



FALL 2022  
History of American Women  
HIST 4321.001  
Wednesday  
6 to 8:45 p.m.  
LH 300



Barbara Becker, "My Feminist Roots," File 9, Box 1, S750.Z National Organization for Women (Lubbock Texas Chapter Records, 1978-1991), Southwest Collection, Texas Tech University, Lubbock, Texas.

*Note: photo taken by me!*

**Instructor:** Kendra K. DeHart, Ph.D.

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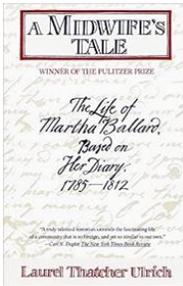
**Office:** LH 212

**Office Hours:** Monday, 3:30 to 4:30; Friday, 11 to 12; or by appointment

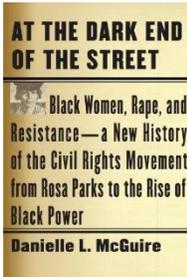
## **COURSE DESCRIPTION:**

Women comprise over half of the US 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 history courses. Our understanding of the past is transformed when we consider American history through women's eyes. This course, therefore, moves through the chronology of American history to examine broad themes that have shaped women's lives in the United States from the indigenous and colonial period to the present. We will explore changing conceptions of motherhood, women's bodies, and sexuality; women's labor; and the various social and political movements—abolition, suffrage, peace movements, immigration policies, civil rights, and feminism[s]—where women were key players. While tracing larger trends and identifying women's common experiences, we will also pay close attention to the specific identifications of individual women in order to underscore the differences and divisions among them. Throughout this course, we will investigate the ways in which notions of gender difference[s] changed over time and how women created, influenced, and responded to shifting and contested cultural, political, and social spheres and roles.

## **REQUIRED TEXTS:**



Ulrich, Laura Thatcher. *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (New York: Vintage Books, 1991). ISBN: 0679733760.



McGuire, Danielle. *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: 030726906X

**NOTE:** Supplemental primary and secondary readings will also be required. These readings will be uploaded to Blackboard for you to download, or they will be provided by the professor.

## **STUDENT LEARNING OUTCOMES:**

The graduating student in history will be able to:

1. The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content.
  - Marketable Skills:

- Students will learn the importance of meeting deadlines in a successful manner.
  - Students can identify the differences between primary and secondary sources, a crucial step in developing critical thinking skills.
  - Students can learn to select and organize data in a relevant manner.
  - Students can hone their writing skills.
2. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
    - **Marketable Skills:**
      - Students can learn how ideas and interpretations change over time.
      - Students can learn how to evaluate different interpretations and ideas.
      - Students can learn how to use evidence to persuade various audiences.
  3. The history student will demonstrate knowledge of American History, World History, and Non-American History.
    - **Marketable Skills:**
      - Students can develop a better understanding of the development of various cultures, political and economic systems, gender and race relations, and environmental change.
      - Students can develop a multicultural perspective necessary for an increasing globalized world.
      - Students can learn how to manage and absorb various perspectives and information.

The Student Learning Outcomes will be measured by the administration of exams, book reviews, presentations, and research papers.

### **GOALS OF THIS COURSE:**

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 US women's history.
2. Define gender and clarify its interaction with racial, ethnic, and status differences throughout US 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 US 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 US.
6. Differentiate between primary and secondary sources in US women's history.
7. Hone the craft of analytical writing through assignments that incorporate the skills of developing a thesis statement, contrasting an argument, analyzing texts, and properly citing sources.

### **COURSE POLICIES:**

1. **Attendance at class meetings:** You are expected to attend every class if possible! Regular attendance and punctuality are vital to academic success. **However, if you feel ill, please do not come to class.** Send me an email explaining your situation and symptoms. If you need to be quarantined for any reason, the schedule below will remain flexible so that you can finish the assignments and course.

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.

**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. If you are going to be absent from class while traveling on a university-sponsored trip, you are responsible for notifying the professor beforehand.

**\*\*NOTE:** If you are a student athlete and need a progress report, it is your responsibility to notify the professor before class.

**TWO unexcused absences are acceptable.** If you miss more than two unexcused classes, it will affect your grade. Students with excessive unexplained absences will receive a 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.

All email messages to the instructor should include your name, your class section number, 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 assignments only in extreme cases. Make-up assignments are allowed only in cases of documented, unavoidable events that prevent attendance. Students 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 make-up the assignment.
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 receives the assignment.
5. **Your Responsibilities:** Each student has individual responsibilities that go beyond simply showing up for class and completing the assignments.
  - 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,
    - i. **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.
    - ii. 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.
    - iii. 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.
    - iv. 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.

**Statement on Academic Honesty:** “The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.”  
—Excerpt from the Student Handbook

### **ASSIGNMENTS:**

1. **Exams:** There will be a total of two exams throughout the semester. Exams will cover both readings and lecture material, but they will not be cumulative. Exams will be take-home.
2. **Book Reviews:** All students will read two books and write a book review on each of the books listed above. A handout will be provided on how to write a successful book review along with guidelines of what is expected.
3. **Attendance, Participation, and & Weekly Presentations:** At each class, we will begin with a “roll call” where students will present a brief history of a woman during the time period we are discussing that day. There will also be random activities assigned during class that will count toward your attendance/ participation points.
4. **Dobbs v. Jackson Analytical Essay:** One of the most significant Supreme Court cases regarding women’s rights in the United States occurred in June this year. After reading the *Dobbs v. Jackson* decision along with secondary and primary sources pertaining to the case, students will write a five-to-seven-page, double-spaced essay analyzing how history was (and is) being used to support the decision. This is not an essay arguing “for” or “against” the decision; rather, it encourages students to engage in critical analysis of past and present documents in order to better understand the Court’s decision as well as its implications for women in the United States today. A handout will be provided to students with more guidelines.
5. **Oral History Paper:** 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 the interviewee to sign a form, which I will provide, that informs them that you will be sharing and analyzing their experiences.

