

The Home That Dr. Kaufman Built: An Analysis Of The Development Of The Women's And Gender Studies Program At Indiana University South Bend

Abigail Wachs

At the end of World War II, higher education became a more prominent factor in American society. When World War II came to an end, men returned from war and entered back into the workforce; however, women did not lose their ambition to branch out of their households and pursue a higher education. This growing ambition fought against a culture of traditional values creating a complex obstacle that the coming decades would work to solve. As culture changed new disciplines were added to accommodate changes in opinions and occupations. This change in American demographic welcomed the feminism movement of the 1960s and 1970s forever changing women's cultural expectations and perceptions. Once expected to stay home and care for their families, women across the country began to pursue college degrees and a career. Women across the United States were achieving degrees and entering into the workforce in numbers higher than any other time in history. With this growing number of women entering into higher education, there came a growing desire to learn about women's contributions in history, government, and literature. This desire became a passionate need among women attending university and eventually began to open up several areas of opportunity that had never been seen before within universities. Across the country courageous and motivated women were beginning to create Women's Studies programs and departments that would educate the public about women's involvement within society. The creation of this area of discipline was met by challenges regarding funding and public perception; however, this did not stop the development of one of a

truly unique area of study. As universities across the United States began to write curriculum for their own departments, a regional campus in Northern Indiana became one of the first to offer an organized course in Women's Studies. In 1968, Dr. Gloria Kaufman created one of the first organized courses that would later create a department in Women's Studies. Dr. Gloria Kaufman's creation of this course, B250, would be the foundation which would later become built upon by students and faculty.

Before discussing Indiana University South Bend's creation of their Women's Studies program, it is necessary to examine the time in which the program was created. The feminist movement of the 1960's created radical change regarding how American culture visualized women's roles in education. In the late 1960's and into the late 1970's women began to go to universities for higher education in larger numbers than previously seen. The National Center for Education Statistics conducted research in 1995 regarding educational progress made by women in the past decades:

- In 1971 38% of females aged 25-29 completed one year of college; 20% completed four years of college.
- In 1972 the most popular degree obtained by females was a degree in Education
- In 1973 the female population of American universities was 43%.
- In 1976 males and females were equally likely to enroll into university after high school.¹

With the growing number of women attending universities in the 1970's there became a greater desire to offer disciplines pertaining to women in history, literature, and government. In comparison to other disciplines, Women's Studies is a relatively new discipline. Writer Florence Howe explains the growth seen in Women's Studies through statistics:

¹ Richard C. Riley, Sharon P. Robinson, and Jeanne E. Griffith, "National Center for Education Statistics," *The Educational Progress of Women*, 1 (5): 22, (1995) 27-30.

- Women's Studies courses were being taught on 900 campuses nationwide.
- 112 of those campuses had organized Women's Studies Departments.
- By 1977 there were 276 Women's Studies programs.
- In 18 months the nationwide growth of programs was 80%.
- The state to offer the most programs was California.
- 40% of Women's Studies programs were seen in two year public universities.¹

The development of Women's Studies departments and programs were happening across the United States. Creation of these programs was not an easy task and those who battled to create them were faced with difficulties and backlash. However, as the feminism movement grew, so did women's advocacy groups—it would be these groups that would help propel women's advocacy to the center of United States politics.

On October 29th and 30th, 1966, thirty of the three-hundred charter members participated in the first formal meeting in Washington D.C. for the newly formed National Organization for Women (NOW). Consisting of both male and female charter members, the first meeting in 1966 introduced NOW's, "Flair for making a few seem like many may have begun with this first formal meeting."² At this meeting board members were elected and they drafted a 'Statement of Purpose' which addressed all women and women's concerns in the United States. The 1966 elected President, Betty Friedan, reiterated the importance of the Statement of Purpose and

¹ Feminist Press, *Women's Studies Quarterly: Looking Back, Moving Forward: 25 Years of Women's Studies History*, Feminist Press at CUNY, (1997) 23.

² "Founding: National Organization for Women," *National Organization for Women*, July 2011.

the beginning of the organization,

We wasted no time on ceremonials or speeches, gave ourselves barely an hour for lunch and dinner. At times we got very tired and impatient, but there was always a sense that what we were deciding was not just for now 'but for a century.' We shared a moving moment of realization that we had now indeed entered history.¹

NOW's movements to protect women, primarily in the workplace, immediately went into action with one of the first legal intervention being the protection of female flight attendants and to face the protective labor legislation.² The National Organization for Women was the beginning of one of the strongest women's advocacy campaigns seen since the Women's Suffrage movement and ultimately created further movements in Washington D.C. One movement would finally add an amendment that would require gender equality in the workplace and under the law.

