

History 323.01 American Women Since WWII

Spring 2017

MW 2:00-3:50

Mears 217

Professor Carolyn Herbst Lewis

My office is 317 Mears Cottage

You can reach me by email lewiscar@grinnell.edu

My office hour is Thursday, 1:00-2:00 in the Grille, or by appointment.

How to Schedule a Meeting with Professor Lewis:

Step 1: Log into your Grinnell email.

Step 2: Open the Calendar function.

Step 3: In the upper right corner, click on '?' and select the Help feature.

Step 4: In the Help window, select 'Creating Calendar Items.'

Step 5: Read the instructions in Help and follow them to send me an invitation to a meeting.

****Please note that I am available only during "normal business hours" (approximately 8:30 am to 4:30 pm, Monday-Friday). When you are selecting an appointment time, be sure to click on the 'Scheduling Assistant,' as that will allow you to see the busy/free times on my calendar. Please be sure to put your name and the time you want to meet in the subject line.** If your computer/Outlook is set to a time zone different than CST, the meeting time will not be correctly displayed and we will have confusion.

Course Description:

Students in this seminar will explore the history of American women since the Second World War. The postwar decades and late twentieth century witnessed enormous changes in the lives of American women, including both expanding opportunities as well as rising expectations. We will consider how American women fomented and navigated these changes, paying careful attention to the significance of race, class, sexuality, and citizenship status in shaping their experiences. Students will begin the semester by engaging in a close reading of historical texts, both primary and secondary, to establish a shared foundation in the historiography of this period, in the theoretical basis of women's history as a field, and in the special considerations of doing contemporary history. Students will conclude the semester by producing an article-length research paper and a 15-minute presentation of their historical research into this era. Students will be expected to mine digital archives as well as traditional collections in order to locate sufficient primary sources for their project.

This is the syllabus for this course. As such, it is our plan for the semester, but I reserve the right to make any changes that I find to be necessary. Please review the material included here. I expect you to be familiar with and understand the policies and assignments listed here. If you have any questions or concerns, please do not hesitate to speak with me.

Course Policies :

- I expect students to attend every class period.
- This is not a lecture course. I expect students to come to class having completed the assigned readings, thought about their content, and formulated ideas and questions for class discussion.
- In order to pass the course, students must submit all of the written assignments on time or with an approved extension. This includes written assignments and worksheets that do not earn an independent grade. Assignments submitted late without an instructor-approved extension or documentation of an emergency will be accepted and/or penalized solely at the discretion of the instructor. **As soon as you realize you are struggling to make a deadline, contact me.**
- I ask that you remember that email is a form of professional writing. In your life after Grinnell College, you will be required to communicate via email in a professional format (i.e., salutation, properly formatted sentences, and signature). I suggest you get in the practice of doing so now.
- I do not check and respond to emails 24/7. Please give me 24 hours to respond to your email. If you have not received an email after that time, then forward me the original email with a little reminder. Also, I usually do not check email between 5 pm and 8 am. This time is reserved for my family. And sleeping.
- I expect students to read and follow all instructions given for each assignment. Failure to do so will negatively affect your grade.
- Please note that I expect your writing to improve in terms of style, structure, and content based on my comments on your graded work. You take time to write papers; I take time to think about how you might improve them. The expectation is that you will take my comments and edits into consideration so that you can, in fact, improve. No one in this classroom is such a good writer that they have no room for improvement. This includes me.
- You are responsible for checking your grades in Pweb and reading any comments in a timely manner.
- All written work must be neatly and uniformly formatted with double-spaced lines and a minimum of size 12 font. All citations and bibliographies must be formatted according to the Chicago Manual of Style, available via the Burling Library list of databases. <http://www.grinnell.edu/about/offices-services/library/research/citation>

It is the responsibility of all students to familiarize themselves with the section on “Honesty in Academic Work” in the Grinnell Student Handbook. These are the standards that you are held to, these are the standards that you have agreed to adhere to by enrolling in the college, and these are the standards that you claim you have met once you submit your written work for grading.

http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work

Please be aware that as a faculty member I am obligated to submit all suspected violations of these standards to the Committee on Academic Standing. I will not first invite you to explain what happened or attempt to confirm or resolve my suspicions. If I have a concern, I submit the paperwork to the Committee. Period. This helps to maintain the integrity of the Committee, to preserve the campus-wide commitment to due process and self-governance, and to ensure that all of my students are treated equally.

