

**HONR 49900 (CRN 20401)**  
**Women and the Gender Revolution at Purdue University**  
**Fall 2019**  
**Professor Gabin**  
**T/TH 1:30-2:45**  
**STEW 462 Swaim Instruction Room**

Professor Gabin  
UNIV 121  
494-4141 or 494-4132

Office Hours: Tuesdays 3:00-4:00  
other days and times by appointment  
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The second half of the twentieth century brought a world of change to women's lives and American ideas about gender. *Life* magazine declared it "the revolution that will affect everybody." Others likened it to a "tidal wave" or proclaimed the "world split open". This course will introduce students to historical research and writing by focusing on women and the gender revolution at Purdue University. As we move from Baby Boomers to Generation Z, we will consider the social, political, economic, and cultural dynamics of the gender revolution for women students, faculty, and staff at Purdue. We will ask if and how this revolution changed at Purdue: the meanings and understandings of gender; the meanings and significance of family, motherhood, and personal relationships; women's education and female employment; women's involvement in political and social organizations; expressions and regulations of female sexuality; and women and popular culture.

We will investigate this still unknown and unwritten history using the holdings of the Purdue University Archives and Special Collections. These include club and organizational records, printed publications such as the *Debris* and the *Purdue Exponent*, personal collections, photographs and films, administrative files, course catalogs and syllabi, interviews and oral histories, and material culture sources. We will also seek information and material on groups and individuals not yet represented in the Archives and Special Collections. We can explore women's changing relationship to sports and athletics, for example, looking at everything from cheerleaders, twirlers, band members, and the dance team to the growth of intermural women's athletic programs such as volleyball, basketball, and softball. The integration of women as students and as faculty into male-dominated disciplines is another important topic, as is the development of gender-focused curricula and research and the advent of programs such as Women's Studies. The impact of Title IX at Purdue merits attention not only for its implementation in athletics but also for its consequences for all academic programs. As we investigate these and other themes, we will bring to bear on our research and discussions the insights offered by such disciplines as history, sociology, media studies, women's and gender studies, and archives and information science. The course will offer opportunities for students to practice and publish archival research in both digital and hard copy formats. These productions will allow students to explore the extensive materials in the archives, deepen experiential learning, and highlight student research.

The following paperback books are required for the course. Other assigned reading will be available on Blackboard and the internet in electronic form or distributed in class in hard copy.

- Gail Collins, *When Everything Changed: The Amazing Journey of American Women from 1960 to the Present*
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 9/e (2018)

The Blackboard website for this course has the syllabus, other assigned reading, all the course handouts, the writing assignments, and grades. <https://mycourses.purdue.edu>

#### **COURSE SCHEDULE**

Tu 8/20 Introductions

Th 8/22 What are Archives? Part 1

**Katharine Watson**, the France A. Córdoba Archivist, will orient us to archives and archival research. Document analysis and discussion in class.

**Read before class:**

Using Archives: A Guide to Effective Research <https://www2.archivists.org/usingarchives>  
Collins, *When Everything Changed*, Part I (start)

Tu 8/27 What are Archives? Part 2

**Katey Watson** will continue her presentation on archives and archival research.  
Document analysis and discussion in class.

**Read ahead for discussion Thursday 8/29:**

Collins, *When Everything Changed*, Part I (finish)  
John Norberg, *Ever True: 150 Years of Giant Leaps at Purdue University*, Chapters 22-26 (pp. 189-239)  
David Hovde, et al., *Purdue at 150: A Visual History of Student Life*, pp. 108-39

Th 8/29 1950s-early 1960s and How to read a Finding Aid

**Discussion** of themes in women's experience in the 1950s and early 1960s (35 minutes)

**Write to prepare for discussion:**

Compare and contrast the arguments and narratives of Collins, Norberg, and Hovde et al. on the 1950s and early 1960s. In what ways do they agree or complement each other? In what ways do they challenge or differ from each other? What questions does Collins raise about the Purdue experience in those years? Two-page, double-spaced, 500-600 word essay due on Blackboard by Thursday, August 29, 1:00 pm.

**How to read a Finding Aid** (40 minutes)

**Read before class:**

Lisa Mastrangelo and Barbara L'Eplattenier, "Stumbling in the Archives: A Tale of Two Novices," in Gesa E. Kirsch, et al., eds., *Beyond the Archives*, pp. 161-69.

How Do Archivists Describe Collections? (Or, How to Read a Finding Aid)

<https://peelarchivesblog.com/2016/02/29/how-do-archivists-describe-collections-or-how-to-read-a-finding-aid/>

Tu 9/3 1960s-1970s

**Discussion** of themes in women's experience in the 1960s and 1970s

**Read for discussion:**

Collins, *When Everything Changed*, Part II (Chapters 4-8) and Chapters 9-11  
Beth Bailey, "Prescribing the Pill: Politics, Culture, and the Sexual Revolution in America's Heartland," *Journal of Social History* 30 (Summer 1997): 827-56.  
Mary Ann Wynkoop, [Dissent in the Heartland: The Sixties at Indiana University](#), Chapter 6 (pp. 135-52)

**Write to prepare for discussion:**

Compare and contrast the arguments and narratives of Collins, Bailey, and Wynkoop on the 1960s-1970s. What surprised you? What did you find most interesting? What questions does the reading raise about the Purdue experience in those years? Two-page, double-spaced, 500-600 word essay due on Blackboard by Tuesday, September 3, 1:00 pm.