As the wave of feminism motivated areas of American society, lawmakers began to take notice of the growing advocacy for equal rights. Published in 1971 Barbara Brown wrote, "History and experience have taught us that in such a dual system one group is always dominant and the other subordinate. As long as women's place is defined as separate, a male-dominated society will define her place as inferior."³ Passionate statements, such as the one by Barbara Brown and Betty Friedan, fueled the feminism movement and advocacy for women's rights of the 1960's and 1970's which created a powerful movement for female lawmakers in Washington D.C. One woman fighting for equality in Washington was Michigan congresswoman Martha Griffiths, who would call for the ratifica-

tion of the Equal Rights Amendment. The amendment was debated every year from 1923 to 1970; however, always ended being held in committee. In 1970 Martha Griffiths filed a petition for the Equal Rights Amendment to be heard in front of the entire House of Representatives. Due to Martha Griffiths' persistence, the amendment was approved on October 12, 1972.¹ Barbara Brown continued in her article regarding what would be needed for women in the United States to receive equality in society and receive equal protection in the law. At the time, Barbara Brown explained three essential 'methods' that were needed to end sexual discrimination. First, add sexual discrimination under the Equal Protection Clause within the Fourteenth Amendment; second, revisions were needed in federal and state laws; lastly, the addition of a new constitutional amendment to ensure women's protection against sexual discrimination.² The Equal Rights Amendment would be well-received after its ratification and would be another factor that would propel the development of Women's Studies programs across the nation. The Equal Rights Amendment would be accepted widely on college campuses, including Indiana University South Bend where faculty member Dr. Gloria Kaufman frequently contacted senators, once stating in a letter, "In the past year, ERA has picked up enormous momentum and support, and it is now an issue of Middle America. What national organizations oppose the ERA? The only four prominent ones are the American Nazi Party, the Ku Klux Klan, the John Birch Society, and the American Communist Party." Upon ending the letter, Dr. Kaufman reiterated her statement by saying that she'd hope that Indiana senators would want to associate themselves with better groups than the ones listed by voting for the passing of the ERA.³

1 Ibid.

2 Ibid.

3 Barbara A. Brown, Thomas I. Emerson, Falk, and Freedman, "The Equal Rights Amendment: A Constitutional Basis for Equal Rights for Women," *The Yale Law Journal* 80 (5): (1971) 871-985.

1 "Martha Griffiths and the Equal Rights Amendment," *National Archives*, 2016.

2 Barbara A. Brown, Thomas I. Emerson, Gail Falk, and Ann E. Freedman, "The Equal Rights Amendment: A Constitutional Basis for Equal Rights for Women," 1971.

3 Gloria Kaufman, "Dear Friend of ERA," January 27, Gloria Kaufman Collection, Box 1 Folder 24, Equal Rights Amendment Materials.

Dr. Gloria Kaufman also worked closely with other faculty members to write into senators for the passing of the Equal Rights Amendment. Dr. Kaufman wrote urging each faculty member to send a letter into a senator, "The Governor must see our strength, Majority Leader Gutman must be made aware of our voting power the voting senators must respond to a vocal constituency, they all must know our concern."¹ Through frequent lobbying, Dr. Gloria Kaufman advocated for the Equal Rights Amendment up until its passing. In addition to the Equal Rights Amendment of 1972, the addition of Title VII to the Civil Rights Act of 1965, and Title IX to the 1972 Education Amendment, additionally helped protect women under the law, in the workplace, and in education. However, it is worth noting that not all states ratified the passing of the Equal Rights Amendment. Up until the 1982 deadline, fifteen states did not ratify the amendment. This motion against the Equal Rights Amendment would serve as a momentum for a push towards equality in the workplace and in education.²

Title VII added protection for women in the workplace protecting against sexual discrimination; this title additionally made terminating a fetus due to pregnancy unlawful in the United States.³ Though important to the development of women's rights in the United States, writer Cary Franklin attests that Title VII did not first cover women's protection in the workplace. Cary Franklin discusses that in 1963 during the Civil Rights Movement, President Kennedy moved towards creating a civil rights legislation, primarily racial discrimination. It was Howard W. Smith, representative from Virginia, who proposed adding protection from sexual harassment into Title VII. Franklin writes, "Smith's amendment triggered only a few hours of discussion, and legal commentators have generally char-

acterized his intervention as a last-ditch, if ultimately unsuccessful, attempt to derail a piece of legislation to which he was fiercely opposed."⁴ Franklin Cary explains that those who were opposed to adding sexual discrimination to Title VII were concerned that the amendment would 'undermine' women's responsibilities in their homes.² Several documents were filed opposing the amendment, according to Cary Franklin the most important of these was the President's Commission on the Status of Women, or PCSW. A body made by President Kennedy, chaired by Eleanor Roosevelt, supported the idea that women had the right to work outside the home; however, had a 'primary' responsibility to remain and care for their homes. The PCSW's primary concern of women being active in the workforce was the stress that came with having a career, a stress the PCSW felt, would jeopardize the care within American homes.³ Though with controversy, sexual discrimination was added into Title VII and shortly thereafter, Title IX was beginning to gain attention. Title IX was put into place to protect individuals from sexual discrimination in educational places and activities that receive federal financial assistance.⁴ This title added another lawful protection for women, particularly in their educations. During the 1960's the intense battle for equality under the law, in the workplace, and in places of education were finally put into the constitution; however, the battle to include Women's Studies programs within universities was just beginning in the late 1960's.

Developments of Women's Studies programs were met with many challenges, proving that developing such provocative programs would not be widely accepted in all universities. Editor Alice E. Ginsberg states, "One of the key challenges to women's studies

1 Gloria Kaufman, "Dear Colleague," December 25, Gloria Kaufman Collection, Box 1 Folder 24, Equal Rights Amendment Materials.

2 Alice Paul Institute. 2016. "The Equal Rights Amendment."

3 "Laws Enforced By the Employment Litigation Section, CRT," *The United States Department of Justice*, January 2017.

