Not a Moment,” TED Talk, (November 2018) – 16 minutes
• READ: adaptation of article, “A Timeline Of Clarence Thomas-Anita Hill Controversy As Kavanaugh To Face Accuser,” NPR (September 23, 2018)
• WATCH (OPTIONAL/EXTRA CREDIT): “Christine Blasey Ford reveals who inspired her to testify against Kavanaugh,” ABC News (October 31, 2019)
• VIEW/LISTEN: Week 13 Slides

**Week 14: Thursday April 22 – Intersectional Justice**

• WATCH: Kimberlé Crenshaw, “The Urgency of Intersectionality,” TED Talk (October 2016) – 19 minutes
• READ: excerpt from Pierrette Hondagneu-Sotelo, “Domésticas Demand Dignity,” 759-775.
• READ: Ai-Jen Poo, “Domestic Workers Take Care of Us. It’s Time for Us to Take Care of Them,” TIME (April 14, 2020)
• WATCH: “Hijabi World,” Newest Americans (April 21, 2016) – 6 minutes
• READ: “Women’s Lives in Modern America and the World” in Dubois and Dumenil, 713-724.
• VIEW/LISTEN: Week 14 Slides

**Week 15: Thursday April 29 – 21st Century Movements**

➢ Post Final PROJECT on Blackboard prior to 9:00 AM on Thursday April 29
• WATCH: Chimamanda Ngozi Adichie, “We Should All Be Feminists,” TED TALK (December 2012) – 30 minutes
• TBD
• VIEW/LISTEN: Week 15 Slides

**Final Exam:**

➢ Post Final REFLECTION PAPER on Blackboard prior to 9:00 AM on Wednesday May 12