

## History of Women in the United States, 1877 to Present

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Spring 2018

Class Location/Time: Sundays, 12:30-3:25 PM, Conklin Hall, Room 346

Professor: E. Eittreim

Office: Conklin Hall, Room 326

Office Hours: by appointment

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### 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, and rights. Course lectures, readings, and activities survey diverse perspectives and experiences and engage with contemporary scholarship particular to the study of women's history.

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.

### Course Requirements:

- 1) **Attendance:** You are required attend and participate in class discussions and activities.
- 2) **Readings:** You are required to carefully read the assigned texts by the date indicated on the syllabus and complete related writing assignments ("Reading Reactions"). You are also required to bring the assigned readings with you to class to facilitate class discussion.
- 3) **In-class writing assignments:** You will be given a series of graded in-class writing assignments to practice note-taking, basic writing skills, and analysis of primary/secondary source material.
- 4) **Papers:** You will be assigned one short paper (2 pages – final draft due **Feb. 18**) and one long paper (5 pages – final draft due **April 22**) to be completed outside of class. There will be in-class writing workshops to edit and review peers' work before the final drafts are due.
- 5) **Exams:** Midterm exam held on **March 18** and final exam on **May 6**.
- 6) **Does History Matter Presentation/Blog:** You are required select a current news story, write a blog entry about it, and share your findings with the class on **February 4**. For extra credit, you can select 2 more news stories to write and share about over the course of the semester.

**Grading:**

Participation:	20%
In-class writing:	10%
Short Paper:	10%
Long Paper:	20%
Midterm exam:	20%
Final exam:	20%
Blog*:	+/-
Reading Reactions**:	+/-

Blog\*: You are required to post and share one blog entry relevant to contemporary news items and American history. Blog entries will be graded with a check (if the entry is completed), a check plus (if the entry is particularly well done), or a check minus (if the entry is barely passable). You will be required to share your blog entries with the entire class through a short informal presentation. You may post up to two additional blog entries and make comments on your classmates' posts for extra credit.

Reading Reactions\*\*: You are required to complete short writing assignments relevant to course readings. These will be conducted in and out of class on a regular basis and will include simple tasks like writing questions about the reading, listing key terms, note-taking, etc. Extraordinarily good "Reading Reaction" assignments (many check-pluses) will raise your course grade by half a grade (from "B" to "B+," for example). Barely passable "Reading Reactions" (many check-minuses) will lower your course grade by half a grade (from "B" to "C+" for example). Seriously incomplete "Reading Reactions" will lower your final grade by ONE FULL GRADE (from "B" to "C," for example).

**Attendance/Tardiness:**

Attendance is required and you are expected to sign in each class. Class will begin on time. Habitual lateness is not acceptable and will be penalized. Do not take the course if you are unable to get to class on time. There will be no make-up opportunities for missed classes.

*Excused vs. Unexcused Absences:* The Rutgers-Newark Undergraduate Catalog ([http://catalogs.rutgers.edu/generated/nwk-ug\\_0608/pg23613.html](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." If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

*Tardiness 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 (five or more times over the course of the semester)—even if the student arrived within twenty minutes after the start of class—will receive 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.

**Late writing assignments:**

*Writing Assignments:* Papers must be posted to Blackboard prior to the beginning of class on the dates indicated on the syllabus. For every class day that a paper is not turned in, the paper will lose a half grade reduction (from “B” to “C+,” for example). If posted late on the due date (after class has begun), the paper will lose a half-grade reduction (from “B” to “C+,” for example).

*Blog and Reading Reactions:* Late Blog or “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 readings, ultimately preparing them for class. As indicated above, several late assignments can significantly bring down the final grade.

**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).

Members of the class are expected 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.

**Disabilities:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu)

### **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.”

### **Course Readings:**

There are no required books to purchase for the course. All required readings can be accessed via Blackboard ([blackboard.newark.rutgers.edu](http://blackboard.newark.rutgers.edu)).

*Recommended Readings* – In class, I will often cover material that is *not* required reading for the course but is “recommended.” If you would like a textbook to reinforce some of the background material covered in lectures, I recommend the following book (which is on reserve in Dana Library): Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents, Volume Two: Since 1865* (2012).