1 Cary Franklin, "Inventing the 'Traditional Concept of Sex Discrimination,'" *Harvard Law Review* 125, no. 6 (2012): 1318.

2 Ibid, 1321.

3 Ibid, 1321-1322.

4 "Title IX and Sex Discrimination," Policy Guidance, *U.S. Department of Education*, April 2015.

in the early years was most certainly that it was intimately connected to the feminist movement for social change. It was, in fact, referred to as the 'academic arm' of the women's movement. These first courses, and the brave women who taught them, made no bones about the fact that knowledge was political."¹ Alice Ginsberg continues on to state that the development of Women and Gender Studies was seen as a "threatening" violation to university morals. A college faculty member, mentioned by Alice Ginsberg, stated in a fund-raising letter, "The feminist agenda is not about equal rights for women. It is about a socialist, anti-family political movement that encourages women to leave their husbands, kill their children, practice witchcraft, destroy capitalism, and become lesbians." Statements such as these were being made by faculty and students across the nation in response to the growing fight to add Women's Studies as a discipline at universities. Another challenge towards creating a Women's Studies program or department was acquiring enough funding to make the dream a reality. Alice Ginsberg explains that early departments began as lectures in professors' living rooms and in ladies rooms at some universities.² The stress of creating a department that was seen as a threat to a university was felt across the United States in the late 1960's and early 1970's; however, it was these emotions that charged female faculty.

As mentioned, in the 1970's California boasted the most Women's Studies programs and organized departments in the nation, as well as the first organized department in the country. San Diego State College in California offered the first organized department in Women's Studies in 1970. Dr. Roberta Salper, a professor for the newly created department, discusses the challenges the university overcame while creating the department. Mentioned earlier, one of the main challenges was fundraising and this was not an exception for San Diego State College. In regards to the challenge of

fund raising Dr. Salper stated, "One cannot make a revolution without money."¹ Fund raising became an integral part to constructing the department in San Diego. As Dr. Salper explains, the creation of Women and Gender Studies was no longer a desire, but a passionate need felt throughout the country. Dr. Salper describes fund raising meetings emotionally charged with opinions that were personal to each woman in the room. During a time where the Civil Rights movement and anti-Vietnam war protests circulated throughout the country, sharing political ideas were suddenly easier than before. Dr. Salper explains these meetings were a safe place for women to share stories of rape, domestic abuse, and overall gender inequality in society. Through these emotional fund raising meetings, Dr. Salper attests that every woman in the room understood the incredible need for an organized department. It was these meetings that charged the fight for the female faculty at San Diego, and through enough funding, the university was granted ten courses for the department. Dr. Salper described this news as 'electrifying' women across the country who had been busily constructing similar departments.² The development of the first Women's Studies Department at San Diego State College began a movement by women to create similar programs across the United States. The first organized department at San Diego inspired a faculty member in northern Indiana to create a department, who two years prior, had created one of the first Women's Studies courses in the country.

This visionary was Dr. Gloria Kaufman and her contributions towards Indiana University South Bend would historically change academics on campus. Born in Danbury, Connecticut in 1929, Dr. Gloria Kaufman moved to South Bend, Indiana to become an influential professor, feminist advocate, and author. Her publications include: *Which Witch Is Which?* (1953) *Pulling Our Own Strings*:

1 Scott Jaschik, "'The Evolution of American Women's Studies.'" *Inside Higher Ed.* 2009.

2 Ibid.

1 Roberta Salper, "San Diego State 1970: The Initial Year of the Nation's First Women's Studies Program," *Feminist Studies* 37 (3): (2011) 656-82.

2 Ibid.

Feminist Humor and Satire (1980) *In Stitches: A Patchwork of Feminist Humor & Satire* (1991) *Seasounds* (2000). In addition to her publications, Dr. Kaufman produced, and directed feminist videotapes which include: *Marge Piercy: Poet* (1979) *Clothes* (1983) *Women, Ritual, and Religion* (1983) *The Politics of Humor: A Feminist View*, *Pornography: Legal Issues and Beyond* (1986) *Alice Neel* (1986).¹ Dr. Gloria Kaufman was an integral part of Indiana University South Bend's development in higher education and within the community of South Bend. Brought onto staff in 1967, Dr. Kaufman began her career as a professor in English. Shortly after her arrival onto campus, Dr. Kaufman joined the several universities across the nation who were expanding with broader disciplines of study. She created the Women's Studies program at Indiana University South Bend, one of the first programs with this discipline of study in the nation. The creation of the program occurred in the late 1968 with the creation of a single class, B250. The goal of the department was to educate not only students, but the community of South Bend, Indiana about female contributions in history, literature, and government. Dr. Kaufman's contributions towards the university was just an example of what was happening around the country towards providing an education for all. Dr. Kaufman wished to inspire her students and community to receive what they had learned and then apply it within their communities.

B250 began the vision towards the future of the overall Women's and Gender Studies Department. The course was offered during the Spring Semester, and originally began as a speaker series inviting intellectuals and feminists to lecture. Conservative, liberal, male, and female lecturers were invited by Dr. Kaufman to provide insight on feminist theories. B250 was offered into 1993, up until Dr. Kaufman's retirement, growing and expanding to accommodate modern ideas, speakers, and materials.

