

HIST 4334 – Women in US History

Fall 2020

Dr. Mary Linehan

Contact: Because of ADA accommodations, I do not live in Texas. But, I believe in being super responsive to my students. If you do not receive a reply in 24 hours complain, loudly. It is best that you use canvas messaging and not uttyler email (less competition from junk mail). I also can be reached by phone at 419-205-7422 (voice mail).

Basics

- 1. Read the syllabus, read the module introductions, read the comments that will be included on every returned essay, read the book (!), and read every message sent to the class. You will be responsible for all this information.**
2. There will be a 50-point essay due every Sunday, beginning on August 30th..
3. Each student will complete 10 (and only 10) of the quizzes. Chapters 1,2, 6, and 14 are required. They are not necessarily the most important chapters, they just match up with the dates the university needs information about your attendance and performance. Other than those 4 essays, you may write any 6 you wish.
4. Each essay is worth 50 points, so there are 500 points available. You will need to earn 450 for an A, 400 for a B, and 350 for a C.
5. All the instructions for the essays are included in this syllabus.. The instructions are the same for all of the essays.
6. There will be about 50-points extra credit, but you will need to look for it (in plain sight)
7. I am a very hands-on professor and I will be communicating with you a lot. I was informed by someone who should know that I sent my class over 100 canvas messages last semester and I sent over 250 to individuals. That may be a little crazy. But, **you are responsible for all message information. The messages really are trying to make things easier for you.**

Required Text

Block, *Major Problems in American Women's History*, 5th ed

Objectives

1. Students will analyze the personal and public experiences of women in the United States across time in weekly essays.
2. Through the exam questions, students will reflect upon how women's experience was shaped by race, class, sexuality, religion, and region.
3. Students will compare how women's lives reflect personal and gender identities and also place them in the context of their times by exploring primary source material and the secondary scholarship
4. Students will demonstrate their own leadership skills, creativity, and confidence by careful time management to complete required assignments.

Course Outline

There will be an essay due each Sunday. The instructions are posted in this syllabus and will remain the same for all of the quizzes. You may skip 4 quizzes. You may not skip chapters 1,2, 6, or 14. These chapters are not more significant than the others. They just coincide with dates faculty need to report attendance or grades, as noted below.

Quizzes will be open from 12am Friday to 11:50 on Sunday. If you try to post after 11:50, canvas will not accept the essay.

August 30 – Chapter 2: European and Native American Cultural Conflict –CANNOT SKIP

September 6—Chapter 3: Economic Roles in Early America—CANNOT SKIP

September 13—Chapter 4: Marriage, Sex and Family in Colonial America

September 20—Chapter 5: Personal and Public Politics

September 27—Chapter 6 : Sexuality, Rights, and Activism –CANNOT SKIP

October 4—Chapter 7: Antebellum Race and Slavery

October 11—Chapter 8: Civil War and Aftermath

October 18—Chapter 9: Trans-Mississippi Frontier West

October 25—Chapter 10: Paid Employment and Consumer Culture

November 1—Chapter 11: Activism and Political Difference

November 8—Chapter 12: Hardship, Relief, and Citizenship

November 15—Chapter 13: Gender, Race, and Sexuality in World War 2

November 22—Chapter 14: Feminine Ideal and its Challengers—CANNOT SKIP

December 6 –Chapter 15: Resurgent Activism

PAY ATTENTION TO THE MODULES FOR INFO ON CHAPTERS 1 and 16.

Make-Up Day

It has only happened once and I have been teaching online since 2011! But, I want us to be prepared. If canvas should ever go down for the whole university, we will make up that quiz on December 11th. For example, if canvas was unavailable on October 18th, the chapter 9 quiz will be made up on December 11. We will continue with chapter 10 on October 25th..

Methodology

If you have not taken History for a while, the writing methodology for History takes time to develop. That's why I encourage rough drafts. Be patient with yourself, but be proactive. **Read the comments on every essay, ask questions, read the intro to each module, look at the first few model essays, submit rough drafts.** I promise it gets much easier. Often, the best essays in class are NOT written by History majors. I really look forward to writing letters of recommendation about how you opened yourself up to discover the diversity in our country.

That said, a Women's History course has seldom been offered at this university before. We begin with then premise that nobody knows a thing about the topic and that we will learn together. We focus on learning the facts of women's experience **AND** how history should be written.

The quizzes are essay and worth 50 points. The quizzes will be available on Fridays (except as noted) from 12:00 am to 11:50pm on Sundays.

You will be given an essay question in the module. Use this question to frame your reading of the chapter.

