

History 375 I: U.S. Women's History Fall 2009

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Office Hours: M-W-F 11-12
and 1-3:30 & by appointment

Course Description:

This course examines the history of American women from the seventeenth century to the 1990s by analyzing the changing images and roles women have held in the family, workplace, politics, and society. Attention is paid not only to the common experiences of women, but also to the impact of race, ethnicity, and class on women's lives. No prior knowledge women's history is necessary or expected. However, regular attendance and active participation in class discussions are essential if a student wishes to do well.

The format of the class will consist of lectures and discussions. Lectures and the textbook will provide students with conceptual frameworks and facts for understanding U. S. women's history. Students will also be called on to read a variety of primary sources and secondary sources written by prominent American and women's historians and to analyze these texts in weekly discussions.

Course Goals:

The objectives of this course are to help students learn a body of history not usually covered in other history courses, and to encourage them to think critically about how the current status of women in the United States was shaped by the past. Examinations, writing assignments, and class discussions are intended to develop students' analytical skills, and improve their writing and verbal communication abilities.

Required and Recommended Texts:

The following required paperback books are available at the campus bookstore.

- Hasia Diner, *Erin's Daughters in America: Irish Immigrant Women in the 19th Century*.
- Jessica Weiss, *To Have and to Hold: Marriage, the Baby Boom, & Social Change*.
- Mary Beth Norton and Ruth M. Alexander, *Major Problems in American Women's History*.
- Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

The following recommended survey text is also available at the campus bookstore.

- Sarah Evans, *Born for Liberty: A History of Women in America*.

Internet:

This course makes use of Viking Web (<https://vikingweb.berry.edu>) and other internet sources to supplement class lectures. Discussion readings, additional information on assignments, and other material related to class will be posted on the site. You are required to make active use of these resources. To access Viking Web you will need your student ID number and password. If you do not know your password you can contact the Information Technology Help Desk in Evans 106 or by phone at 706-238-5838.

The use of electronic devices such as laptop computers, tape recorders or cell phones is strictly prohibited in this class without my prior, explicit approval.

Attendance Policy:

This class meets on Monday, Wednesday, and Friday from 10-10:50 in Evans 135.

Class attendance is mandatory and your grade will be lowered by a third of a letter grade for every absence over three. Arriving to class over 5 minutes late will also be counted as an absence. You will be excused from class because of an intercollegiate athletic event or other official school function *only* if I am informed prior to the absence.

Grading and Course Requirements:

Your grade for the course will be based on your performance on two exams, class participation, discussion prompts, and a research project. The exams will cover material found in the readings and lectures. Neither of the tests will be comprehensive. The second exam will be held during finals week as scheduled by the registrar. Each exam is worth 250 points. Make-up exams are strongly discouraged. A student will not be allowed to make-up an exam without a written notice from a doctor or other official.

Class participation will be averaged into your grade. Participation grades will be based on discussion of lecture material and assigned readings, as well as your performance as discussion leader. A discussion leader is in charge of guiding the class through a day's assigned readings and asking questions that will set the discussion in motion. It is the discussion leader's job to see that people understand the ideas of the authors and explore the implications and the contradictions of the works. Discussion leaders will meet with me prior to their discussion in order to go over the questions they plan to use. Tips for the discussion leaders can be found on Viking Web. Discussion participants will receive high grades for listening attentively and answering questions in a thoughtful and insightful manner. Low marks will be given for being late, unprepared, uncommunicative, inattentive, dismissive, or defensive. A discussion grade worth 10% of your overall average will be assigned at the end of the semester.

Each discussion day you will be expected to turn in a typed, single-spaced answers to a series of short questions on the assigned reading(s). These assignment sheets should reflect that you have read and critically thought about the material. Assignment sheet answers should be between one and two pages in length. Each assignment sheet is worth 15 points. Answers less than one page in length can not receive higher than 8 points. Assignment sheets turned in late or not at all will receive 0 points. The combined score of your assignment sheets are worth 10% of your final grade. You do NOT have to turn in a discussion sheet on the day you lead discussion.

Each student is also responsible for completing an 8-10 page research project on a female member of their family. This project will answer a general historical question by examining the life of a specific woman and comparing it to other scholarship. The research for this project will consist of both primary (letters, diaries, pictures, oral interviews) and secondary sources. Instructions for the project are posted on Viking Web. An annotated bibliography for the project is due September 18. The first draft for the research paper is due 23 October and will be peer reviewed in class. Any first drafts turned in late will not be peer reviewed and will lose the points for that portion of the assignment. The final paper is due 20 November. Late bibliographies and papers will be penalized 10% for every day late. No assignments will be accepted more than a week overdue. The combined parts of the research project are worth 30% of the final course grade.