## **SYLLABUS**

### **Sunday January 21 – Introduction: History Today**

### **Sunday January 28 – Gender and Indian Service**

#### Required Readings

- Zitkala-Sa, *American Indian Stories* in Dubois, 421-425.
- Cathleen D. Cahill, “Members of an Amazonian Corps: White Women in the Indian Service,” *Federal Fathers and Mothers: A Social History of the United States Indian Service, 1869-1933* (2011), 63-81.

### **Sunday February 4 – African American Women and the Freedom Struggle**

- Blog posts due PRIOR to class. In-class presentations TODAY in class!

#### Required Readings

- Ida B. Wells, selection from *Crusade for Justice: The Autobiography of Ida B. Wells* in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents, Volume Two: Since 1865* (2012)., 314-318.

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

### **Sunday February 11 – The First Wave(s)**

#### Required Readings

- Glenda Gilmore, “Forging Interracial Links in the Jim Crow South,” 300-310.
- Nancy Cott, “The Birth of Feminism,” *The Grounding of Modern Feminism* (1987), 11-50.

### **Sunday February 18 – Roaring Twenties and Depressing Thirties**

- Post PAPER 1 to Blackboard PRIOR to class

#### Required Readings

- Leila J. Rupp, “Sexuality and Politics in the Early Twentieth-Century International Women’s Movement,” 393-404.
- Vicki L. Ruiz, “The Flapper and the Chaperone: Mexican American Teenagers in the Southwest,” 427-435.
- Leslie J. Reagan, “When Abortion Was a Crime: Reproduction and the Economy in the Great Depression,” 451-456.

### **Sunday February 25 – Women and War**

#### Required Readings

- Valeria Matsumoto, “Japanese American Women During World War II,” 530-536.
- 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
- Mary Ann Glendon, “Madam Chairman: The Creation of the Human Rights Commission” in *A World Made New*, (2001), 21-34

### **Sunday March 4 – Postwar Wealth and Poverty**

#### Required Readings

- Annelise Orleck, “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.

### **Sunday March 11 – SPRING BREAK – NO CLASS!**

### **Sunday March 18 – MIDTERM EXAM**

### **Sunday March 25 – The Civil Rights Movement**

#### Required Readings

- 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.
- Anne Moody, excerpt from *Coming of Age in Mississippi* (1968), 283-310.

### **Sunday April 1 – Recasting Second Wave Feminism(s)**

#### Required Readings

- Becky Thompson, “Multiracial Feminism: Recasting the Chronology of Second Wave Feminism,” in Nancy A. Hewitt, ed., *No Permanent Waves: Recasting Histories of U.S. Feminism* (2010), 39-60.
- Audre Lorde, “Learning from the 60s,” *Sister Outsider* (1984/2007), 134-144

### **Sunday April 8 - Gender and HIV/AIDS**

#### Required Readings

- 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.

### **Sunday April 15 – Militarized Women**

#### Required Readings

- Susan Faludi, “The Naked Citadel,” in *The New Humanities Reader* (77-108)
- Elizabeth L. Hillman, “The Female Shape of the All-Volunteer Force,” 689-698.

### **Sunday April 22 – Visible and Invisible Women**

- PAPER 2 to Blackboard PRIOR to class

#### Required Readings

- Pierrette Hondagneu-Sotelo, “Domésticas Demand Dignity,” 759-775.
- Ashraf Zahedi, “Muslim American Women After 9/11,” 775-784.

### **Sunday April 29 – 21st Century Movements**

#### Required Readings

- Jelani Cobb, “The Matter of Black Lives,” *The New Yorker* (March 14, 2016) <https://www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headed>
- Alyssa Bailey, “Read Every Word of Michelle Obama’s Final Speech as FLOTUS,” *Elle* (January 6, 2017) <http://www.elle.com/culture/career-politics/news/a41898/michelle-obama-final-flotus-speech-transcript/>

### **May 6 – Final Exam (12:30-3:25, Conklin 346)**