You will turn in a prospectus of who you are planning to interview on **November 16<sup>th</sup>**.

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. **This will count as the final exam for this course.**

### **GRADES:**

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

Final grades will be determined as follows:

Exams (2 @ 100 pts. each)	200 pts.
Attendance & Participation	200 pts.
Book Review (2 @ 100 pts. each)	200 pts.
<i>Dobbs v. Jackson</i> Analytical Essay	300 pts.
<u>Oral History Paper</u>	<u>100 pts.</u>
Total Possible	1,000 pts.

#### Grade Breakdown:

1,000 to 900 pts.	A
890 to 800 pts.	B
790 to 700 pts.	C
690 to 600 pts.	D
590 <	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.

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 Sul Ross State University policy to provide reasonable accommodations to students with disabilities. 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](mailto: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.

### **Classroom Climate of Respect:**

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement:**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Library Information:**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your Lobo ID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

**\*\*NOTICE TO STUDENTS\*\*:** At certain times this semester, we will be discussing events that may be disturbing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I am 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 me individually afterwards, I welcome such discussions as an appropriate part of our classwork. Please remember I do not expect or require students to hold the same opinions as one another (or me) about controversial topics.

## **SYLLABUS SCHEDULE:**

**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.

### **Introduction & Overview**

Aug. 24 Introduction

Aug. 31 Why study women's history?

- Readings:
  - Scott, Joan W. "Gender: A Useful Category of Historical Analysis." *The American Historical Review*, 91, no. 5, 1986, pp. 1053–75.
  - Dayton, Cornelia and Lisa Levenstein. "The Big Tent of U.S. Women's and Gender History: A State of the Field." *The Journal of American History*, 99, no. 3, December 2012, pp. 793-817.
  - Historiann, "Women's And Gender History Has Menstrual Blood Smearred All over It. If You Read This Post, You Too Will Be Contaminated." <https://historiann.com/2012/08/30/womens-and-gender-history-has-menstrual-blood-smearred-all-over-it-if-you-read-this-post-you-too-will-be-contaminated/>

### **Gender, Culture, and Conflict in the New World**

Sept. 7 A Collision of Cultures & Colonial Worlds

- Readings:
  - "Childbirth Practices Among North American Indigenous Women" by Ann Marie Plane
  - "An Indentured Servant Identifies as 'Both Man and Woeman': Jamestown, 1629" by Mary Beth Norton
  - "Inheriting Women and Witchcraft Accusations," by Carol F. Karlsen

### **Colonial Woes, the American Revolution, and the Republican Mother**

Sept. 14 Revolutionary Mothers & Daughters

**DUE: *A Midwife's Tale* Book Review**

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

Sept. 21 Who Belongs to the "Cult of True Womanhood"?

- Readings:
  - “The Declaration of Sentiments,” 1848
  - “The Meaning of Seneca Falls,” by Gerda Lerner
  - “The Grimké Sisters Talk Truth to Power.”

## **The Civil War, Emancipation, & Reconstruction**

Oct. 5            An Unfinished Revolution

- Readings:
  - “I Would Treat Them as Vagabonds,” by A. S. Hitchcock
  - “Ain’t I a Woman,” by Sojourner Truth
  - “They Say,” by Ida B. Wells

## **Women & the West**

Oct. 12            Western Women’s Stereotypes Vs. Realities

- **DUE: FIRST EXAM**
- Readings:
  - “Chinese Exclusion: The Page Act and Its Aftermath”
  - Joan M. Jensen and Darlis A. Miller, “The Gentle Tamers Revisited: New Approaches to the History of Women in the American West,” *Pacific Historical Review* 49, no. 2 (May 1980).

## **The Struggle for Women’s Suffrage**

Oct. 19            An Indominable Era Begins: Women as Progressives

- Film In-Class & Discussion: *Iron Jawed Angels*

## **Post-Suffrage Battles, the New Woman, & a World at War**

Oct. 26            The 1920s & 1930s with Women @ War

- Readings:
  - “Storms On Every Front: Eleanor Roosevelt and Human Rights” by Blanche Wiesen Cook
  - “Rethinking Women’s Work During World War II” by Alice Kessler-Harris

## **Continuity & Change in Mid-Twentieth Century America**

Nov. 2            Cold Warriors within the Long Civil Rights Movement

- **DUE: Book Review of *At the Dark End of the Street***

- Readings:
  - “Betty Friedan and the Origins of Feminism in Cold War America” by Daniel Horowitz

### **The Times They Are a’ Changin’: “Second-Wave” Feminism(s)**

Nov. 9            Rethinking Family and Sex

- **DUE: Exam II**
- Readings:
  - Poster, “Girls Say Yes to Boys Who Say No.”

### **Who & What is Missing?**

Nov. 16            The Battle for the E.R.A. & Shattering the Second-Wave

- Readings:
  - “Equal Rights Amendment 1972”
  - Grady, Constance. “The Waves of Feminism, and Why People Keep Fighting Over Them Explained: If You Have No Idea Which Wave of Feminism We’re In Right Now, Read This,” VOX, July 20, 2018, <https://www.vox.com/2018/3/20/16955588/feminism-waves-explained-first-second-third-fourth>

Nov. 23            **Thanksgiving Break**

### **Assessing Progress/ Addressing Failures**

Nov. 30            Queering the Movement—Redefining Difference & Where Are We Now?

- **DUE: *Dobbs v. Jackson* Analytical Essay**

**Final Oral History Papers posted to Blackboard.**