

Part 1 – Course Outline

est. reading time: 12 minutes

HIST 4334 — Women in U.S. History

Spring 2024

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Office Hours: The best time to reach me is (daily) between 7-9am. However, not everybody is an early riser. We can always work something out. My phone is 419-205-7422. Right now, I am having some voice issues, so please be patient with me. Also, if you call or text, please say who you are. An unbelievable number of students don't and it is always awkward!

In the last few years, courses have been disrupted by several weather emergencies. Cross your fingers, but watch the messages to stay up-to-date on any changes. If need be, May 2 is reserved as a make-up day.

A+ – Feminism

1. The National Women's Political Caucus was founded in 1971 to encourage more women to run for office.
2. From the start, the organization was deliberately multi-racial, cross-class, and inter-party.
3. Because of this inclusiveness, we will use their definition of feminism throughout, even though, coming from the 1970s it is an "anti" statement.
4. According to the NWPC, feminism was anti-sexism, anti-racism, anti-violence, and anti-poverty.
5. To a greater (or lesser) extent, these are the values that shaped women's activities since the colonial days.

A. Accommodations and Communication

1. Just like many students have accommodations through the SARS office, UTT has granted me ADA accommodations due to my disability. They allow me to live in a healthier climate and work remotely.
2. There are three things you must be aware of for this class.
3. The introductions to each week serve as lectures. You are responsible for reading them. Skipping them is the equivalent of skipping every in-person class and expecting to do well. You are also required to give **3 citations** from the lecture.
4. The messages I send the class should also be considered as lectures. In a face to face class, if someone asked a good question, I would want you all to know the answer. The messages I send the class serve this purpose.
5. I welcome your questions, complaints, concerns, criticism. Most days, I am online 12 hours a day to answer you and I literally check canvas every five minutes. There are, however, a few things to keep in mind.
6. Please communicate through canvas messenger. It is restricted to currently enrolled students. If you use @uttyler.edu, you are competing with about 5,000 book publishers and Bismarck Gate (whatever that is) to be seen. Also, Jimmy John's and the NHL!
7. Please change the subject line of your message to your own name. This creates a file just for you and lets your messages be found and responded to quickly. These messages are always answered first.
8. Please, if you don't get a response in 24 hours — usually much sooner — I want you to scream! My pet peeve is professors who don't respond to students. If you fall through the cracks, tell me so I may make it right.

B. Required Reading

1. There is no textbook for this course.
2. Every week, you must read the introductory lecture and 3 of the articles listed for that week. You will need to provide 12 total citations, three from each of these 4 sources. Essay instructions — including how to access the articles — are contained in part 2 of the syllabus. With rare exceptions, all sources come from JSTOR. If not, you will be given explicit instructions on how to find that particular piece.
3. In choosing articles, I looked for a mix of perspectives, a lack of overwhelming historiography, clear writing, and a mix of classic and modern pieces.
4. If you would like to choose your own articles, that is fine too. They must be indexed in JSTOR, have footnotes/endnotes, and be at least ten-pages long.

5. Please be very careful about citing these sources. If your citations don't check out, you will be asked to provide photographic evidence of the sources you use. Failure to provide this evidence will result in failure for this course and a referral for honor code violations.

C. GroupMe and Other Social Media

1. I am a huge fan of students working together making online friends. However, I strongly prefer you to do this through the canvas discussion board. If you are going to use GroupMe or something similar, please be careful.
2. As you know, social media is not a private conversation. You should expect to be doxxed and tattled on.
3. GroupMe etc are not endorsed or monitored by UTT or the faculty. When/if something tragic happens here, it is the participants who are liable, especially the one who started the group.
4. There are always a number of people who register for the class, pay, and never show up. Who are they and why are you letting them in your space?
5. Education can only happen when the academic community works together and supports each other (Dewey). Private social media groups are not only not-private, they are, too often, unkind.
6. My teaching philosophy has always been, "we are a diverse community of learners working as a team." Please give that a chance.
7. Plus, I can fix stuff. If something bugs you, tell me. If you just whine online, nothing changes and we just add more negativity to the world. The world's got enough! If you tell me, I can fix it or, at least, give a better explanation!

