

HIST 4334—Women in America

Spring 2011

Objectives

1. Students will analyze the personal and public experiences of women in the United States across time on three essay examinations.
2. Through the exam questions, students will reflect upon how that 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 reading biographies of six disparate women.
4. Students will defend their own opinions using historical evidence in a series of 3 five-page character studies.
5. Students will demonstrate their own leadership skills, creativity, and confidence by participating in a group teaching experience.

Required Texts

- A. Young, Masquerade
Clinton, Fanny Kemble
- B. Ginzberg, Elizabeth Cady Stanton
McArthur, Minnie Fisher Cunningham
- C. Grant, Ella Baker
Crow Dog, Lakota Woman

Grading Policies

Grades are based on a point system. You will write papers on three of the above books (3x100 points), participate in a group presentation on a fourth book (100 points), take three exams (3x100 points), and participate in the discussion of other group presentations (100 points). Of the 800 points available, the minimum required for a particular grade is listed below.

A = 720+
B = 640+
C = 560+
D = 480+

Students who earn 479 points or less will fail the course.

Other Policies

By continuing in this class after January 18th, you agree to abide by these policies.

1. Attendance will be taken every day. Each student is allowed three absences (excused, unexcused, accidental, they are all the same). For each absence after the third, 25 points will be deducted from your final grade. Those who meet the attendance standard may opt out of the final. There are no excused absences.
2. All assignments must be submitted on or before the due date. Tests and papers that are late will receive no grade higher than the lowest grade received by those who submitted the work on time. Papers may not be submitted by email.
3. Cheating in any of your academic work is a serious breach of academic integrity and is grounds for an F for the entire course. Such violations include turning in another person's work as your own, copying from any source without proper citation, and lying in connection with your academic work. You will be held responsible for your actions. If you are unsure what is permissible, please ask me.
4. There are paper guidelines appended to this syllabus. These must be followed in writing your essays.
5. You may not write an essay on the book your group presents to the class. Additionally, you must write on one of the first two books (A), one of the second two (B), and one of the last two books (C).
6. This class requires the active contribution of every member of the learning community. If this will be a problem for you, we may work out alternative arrangements if you speak to me during the first two weeks of the semester.

7. Likewise, as this is a course about gender, we will touch on many topics about which people have strong opinions. It is very important that we treat each other with civility, defend our positions with facts, and not feel that there is a "correct" answer we must ascribe to.

8. The only means I have to contact you regarding class matters is your patriot account. Please check your account regularly. If your patriot account doesn't work, fix it.

9. Some of the women we will study have made choices that you may disagree with. It is hoped that this will lead to electric discussions about women's lives. But, it is important to remember, that you are not graded on your support of a woman's choices, but on your ability to understand the process by which she made that decision for herself.

10. Exemptions to these policies must be obtained in writing.

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Course Outline

Jan. 18: Introduction

Jan. 20: Native American Women

Jan. 25: Women in Colonial North America

Jan. 27: Revolutionary Women

Feb. 1: Presentations and Papers on Masquerade

Feb. 3: The Cult of Domesticity

Feb. 8: Mill Girls

Feb. 10: Enslaved Women

Feb. 15: The Civil War

Feb. 17: Maternal Commonwealth

Feb. 22: Presentation and Papers on Fanny Kemble

Feb. 24: First Exam

Mar. 1: Working-Class Women

Mar. 3: The Progressive Movement

Mar. 8: The Suffrage Campaign,

Mar. 10: Papers and Presentation on Elizabeth Cady Stanton

Mar. 15: Spring Break

Mar. 17: Spring Break

Mar. 22: Modern Women and Sexuality,

Mar. 24: The Great Depression

Mar. 29: Presentation and Papers on Minnie Fisher Cunningham

Mar. 31: World War II

Apr. 5: Second Exam

Apr. 7: The Feminine Ideal and The Feminine Mystique
Apr. 12: African American Women in Movement
Apr. 14: Presentation and Papers on Ella Baker
Apr. 19: Second Wave Feminism,
Apr. 21: Women's Liberation
Apr. 26: The ERA
Apr. 28: Presentation and Papers on Lakota Woman
May 3: Backlash
May 5: Do We Still Need Women's Studies?

Week of May 10: Third Exam

Exams

Each exam will contain two parts. The first, worth 40 points, is identification. You will be given a list of significant people, events, laws, actions and asked to explain who/what they are and why they are important (what is their larger significance for U.S. Women's History). The second part of the exam, the essay, is worth 60 points. One of the essays from the list below will be on the test. Your answer should be long, detailed, well argued, and contain plenty of specific evidence and examples to prove your point. It should contain evidence that you have read and understood the class readings. You must include information from the readings to attain a passing grade. I encourage you to prepare the essay questions well in advance. We are deliriously happy to look at rough drafts of your answers.