¹ "Gloria Joan Frances (Shapiro) Kaufman," In *Contemporary Authors Online*, Detroit: Gale, 2001. *Biography in Context*.



Syllabi gathered from the Gloria Kaufman Collection, demonstrate that lectures were held twice a week and were moderated by Dr. Kaufman. All classes¹ held a sixty minute lecture, fifteen minute question and discussion period. The 1972 syllabus from the spring semester describes the twenty-three weeks of lecturing with topics varying between: Biology of Women, Anti-feminism and the Renaissance, Women's Role in the Communications Media, Women's Economic Position, and Social Stratification of Women.² The 1980 syllabus shows that the topics became more varied, structured, and precise among these topics were: "Women – Over the Hill after 21?" "Struggling to be a Healthy woman in a Sexist Society," "Women in Education: Issues and Concerns," "Sexism at IPFW," "Feminist Poetry," "What Can You Do with a Women's Studies Degree?" "Women and Their Work: The Options and the Problems," "Women and Politics," "Mathematics – From Alibi to Ally."³ The topics were meant to educate her students on topics and simultaneously discuss potential issues surrounding each topic. In addition to lectures, students viewed film, read fiction and non-fiction materials, and wrote research essays about a feminist topic of their choosing. The B250 course continued as a speaker series course, inviting dozens of speakers to lecture about

- 1 "The Changing Role of Women in America," 1981, Gloria Kaufman Collection, Images.
- 2 "Interdisciplinary Analysis of Woman's Role (J250)," 1972, Box 1 Folder 14, Women's Studies B250 Syllabi, 1972-1993, Gloria Kaufman Collection.
- 3 "Women Studies Presents," 1980, Box 1 Folder 7, Women Studies Course Materials, circa 1970s and 1980s, Gloria Kaufman Collection.

a variety of topics.¹

B250 Explained

B250, an interdisciplinary Analysis of Women's Role, is a course that should not be necessary. It attempts to reveal, in essence, concepts that have been perpetuated by male scholars who have been uninterested in or threatened by achievement of women. Male bias in traditional scholarship that deny important roles both male and female are primary of positions they are perceiving. For example, few people know that women were bishops in the early Christian Church and that women held many powerful positions far well over a millennium in the institution. Women became religious preachers after a long campaign of repression by men from within the Church. Church history is far less well known than church history. The church, moreover, have not been merely those of men, but also of women, and not only in the past, but in the present. Shockingly, the recent New Women's Movement has been evidence about women in the Church has been deliberately omitted.

On the university scene, perhaps the most exciting research being done today is done for women and for men in the area of women's studies. Major revisions are occurring in all disciplines as new feminist concepts bring to light evidence that has been shoved under the carpet. We are discovering that traditional scholarship is, for the most part, exclusive and partial and that its exclusively male

with masculine. This male bias, however, by contrast, is increasing. It says, "We consider all the evidence." It does not seek to exclude or to include. It has a much better chance of arriving in the neighborhood of truth than does traditional scholarship.

Finally, the professorial world is not the best place for training has been so poor, and without even examining the social discrimination in new feminist studies, they are learning such things are wrong or involve or discrimination. This is therefore an enormous challenge to the university. Traditional scholars are up-to-date with the new scholarship. It is thus necessary for students who want to learn to learn with a responsibility to take course B250. B250 is required each year to introduce the most important new work in women's studies. B250 is a course that has been a model for interdisciplinary courses around the country.

For students who cannot take B250, who have taken it, and who want to keep abreast of new studies, the best and quickest access to the discipline is SIGNS: JOURNAL OF WOMEN IN CULTURE AND SOCIETY. SIGNS, now in its third year, is an interdisciplinary journal published by the University of Chicago Press. USB library has its complete run, and students will find its first issue as important as its current one.

As mentioned, the B250 lectures would be followed by discussion questions. These questions also varied in topic coinciding with the lecture, assigned reading, or film that was viewed. Discussion questions in the 1984 semester included: "What would you do if your daughter or son were sexually abused by your spouse?" "How widespread is the idea, in your view, that young children are sexual creatures capable of seducing adults – especially adult males?" "Do you regard Freud's theories as having scientific bases?"² The discussion questions, particularly in today's terms, would have been difficult to discuss especially in a room of peers. These topics were meant to be controversial and difficult to encourage conversations that Dr. Kaufman's students would typically avoid. Dr. Kaufman wanted her students to reach into what they knew

about society and consider why society portrays itself the way it does. By asking 'what if' questions, Dr. Kaufman was able to present a difficult subject in relatable terms. In general, Dr. Kaufman's creation of the department was meant to educate and create discussion among students, ultimately creating a political knowledge that would integrate itself into campus lifestyle. This integration of political knowledge was felt predominately during the 1970's in anti-war protests and in the 1980's during a time of sexism in

university publications. Dr. Kaufman influenced students, faculty, and the South Bend community inside the classroom; however, had as much influence outside of the classroom as well. Dr. Kaufman's creation of the department was meant to educate and create discussion among students, this created a political knowledge that would integrate itself into campus lifestyle. This integration of political knowledge was felt throughout universities and evidence of this can be seen in university publications.

