

History of Women in the United States, 1877 to Present

21:512:274:02

Spring 2022 (section 02)

Class Location/Time: Thursdays, 6:00-9:00 PM

Conklin Hall, Room 352

Class Canvas page: <https://canvas.rutgers.edu>

Professor: Elisabeth Eittreim, PhD

Contact: eittreim@rutgers.edu

Office Hours: by appointment via Zoom

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 (25% of final grade):** 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 Canvas PRIOR to class each week.**
- 3) **Attendance/Participation (25% of final grade):** Attendance is required. You are expected to sign in each class, remain for the duration, and participate in class discussions, activities, and assignments.

- 4) **Papers (each 10% of Final Grade):** You will be assigned to write two short papers (2-3 pages) related to course materials and topics.
- post Paper 1 to Canvas PRIOR to class on Thursday, February 10 (Week 4)
 - post Paper 2 to Canvas PRIOR to class on Thursday March 10 (Week 8)
- 5) **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 Canvas page under the "Papers and Projects" tab. The final project consists of three components:
- a final group project PROPOSAL due PRIOR to class on Thursday March 31 (Week 11)
 - a final group PROJECT due PRIOR to class on Thursday April 28 (Week 15)
 - a final individual project REFLECTION PAPER due by 9:00 AM on Wednesday May 11 (final exams week)

Grading:

Weekly Reading Reactions:	25%
Participation/Attendance:	25%
Paper 1:	10%
Paper 2:	10%
Final Project (All Components):	30%
>Final Group Proposal:	10%
>Final Group Project:	10%
>Final Individual Reflection:	10 %

Grading Scale for Assignments

93 - 100	A
90 - 92	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
70 - 76	C
60 - 69	D
59 or less	F

Grading Scale for Final Course Grade

90 - 100	A
87 - 89	B+
80 - 86	B
77 - 79	C+
70 - 76	C
60 - 69	D
59 or less	F

Health and Safety Precautions due to COVID-19:

Mask requirements: In order to protect the health and well-being of all members of the Rutgers-Newark community, masks must be worn by all persons inside campus buildings when in the presence of others, and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks should securely cover the nose and mouth. Masks must be worn during class meetings. Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app found at: [myRutgers Portal](#).

Student health and well-being: *Students should notify their instructor if illness or personal circumstances prevent them from attending class and/or submitting an assignment on time. Please do NOT come to class if you are ill. 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.***

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 when possible (preferably a minimum of 24 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. Office hours will be held by appointment on Zoom.

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.

Attendance Rules*:

Attendance is required. You are expected to sign in for each class and remain for the duration. Class will begin on time. Habitual lateness and leaving class early is not acceptable and will be penalized. Do not take the course if you are unable to get to class on time or if you regularly have to leave early. There will be no make-up opportunities for missed classes. **Please note: due to COVID-19, there will be flexibility on these Attendance rules as needed. Please see the “Student health and well-being” statement above. Do NOT attend class if you are ill.**

Excused vs. Unexcused Absences: The Rutgers-Newark Undergraduate Catalog (http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html) states: “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.” Please do NOT attend class if COVID-positive, even if you are asymptomatic.

Tardiness, Leaving Class Early, and Grade Penalties: Lateness of twenty minutes or more counts as a half-absence and puts a student at risk of grade penalties (discussed below). Any student who is habitually late for class (four or more times over the course of the semester)—even if the student arrived within twenty minutes after the start of class—will receive at least a half grade reduction (from a “B” to “C+,” for example). Similarly, any student who habitually leaves class early (four or more times over the course of the semester) will receive at least a half grade reduction (from a “B” to “C+,” for example).

Attendance and Grade Penalties: Any student who misses TWO classes will receive a half grade reduction (from “B” to “C+,” for example). Any student who misses THREE classes will receive a full grade reduction (from “B” to “C,” for example). 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/Assignments:**

Reading Reactions (25% of final grade): Reading Reactions will be assigned weekly and must be submitted to Canvas PRIOR to class each week. Late “Reading Reaction” assignments will not be accepted. *One of the main purposes of these assignments is to give students a chance to reflect on and engage with the course materials, ultimately preparing them for class.*

Participation/Attendance (25% of final grade): See course attendance policies above. Students will be graded each week on their participation in class based on their level of engagement and demonstration of understanding of major concepts.