First Exam

1. What roles did Native women play in pre-colonial America? How were their lives transformed by European colonization?
2. What expectations governed the lives of Puritan goodwives? Give examples of women who complied with and deviated from the norms. What happened to women who challenged the orthodoxy?
3. What roles did women play in the American Revolution and how did the results of that war change women's lives for the better and for the worse? In what ways was Deborah typical and atypical?
4. What did northern women do for their communities in the period between 1800 and 1848. How valuable were these services and how did they change views about women?
5. Define the Cult of Domesticity and explain its meaning in the lives of women in the nineteenth century. Do not confine your answer to affluent women only.

Second Exam

1. Discuss the life experiences of working-class women in the late nineteenth century.
2. One historian defines the Progressive Era (1893-1920) as a time when American politics seriously confronted the social problems brought by industrialization. How did women experience those problems and what were their roles in the progressive movement?
3. Trace the campaign for women's suffrage. What were the major figures, arguments, successes and failures of this movement?
4. Ideas about female sexuality underwent a profound change between the 1870s and 1920s. Discuss these changes and the social forces that accompanied them.
5. The Great Depression and World War II were among the most traumatic and catastrophic events in twentieth century history. How did women experience these events and how did they survive?

Third Exam

1. What was the feminine ideal of the postwar years? How did The Feminine Mystique challenge this image? How accurate and important was Freidan's assessment?
2. Roll Again
3. What roles did women play in the modern civil rights movement? Did their experiences change over time? If so, explain how and why?
4. Trace the successes and failures of the women's movement in America from 1963 through 1983.
5. By the 1990s, feminists argued that women were experiencing a "backlash" against the gains made by the second wave of the women's movement. On what evidence did they base their claims? How accurate is this assessment? How does Cupcake's story relate to your argument?

Papers

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Please read all the instructions before writing your paper and ask us if you have any questions. We want to help.

Topic: What three adjectives best describe this woman? Give examples of each of these traits through her life. Do these traits make her exceptional or reflective of her generation of women?

The purpose of the papers is to evaluate women in United States history from an historical perspective. The basic idea is to examine a woman's entire life and comment on what you believe to be her outstanding traits and/or characteristics. Is she brave, smart, stupid, bold, maternal, idealistic? The list of potential adjectives is endless and you will be graded, not on the 3 words you choose to describe her, but how you defend those words with specific evidence and examples from **throughout her book**.

There are specific requirements governing the mechanics of your paper appended to this syllabus. You are responsible for following these instructions. In addition, all papers must have a thesis statement and easily identifiable topic sentences. Each missing thesis or topic sentence is a 10 point deduction, so make sure you know what they are before you start to write.

You will write three papers based on three of the books we read this semester. You must write on one of the first two books; one of the two middle books; and one of the last two books. You may not write a paper on the book your group presents.

About 75% of your paper should be spent defending the 3 words you feel best describe your subject. The last 25% should consider how your assessment might differ from someone of the subject's generation. For example, you might think Fanny Kemble was angry. Would that be something expected of a 19th century woman or would she be criticized by some?

Your paper should fill five pages to fully answer the question. Make sure you give plenty of examples of each adjective you choose.

Group Projects

Your group will present a 75 minute class on one of the books read this semester. Each project will follow the same format and will be graded accordingly:

1. Quality of scholarship presented – up to 50 points
2. Humor and originality – up to 25 points
3. Skill at leading the class in 35 minutes of discussion of the book – up to 25 points
4. Deductions will be made if ALL of the paper work is not submitted – in typed and edited form -- BEFORE the presentation begins; if everyone in the group does not have an equal

amount of participation; if you do not use the full amount of time allotted (approximately 35 minutes for your "funeral" and 35 minutes for class discussion); and if you can't be heard.

5. Each group is required to submit a report of 1) all the meetings they had (5-10 hours expected) and who was present; 2) the questions they intend to ask the class; 3) additional sources consulted. Every member of the group must sign this document. Each member must also submit an individual paper thoroughly evaluating the contributions of all other group members and suggesting what percentage of the grade s/he should receive. This is to be submitted in one packet before the presentation begins.

6. The goal is to ask open-ended questions and get the class to discuss the paper topic and relevant exam questions. You also want to bring this woman and her relationships alive for students who did not write the paper.

The Set-Up

Each group will hold a memorial service for the subject of their book. You will use other people from the book to comment on the life of the "deceased." How did they view her life and achievements as reflective (or exceptional) for women of her generation? In choosing characters to enact, choose the widest variety of sources and give the broadest possible analysis of the woman's life. Just because it is a wake, doesn't mean all of the people you invite have to like the deceased. Use your discretion.