Dr. Kaufman's influence branched into caring for the well-being of students and members of the community. In 1973, Dr. Kaufman was appointed by Chancellor Lestor Wolfson as Indiana University South Bend's first Affirmative Action officer. Additionally, Dr. Kaufman created the first Women's Resource Center on campus at around the same time.¹ The center was a safe place for women to seek assistance and counseling if they were experiencing domestic violence.

Sexism in Indiana University South Bend's student newspaper the Preface was a cause of concern to Dr. Kaufman who defended female students and ultimately shut down editors who were publishing offensive material. An example of this was the 1981 advice column, "Dear Chuckie, Uncle Mike, and Cousin Bob." This advice column was, in Dr. Gloria Kaufman's opinion, guilty of publishing sexist material, and verbally assaulting female students who wrote into the column pleading for the material to come to a halt. Material published was literary erotica titled, "I Need It, Baby!" and an article titled, "What to Call Your Prostitute." The editors themselves attempted to make light of being accused of sexism one editor writing a column in September of 1981 exclaiming, "Women have got to stop wearing products that entice me. I'll try my best not to be a sexist but between the way some women are shaped, and the products they wear to enhance it, all I, or any man has, is a blind

1 "B250 Explained," Gloria Kaufman Collection, Images.

2 "Discussion Questions: B250," 1984, Box 1 Folder 14, Women's Studies B250 Syllabi, 1972-1993, Gloria Kaufman Collection.

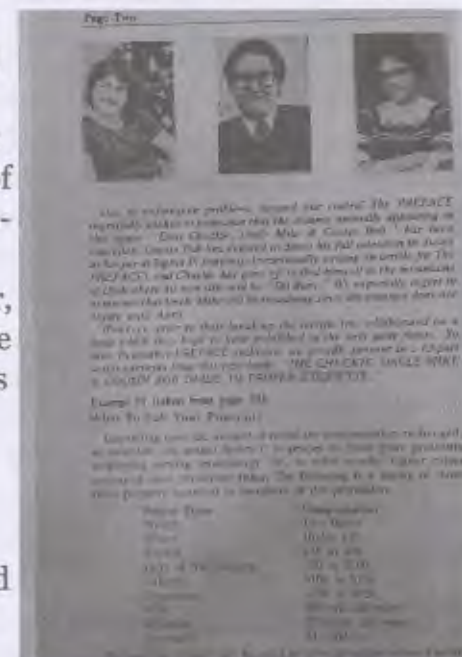
1 "Gloria Kaufman Collection," 2017, the Franklin D. Shurz Library.

hope."¹ All examples of sexism in the Preface were clipped and kept by Dr. Kaufman including comments she made regarding the escalating situation. One comment left at the bottom of the, "I Need It, Baby!" article read, "Note: The enclosures do not represent all, or even a major portion of the overtly sexist materials in the Preface. They are, as it were, a random sample."² Letters written to the editors would be published in full with the editors' advice following. An example of a questionable response that Dr. Kaufman kept in her collection was dated October 27, 1981 of a student seeking relationship advice about a girlfriend who is ignoring him. In response the editors published, "Dear Absent, Yes, your girlfriend is missing. She has been in the Preface servicing the editors and we thank you."³ Shocked by the publications, female students began writing into the column with definitions and educated knowledge about feminism and equality.

Dr. Kaufman's involvement in the situation began when a student, Marcia Egan wrote into the column asking, "Does freedom of the press include the freedom to purport sexism as fact or do you pursue the truth as well?" To her response the column published her letter and replied, "First of all, we never claimed to be professional journalists. And secondly, I'm not really sure what it is you're talking about."⁴ Deciding to defend concerned students, in January of 1982, Dr. Kaufman wrote to Robert Dubick, Dean of Students, asking for action against the column stating, "Why should the funds

of women students be used continuously to attack them for their gender?"¹ On January 19, 1982 the advice column was officially terminated but not without the men publishing the, "What to Call Your Prostitute," column one last time.² Dr. Kaufman's involvement with sexism in the Preface is one of several instances where the professor defended rights of students outside of the classroom. However, her intervention with sexism in the Preface could be misunderstood as not allowing free speech. Dr.

Kaufman's intervention towards this particular issue was about setting an example for her students. Dr. Kaufman wanted to lead by an example: If you see a problem in your community, do what you can to stop it. Marcia Egan tried, among other women, to put a stop to the advice column; however, after a year of allowing her students to take the harassment, Dr. Kaufman decided it would be best to intervene. Dr. Kaufman would continue to lead by example and encourage her students to become active within their communities. Whether her students tried to create change, protest, or educate, Dr. Kaufman encouraged her students to become active on campus and within their communities by taking action for what they were passionate towards. This encouragement would continue



- 1 Charles Crennell, "Insight Out," *The Preface*, September 29, 1981, Box 1 Folder 61, Sexism in the Preface 1981/1982, Gloria Kaufman Collection.
- 2 "I Need It, Baby! Preface Clipping. Nov. 24, 1981," Box 1 Folder 61, Sexism in the Preface 1981/1982, Gloria Kaufman Collection.
- 3 "The Preface, Oct. 27, 1981: Clipping From Dear Chuckie, Uncle Mike, Cousin Bob," Box 1 Folder 61, Sexism in the Preface 1981/1982, Gloria Kaufman Collection.
- 4 "The Preface, Letter Allegedly Written by Marcia Egan," September 29, 1981, Gloria Kaufman Collection, Box 1 Folder 61, Sexism in the Preface 1981/1982.