Th 9/5 Defining Topics and Finding Sources

**Workshop on identifying and evaluating primary sources. Meet in SC 189.**

**Read before class:**

Rampolla, *Pocket Guide to Writing in History*, Chapters 1-3

**Reading for Tuesday September 9:**

John Norberg, *Ever True*, Chapters 27-31 (pp. 240-95)  
David Hovde, et al., *Purdue at 150*, pp. 140-73.

Tu 9/10 1980s-1990s

**Discussion** of themes in women's experience in the 1980s and 1990s

**Read for discussion:**

Collins, *When Everything Changed*, Chapters 12-13 (also read/reread Chapters 9-11 if necessary)

Kelly Belanger, [Invisible Seasons: Title IX and the Fight for Equity in College Sports](#), pp. 83-98 and 114-129. I posted a PDF of these pages (plus the Notes section) on Blackboard.

~~Other reading on gender and college/university in these decades TBA deleted~~

John Norberg, *Ever True*, Chapters 32-35 (pp. 296-329)

David Hovde, et al., *Purdue at 150*, pp. 174-201.

**Write to prepare for discussion:**

Compare and contrast the arguments and narratives of Collins, Belanger, Norberg, and Hovde et al. on the 1970s-1990s. What surprised you? What questions does the reading raise about the Purdue experience in those years?

Two-page, double-spaced, 500-600 word essay due on Blackboard by Tuesday, September 10, 1:00 pm.

Th 9/12 Research day

Use the class time to examine the material that you requested last Thursday. Take notes as you evaluate the sources. Think about how you might use the material to write about women and gender at Purdue University. You will write an analysis of the materials for Tuesday, September 17.

Tu 9/17 2000s-2010s

**Read for discussion:**

Collins, *When Everything Changed*, Chapters 14-15 and Epilogue

John Norberg, *Ever True*, Chapters 36-45 (pp. 330-402)

David Hovde, et al., *Purdue at 150*, pp. 202-37

**Write to prepare for discussion:**

Write an analysis of the materials you examined on Thursday September 12. See Rampolla, *Pocket Guide to Writing in History*, Chapter 2b and Chapter 3c for advice on how to proceed. Two-page, 500-600 word essay due on Blackboard by Tuesday September 17, 1:00 pm.

Th 9/19 Defining Topics and Using Secondary Sources and Oral Histories and Interviews

**In-class workshop on secondary source research (30 minutes)**

**Read before class:** Rampolla, *Pocket Guide to Writing in History*, Chapters 4 and 5

**In-class presentation by Sammie Morris on conducting and using oral histories and interviews (40 minutes)**

**Read before class:**

Barbara Truesdell, [Oral History Techniques: How to Organize and Conduct Oral History Interviews](#)

Oral History in the Digital Age. Institute of Museum and Library Services. <http://ohda.matrix.msu.edu/>

Tu 9/24 Writing Blog Posts

**In-class workshop by Neal Harmeyer on writing blog posts**

**Read before class:**

<https://historyatkingston.wordpress.com/2017/03/29/writing-good-history-blog-posts-some-brief-guidance/>

<https://bloggingforhistorians.wordpress.com/guide-to-blogging-main-index/creating-content/>

Memoirs and Memories: <http://blogs.lib.purdue.edu/asc/2016/07/28/the-womens-health-movement-comes-to-purdue-discovering-the-sisters-for-health-education-records/>

Memoirs and Memories: <http://blogs.lib.purdue.edu/asc/2018/09/20/kassandra-agee-chandler-broke-barriers-as-purdues-first-african-american-homecoming-queen/>

Memoirs and Memories: <http://blogs.lib.purdue.edu/asc/2018/02/01/celebrating-black-history-month-firsts-by-purdue-african-american-students-alumni/>

Th 9/25 Writing Research Proposals

**In-class workshop on writing research proposals**

**Read before class:**

Rampolla, *Pocket Guide to Writing in History*, Chapters 4 and 5

Tu 10/1 and Th 10/3 Proposal presentations

**Research proposals are due this week.** Six students will present their proposals for feedback on Tuesday October

1. Five students will present their proposals for feedback on Thursday October 3. Please email your research proposal as an attachment to [ngabin@purdue.edu](mailto:ngabin@purdue.edu) and [watso217@purdue.edu](mailto:watso217@purdue.edu) by 5:00 pm on Thursday October 3.

