SS 350 Ethics: Women in the Twentieth Century
Course Guide

Independent Study in Idaho

Self-paced study. Anytime. Anywhere!

SS 350 Ethics
Women in the Twentieth Century

Lewis-Clark State College
3 Semester-Hour Credits

Instructor:
Amy Canfield
Lewis-Clark State College

RV: February 2012; updated February 2013
2 – SS 350
Copyright Independent Study in Idaho/Idaho State Board of Education
# Table of Contents

Welcome! ........................................................................................................................................... 1  
Policies and Procedures .................................................................................................................... 1  
Course Description .......................................................................................................................... 1  
Course Materials ............................................................................................................................. 1  
Course Delivery .............................................................................................................................. 2  
Course Introduction ....................................................................................................................... 2  
Course Objectives ......................................................................................................................... 2  
Lessons ........................................................................................................................................... 2  
Exams ............................................................................................................................................ 3  
Grading .......................................................................................................................................... 3  
Contacting Your Instructor ........................................................................................................... 4  
Assignment Submission Log .......................................................................................................... 5  

Lesson 1: Introduction: Ethics and Values for 20th Century Women ............................................ 6  
Lesson 2: Women at Work (Turn of the Century) ........................................................................ 9  
Lesson 3: Rise of the New Woman .............................................................................................. 10  
Lesson 4: Feminism and Suffrage: 1860-1920 ............................................................................. 12  
Lesson 5: Cross-Currents: The 1920s .......................................................................................... 15  
Lesson 6: Women of the Klan ..................................................................................................... 16  

**Exam 1 Information: Covers Lessons 1–6** ............................................................................... 17  

Lesson 7: Emergencies: The 1930s and 1940s ......................................................................... 18  
Lesson 8: American Women in a World at War ........................................................................ 19  
Lesson 10: In Search of Equality: Since 1995 .......................................................................... 22  
Lesson 11: The World Split Open: How the Modern Women’s Movement Changed America ........... 24  
Lesson 12: The World Split Open: How the Modern Women’s Movement Changed America II .................. 25  

**Exam 2 Information: Covers Lessons 7-12** ......................................................................... 26
Welcome!
Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures
Refer to the ISI website at www.uidaho.edu/isi and select Students for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description
Ethics (3 LCSC)
The primary purpose of the integrative 350 core courses is to develop interdisciplinary abilities in ethical clarification with reference to at least two major contemporary issues. The courses focus principally on ethical concerns. Cross-listed with HUM 350 [Ethics]. Prerequisites for LCSC students: Completion of the skills component of the General Education Core or have permission of the instructor. This ISI course covers the following topic:

Women in the Twentieth Century
The ethical issues confronted by American women are examined by study of literary and historical texts as well as through their own writing.
Lewis-Clark State College students: prerequisite completion of skills component of the General education Core or have permission of the instructor.
Required: Internet access
12 graded lessons, 2 proctored exams

Students may submit up to 3 assignments per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

Course Materials
Required Course Materials


Course Delivery
All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a Registration Confirmation Email with information on how to access ISI courses online.

Course Introduction
Women faced a rapidly shifting world in the 20th century. Their individual rights expanded in numerous ways, yet new ideas regarding “womanhood,” “femininity,” and “women’s place” questioned the values that different parts of society had placed upon women. This course will be an examination of the diverse ethical issues women and society confronted in the 20th century, focusing on similar and conflicting experiences women of different races, class backgrounds, and sexual orientations faced. Students will examine major issues in the 20th century, these issues questioned society’s overarching values and ethics, such as working women and wage discrepancies, suffrage, birth control, racism, feminism, political activism, motherhood, and sexuality. While much of the course focuses on women in the United States, we will also be discussing how these issues played out on the international stage.

Course Objectives
- Gain a solid understanding of the ethical issues facing women at different time periods in the 20th century.
- Increase research and analytical skills in examining key issues in women’s lives (both public and private) in the 20th century.
- Enhance comprehension of women’s changing statuses through different time periods.

Lessons
Overview
Each lesson includes lesson objectives, an introductory lecture, and a reading and writing assignment. All essays throughout this course should be doubled spaced. Students should write in their own words when referencing authorities and all quotations must include complete citations of the work from which they are taken. Do not copy from the textbook or any other book.

Each lesson may include the following components:
- lesson objectives
- reading assignments
- important terms
- lecture
- written assignment

Study Hints:
- Complete all reading assignments.
- Set a schedule allowing for course completion one month before your personal deadline. An Assignment Submission Log is provided for this purpose.
- Web pages and URL links on the World Wide Web are continuously changing. Contact your instructor if you find a broken web page or URL.
- When answering an essay question, always provide various examples and detailed information.
Exams

- You must wait for grades and comments on lessons before taking subsequent exams.
- For your instructor’s exam guidelines, refer to your Registration Confirmation Email.