- *You must prepare your essay in advance of opening the quiz.*
- *Answers should be the standard 5 paragraph format – intro **with a thesis**, Argument A, Argument B, Argument C, conclusion -- and be based on specific historical evidence.*
- *That is, you want to include the specific names of people, laws, and events that back up your answer.*
- *You will also learn about social history and how to use that material as evidence.*
- *You will want to use at least 4 quotes in your essay.*
- *At least one source must be one of the essays. The rest can be from documents or the other essay.*
- *Remember that all facts, statistics (including words like “many” or “some”), and direct and indirect quotes must contain citations.*
- *Put these after the relevant sentence and keep them simple. For example: (Dayton, 150) or (#4 for a document)*
- *In your essay, you must briefly introduce every speaker and named person (Congresswoman Margret Chase Smith said, Hull House founder Jane Addams remarked)*
- *The specific examples and citations are the critical component of your grade. They are used to demonstrate you read the book and didn’t just copy some online summary.*
- *Each one of your examples should come with a brief definition that shows you know how it relates to the question being asked. That is, write your essay as if the reader knows nothing about the subject. If you use any term or person’s name that is not widely familiar, briefly explain so the reader understands the importance.*
- *The last rule was the one people had most difficulty with last semester. I think it may be easier in this class because it is assumed no one has any knowledge of women in history. But, in general, it is much more powerful for your writing to say “Congresswoman Margaret Chase Smith said this thing,” than “a woman said this thing.”*

If you have not taken History for a while (or ever), writing methodology for History takes time to develop. That’s why the first two quizzes are required. Be patient with yourself, but be proactive: read the corrections, ask questions, send in rough drafts, read the introductions, and look at the model answers that will be posted after the test. I promise you, by the end of the semester, these will be easy and good.

On the day of the quiz:

- You are to cut and paste the answer you have pre-written in the appropriate space.

- YOU WILL ONLY HAVE 7 MINUTES TO SO.
- If you open the quiz and do not submit an answer, you will receive a “0” and it will count as one of your ten grades.
- If you open a quiz and experience any kind of technical difficulty, you have **ten minutes** to email me the essay you prepared for that quiz. Don’t try to figure things out. Send the email within **ten minutes** or you are out of luck.

Each answer is worth fifty points. You will get your graded essay, with comments, back so you can incorporate the comments in the next week’s answer. Now, would be a good time to mention that I have a chronic disability that does flare from time to time and knocks me out. If your essays are not graded by noon on the following Thursday, you will automatically get full credit for that essay. That is, if you don’t get a quiz back by the following Thursday, you will get the full fifty points – if that is a quiz you took. If you opened the quiz, but did not post an answer, you do not receive the points. You still get a “0”.

I am happy (if they are received by 10am on Friday) to look at your answers and give you advice.

All answers must be completely your own work and not be based on any outside source beyond the text. If you are caught cheating on one of the quizzes, we will follow the HOP procedures and move for the harshest possible punishment up to and including failure of the class. Google my name and plagiarism, I’m pretty hard core about this.

Rough Drafts

I encourage, and am happy to read, rough drafts. I view this as an essential (though not required) aspect of improving your skills in History. I also strongly believe individualized instruction and, in a large class, this is a close as we can come. Rough drafts are due by 10am on Thursdays. I can’t predict your grade, but I can tell you if you have interpreted the question correctly, if your answer is complete, or if you overlooked something key. Just send your essay – cut and paste – by canvas. If it is attached I will just return it. This isn’t some power trip. It is just much easier to make valuable comments while looking directly at your essay.

Extra Credit

I sometimes throw out little 5-point bonuses to see who is paying attention. You will find it if you read everything you are required to read. All told there should be 50 points of extra credit (not counting the 5 you already missed out on). This is enough to lift your grade one letter or exempt you from one essay.

I realize that the thing I miss most now that I am teaching online is talking to students before class and eavesdropping on their conversations. I don't want to drift away from "knowing" my students. So, that is the point of the extra credit. Help me to know your generation of learners so I can teach you better.

The EC questions will be of two types. One is venting. We all just list the three things that are most stressing us out right now. Two is what's in the news. I have tv now. And I will hear a story and wonder how students feel about that. Turns out you do not think Mayor Pete is too young. A lot of these questions will be political. So, I want to be clear, you will never be asked if you support Don or Bernie. No one cares. And if you go on a screed about that, your post will be taken down without credit. If you are asked about Don or Bernie or Amy or anyone else, it is about the situation they are in – not them personally. Like, if the question was about Mike Bloomberg, it would really be a question about can you spend your way to the White House, not if Mike gets your vote or not. No one cares. If the question was about impeachment it is not about Don's guilt or innocence, it is about if the procedure is still useful after all this time.

Communication

One last thing about communication. It is very important to me and I want to answer your messages. However, you need to be careful to change the subject line to something unique or funny. If you just reply or use something common (like first essay) your message will be added to a thread. Canvas only tells us the first person alphabetically to respond to the thread and ALL their messages will be placed ahead of the second person's. I become very confused by this and am not always able to tell there are new messages from different students. So, be creative!!!

Historians of Tyler

Some of you still may remember Facebook? I run a Facebook group called Historians of Tyler, which I encourage you to join. Most of the members are UT History alums and local historians. I am trying to forge connections and relationships that will be useful to your professional life. I also try to post things (and encourage you to do so) that will spark conversation of history. We are in a "quiet phase" right now, so your contributions would be especially welcome. This is a way for you to stay connected so I can write you an amazing letter of recommendation that shows I know you (much better than a generic lor). Finally, as you may know, the field of History is not as well-known and appreciated as other Liberal Arts majors (even though we get the highest salaries). I use the things you submit to HOTTIES (Historians of Tyler) to brag on you with the administration and remind them that our graduates are all employed and doing amazing things in the world. Please check us out!!!!

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19

safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.