Community and Accountability:

This classroom is a community of individuals from diverse backgrounds and experiences coming together to learn. In order for this course to be a productive learning environment, it is imperative that we all treat one another with respect and courtesy. To that end, I ask that you refrain from arriving late or leaving early. Doing so is disruptive to your classmates as well as your instructor. So, too, are cell phone tones. Please make sure that all devices are turned off once you enter the classroom. Students who regularly disrupt the class in any way will have their course grade penalized at the discretion of the instructor. If you are asked to modify your behavior, please do so. As members of this community, you all are responsible for informing me if at any point if a classmate’s behavior is impairing your ability to concentrate and learn in this class. This is not asking you to police one another, but to take responsibility for defending your right to a productive learning environment. Bottom line: **let’s all treat each other with the same respect and courtesy we would like to receive.**

Accommodations:

I encourage students with a documented need for accommodations, especially those due to invisible disabilities such as chronic illness, learning difficulties, and psychiatric conditions, to discuss appropriate accommodations with me during the first few weeks of the semester. You will also need to have a conversation about and provide documentation of your condition (if you have not already done so) to the **Coordinator for Disability Resources, Autumn Wilke, located on the 3rd floor of the Rosenfield Center (x3702).**

As an instructor, I am endeavoring to use the philosophy of **Universal Design** in framing my courses to make them universally accessible to all students. I welcome all constructive feedback in this process. I cannot guarantee that I will adopt any or all suggestions that come my way, but I most certainly want to hear them for consideration not only for this course, but also for future courses.

Grinnell College offers reasonable accommodations for students who observe religious holy days. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you. <https://www.grinnell.edu/about/offices-services/crssj/resources>

VERY IMPORTANT:

This class discusses intimate and sometimes embarrassing or painful subjects. Due to the nature of the course themes, materials, and format we will not be issuing specific trigger warnings. All readings are listed in advance on the syllabus. You should use the syllabus to get a sense of the types of topics we will be discussing throughout the semester. Just because something is not listed on the syllabus for a given day, however, does not mean that it might not come up in lecture or discussion as we draw connections between different readings and discussions. If you find yourself having a personal or emotional response to the readings, subject matter, or discussions, I suggest you make an appointment with a counselor at SHACS (Student Health and Counseling Services). They are located on the Lower Level of the Forum. Their phone number is 641-269-3230. I am happy to help you make an appointment.

Required Course Reading Material:

- Enke, A. Finn. *Finding the Movement: Sexuality, Contested Space, and Feminist Activism*. Durham: Duke University Press, 2007.
 - Ford, Tanisha. *Liberated Threads: Black Women, Style, and the Global Politics of Soul*. Chapel Hill: University of North Carolina Press, 2015.
 - Littauer, Amanda. *Bad Girls: Young Women, Sex, and Rebellion before the Sixties*. Chapel Hill: University of North Carolina Press, 2015.
 - Orleck, Annelise. *Storming Caesar's Palace: How Black Mothers Fought Their Own War on Poverty*. Beacon Press, 2006.
 - Ware, Susan. *American Women's History: A Very Short Introduction*. New York: Oxford University Press, 2015.
 - Additional readings are accessible via the hyperlinks embedded in this syllabus, Blackboard, or ERES.
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Grades will be assigned in the course according to the following formula:

- 8% Preparation of Discussion Questions (with partner)
- 25% Class participation
- 20% Research presentation (approx. 12 minutes, plus discussion)

47% Research article (must submit all components throughout the semester, plus the final paper)

Preparation of Discussion Questions: We are reading five monographs this semester. For each one, a pair of students will pre-circulate no later than 8:00 pm the evening before a minimum of 6 questions regarding the book. These questions should address the overall thesis, the evidence used, the author's methodology, the historiographical contribution, and the historical content itself. You should reference a minimum of 2 academic reviews of the book (usually available through JSTOR or Project Muse) in formulating these questions.

Partner and book assignments:	Ware	Liana and Julian
	Littauer	Hannah and Lillian
	Enke	Jenny and Ty
	Ford	Nadia and Helen
	Orleck	Elinor and Matt

Class Participation: Students are expected to come to class having completed the assigned readings, thought about their content, and formulated ideas and questions for class discussion. Participation is not the same as attendance, and it is not assessed according to a strict formula. By the end of the semester, I will know whether or not you are someone who has made regular and thoughtful contributions to the classroom discussion of readings and other material. How do you as a student ensure that you get a high mark for this portion of your grade? First, you attend class regularly. You cannot participate if you are not here. Second, you complete the assigned readings and spend time thinking about them before class. Finally, you answer the questions I pose to the class, ask questions of me and your classmates based on the readings and lecture content, share your thoughts about the material, and respond to your classmates' comments.

Research Presentation: We will conclude the semester with a research presentation from each member of the class. The presentation should be 12 minutes and include PowerPoint, Prezi, or some other formal presentation software. You might include handouts. Be prepared for questions and discussion after. Each presentation will be evaluated by the instructor as well as your peers.

Research article: Each student will plan, research, and write an original article on some topic related to the history of women in the United States since 1945. This article will utilize primary sources, will engage with the related historiography, and will make a clear and persuasive analysis of the materials. The article should be a minimum of 7,000 words (including footnotes) plus a bibliography (bibliography is NOT included in word count). There will be a series of assignments and exercises leading up to the completion of the final article. These include: a primary source presentation, an article presentation, 3 in-class writing workshops, a first and final draft of a topic proposal, bibliography, and research/writing plan, a rough draft of the final paper, and the

final paper itself. Students are required to complete all of these steps in order to receive full credit for the research article.