D. How Do I Earn an A in this course

1. Read the weekly lectures, the essay instructions in part 2 of the syllabus, the rest of the syllabus, your chosen articles, the messages I send to the class, the discussion board, and (especially) the comments that will be returned with every one of your essays.
2. Watch for and do the extra credit. See the Discussion Board (DB).
3. Remember, the meanings of words like Republican or liberal change all the time in US history. Don't put current expectations on to the past. You will (usually) be disappointed.

4. Don't give up. After the first essay people lock into the format. After that, it is hard not to get an A on most of your essays.
5. There will be at least 50 points of extra credit offered. You are able to use this EC to make up a few bad quizzes, a death in the family, an unexpected illness etc.
6. Ask me anything!

E. Basics

1. This is a 3 part syllabus. This is the schedule. The 2nd part is the essay instructions for this class. The 3rd part are the required university policies.
2. There will be a 50-point quiz/essay every week. The portal will be open between 12am Friday and 11:30pm on Sunday. I know it says 11:59, but canvas is lying to you. It shuts down early and your essay will not be accepted.
3. The weekly essay topic will be included in the lecture. The rest of the lecture will expand upon how the essay should be answered and the context of the question.
4. The essays will be five paragraphs and require at least 12 citations. The specific instructions are in part 2 of the syllabus.
5. To answer the essay, you must utilize at least three articles and the lecture.
6. You may also substitute another scholarly article – footnotes and academic press indexed in JSTOR – if it is more relevant to your own interests.

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F. Objectives

- Students will describe the impact of women in this country from colonial times to the present.
- Students will evaluate the ways factors such as race, class, religion, and identity shapes women's lives.
- Students will explain the various "waves" of feminism.
- Students will analyze how and why the US adopted anti-feminist policies in the late 20th century.
- Students will examine the contributions of women to public life and private life.

G. Grading Policies

- Grades are based on a point system. There will be ten quizzes/essays. Each quiz is worth 50 points. Of the 500 points available, a student must earn 450 for an A, 400 for a B, and 350 for a C.
- You may NOT do more than 10 essays. That isn't fair to students who work or have other commitments. Everyone gets 1 shot at ten essays.
- Watch for Extra Credit that can substantially boost your grade.
- If canvas shows your grade as 0/50, it means it hasn't been graded yet. If it shows any other number over 50, that's your grade.
- I rotate my 3 classes in terms of grading. So, some weeks, you will have your grades in Monday or Tuesday, but other times, it will be Saturday or Sunday before noon.
- If you don't have a grade by noon on Sunday, you will get 5 extra credit points.

H. Course Outline

1. The essay questions and potential sources are in the weekly lectures. The essay instructions are in part two of the syllabus.
2. Beginning with week 3, if you are not following the essay instructions in the syllabus, you will only earn 1 point on your essay.
- 3. By submitting an essay, you confirm that you have read and understood all the instructions in the modules and syllabus, that you have asked any questions, that they have been answered to your satisfaction, and that you are aware of all the requirements. The essay instructions are in part 2 of the syllabus.**
5. The date refers to the last day you may submit your essay. Canvas will not accept essays posted after 11:30. I know it says 11:59, but canvas lies:)
6. Before class starts: Read the syllabus and the essay instructions. Ask any and all questions on the Discussion Board or by messenger. I am here to help you, but you need to tell me what you need.
7. You may not skip weeks 1, 2, 5, and 7. These are not necessarily "more important" than the other chapters, they just coincide with faculty deadlines.

Due Dates:

January 21– The Public Roles of Women Before 1776 – Cannot Skip

January 29 – . Census Date
January 28 – Private Lives in Colonial America – Cannot Skip
February 4 – Revolutionary Changes
February 11 – Cult of Domesticity and Feminist Activism
February 18 – Enslaved Women and the Civil War – Cannot Skip
February 25 – The Women’s West
March 3 – Victorian Morality and Its Decline – Cannot Skip
March 10 – The Maternal Commonwealth and Progressive Era
March 17 – Spring Break – Cannot Skip
March 24 – Eleanor Roosevelt’s America
March 25 – Last Day to Drop
March 31 – The Feminine Ideal and the “Problem that has No Name”
April 7 – Black Women and the Civil Rights Movement
April 14 – The National Organization for Women and The Women’s Liberation Movement
April 21 – Faith and Feminism
April 28 – Backlash
May 2 – Make Up Day

I. Quiz Instructions

Be sure to read and follow the more detailed and required “essay instructions” in part 2 of the syllabus.