Papers (totaling 20% of final grade): Papers must be posted to Canvas PRIOR to the beginning of class on the dates indicated on the syllabus. There are two papers assigned in the course, each worth 10% of the final grade.

- post **Paper 1** to Canvas PRIOR to class on **Thursday February 10** (Week 4)
- post **Paper 2** to Canvas PRIOR to class on **Thursday March 10** (Week 8)

Final Project (totaling 30% of final grade): The Final Project is a group project consisting of 3 components, each worth 10% of the final grade:

- post Group Project PROPOSAL to Canvas PRIOR to class on **Thursday March 31** (Week 11)
- post Group PROJECT to Canvas PRIOR to class on **Thursday April 28** (Week 15).
- post Individual REFLECTION PAPER to Canvas by 9:00 AM on **Wednesday May 11**

** If posted after the specific time (i.e. prior to class time) 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 1 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.

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.

- OIT Help Desk: <https://mytech.newark.rutgers.edu/techsupport>
- Technology LaunchPad: <https://mytech.newark.rutgers.edu/tlp>

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 write and 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 assignment. (Printed Name) (Signature) (Date).” For more information on academic integrity policies, see: <http://academicintegrity.rutgers.edu/>.

Technology and Class Environment:

Use of technology for personal use (texting, social media, etc.) during class time is prohibited. Breaking this code of conduct will result in penalties, including dismissal from class and grade reductions (pertaining to class participation).

It is critical that members of the class help to create a “safe” learning space by speaking, listening, and engaging with one another in a respectful manner. It is important to both be present—demonstrate that you are engaged in the class—and to consider others’ opinions and ideas regardless of whether they complement or challenge your own. Many of the topics are sensitive (i.e. violence, abortion), and it is 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, etc. are uploaded to the course Canvas page: <http://canvas.rutgers.edu>. You do not have to purchase any materials for the course. Course materials are organized by weekly modules under the course “Home” tab.

Assignment Overview: All of the week’s course materials must be carefully reviewed and corresponding assignments (Reading Reactions, papers, final project components, etc.) posted to Canvas **PRIOR to class** (unless otherwise indicated). All assignments will be viewable under the weekly modules. In addition, Reading Reaction assignments will generally be posted under the “Discussions” tab, and paper and project assignments will generally be posted under the “Assignments” tab (unless otherwise indicated). Any modifications to the course materials or assignments will be announced via Canvas’ “Announcements” feature.

Reminder of Assignment Due Dates:

- Weekly Reading Reactions (25%): on weekly basis, post prior to class on Thursdays
- post Paper 1 (10%) to Canvas PRIOR to class on Thursday February 10 (Week 4)
- post Paper 2 (10%) to Canvas PRIOR to class on Thursday March 10 (Week 8)
- Final Project (30%):
 - post Final Group Project PROPOSAL (10%) to Canvas PRIOR to class on Thursday March 31 (Week 11)
 - post Final Group PROJECT to Canvas (10%) PRIOR to class on Thursday April 29 (Week 15)
 - post Final Individual Project Reflection (10%) by 9:00 AM on Wednesday May 12

Week 1: Thursday January 20 - Introduction: Does History Matter?

Week 2: Thursday January 27 – Gender and Indigenous Family Separation

- READ: Zitkala-Sa, *American Indian Stories* (Primary Source) in Dubois and Dumenil, 421-425.
- READ: excerpt from Margaret D. Jacobs, “Designing Indigenous Child Removal Policies,” *White Mother to a Dark Race* (Lincoln: University of Nebraska Press, 2009), 25-51, 63-66

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

- READ: Ida B. Wells, selection from *Crusade for Justice: The Autobiography of Ida B. Wells* (Primary Source) in DuBois and Dumenil, 314-318.

- READ: excerpt from Deborah Gray White, "The First Step in Nation-Making," *Too Heavy a Load: Black Women in Defense of Themselves, 1894-1994* (1999), 21-55.

