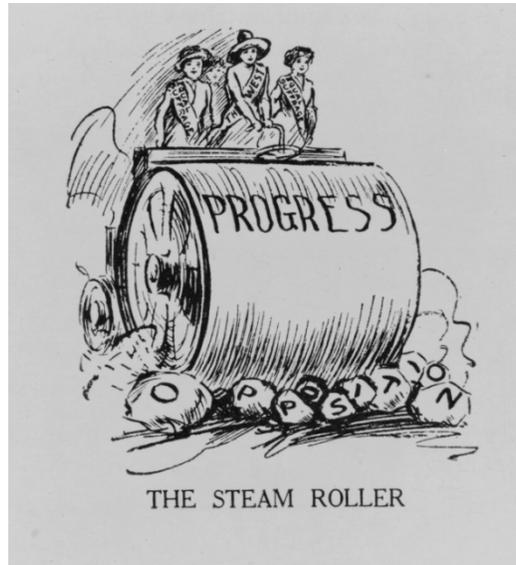


Sul Ross State University  
FALL 2016

**HISTORY OF AMERICAN WOMEN**  
Course Syllabus  
HIST 4321-001  
Tuesday & Thursday: 9:30 to 10:45  
LH 201



**Professor:** Kendra K. DeHart

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**Office:** LH 212

**Office Hours:** MW 11:00 to 12:00; T, Th. 11:00 to 12:00; or by appointment

**COURSE DESCRIPTION:**

Women comprise over half of the U.S. population, but their contributions to American history and the stories of their lives do not generally comprise half of what is taught or learned in general courses of American history. Our understanding of the past is transformed when we consider it through women's experiences. This course, therefore, moves through the chronology of American history to examine the broad themes that have shaped women's lives in the United States from the colonial period to the present. We will explore changing conceptions of motherhood, women's bodies, and sexuality; women's wage labor; and the various social movements—abolition, suffrage, peace, civil rights, and feminism—in which women have been key players. While tracing larger trends and identifying common experiences, we will also pay close attention to the specific experiences of individual women in order to shed light on the differences and divisions among them. Throughout, we will investigate the ways in which notions of gender difference have changed over time and how a wide variety of women both created and responded to shifting and contested cultural, political, and social roles.

**REQUIRED READINGS:**

1. Danielle L. McGuire. At The Dark End of the Street: Black Women, Rape, and Resistance—a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power. New York. Alfred A. Knopf, 2010. ISBN 978-0-307-26906-5.
2. Linda Kerber and Jane Sherron De Hart. Women’s America: Refocusing the Past. 8<sup>th</sup> Edition. ISBN 978-0-19-934934-0. Until you can get a copy of the textbook, I will provide the readings for the first two weeks of the semester. I advise you to buy the textbook on Amazon as it is much cheaper online. You can also rent the textbook online. The cost to buy the book is \$65; the cost to rent the book for a semester is \$22. Whichever way you decide, please get access to this textbook as soon as possible.
3. Supplemental primary and secondary readings will also be announced in class. These readings will be uploaded to Blackboard for you to download, or they will be provided by the professor.

**COURSE OBJECTIVES:**

At the end of this course, the student should have a greater appreciation of the history of women and their contributions to American history. The student will:

1. Identify the historical continuity and change within U.S. women’s history.
2. Define gender and clarify its interaction with racial, ethnic, and status differences throughout U.S. women’s history.
3. Define sexuality and the social, economic, and political context out of which sexuality is created and operates within American society.
4. Identify and critically analyze individuals who have contributed to the changing of women’s status in U.S. history.
5. Identify and explain the shifting economic, political, social, and cultural movements that have contributed to the changing of women’s status throughout the history of the United States.
6. Use historical knowledge to understand and evaluate contemporary society.
7. Differentiate between primary and secondary sources in U.S. women’s history.
8. Hone the craft of analytical writing through assignments that incorporate the skills of developing a thesis statement, of contrasting and argument, of analyzing texts, and of properly citing sources.

**PRIMARY LEARNING OUTCOMES:**

The graduating student in history will be able to:

1. Develop an informed, critical, and articulated approach to the study of history.
2. Demonstrate knowledge of historical events, movements, major turning points, and personalities of the past.

3. Demonstrate an ability to identify and relate the role that historical interpretation plays in assessments of the past.
4. Write effectively, logically, and persuasively about topics in history.

The Primary Learning Outcomes (PLO) will be measured by the administration of exams as well as a book review and oral history project.

### **COURSE POLICIES:**

1. **Attendance at class meetings:** You are expected to attend every class! Regular attendance and punctuality are vital to academic success. Students whose work schedules or personal obligations prevent regular attendance should enroll in a section with more convenient meeting times.

I will take attendance at the beginning of every class. Please make every effort to be on time. Arriving late and leaving early are very disruptive to your fellow colleagues as well as to the professor. If you are more than five minutes late to class, do not attend class that day as you will already have received an absence. If you leave class early, you will also be counted absent for that day unless you have cleared your early departure with me beforehand.

