HIST 432/632: HISTORY OF WOMEN IN THE UNITED STATES

Spring 2017

Note: Supplemental information regarding course requirements, including detailed assignment guidelines, is posted on the course WebCampus site. Students should read the material on WebCampus as well as this syllabus in the first week of class and check the site at least once a week for new information and announcements.

Instructor Information

Name: Elizabeth Raymond
Office location: MSS 208
Office hours: T 11-12:30, W 2-3:30, or by appointment
Mailbox: MSS 243, History Dept. (308)
Phone: 775-784-6452
E-mail: raymond@unr.edu

COURSE DESCRIPTION

Using a combination of lecture, discussion, and student presentation, and relying heavily on primary source materials, this course will examine women’s multiple roles in both public and private realms in America from the 17th through the 20th centuries. Special emphasis is placed on the ways that these roles have varied among women: over time, through space, and by class, race, and ethnicity. By the end of the course, students will have a broad understanding of the ways that “women’s experience” has been variable and historically determined. We will access women’s lives through a variety of sources, including their letters and diaries, works they wrote for publication, and works that were written about them by men. Oral histories and advertising images are as important as written texts. Quilts and advice manuals can be as revealing as arguments for suffrage. In addition to the course content, History 432/632 will help students develop their analytic skills in history by examining the ways that historians have come to know and to understand the past. In this course students will identify and analyze both primary and secondary sources, practice oral participation and historical research, and think critically about women’s history. They will integrate their experiences to reflect on how the incorporation of women changes our expectations and understanding of “American” history.

This course develops CO 1 and CO 3, and satisfies and integrates CO 10 and CO 13 of the Silver Core Curriculum.

CO 10 – Diversity and Equity: Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability,
language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals. HIST 432 examines women’s multiple roles in both public and private realms in America from the 17th through the 20th centuries.

CO 13 – Integrative Experience: Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.

In addition, History 432 helps students to develop the skills described in CO 1 (Effective Composition and Communication) and CO 3 (Critical Analysis and Use of Information).

In this course students will identify and analyze both primary and secondary sources, practice oral participation and historical research, and think critically about women’s history. They will integrate their experiences to reflect on how the incorporation of women changes our expectations and understanding of “American” history.

**Skills-Based Curriculum in History**

The history program at UNR helps students to develop proficiency in broadly applicable skills while mastering specific subject areas. The development of these skill sets is often more important than mastery of various historical narratives. Historical scholarship involves systematic enquiry into the lives of individuals, communities, regions, and cultures through finding, interpreting, and analyzing written and cultural sources. Researching past events and the lives of people who lived through them generates important insights that can help us to understand the world we live in today. Students taking this course will develop valuable investigative and interpretive skills including:

- critical thinking (through reading and analyzing written documents and cultural sources, formulating arguments supported by historical evidence, and organizing information in a clear and logical manner)
- historical research (through finding information about historical topics the primary source analysis and final research project)
- written communication (through writing journals, critical reviews, primary source analyses, and a final, integrative, analytic project)
- primary source analysis (through reading and identifying the key points, meaning, and significance of arguments and ideas presented historical documents and cultural artifacts created in the place and during the time periods we are studying)
- secondary source analysis (through reading and identifying the key points, meaning, and significance of arguments and ideas presented in books and articles written by scholars about the subject we are studying)
- cultural text analysis (through thinking about the significance of cultural texts of various kinds and placing them in historical context)
- oral expression (through small group and whole class discussions and student presentations)
- using the internet (through research assignments and guidance on how to evaluate internet sources)
Student Learning Outcome (SLOs) and Correlation to Core Objectives (COs):

Students successfully completing this course will be able to:
1. Articulate the nature of women’s experience in colonial North America and the U.S. (CO 10)
2. Explain the nature and origins of women’s legal, social, economic, and religious limitations and how those have changed over time (CO 10)
3. Distinguish the varying experiences of women according to race, ethnicity, region, class, and religion (CO 10)
4. Interpret, analyze and synthesize primary, secondary, and cultural sources to make historically based arguments (CO 1, CO 3, CO 5, CO 13)
5. Evaluate the ways that our understanding of “American history” and present-day American society changes if we fully incorporate women (CO 13)

BOOKS

Moynihan/Russett/Crumpacker, eds., *Second to None*, vols. 1 and 2 (University of Nebraska Press, 1994) – an encyclopedic collection of primary sources relating to women in all circumstances, from enslaved to elite, including both textual and material sources.

ASSIGNMENTS

432 requirements:

1. You will keep a weekly readings journal in which you record your readings notes and your responses to/analysis of the issues raised by the diverse primary sources in *Second to None* and the assigned secondary essays in the Norton & Alexander text. Journals will be kept on-line on the WebCampus site (http://webct.unr.edu). Specific guidelines for what to include in your journal are posted there. Your entries will reflect completion of the reading, comprehension of its content regarding women’s experiences, and comparison of what the primary and secondary sources reveal. Over time, your entries will compare each week’s new additions to knowledge garnered from previous assignments.