Refer to Grading for specific information on lesson/exam points and percentages.

Proctor Selection/Scheduling Exams

All exams require a proctor. To submit your Proctor Information Form online, visit the ISI website and select Forms, Proctor Information Form. Submit this form at least two weeks before your first exam. Refer to Students, Assignments and Exams on the ISI website for information on acceptable and unacceptable proctors.

Grading

The course grade will be based upon the following considerations:

<table>
<thead>
<tr>
<th>Lesson Points Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 01 = 30 points = 3.92%</td>
</tr>
<tr>
<td>Lesson 02 = 30 points = 3.92%</td>
</tr>
<tr>
<td>Lesson 03 = 30 points = 3.92%</td>
</tr>
<tr>
<td>Lesson 04 = 30 points = 3.92%</td>
</tr>
<tr>
<td>Lesson 05 = 30 points = 3.92%</td>
</tr>
<tr>
<td>Lesson 06 = 30 points = 3.92%</td>
</tr>
<tr>
<td>Lesson 07 = 30 points = 3.92%</td>
</tr>
<tr>
<td>Lesson 08 = 30 points = 3.92%</td>
</tr>
<tr>
<td>Lesson 09 = 30 points = 3.92%</td>
</tr>
<tr>
<td>Lesson 10 = 30 points = 3.92%</td>
</tr>
<tr>
<td>Lesson 11 = 30 points = 3.92%</td>
</tr>
<tr>
<td>Lesson 12 = 30 points = 3.92%</td>
</tr>
<tr>
<td><strong>Total</strong> = 360 points = 47%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam Points Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 = 100 points = 26.50%</td>
</tr>
<tr>
<td>Exam 2 = 100 points = 26.50%</td>
</tr>
<tr>
<td><strong>Total</strong> = 200 points = 53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points to</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>504</td>
<td>560</td>
</tr>
<tr>
<td>87%</td>
<td>487</td>
<td>503</td>
</tr>
<tr>
<td>84%</td>
<td>470</td>
<td>486</td>
</tr>
<tr>
<td>80%</td>
<td>448</td>
<td>469</td>
</tr>
<tr>
<td>77%</td>
<td>431</td>
<td>447</td>
</tr>
<tr>
<td>74%</td>
<td>414</td>
<td>430</td>
</tr>
<tr>
<td>70%</td>
<td>392</td>
<td>413</td>
</tr>
<tr>
<td>67%</td>
<td>375</td>
<td>391</td>
</tr>
<tr>
<td>64%</td>
<td>358</td>
<td>374</td>
</tr>
<tr>
<td>60%</td>
<td>319</td>
<td>357</td>
</tr>
<tr>
<td>56.8%</td>
<td>0</td>
<td>318</td>
</tr>
</tbody>
</table>

The final course grade is issued after all assignments and exams have been graded.
Acts of academic dishonesty, including cheating or plagiarism, are considered a severe transgression and may result in a grade of F for the course.

**Contacting Your Instructor**

Instructor contact information is posted on your BbLearn site under *Course Rules.*
**Assignment Submission Log**
Send the completed *Proctor Information Form* to the ISI office at least two weeks prior to taking your first exam.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Projected Date for Completion</th>
<th>Date Submitted</th>
<th>Grade Received</th>
<th>Cumulative Point Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is time to make arrangements with your proctor to take Exam 1.

<table>
<thead>
<tr>
<th>Exam 1</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is time to make arrangements with your proctor to take Exam 2.

| Exam 2 |                               |                |                |                         |
Lesson 1
Introduction: Ethics and Values for 20th Century Women

Lesson Objectives
After completing the lesson, you should understand and be able to:

- Explain the importance of ethics and values.
- Differentiate between basic belief systems.

Reading Assignment
Read the lecture notes for Lesson 1.

Important Terms

<table>
<thead>
<tr>
<th>Ethics</th>
<th>Values</th>
<th>Moral principles</th>
<th>Belief systems</th>
</tr>
</thead>
</table>

Introductory Lecture

According to the *Webster’s New World College Dictionary*, ethics is a system of moral standards or values.

The very simple definition above is useful because it enables us to see accurately what ethics is in its simplest sense. When and if you study ethics by yourself, you will discover things to be a lot more complicated.

While ethics (which may be singular: “ethics is” or plural: “ethics are”) probably have been with us since the dawn of man, it was the ancient Greeks who first attempted to systematize the study of ethics and to make it a branch of learning. In the twentieth century, colleges and universities began to employ within their departments of philosophy, professors of ethics, or people specially trained to assist students and the community at large in understanding ethics not only as an academic discipline but also as a guiding force for human behavior.