Schedule of Readings and Assignments:

Week 1

Monday, 1/23 Introduction to the Course and Each Other

Reading: The Syllabus [BLACKBOARD]

Wednesday, 1/25 At the intersection of history-making and making-history

Reading:

- Julie Des Jardins, “Women’s and Gender History,” p. 136-158, in *The Oxford History of Historical Writing: Volume 5: 1945 to the Present*, ed. by Axel Schneider and Daniel Woolf. New York: Oxford University Press, 2011. [BLACKBOARD/ERES]
- Michael D. Kandiah, “Contemporary history,” Making History Blog
http://www.history.ac.uk/makinghistory/resources/articles/contemporary_history.html
- Louise W. Knight, “Sibling Rivalry: History and Memory,” *The Women’s Review of Books* 24.2 (July-August 2007), 12-14. [JSTOR]

During the last half of class time, we will go to the library for a session on digital source materials with Cecilia Knight.

Week 2

Monday, 1/30 The broader context

Reading: Ware, *American Women’s History*

Due: Discussion Questions from Liana and Julian by 8pm Sunday 1/29

Wednesday, 2/1 Looking for Themes, Thinking about Sources

Reading: preface, prologue, and/or introduction to Littauer, Enke, Ford, and Orleck

Week 3

Monday, 2/6 Primary Source Presentation Day

Due: bring to class multiple copies of the primary source you selected after the library visit. Be prepared to share the basic identifying information about your source as well as the research questions that it raises for you. (5 minutes plus discussion for each person)

Wednesday, 2/8

Reading: Littauer, *Bad Girls*

Due: Discussion Questions from Hannah and Lillian by 8 pm Tuesday 2/7

Week 4

Monday, 2/13 Comparing the “Classics”

Reading: TBA

Wednesday, 2/15

Reading: Enke, *Finding the Movement*

Due: Discussion Questions from Jenny and Ty by 8 pm Tuesday 2/14

Week 5

Monday, 2/20 Workshop Day

Today we will be doing exercises to help you identify your research topic. Come to class prepared to write. Bring the primary source you shared on the presentation day and any research materials you have gathered since then.

Wednesday, 2/22

Reading: Ford, *Liberated Threads*

Due: Discussion Questions from Nadia and Helen by 8 pm Tuesday 2/21

Week 6

Monday, 2/27 Comparing new classics

Reading: TBA

Wednesday, 3/1

Reading: Orleck, *Storming Caesar's Palace*

Due: Discussion Questions from Elinor and Matt by 8 pm Tuesday 2/28

Week 7

Monday, 3/6 Article Presentation Day

Due: bring to class a secondary source article that you have used to begin thinking about your research topic. Be prepared to share the author's thesis, evidence, and what makes it so compelling for your project. (5 minutes plus discussion for each person)

Wednesday, 3/8 Research Day – Class will not meet

Use this time to begin the serious research for your project. Next week you will be drafting a topic proposal and compiling a bibliography.

Week 8

Monday, 3/13 Topic Proposal Workshop Day I

Today we will be doing an exercise to help you begin drafting your topic proposal. Come to class prepared to write. A preliminary bibliography of primary and secondary sources may be useful to have on hand.

Wednesday, 3/15 Research Day. Class will not meet today.

Friday, 3/17 Due: first draft of topic proposal and bibliography of primary and secondary sources via BLACKBOARD by 5 pm. Your primary sources might just be a list of databases or locations, rather than a list of individual sources.

Weeks 9 and 10: Spring Break!

Week 11

Monday, 4/3 Topic Proposal Workshop Day II

Due: bring to class 3 copies of the first draft of topic proposal you submitted prior to spring break. You will be workshopping them in small groups.

Wednesday, 4/5 Research Day – Class will not meet

Week 12

Monday, 4/10 Please schedule an individual meeting with Professor Lewis to discuss your topic proposal.

Class will not meet today.

Wednesday, 4/12 Research and Writing Day. Class will not meet today.

Sunday, 4/16 Due: Revised topic proposal, final bibliography, and research/writing plan via Blackboard by 5 pm.

Week 13: Research and Writing Days. Class will not meet Monday 4/17 or Wednesday 4/19.

Week 14: Research and Writing Days. Class will not meet Monday 4/24 or Wednesday 4/26.

Week 15

Monday, 5/1: Research and Writing Day. Class will not meet.

Due: Draft of final paper due by 9 pm via Blackboard. Send me whatever you've got!

Wednesday, 5/3: Please schedule an individual meeting with Professor Lewis to discuss your draft and plans for revision. Class will not meet today.

Week 16: **Presentations!** You will know your assigned presentation date after I've seen the finalized topic proposals.

Week 17: *****FINAL PAPER DUE VIA BLACKBOARD BY 8 PM THURSDAY, MAY 18.***** (Please note there are absolutely no extensions granted or late papers accepted without documented support from Academic Advising)