- 1 Gloria Kaufman, "Women's Institute for Freedom of the Press' Addressed to Robert Dubick from Dr. Gloria Kaufman., January 27, 1982, Gloria Kaufman Collection, Box 1 Folder 61, Sexism in the Preface 1981/1982.
- 2 Chuckie, Uncle Mike, Cousin Bob, "The Preface, Jan. 19, 1982." *The Preface*, January 19. Gloria Kaufman Collection, Box 1 Folder 61, Sexism in the Preface 1981/1982.

during her time at Indiana University South Bend and extend into educating the campus about global conflicts.

At the time of the creation of the department, antiwar protests were occurring throughout the United States. Dr. Kaufman used the growing protests as a way to educate her students about war and war's effects on society. During the Vietnam War, Dr. Kaufman staged her own protests on Indiana University South Bend's campus, she called these protests 'teach-ins.' Dr. Kaufman was adamant about educating the community; however, she was a peace advocate and demonstrated the concept of protesting peacefully when she led teach-ins, or spoke publicly. In 1970, Dr. Kaufman spoke at a groundbreaking ceremony on campus on behalf of the Coalition for Peace Committee. In this speech Dr. Kaufman educated the crowd on the recent invasion of Cambodia and how the invasion, in her opinion, was unconstitutional and illegal. Dr. Kaufman reiterated, "It is appropriate that the university, which stands for learning, for civility and for civilization, for humane actions, and for preservation of what is fine in our own and other cultures—it is appropriate that the university comment on the invasion of Cambodia by American forces."¹ Dr. Kaufman's educational presence on campus regarding current events was another example of her involvement outside of the classroom, setting other examples for students on how they could make a difference within their communities. Dr. Kaufman continued to lead by example until her retirement and after her death Indiana University South Bend continues to keep her legacy alive.²



¹ Gloria Kaufman, "Statement on Behalf of the Coalition for Peace Committee," May 5, 1970, Gloria Kaufman Collection, Box 1 Folder 4, Equal Rights Amendment Materials.

² "Teach In with Dr. Gloria Kaufman," May 1, 1970, Gloria Kaufman Collection, Images.

Dr. Gloria Kaufman remained at Indiana University South Bend until 1992; however, her legacy on campus remains. In June of 2004 Dr. Gloria Kaufman passed away at the age of 75; however, Dr. Kaufman's influence in the community and the South Bend campus was not forgotten.¹ In 2004 the Gloria Kaufman Memorial Fund was created to continue the Dr. Kaufman's legacy on campus. This memorial fund focuses on an annual lecture series, a continuing tradition created by Dr. Kaufman after B250 lecture course ended upon her retirement. The memorial fund was created as a scholarship annually offered to a hardworking student who contributed to the Women's and Gender Studies Department. The 2004 memorial fund proposal stated that the scholarship would, "Continue to encourage students to follow their dreams and advance their education."² The scholarship continues to be annually offered at the Gloria Kaufman lecture series on Indiana University South Bend campus.³ In 2009 and 2010 the Gloria Kaufman Collection was donated by Miriam Viktora Kaufman, Dr. Kaufman's daughter, in order to educate others about Dr. Kaufman's contributions to the university. Upon Dr. Kaufman's retirement students were concerned that the, "Biggest voice for women's studies at the Indiana University campus will go with her."⁴ It was such a concern on campus, that in December of 1992, fifteen students silently demonstrated support for one of the oldest Women's Studies programs in the country. Students were greatly concerned that the new director would not be as passionate and out spoken as Dr. Kaufman, who dreamed that upon her retirement the Women's Studies program

¹ Kara Martin, "Gloria Kaufman: Gone, but Not Forgotten," *The Preface*, October 6, 2004.

² Barbara L. Williams, "Proposal for Gloria Kaufman Memorial Lecture Series and Scholarship," 2004, Gloria Kaufman Collection, Box 2 Folder 92, Gloria Kaufman Memorial Fund Documents.

³ Ibid.

⁴ Chris Bowman, "IUSB Students Worried About Women's Studies," *The South Bend Tribune*, December 9, 1992, Gloria Kaufman Collection, Box 2 Folder 59, Activism.

would become a major at the university.¹ After twenty-five years of immense contribution to Indiana University South Bend, Dr. Kaufman's retirement was a bittersweet moment for the university's history; however, Dr. Kaufman's retirement welcomed a new age for the Women's Studies program. Dr. Kaufman's dream of an official major have come true and a new director has continued to construct the framework that Dr. Kaufman set the foundation for. The new director for the Women's and Gender Studies Department has contributed to widespread change and development. A change that Dr. Lidinsky considers, the dream of the hardworking woman who came before her, becoming fulfilled.