The research proposal does not have to be elaborate or highly detailed, but it does require some thought and searching. The proposal can (actually, should) take the form of a question or questions that you want to answer. The length of the proposal is less important than the content. You should provide evidence of quality time spent in research and thinking about the project and the sources. Consider the following questions in writing your proposal:

- What research problem or question do you intend to address in your blog posts and/or research paper?
- What form will your writing take? Sketch the topic or problem that will frame each blog post and/or research paper.
- For each proposed blog post/paper, why is this an interesting question? Why is it problematic? Why is it significant? Include working titles for each proposed blog post/paper.
- Attach or include a bibliography of the secondary and primary sources you plan to examine (you do not have to have looked at them yet). Separate them into two categories (secondary sources and primary sources) and use the style sheets in Chapter 7 of Rampolla, *A Pocket Guide to Writing in History* to format the entries.

Tu 10/8 Fall Break—no class meetingTh 10/10 Research day—use class time to research in the ASC.Tu 10/15 Research day—use class time to research in the ASC.Th 10/17 Research day—use class time to research in the ASC.Tu 10/22 First blog post due

First blog post due today. Bring two copies to class. You will peer review/edit a classmate's post in class before submitting your revised text (with appropriate images/illustrations).

Th 10/24 Research day—use class time to research in the ASCTu 10/29 Research day—use class time to research in the ASCTh 10/31 Research day—use class time to research in the ASC.Tu 11/5 Research day—use class time to research in the ASCTh 11/7 Research day—use class time to research in the ASCTu 11/12 Second blog post or Paper outline due

Second blog post or research paper outline due today. Bring two copies to class. You will peer review/edit a classmate's post or outline before submitting your revised text (with appropriate images/illustrations).

Th 11/14 Research day—use class time to research in the ASCTu 11/19 Research day—use class time to research in the ASCTh 11/21 Presentations

Three students will present their research-in-progress in class. Presentation format to be decided.

Tu 11/26 Thanksgiving break--no class meeting

Th 11/28 Thanksgiving break--no class meeting

Tu 12/3 Presentations

Four students will present their research-in-progress in class. Presentation format to be decided.

Th 12/5 Presentations

Four students will present their research-in-progress in class. Presentation format to be decided.

Fri 12/12 Final versions of projects due by 10 pm by email to Prof. Gabin.

## **GRADED TASKS AND ASSIGNMENTS**

### Class Participation and Attendance

The success of a seminar depends greatly on the willingness of everyone to participate actively in discussion. It also depends on everyone having read the assigned material. I will factor the quality as well as the frequency of your participation in discussion (including student presentation days) into your grade for the course. I will use the following system in grading class participation: failure to attend class will earn an F (or 0) for that day; attendance without any participation in the discussion will earn a C (or 2.0) for that day; and participation in discussion will earn a score ranging from B (3.0) to A (4.0) for that day. At the end of the semester, I will drop the two lowest discussion grades, average the remaining discussion grades, and weight it 30%.

### Writing Assignments

#### Reading response essays:

In the first five weeks of the semester, you will write four two-page double-spaced (500-600 words) essays responding to questions based on the assigned reading and in-class material. Each essay will be worth 0- 5 points.

### Research Projects

You will select a research topic(s), devise an appropriate bibliography of secondary and primary sources, and prepare a research proposal. You will write **EITHER** one (1000 word) blog post **AND** one (3000 word) 12-15 page paper **OR** three (1300 word) blog posts. Whichever writing option you choose, you will rely on primary archival sources in making your argument and format it according to the *Chicago Manual of Style* and/or the style sheet in Rampolla, *A Pocket Guide to Writing in History*.

### To summarize:

Discussion	30 percent
Reading response essays	20 percent
Research project (all steps)	50 percent

## **ACADEMIC INTEGRITY**

Purdue University and this professor prohibit “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” (University Regulations, Part 5, Section III, B, 2, a). In this class, it will lead to a failing grade (0) on the assignment. Depending on the severity of the incident, it may lead to further consequences. You should know that faculty members are expected to report all cases of plagiarism to the Office of the Dean of Students. For a set of helpful guidelines, see: <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging the source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of any writer, including other student writers. Plagiarism means reproducing or paraphrasing the words or ideas of someone else without proper attribution, and passing this work off as one’s own. For more discussion of academic dishonesty, see the Chapter 6 in Rampolla, *A Pocket Guide to Writing in*

*History* and the Online Writing Lab's discussion and guidelines for avoiding plagiarism at:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html)

### **ACCESSIBILITY AND ACCOMMODATIONS**

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

### **MENTAL HEALTH**

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at any time.
- If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).
- If you are struggling and need mental health services, Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

### **DIVERSITY & INCLUSION**

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach their own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy is at [http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html).

### **UNIVERSITY EMERGENCY POLICY**

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may require a revised semester calendar or other circumstances. I will post any changes, once the course resumes, on the course website. Here are ways to get information about changes in this course: my email address [ngabin@purdue.edu](mailto:ngabin@purdue.edu), my office phone 765-494-4141, and the History Department main office phone: 494-4132. I expect you to read your @purdue.edu email on a frequent basis.

Please review the Emergency Preparedness website:  
[http://www.purdue.edu/ehps/emergency\\_preparedness/index.html](http://www.purdue.edu/ehps/emergency_preparedness/index.html)