If you have not taken History for a while, the writing methodology for History takes time to develop. 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.

J. Rough Drafts

1. I encourage, and am happy to read, rough drafts.
2. I view this as an essential (though not required) aspect of improving your skills in History.
3. I also strongly believe individualized instruction and, in a large class, this is as close as we can come.
4. Rough drafts are due by 10am on Friday. Submit them – cut and paste – in a canvas message. Don't forget to put your name in the subject line.
5. 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.
6. In almost all cases, no matter what day you submit a draft, it will be reviewed on Friday.
7. Be sure to cut and paste your essay into a canvas message and change the subject line to your own name (that's all) if you want a response.

K. Grading

1. Grading will begin on the day after each quiz.
2. If you do not have a grade by Sunday at noon, an additional 5 points will be added to your grade for each day the paper is delayed.
3. The one exception is my health. I have a disability and if I get a cold or it gets too humid, you are out of luck.

L. Discussion Board/Extra Credit

All told, there will be about 50 points of extra credit. But, you have to look for them. No reminders.

Check the DB early in the week, before it's all gone.

This is my philosophy on EC. It is for those who do the work, but don't like History. It is not for those who screw around and have to try and catch up. Accordingly, this is the ONLY way to earn extra points.

This is for Statler. Third time is the charm!

1. You will find the EC, weekly, on the Discussion Board. "Week 1," "Week 2" and so forth.

2. All you need to do is pick 1 article for that week and give a brief summary. For example: "Article #6 by Mary Jones is about the role of White school teachers in Montana between 1850 and 1880. Jones especially focuses on the low pay, the freedom Eastern women felt in moving to the frontier, and the excellent prospects for women who wanted to marry men."
3. That's all you need. 5 points, easy peasy.
4. I think this sharing is very important. It's what all grad students do. The list of articles each week is meant to be vaguely titled. I want you to dig around in JSTOR and see what's out there.
5. But, do you have the time to investigate 20 articles each week?
6. What if you preferred to write about Indigenous women on the frontier? How would you know what articles to zone in on?
7. Finding the best essays for individual interests is only possible if we work together.
8. And, the best essays will have carefully chosen articles — not the three shortest pieces or the first 3 listed.
9. Plus, you get 5 points for each weekly summary.
10. By the end of the term, you could have 50 points extra credit. That's a nice thing to have.
11. The extra credit will be saved and added to your gradebook a couple of times each semester. So, look for 15 or 20 point drops, not 5 points each time week.
12. Some weeks, there are not enough articles to go around, so check in early in the week to be sure you get a chance!

M. Communication

1. I really pride myself on communicating with students.
2. Reread the first part of the syllabus so we can communicate best.
3. Especially the part about changing the subject to just your name if you want a reply.
4. As of June 19th, faculty are not allowed to open attachments.

N. About Me

1. Last fall, the faculty took a training course about how to teach better. They said what students want is more information about their professors. Here I go:
2. A Capricorn, I grew up in Chicago where I was always early for everything.
3. I have loved the Cubs with my whole heart since 1968, but I hate the Ricketts.

4. I earned my PhD at the University of Notre Dame (the most conservative PhD program in the USA) and I have been teaching online since 2011. I won six all-campus awards for Outstanding Teaching. YMMV.

5. My research is about women who are strongly stereotyped as either all good or all bad – sex workers and aborting women on one hand; Catholic sisters, Miss America, and First Ladies on the other. I try to discover the truth behind the stereotypes.

6. I have two Havanese. Mamie is six and is named after Mamie Till, a strong Chicago woman. Trixie is five. Her name comes from the Trixie Belden books I read as a child. They are very good girls.

7. Stuffed (deep dish) pizza is what we feed the tourists. Real Chicago pizza has a very thin – almost cracker-like – crust. Cut in squares. Served well done. Toppings under the cheese. Now you know!