Dr. April Lidinsky completed her doctoral program at Rutgers University in 2000 with a focus in 19th and 20th centuries' transatlantic representations of women in text. In 2003 Dr. Lidinsky came onto staff in the late fall semester as a volunteer to rewrite the curriculum for the department. The following year Dr. Lidinsky became the first full time hire within the department and continued to develop the modern Women's Studies department, and under her guidance the department added the 'Gender Studies' part to its name in 2011. Dr. Lidinsky has received prestigious awards for her contributions towards higher education receiving; the Trustee's Teaching Award in 2006, the W. George Pinnell Award for Outstanding Service, and the Frederic Backman Lieber Memorial Award in 2017. The most recent award, the Frederic Backman Lieber Memorial Award was awarded for her hard work, dedication, and contribution to the Women's and Gender Studies in part for the IU Founder's Day event on campus. The Frederic Bachman Lieber Memorial Award for Teaching Excellence is the university's oldest teaching award.² To Dr. Lidinsky an important part to the story of the Women's and Gender Studies Department was being written into the co-curriculum of the university. This part in the history of

the department was vital, because it allowed students from other departments, and area of study to be invited into Women's Studies classes. A concern within the department at this time was regarding whether students were prepared to talk about their degree and futures when asked. Dr. Lidinsky explained that changes to the curriculum and teaching professional development is a substantial reason why the department continues to grow.¹

Upon coming onto staff, Dr. Lidinsky was concerned about the lack of professional development that students, particularly those in the Women's and Gender Studies department were receiving. From being introduced into the co-curriculum, several Women's and Gender Studies courses could now be taken by students in any department who needed to fulfill a general education requirement. The new program design introduced a required research methods course, required writing course, a required global perspectives on women course, and a senior practicum. This practicum, Dr. Lidinsky states, was what students in the department needed in order to get involved within their community. It was Dr. Kaufman's overall vision to have students apply what was learned in the classroom into their communities; the practicum, according to Dr. Lidinsky, was the opportune time for students to fulfill Dr. Kaufman's wish for the department. Dr. Lidinsky explains that when she arrived on campus, seniors tended to fulfill internships on campus, or work with professors. She works tirelessly with students teaching networking and professional skills. "People tease me, but I don't care. We teach students to shake hands, make eye contact, practice speaking without saying the word 'like', speak without touching their hair; all of these things are important out in the workforce."² Dr. Lidinsky elaborated saying that from the department's hard work in teaching professionalism, students graduating from the department are receiving jobs in Women's and Gender Studies.

1 Ibid.

2 Kathy Borlik, "IU South Bend Teacher Honored," *South Bend Tribune*, April 30, 2017.

1 April Lidinsky, Interview Regarding Dr. Gloria Kaufman and the Development of the Women's and Gender Studies Department. 2017.

2 Ibid.

A respectable response to the hard work of the faculty in the department, Dr. Lidinsky explains that all sexual health educators at Planned Parenthood in Northern Indiana and Southwest Michigan are Indiana University South Bend graduates. These students continue to move up in their occupations, including a student who six months after graduation was hired as a director of a health center in Colorado. "That is the dream right there. Your students go out into the community and network, to me that is the Gloria Kaufman dream come true. That is social change, getting people out of our program, into the communities to network, and hire one another."¹ Dr. Gloria Kaufman's dream is being accomplished, though courses are no longer open to the public, students in the Women's and Gender Studies department are beginning to create change within their communities. It is this change that motivated Dr. Kaufman to create the program, beginning with a single lecture course, which invited the public in. By creating a co-curriculum program and educating students about professionalism, Dr. April Lidinsky is creating a second wave of growth for the Women's and Gender Studies department that Dr. Gloria Kaufman began in 1968.

During the 1960's and 1970's women across the United States seemed to be fighting a war that seemed endless. Today, it is difficult to fathom what women were truly fighting for because culture has incredibly adapted its perception of women's roles. From the creation of Women's Studies programs and departments, universities were able to educate students about women's contributions, involvements within society. The creation of this area of discipline would not have been successful without the ratification of Title VII, Title IX, and the Equal Rights Amendment. These federal requirements helped propel the fight for Women's Studies and without the assistance of these federal laws, the fight would have been impenetrable. The fight for Women's Studies can be studied through the community college, Indiana University South Bend, home to one of the first organized courses and later programs. Dr.

Gloria Kaufman's creation of the B250 lecture series in 1968 re-defined the traditional higher education courses and challenged societal normalcies. Dr. Kaufman's dream was to educate students and the community through realistic stories and examples. Additionally, Dr. Kaufman led by example, teaching her students that if they recognized a problem within their society, to peacefully address the problem head-on. Her contributions spanned outside of the classroom, onto campus, and into the South Bend community – Dr. Kaufman's dream for her students to go out into the community continues to be fulfilled by current faculty and students. As Dr. April Lidinsky continues to oversee the department, students graduating from Women's and Gender Studies are thriving now more than ever. This fact is an exciting growth to the department, which according to Dr. Lidinsky, is fulfilling the Gloria Kaufman dream. The Women's and Gender Studies Department is an example of what can happen through hard work and dedication. In 1968, Dr. Gloria Kaufman worked tirelessly to pour the foundation for a home that would continue to be built upon by future generations. This is the Gloria Kaufman dream being fulfilled, brick by brick.

BIBLIOGRAPHY

PRIMARY:

"B250 Explained." Gloria Kaufman Collection. Images.

Bowman, Chris. "IUSB Students Worried About Women's Studies." "The South Bend Tribune, December 9, 1992. Gloria Kaufman Collection. Box 2 Folder 59, Activism.

"The Changing Role of Women in America." 1981. Gloria Kaufman Collection, Images.

Chuckie, Uncle Mike, Cousin Bob. 1982. "The Preface, Jan. 19, 1982." The Preface, January 19. Gloria Kaufman Collection, Box 1 Folder 61, Sexism in the Preface 1981/1982.