Each service will take place at Reverend Danny's Metaphysical Mortuary and Athletic Club. Reverend Danny will welcome the mourners and begin the service by explaining the expected role for women during the deceased's lifetime. S/he should note exceptions to this expectation based on class, race, sexuality, region or other factors. Who were colonial women "supposed" to be? What was expected of women in Minnie Fisher Cunningham's time? They will then introduce the other speakers who will describe their interactions with the honoree and their opinion of whether the deceased is, or is not, a good woman. Reverend Danny will conclude the service by tying all of the speakers' presentations together.

Last time, the Reverend Danny parts were usually the weakest part of the presentations (which were otherwise great) make them much better this time!

Landon and I really want to help you do well on all your work. Please come to us with your questions and concerns,

However, we will not intervene in group dynamics. Rather, at the conclusion of the project, each group member will evaluate the work of every other member and assign a grade. Those who do not contribute fully to the work of the group should not be given a full share of the points.

The questions asked of the class should be open ended and should allow your classmates to show their reading of the book. The livelier a discussion you can create, the better. Ask follow up questions, call on quieter members of the class, try to keep any one person from dominating,

don't drift off into contemporary analysis. Questions should address the paper topic for that book and help the class to prepare for any exam questions pertaining to your book.

For the audience: you will receive one point for every answer you give that reflects your reading of the book. At the end of the semester, the 25% of the students with the highest number of points will get an A for participation, the second 25% will get a B, and so on.

Groups have been divided up alphabetically, with the exception that the first groups will get an old-timer to help them out. People who add the class late will be substituted for those who drop. I am not allowed to give out students' emails or phone numbers. It's your responsibility to get this information.

If your woman is alive, you may substitute some sort of honorary luncheon for a memorial service if you like. However, the subject of the presentation) may not speak.

Group Assignments as of January 7th

Masquerade

David Branch
Mary Reeves
Emily Kangera
Joshua Smith

Fanny Kemble

Stephanie Browning
Emily Tollett
Leesa Lewis
Lakrisha Steward

Elizabeth C. S.

Aaron Raierez
Tallya Enge
Libby Moore
William Stradley

Minnie F. C.

Crystal Batlin
Dana Earl
Linda Prentice
Ashley Taylor

Ella Baker

Lakota Woman

Jill Carter	Derek Dehlinger
Erin Green	Laura Haley
Suzanne Rischard	Deandre Sinches
Lorna Whitten	Donna Edge

What Books Do I Need?

You are strongly encouraged to buy all six books, but you must have four. The book for your group project (above) and the book paired with it (Elizabeth and Minnie, for example) and one book from each of the other two pairs.

Paper Guidelines

Papers are due at the start of class on the date announced. Late papers will receive no grade higher than the lowest grade received by those who submitted the work on time. If the lowest grade is a 50, your paper will have to be perfect to get a 49.

Email and disc submissions of papers are not acceptable.

The four most important elements of your essay are the thesis statement and the (usually three) topic sentences. If these terms are not familiar to your discipline, you are in a History class now. Find out what they are before you write.

A one-point deduction will be made for every spelling, grammar, or punctuation error. You will receive two-points for every mistake you find in my work. To take advantage of this offer, you must give me a written list of errors within 48 hours of receiving the document.

Papers must not be longer than seven pages or shorter than five pages.

No extra research (beyond the textbooks) is required or allowed.

Every paper must include seven quotes or cited examples from the text to bolster your argument. This should come from many, many, many different sections of the book.

All direct or indirect quotes and statistics (including such terms as "most" or "all") must be documented. For our purposes, place the author's name and the page number in parenthesis at the end of the sentence. (Marten, 136).

All papers must be typed, double-spaced, with one-inch margins. Use no font smaller than 10 or larger than 12.

Papers must have titles and must be stapled in the upper left-hand corner.

It is usually correct to use the plural (1960s) form of dates, rather than the possessive (1960's).

Papers will primarily be graded on the strength and organization of your arguments and evidence. This is why you must understand proper usage of thesis statements and topic sentences.

Remember that it is virtually impossible to write history in the future conditional tense. Watch how you use the "would" form of the verb.

I am always happy to have visitors during office hours. Bring your rough drafts and I'll gladly review them with you.

Revised June 2010

POLICIES THAT MUST APPEAR IN EACH COURSE SYLLABUS

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus)
<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT

Tyler, please follow this link:

<http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original

and repeated grade being used to calculate your overall grade point average. Undergraduates will

receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions

regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.