Responsibilities for notifying faculty of absences and for arranging potential make-ups rest with the students. If you miss class due to illness, car trouble, a death in the family, etc., you must contact me directly via email or in person with an explanation of your absence. Even in the case of documented emergencies, I reserve the right to not excuse the absence. If you are going to be absent from class while traveling on a university-sponsored trip, you must complete a travel authorization form and turn that in to your sponsor or coach at least three days prior to the actual trip; this is required so that you may be listed on the “Explained Absence List” which the Student Life Office prepares and sends out to all faculty.

**Three unexcused absences are acceptable.** Students with excessive unexplained absences may be dropped from the class with the grade of “F.”

2. **Contacting the Instructor:** The instructor’s email is the preferred method of contact. Students should use the phone number only for emergency situations. Student phone message will normally not be returned due to the problem of “phone tag.”

All email messages to the instructor should include your name, the course you are enrolled in, and a simple message stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time. Questions such as “What did we cover in class?” will normally not be answered.

3. **Make-Up Policy:** I will give make-up exams only in extreme cases. Make-up exams are allowed only in cases of documented, unavoidable events that prevent attendance.

Students who are unable to attend the regular exam session must notify the professor by email or phone within 48 hours and provide documentation of their emergency. Students who do not give such notification and provide documentation will not be allowed to take the missed exam.

4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor or teaching assistant receives the assignment.
5. **Your Responsibilities:** Each student has individual responsibilities that go beyond simply showing up for class and reading the assigned books.
  - a. **Mutual courtesy and respect:** Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment, and we will all engage in mutual courtesy and respect for one another. To that end, address comments to the entire class rather than to adjacent students, and remember the Golden Rule—treat others as you would like to be treated.
  - b. **Adherence to technology policies:** In this twenty-first-century world, I recognize that many students use technology in their learning endeavors, and I welcome the use of it in the classroom for educational purposes only. That said,
    1. **PLEASE** silence all cellphones or place them in airplane mode before class. If your phone disrupts class, I reserve the right to ask you to leave.
    2. Any use of cell phones or other electronic devices used to send and receive calls or text messages, to check or update your status on a social network, or to surf the web, etc. is absolutely forbidden in this class. If I find a student using technology for entertainment or other purposes, I will ask that student to leave class for the day, and that student will receive an absence. I also reserve the right to ban the use of all technology in the classroom should I find students abusing the privilege.
    3. You may use a personal computer, but only if you are using the computer to take notes or access the information on the Blackboard website for this course. Students deemed not to be using a computer effectively will lose their computer privilege.
    4. No use of any technological device is allowed during exams.
  - c. **Academic calendar and course information:** Students also have a responsibility to be familiar with the key dates on the academic calendar (such as deadlines for dropping the course and the first and last days of class) in addition to course-specific information (such as exam dates and all other course requirements as outlined in the syllabus).

6. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an “F.” Specific examples of academic misconduct include, but are not limited to:
  - a. **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
  - b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
  - c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
7. **Disclaimer:** This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students.

**\*\*NOTICE TO STUDENTS\*\*:** Some of the material we will read and discuss this semester may be controversial in nature since we will be examining various approaches to gender and identity. Please remember I do not expect or require students to hold the same opinions as one another (or as me) about controversial topics, and I encourage you to voice your opinions when they relate to the subject being discussed. At certain times, we will also be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

If you ever feel the need to step outside during a class discussion, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

**ASSIGNMENTS:**

1. **Exams:** There will be a total of three exams throughout the semester. Exams will cover both readings and lecture material, but they will not be cumulative. Exams will consist of a multiple-choice section and an essay question. Study guides with specific guidelines for preparing for each exam will be provided in advance.
  
2. **Book Review:** All students will read Danielle McGuire’s *At the Dark End of the Street* and write a three to five, double-spaced review summarizing and analyzing the book’s arguments. A handout will be provided on how to write a successful book review. The book review is due at the beginning of class on October 25<sup>th</sup>. We will also spend the class period discussing the book, and your participation during this discussion will add bonus points to your book review’s final score.
  
3. **Oral History Project:** Students will conduct an oral history interview with a female family member or friend about her experiences. When selecting someone to interview, please find someone who was born before 1970. You will also need to get your interviewee to sign a form that I will provide that informs your interviewee that you will be sharing and analyzing her experiences in class. This form must be turned in when you turn in your final paper.

You will turn in a prospectus of who you are planning to interview and what questions you intend to ask on September 15<sup>th</sup>. Some questions you might ask and analyze are: What does your interviewee remember about World War II, the Vietnam War, the Civil Rights Movement, or the Women’s Rights Movement?; What were the interviewee’s experiences as a woman in school or in the workplace?; If the interviewee had children, was it possible to stay at home with them?; If not, how did the interviewee handle the responsibilities of both childcare and the workplace?; What gains have women made over the course of the interviewee’s lifetime?; Or are there any challenges the interviewee thinks that women as a group still need to overcome?

After conducting the interview, you will then write a three to five page, double-spaced paper analyzing this interview alongside the material we have covered in class. A tip as you write: remember that most of your interviewees will have lived through the second and third wave feminist movements, which allows you to analyze the influences of such movements on individual women. On the last day of class, you will give a five-to-ten minute presentation to the class over what you have learned.