The journal entries are due before the lecture each week. They will be randomly selected for review and comment by the instructor 2 times during the semester. If your journal is not up-to-date when I choose to read it, not only do you miss an opportunity for crucial feedback, but a zero is also recorded for that segment of your journal. This could seriously jeopardize your final grade for the course.
Journals will be awarded a letter grade after the final submission. Any sections that were missing at the time of my interim readings will not be considered completed, even if they are supplied after the fact. If you have responded to my comments in subsequent journal entries, a shaky beginning won’t jeopardize your grade. However, if your journal entries show no development, and you have not sought to make them stronger, your final grade will also reflect that fact. (SLO 1, 2, 3, 4)

2. A critical book review of 5-6 typewritten pages will introduce you to secondary scholarship by historians specializing in women’s history. Requirements for this assignment will be covered during class and posted on the WebCampus site for this course. You may choose the book that you wish to review, subject to instructor approval. (SLO 2, 5)

3. A primary source analysis of 3 typewritten will introduce you to the techniques of locating, identifying, analyzing, and contextualizing a primary source related to American women’s history. Databases that might be helpful to you will be covered in class during the library orientation session. In your analysis, you will discuss the ways that the particular circumstances revealed in your source compare with what we’ve learned about women’s history generally (similar or different?). (SLO 3, 4)

4. A final research-based project that draws on both primary and secondary sources will demonstrate your ability to synthesize multiple sources to pose and respond to a historical question that you devise based on your knowledge of women’s historical experiences in the United States. This project can take a number of forms, subject to instructor approval. It can be a standard research paper, an annotated bibliography, a public interpretive display, a fully-developed Power Point presentation (with supporting research documentation), a curriculum module for classroom use, or some creative project of your own devising. The important criteria are that it be historically based, fully documented, and incorporate both secondary scholarship and primary sources to pose and answer a question about American women’s history. A description of an annotated bibliography assignment is posted on the WebCampus site for this course, but that is simply one example of a possible project. With advance planning, the work you do for #2 and #3 can be used to prepare this final project. A general proposal of what you intend to do in your project will be submitted in advance (see course schedule). A detailed plan, including an outline of your project and a full bibliography will be submitted as a developmental stage, to insure that you are on track in your research and analysis. Instructions for all stages of project development will be covered during class and posted on WebCampus. Collaborative projects are permissible. (SLO 1, 2, 3, 4, 5)

5. Regular, active participation in class—including attendance at lectures, discussions of the readings, and oral presentations as assigned—is required. Absences or silences will inevitably jeopardize this segment of the grade (which is substantial) as well as your successful completion of the requirements above. (SLO 1, 4, 5)

632 requirements:

1. #1, #2, and #5 are the same as for 432.
2. In place of #3 and #4 above, 632 students will submit a substantial research paper on some aspect of American women's history or historiography. The specific topic should be chosen in consultation with the instructor, with preliminary proposals due as noted on the schedule. A developed prospectus that includes an outline of the paper, and an annotated bibliography that includes both primary and secondary sources A draft version of the paper will be exchanged for peer review. Revised, final versions of the research paper are due at the end of the semester. Requirements all these developmental stages will be discussed in separate, 632 meetings with the instructor.

3. 632 participation will include a brief (10-15 min.) in-class presentation of research findings during the final class meeting.

4. 632 students will meet separately with the instructor 4 times during the semester to discuss the progress of their research papers. Written critiques of secondary works will be presented and discussed at these meetings. We will meet during week 1 to schedule dates for these meetings.

**ASSESSMENT:**

Students will receive grades according to their performance on the following tasks:

**grading:**

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<thead>
<tr>
<th></th>
<th>432</th>
<th>632</th>
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</thead>
<tbody>
<tr>
<td>journal</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>critical review</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>primary source project</td>
<td>15%</td>
<td>N/A</td>
</tr>
<tr>
<td>final project</td>
<td>25%</td>
<td>N/A</td>
</tr>
<tr>
<td>research paper</td>
<td>N/A</td>
<td>35%</td>
</tr>
<tr>
<td>class participation</td>
<td>15%</td>
<td>15%</td>
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Student learning will be assessed in the assigned writing, research, and oral components throughout the semester. No written examinations are required. Extra credit is available.

**Grading Criteria**

Grading criteria for written work are set out below:

F denotes work that is not acceptable. It demonstrates that the student has no idea what the course material is about, suggesting a lack of interest or effort and frequent absences from class. If you complete the assignments and come to class regularly it is virtually impossible to receive an F.
D is given for work that is inadequate. It omits important points, contains more than a few inaccuracies, and is badly organized, suggesting that the student has not been paying much attention to the course or is having conceptual problems.

C is given for work that is average. The student shows familiarity with the subject, but assignments lack detail or effective organization, or fail to follow instructions. The C journal entry might make general points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent discussion of them.

B denotes work that is above average in quality. It demonstrates that the student knows and understands the material covered in class, and that s/he is capable of synthesizing it in a variety of ways, including informal reflection in the journal, formal critique in the review, historical contextualization in the primary source analysis, and integrative synthesis in the final project. B-level work is accurate, detailed, and well organized, with an introduction, a thesis, appropriate supporting evidence, and a conclusion.