Human beings learn ethics from a variety of sources; consider what you have learned about moral systems from your culture, family, religious group, political group, and education. What is most interesting about ethics, though, is when these systems collide. Let’s take a look at a few examples.

Is it possible to be a Roman Catholic and obstetrician/gynecologist at the same time? Most of us would say “Of course,” and there are undoubtedly many examples of this combination of religious affiliation and occupation. However, what if this medical doctor was called to do abortions, as so many obstetricians are? The Roman Catholic Church has taken a strong stand, through the years, against abortion; presumably, this hypothetical medical doctor would be caught between two conflicting value systems, the medical and the religious. Some people have no problem reconciling such issues, but most of us do.

Put yourself in place of President Harry S. Truman in the final stages of World War II. It was President Truman, you will recall, who ordered that two atomic bombs be dropped on major cities in Japan, resulting in death and injury for hundreds of thousands of people. Can any one of us seriously doubt the conflict between his basic humanistic instincts and what he felt he needed to do as president?

One could cite dozens of examples where the values that we learned from one source conflict with those we learned from another. Every student in this class, I presume, could create an endless list, from issues of
great importance to lesser ones having to do with day-to-day life. Is it all right to lie to one’s parents, for example, to protect a friend? Is stealing ever justified? Murder? Treason? These are questions that have haunted people throughout history, so do not be concerned that you are all alone in trying to wrestle with them.

Philosophers have an expression for these situations. They call it being on the horns of a dilemma. Think of it this way: a bull is charging at you, and you have three choices. Grab one of his horns, grab the other, or go somewhere in between the two. Resolving ethical dilemmas is just like this—there will often be two clear choices and a middle of the road choice to go with them.

In each of the sections of this course, you will read and study real women who were faced with ethical choices. Sometimes the conflict was between the drive for self-fulfillment and the conflicting wishes of a husband. Other times, women have been forced to break existing laws to work for a principle in which they deeply believed. In other words, every conflict you may face in your life has been faced by women of our century.

This course is about how and why they chose to solve their problems in the ways they did. Women we study often chose the more difficult path and became famous or revered as a result of that choice. Women who simply went along with the status quo likely are not memorable generations later, but fame and a place in history are not the only things important in life, as you will learn.

There are a few people in the twenty-first century who appear to be valueless. There is even a name for them, nihilists, although it is questionable whether any truly nihilistic people have ever existed. It seems to me that everyone has some system of moral principles, whether or not that system is widely respected or even recognized by others. However, some people have indeed approached nihilism, of that there can be little doubt.

One guiding principle probably remains to be enunciated at this time. We must be careful to avoid judging others by our system of moral principles. For example, and this might be controversial, some of us live in North Idaho and read the Coeur d’Alene Press, which is published under various names in various locales. Letters to the editor are filled with notions that God has been taken out of public schools; others are highly critical of the motives and actions of people who live in North Idaho. Most of these letters are filled with references to the Bible, both the Old and New Testament.

When I see one of those letters, I think to myself, but what about other religions that do not hold the Bible up as the inspired word of God. Practicing these religions is not against the law. So how can a Christian, for instance, hold a Buddhist responsible for something that does not belong to the latter’s belief structure?

This is not to say that you, as a twentieth-century student, should not have ultimate beliefs. Moreover, if you feel strongly about those beliefs, probably you should not only practice but preach them as well. Simply remember that while you are entitled to your beliefs—your ethics, if you will—other people are similarly entitled to theirs. When systems conflict, the same rules apply to resolving conflict as pertain when you are trying to solve your own ethical dilemmas.

In the last several decades there have been dramatic changes in women’s visibility at every level of world and American life—politics, the labor force, and popular culture—accompanied by important shifts in women’s perceptions of their own potential. The new visibility sparked a reconsideration of the history they had been told. Women wanted to know about their past. Indeed they found it difficult to envision future changes without some grounding in a history that included their experiences. There has never been a better time for women to claim the possibilities for full democratic participation in political and social
life that their history reveals. To do so, however, requires an understanding of ethical dilemmas women faced during various time periods.

**Written Assignment**

A helpful hint for answering an essay question is always to provide various examples and detailed information. All essays throughout this course should be doubled spaced.

1. Write a two-page response to why you believe studying ethics and values is a critical component for students studying women’s history.

2. Write a one or two-page answer to the following question:

   As a 20th century student, you should have ultimate beliefs; and if you feel strongly about those beliefs, you should not only practice but preach them as well. True or False? Explain.