Finally, all students are expected to demonstrate academic integrity in their course work. Academic dishonesty includes, cheating on tests, plagiarizing, fabricating information and citations, facilitating the academic dishonesty of others, submitting the work of another person, submitting work done for another course without informing the instructor, and tampering with the academic work of other students. To help insure academic integrity all assignments must be turned in by the person who did the work. Any instances of academic dishonesty in this course will receive a failing grade for that assignment and will be reported to the Provost.

Course Outline:

Date:	Subject:	Readings:
24 August	Introduction	
26 August	Victims or Heroines	Evans, Introduction
28 August	America's First Women	Evans, Ch. 1
31 August	Colonial Chesapeake Women	Evans, Ch. 2
2 September	New England Goodwives	Evans, Ch. 2
4 September	Discussion: What role did gender play in colonial witchcraft accusations?	Norton, <i>Major Problems</i> , Ch. 3
7 September	No Class – Labor Day	
9 September	Liberty's Daughters	Evans, Ch. 3
11 September	Discussion: What was the impact of the American Revolution on women?	Norton, <i>Major Problems</i> , Ch. 5
14 September	Republican Motherhood	Evans, Ch. 4
16 September	Cult of True Womanhood	Evans, Ch. 4
18 September	Annotated Bibliography Due	
21 September	Southern Domesticity	Evans, Ch.4-5
23 September	Women at Work	
25 September	Discussion: What impact did slavery have on African American women?	Norton, <i>Major Problems</i> , Ch. 7
28 September	Voluntary Associations	Evans, Ch. 4-5
30 September	Women's Rights	Evans, Ch. 5
2 October	Discussion: How did the doctrine of 'separate spheres' affect the lives of American women?	Norton, <i>Major Problems</i> , Ch. 6
5 October	Women in Industrial America	Evans, Ch. 6
7 October	Working Class Culture	Evans, Ch. 6
9 October	Discussion: What was the relationship of Irish women to the cultural of American womanhood in the last half of the nineteenth century?	Diner, <i>Erin's Daughters</i>
12 October	No Class – Fall Break	
14 October	The New Woman	Evans, Ch. 7
16 October	Mid-Term Exam	
19 October	Club Women and Crusaders	Evans, Ch. 7
21 October	Suffrage	Evans, Ch. 7
23 October	Research Paper First Draft Due Peer Review in Class	
26 October	Beyond Separate Spheres	Evans, Ch. 8
28 October	Decline of Feminism	Evans, Ch. 8
30 October	Discussion: What role did the belief in sexual difference play in the rise of the New Woman?	Norton, <i>Major Problems</i> , Ch. 11
2 November	Women and the Great Depression	Evans, Ch. 9
4 November	Beyond Suffrage	Evans, Ch. 9
6 November	Discussion: Did the Great Depression and the New Deal significantly alter women's social and political roles?	Norton, <i>Major Problems</i> , Ch. 12
9 November	Homefront and Beyond	Evans, Ch. 10
11 November	Return to Femininity	Evans, Ch. 11
13 November	Discussion: How did marriage and family life change for middle class Americans in the post-war years?	Weiss, <i>To Have and To Hold</i>

16 November	Origins of Modern Feminism	Evans, Ch. 11-12
18 November	Women's Liberation	Evans, Ch. 12
20 November	Research Paper Due	
23 November	Backlash	Evans, Ch. 13-14
25 November	No Class – Thanksgiving Break	
27 November	No Class – Thanksgiving Break	
30 November	Wage Justice	Evans, Ch. 14
2 December	Running as a Woman	Evans, Ch. 14
4 December	Discussion: Are women in contemporary America making gains or losing ground in the struggle for equality?	Norton, <i>Major Problems</i> , Ch. 16
8 December	Final Exam Week, 8-10 a.m.	

Accommodation:

Federal law guarantees all students with disabilities a learning environment that provides reasonable accommodation of their disability. Students with documented disabilities may request accommodations that will enable them to participate in and benefit from all educational programs and activities. For information about Disabled Student Services at Berry College contact the Academic Support Center at 233-4080.

Grading Scale:

	Percentage	Points
A	93-100	930-1000
A-	90-92	900-929
B+	87-89	870-899
B	83-86	830-869
B-	80-82	800-829
C+	77-79	770-799
C	73-76	730-769
C-	70-72	700-729
D+	67-69	670-699
D	60-66	600-669
F	0-59	0-599