A is for work of exceptional quality. This grade is for work that presents a clear thesis supported by persuasive evidence and analysis, logically organized, and free from typing or grammatical errors. An A-level final project demonstrates the student’s ability to build on what he or she has learned during the semester, so as to explore new subject matter employing a variety of historical skills and offer his or her own perspective on the topic under consideration.

COURSE POLICIES:

Deadlines and Policies Regarding Missed Work

Assignments are due in class on the dates indicated in the Weekly Schedule. Late papers will not be accepted. Readings and journal entries should be completed prior to the lecture each week.

Grade Ranges:

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>B-</td>
<td>80-83</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>C+</td>
<td>77-79</td>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>C</td>
<td>74-76</td>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>C</td>
<td>70-73</td>
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any grade below 60 is failing

Academic Dishonesty

The university’s Academic Standards policy states:

Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following:
Plagiarism: defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.

Cheating: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Sanctions for violations of university academic standards may include the following:

(1) filing a final grade of “F”; (2) reducing the student’s final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

Copying someone else’s entire paper or article is a clear example of academic dishonesty, but note that plagiarism can take other, less obvious forms as well. “Language, ideas, thoughts or work of another” includes any material used in your assignments and essays that was written or produced by others. Using brief phrases or sentences from books, articles, internet sites, documents, or other sources without letting your reader know where they came from is a form of plagiarism. You must properly acknowledge your use of other people’s words by placing them in quotation marks and citing all sources used in your paper. Even if you paraphrase someone else’s ideas and do not quote them directly, you must still indicate where those ideas came from. Citations should also be given for little-known facts and statistics.

In addition, all cases of academic dishonesty are reported to the Office of Student Conduct and become part of the student’s academic record. Potential employers as well as the directors of graduate and professional programs to which students may apply can request copies of these records, in which case the academic dishonesty charge will be disclosed.

**Academic Success Services**

Your student fees cover use of the Tutoring Center, the University Writing Center, and the Math Center. Students are encouraged to take advantage of these services as needed.

Tutoring Center: ph. 784-6801 or visit www.unr.edu/tutoring
University Writing Center: ph. 784-6030 or visit www.unr.edu/writing_center
Math Center: ph. 784-4433 or visit www.unr.edu/mathcenter

**Students with Disabilities**

The History Department is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact me or the Disability
Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

**Audio and Video Recording**

Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

**COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>date</th>
<th>topic</th>
<th>reading assignments</th>
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<tbody>
<tr>
<td>week 1</td>
<td>introductionWhy women's history?</td>
<td>Norton &amp; Alexander, ch. 1 - essays 1, 3, 4</td>
</tr>
<tr>
<td>week 2</td>
<td>colonial complexities: newcomers meet natives</td>
<td>Norton &amp; Alexander, ch. 2</td>
</tr>
</tbody>
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| week 3 | day-to-day lives: working-class colonists | Norton & Alexander, ch. 4  
  *Second I - My Time is Not My Own* |
| week 4 | revolutionary women **proposed book title due** | Norton & Alexander, ch. 5  
  *Second I - Revolutionary Days or After the Storm* |
| week 5 | a woman’s place is in the home? - domestic ideology | Norton & Alexander, ch. 6  
  *Second I - Home and Marketplace or Expanding Horizons* |
| week 6 | enslaved women **632 topic proposal due** | Norton & Alexander, ch. 7  
  *Second I - Enslavement and Abolition* |
| week 7 | feminism rises but does not triumph - the first women’s rights movement **book review due** | *Second I - Women’s Sphere*  
  *Second II - Equal Rights* |
| week 8 | the chaos of war both North and South | Norton & Alexander, ch. 8  
  *Second I - Civil War*  
  **library orientation session** - finding primary sources |
<p>| week 9 | spring break - no class | |</p>
<table>
<thead>
<tr>
<th>date</th>
<th>topic</th>
<th>reading assignments</th>
</tr>
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</table>
| week 10  | westering women              | Norton & Alexander, ch. 9  
**432 project proposal due**  
**632 paper prospectus due**  |
|          |                              | *Second I - An Uprooted People or Emigrants and Immigrants*                          |
| week 11  | working class women          | Norton & Alexander, ch. 10  
**432 primary source analysis due**  |
|          |                              | *Second II - Strategies for Achievement*                                           |
| week 12  | What is the “new” woman?     | Norton & Alexander, ch. 11  
*Second II - Shaping a New Century or Good Times*                                    |
| week 13  | no one is unscathed          | Norton & Alexander, ch. 12  
**432 final project prospectus due**                                                |
|          |                              | *Second II - Hard Times*                                                            |
| week 14  | war’s myriad effects         | Norton & Alexander, ch. 14  
**632 research paper paper drafts due**                                             |
|          |                              | *Second II - Wartime Amazons or Peacetime Angels*                                   |
| week 15  | “women’s liberation”?        | Norton & Alexander, ch. 15  
*Second II - Stirring Up the Pot*                                                    |
| week 16  | now what?                    | Norton & Alexander, ch. 16  
**all journals due by noon**  
**632 final research papers due**                                                    |

**Exam**  
**432 final projects due**  
extra credit project presentations