Week 4: Thursday February 10 – The First Wave(s)

- **Post Paper 1 to Canvas prior to class on Thursday Feb. 10**
- READ: excerpt from Glenda Gilmore, "Forging Interracial Links in the Jim Crow South," 300-310.
- READ: Nancy Cott, "Introduction," *The Grounding of Modern Feminism* (1987), 3-10.
- LISTEN: "Feminism in Black and White," Scene on Radio (Season 3: MEN, Part IV) – 47 minutes

Week 5: Thursday February 17 – Gender, Immigration, and New Boundaries

- LISTEN: "On the Outs: Restricting American Immigration," *Back Story* podcast, episode #0180 (February 10, 2017) – 30 minutes
- READ: Vicki L. Ruiz, "The Flapper and the Chaperone: Mexican American Teenagers in the Southwest," 427-435.

Week 6: Thursday February 24 – Gender, Family, and Work: From the Great Depression to World War II

- READ: Leslie J. Reagan, "When Abortion Was a Crime: Reproduction and the Economy in the Great Depression," 451-456.
- READ: excerpt from Karen Anderson, "The Great Depression and World War II," in *A Companion to American Women's History*, ed. Nancy A. Hewitt. (Malden, MA, 2005), 366-379.

Week 7: Thursday March 3 – Gender and Japanese American Internment

- READ: Valeria Matsumoto, "Japanese American Women During World War II," 530-536.
- READ/VIEW: Linda Gordon, "[Internment without Charges: Dorothea Lange and the Censored Images of Japanese American Internment](#)," *The Asia-Pacific Journal* (Nov. 2, 2006)

Week 8: Thursday March 10 – Gendering Postwar Wealth and Poverty

- **Post Paper 2 to Canvas prior to class on Thursday March 10**
- READ: Annelise Orleck, excerpt from "From the Cotton Fields to the Desert Sands: Living and Leaving the Delta Life," *Storming Caesar's Palace: How Black Mothers Fought Their Own War on Poverty* (2005), 7-36.
- READ: Voices of "Rosie the Riveter," (Primary Sources) in Dubois and Dumenil, 526-531.

Week 9: SPRING BREAK – NO CLASS (March 12 – 20)**Week 10: Thursday March 24 – The Civil Rights Movement**

- READ: excerpt from Danielle L. McGuire, “‘It Was Like All of Us Had Been Raped’: Sexual Violence, Community Mobilization, and the African American Freedom Struggle,” *The Journal of American History*, Vol. 91, No. 3 (Dec. 2004), 906-931.
- READ: excerpt from Anne Moody, *Coming of Age in Mississippi* (1968), 283-310.

Week 11: Thursday March 31 – Sexual Revolutions?

- **Post Group Final Project PROPOSAL to Canvas prior to class on Thursday March 31**
- READ: excerpts from Beth L. Bailey, “Prescribing the Pill: The Coming of the Sexual Revolution in America’s Heartland,” 629-637.
- READ: Roe v Wade (primary source)
- TBD

Week 12: Thursday April 7 - Gender and HIV/AIDS

- READ: excerpt from Paula A. Treichler, “The Burdens of History: Gender and Representation in AIDS Discourse, 1981-1988,” in *How to Have Theory in an Epidemic: Cultural Chronicles of AIDS* (2004) 42-98.

Week 13: Thursday April 14 – #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)
- READ: “Anita Hill: Let’s Talk About How to End Sexual Violence,” *The New York Times* (May 9, 2019)

Week 14: Thursday April 21 – Intersectional Justice

- 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)
- READ: Ashraf Zahedi, “Muslim American Women After 9/11,” 775-784.

Week 15: Thursday April 28 – 21st Century Movements

- **Post Group Final PROJECT to Canvas PRIOR to class on Thursday April 28**
- READ: Alicia Garza, "[A Herstory of the #BlackLivesMatter Movement](#)," *The Feminist Wire* (October 7, 2014)
- TBD

Final Exam:

- **Post Final REFLECTION PAPER to Canvas prior to 9:00 AM on Wednesday May 11**