O. FOR THE WOMEN: But Men Need to Read This Too!

I am writing this on 12/30. Recently, three bright, motivated, intelligent women – two of them History majors – wrote to me to apologize for the quality of their work. This happens every semester and it has to stop. I used to apologize for my work too. But, that was a long time ago and we had no one to show us the way. You do. I am telling you now, there is no way that apologizing for yourself – either to a professor or a boss – will ever end well for you. We need to apologize for sincere mistakes, but not for all our work. Higher education is very conservative. With the prevalence of such beliefs, all of us are hurt by you demeaning yourself. If you can't control this, please go to the counseling center and get some help. I understand, I really do, but it makes me feel like a failure to watch you hurt yourselves like this. Accordingly, if you apologize for your work, you will get a zero and the comment will say, "thanks for telling me your work was bad. Here's the zero you feel you deserve." Of course, this applies to men too. But, I do not remember but a handful of men who ever apologized for the quality of their work. Women apologize all the time. It is painful and it has to stop.

From 12/15. Yesterday, a former student, a bright, intelligent woman who has accomplished so much in life posted on FB that she was getting a Biochemistry degree. She feels she is "too stupid" for History, even though that is her passion. It's my job to judge stupid. I have been doing it a long time. There is zero evidence that this woman can't handle a history major! She doesn't have to settle for something else. But, women's academic insecurities run deep. PLEASE DON'T LET THEM HURT YOU TOO!

P. The Study of History

1. This is something I never felt the need to explain. But, with all the recent drama about book bans and strange decisions about public education — like Colorado requiring that Nazis be taught as Socialists, even though the Jews were the Socialists and the Nazis Fascists — and the (Covid-related) unavailability of revised textbooks, I thought this was necessary.
2. Those of you who are not History majors may be surprised to know that the way we understand history evolves over time. That's called historiography and it is why textbooks get revised so often.
3. My best example of historiography is John Adams. He was self-righteous and unpopular in life. He is the only founder to get defeated for re-election as president. The woman who wrote the first history of the USA was a huge Thomas Jefferson fan and, pretty much, left Adams out.
4. For about 200 years, historians mostly thought of Adams as a huge failure and ignored him.
5. But, in the 1960s, the historiography changed. Realizing that Adams was the only founder to oppose slavery, that he adored his feminist wife, and that he sacrificed his re-election to prevent a war with France he sounded pretty good to college students in the 1960s. So, they began to study Adams (historiography).
6. They discovered that Adams was the one who led the fight for independence in the Continental Congress. He was much more important than historians previously gave him credit for. John Adams became the hero of the Bicentennial. Hollywood and PBS told the story of independence through Adams' perspective. A huge autobiography for popular audiences was written. HBO did a miniseries. Finally, Adams got his due.
7. You notice that #5 refers to college students. Most new history is discovered by PhD students. A PhD in History requires 8-12 years of schooling beyond the bachelor's degree, working knowledge of two additional languages, and the production of an original dissertation. You then have a six year apprenticeship during which you publish your dissertation or conduct new research. This is where new interpretations of history come from.
8. If we look at recent historical scholarship, a lot of it is on race, ethnicity, and identity. That's because 10-15 years ago, the big news stories were things like the election of the first Black president, DACA, and the Obergefell decision. These inspired a lot (not all) PhD students to conduct research in these areas. That doesn't mean they are going to be writing about Obama, but they paid new attention to the lives of Black Americans (think the 1619 Project).
9. Come back in ten years for new research about pandemics, women in politics, and impeachment. Unless we invade Canada soon. Then you can take out women in politics

– they always take out the women – and insert new research about US-Canadian relations!

Q. Long Enough?

1. I know this syllabus is long. Especially considering this is only the first of 3 parts.
2. But, it is important to me that you all have all the information you need to succeed.
3. It is also really important that you ask question. It makes more sense in face-to-face classes, but every class will have something unique they just don't get. In 1302, for example, chapter 22 is about 100 times easier than all the other chapters. I never had a question about chapter 22. Until last summer. It was a great class, but you would think chapter 22 was written in Martian. They just didn't get it.
4. Your class will have your "thing" too.
5. Thus, it is super important that you ask questions. I promise you, you are not the only one stuck in that piece. But, if I don't hear your questions, I can't answer them. That is extremely important to me!
6. But, you do need to read my messages to the class. There will be a lot the first three weeks and then die down. The messages are where I answer the questions and you are accountable for that information.