Crennell, Charles. "Insight Out." The Preface, September 29, 1981, Box 1 Folder 61. Sexism in the Preface 1981/1982. Gloria

¹ Ibid.

Kaufman Collection.

- "Discussion Questions: B250." Box 1 Folder 14, Women's Studies B250 Syllabi, 1972-1993. 1984. Gloria Kaufman Collection.
- "Interdisciplinary Analysis of Woman's Role (J250)." 1972. Box 1 Folder 14, Women's Studies B250 Syllabi, 1972-1993, n.d. Gloria Kaufman Collection.
- "I Need It, Baby! Preface Clipping. Nov. 24, 1981," Box 1 Folder 61, Sexism in the Preface 1981/1982, Gloria Kaufman Collection.
- Kaufman, Gloria. "Dear Colleague." December 25. Gloria Kaufman Collection. Box 1 Folder 24. Equal Rights Amendment Materials.
- Kaufman, Gloria. "Dear Friend of ERA." January 27. Gloria Kaufman Collection. Box 1 Folder 24. Equal Rights Amendment Materials.
- Kaufman, Gloria. "Statement on Behalf of the Coalition for Peace Committee." May 5, 1970. Gloria Kaufman Collection. Box 1 Folder 4. Equal Rights Amendment Materials.
- Kaufman, Gloria. 1982. "'Women's Institute for Freedom of the Press' Addressed to Robert Dubick from Dr. Gloria Kaufman." January 27. Gloria Kaufman Collection, Box 1 Folder 61, Sexism in the Preface 1981/1982.
- Lidinsky, April. 2017. Interview Regarding Dr. Gloria Kaufman and the Development of the Women's and Gender Studies Department.
- Martin, Kara. "Gloria Kaufman: Gone, but Not Forgotten." The Preface. October 6, 2004.
- "The Preface, Oct. 27, 1981: Clipping From Dear Chuckie, Uncle Mike, Cousin Bob." Box 1 Folder 61, Sexism in the Preface 1981/1982. Gloria Kaufman Collection.
- "The Preface, Letter Allegedly Written by Marcia Egan." 1981,

September 29. Gloria Kaufman Collection, Box 1 Folder 61, Sexism in the Preface 1981/1982.

"Teach In with Dr. Gloria Kaufman," May 1, 1970, Gloria Kaufman Collection, Images.

Williams, Barbara L. "Proposal for Gloria Kaufman Memorial Lecture Series and Scholarship," 2004. Gloria Kaufman Collection. Box 2 Folder 92. Gloria Kaufman Memorial Fund Documents.

"Women Studies Presents." 1980. Box 1 Folder 7, Women Studies Course Materials, circa 1970s and 1980s. Gloria Kaufman Collection.

SECONDARY:

Alice Paul Institute. 2016. "The Equal Rights Amendment."

Barbara A. Brown, Thomas I. Emerson, Gail Falk, and Ann E. Freedman. "The Equal Rights Amendment: A Constitutional Basis for Equal Rights for Women." 1971. *The Yale Law Journal* 80 (5): 871-985.

Feminist Press. *Women's Studies Quarterly: Looking Back, Moving Forward: 25 Years of Women's Studies History*. 1997. Feminist Press at CUNY. 23.

"Gloria Joan Frances (Shapiro) Kaufman." In *Contemporary Authors Online*. Detroit: Gale, 2001. Biography in Context.

"Gloria Kaufman Collection." 2017. The Franklin D. Shurz Library.

Jaschik, Scott. "'The Evolution of American Women's Studies'." 2009. *Inside Higher Ed*.

"Martha Griffiths and the Equal Rights Amendment." *National Archives*. 2016.

Riley, C. Richard, Sharon P. Robinson, and Jeanne E. Griffith. "National Center for Education Statistics," *The Educational*

Progress of Women, 1 (5): 22, 1995. 27-30.

Salper, Roberta. "San Diego State 1970: The Initial Year of the Nation's First Women's Studies Program." *Feminist Studies* 37 (3): 2011. 656-82.

"Women's & Gender Studies." 2017. Indiana University South Bend: Academics.

It's A Marathon! Over A Decade of The Space Race

Noah Imel

INTRODUCTION

When Germany lost World War II in 1945, there was a lot of joy and relief spread around the world. Unless one was part of the Axis, it was thought that the "good guys" won and the world would never have to deal with a global war again. The three main winners from the Allies side were the United States, Great Britain, and the Soviet Union. However, there was a political conflict between the United States and the Soviet Union. The United States promoted Democracy and Capitalism, while the Soviet Union promoted Communism and Marxism. There developed a great amount of strain on both sides, and a fear that nuclear war would break out between both nations, something that the world had never seen before. One of the major events that took place during the Cold War was the Space Race. The United States and the Soviet Union believed that if they controlled space, then they could control the world. After both nations realized that the other could control space, the race to space was on. It was the three presidential administrations, Kennedy, Johnson, and Nixon, that realized the importance of space exploration and their visions, maximum effort, and leadership made America the first nation to send a man to the moon and come back safely to Earth.

BACKGROUND INFORMATION

To this day, there are a lot of people that ask the question: Why did the space race become such a big deal? Those same people argue that the United States wasted 23 billion dollars to just put