**GRADES:**

Students can earn a possible 1,000 points by the end of this course.

Final grades will be determined as follows:

Exams (3 Counted at 200 pts. each)	600 pts.
Book Review	200 pts.
<u>Oral History Project</u>	<u>200 pts.</u>
Total Possible	1,000 pts.

Grade Breakdown:

1,000 to 900 pts.	A
899 to 800 pts.	B
799 to 700 pts.	C
699 to 600 pts.	D
599 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an “A.”

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor’s approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

**Students with Disabilities:**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C, in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. Email: mschwartz@sulross.edu.

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their professor as soon as possible.

**NONDISCRIMINATION POLICY/EQUAL EDUCATIONAL OPPORTUNITY POLICY:**

Sul Ross State University is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Sul Ross State University to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status.

## **SEMESTER SCHEDULE**

*Note: Students will have prior notification of any necessary changes in the semester schedule.*

### **Week One: Introduction & Overview**

- Aug. 23 Introduction
- Aug. 25 Why study women's history?  
Required Readings: *Women's America*, pgs. 1-10

### **Week Two: Gender, Culture, & Conflict in the New World**

- Sept. 1 A Collision of Cultures  
Required Readings: *Women's America*, pgs. 12-33
- Sept. 6 Colonial Worlds  
Required Readings: *Women's America*, pgs. 34-52  
Film: *A Midwife's Tale*

### **Week Three: Colonial Woes, the American Revolution, & the Republican Mother**

- Sept. 13 Casting Spells & Enslavement  
Required Readings: *Women's America*, pgs. 53-108
- Sept. 15** Revolutionary Mothers & Daughters  
Required Readings: *American Horizons*, pgs. 110-117  
**DUE: Oral History Prospectus**

### **Week Four: Gendering the Industrial Revolution & Woman's Expanding Sphere**

- Sept. 20 Who Belongs to the Cult of True Womanhood?  
Required Readings: *Women's America*, pgs. 128-147; 179-201
- Sept. 22 Reforming Society  
Required Readings: *Women's America*, pgs. 213-254.

### **Week Five: The Civil War, Emancipation, & Reconstruction**

- Sept. 27 Women in the Civil War  
Required Readings: *Women's America*, pgs. 267-275; 287-289.
- Sept. 29 An Unfinished Revolution  
Required Readings: *Women's America*, pgs. 276-286; 300-328

### **Week Six: Women & the West**

**Oct. 4                      FIRST EXAM**

Oct. 6                      Western Women's Stereotypes Vs. Realities  
Required Readings: *Women's America*, pgs. 221-226; 332-349.

**Week Seven: The Struggle for Women's Suffrage**

Oct. 8                      The Progressive Era Begins  
Required Readings: *Women's America*, pgs. 350-360; 393-404.

Oct. 11                     Votes for Women  
Required Readings: *Women's America*, pgs. 405; 413-416.  
Film: *Iron Jawed Angels*

**Week Eight: Post-Suffrage Battles, the New Woman, & a World at War**

Oct. 13                     The 1920s & 1930s  
Required Readings: *Women's America*, pgs. 428-434; 480-491; 503-513.

Oct. 18                     Rosie the Riveter & Women in World War II  
Required Readings: *Women's America*, pgs. 513-523; 530-536.

**Week Nine: Continuity & Change in Mid-Twentieth Century America**

Oct. 20                     Cold Warriors  
Required Readings: *Women's America*, pgs. 550-569; 590; 606-614.

**Oct. 25**                     Book Discussion & Long-Civil Rights Movement  
**DUE: Book Review for Danielle McGuire's *At the Dark End of the Street***

**Week Ten: The Times They Are a 'Changing**

**Oct. 27                     SECOND EXAM**

Nov. 1                      Rethinking Family and Sex  
Required Readings: *Women's America*, pgs. 615-637; 656-669.

**Week Eleven: Second-Wave Feminism(s)**

Nov. 3                      An Unpopular War  
Required Readings: *Women's America*, pgs. 678-689; 700; 719-731.

Nov. 8                      The Women's Liberation Movement  
Required Readings: *Women's America*, pgs. 705-719; 731; 745.

**Week Twelve: Who & What is Missing?**

Nov. 10                    The Battle for the E.R.A.  
Required Readings: *Women's America*, pgs. 746-747.

Nov. 15                    Shattering the Second-Wave Movement  
Required Readings: *Women's America*, pgs. 735-736.

**Week Thirteen: Third-Wave Feminisms**

Nov. 17                    Redefining Difference  
Required Readings to be announced.

Nov. 22                    Queering the Movement  
Required Readings to be announced.

**Week Fourteen: Assessing Progress/ Addressing Failures**

Nov. 24                    Where Are We Now?  
Required Readings to be announced.

**Nov. 29                    Oral History Presentations**  
**DUE: Oral history papers and class presentations**

**Final Exam:**

- Date and Time: Monday, December 5—8 a.m. to 10 a.m.