

HIST 3341

Women in US History and Culture

Semester: Fall 2019

Location: Social Sciences Building (SO) Room 3030

Meeting Time: T/R 2:00 PM – 3:15 PM

Instructor: Dr. L. Mims

Office: Social Sciences Bldg. (SO) 2042

Office Hours: T: 11:15 AM – Noon and 4:00 PM-5:00 PM

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Electronic Communications. The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials. Please only contact me by email at the above address. You may also use my office phone, but my KSU email address is best.**

This syllabus contains the policies and expectations I have established for Women in US History and Culture. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. The course instructor may modify the standards and requirements set forth in this syllabus at any time. Notice of such changes will be announced in class and on D2L.

COURSE DESCRIPTION: In this course we will explore U.S. history through the eyes of women, with a focus on the historical roots of current cultural issues. This exploration will demonstrate how women shaped their lives from contact (1492) to the present day. Our discussions, readings and writings will be concerned with how historical events are linked to the overarching themes of race, class, gender, sexuality, politics, culture, and society as experienced by women. History should make you uncomfortable, and we will work together to engage and analyze areas of discomfort. Our major areas of study will include feminism, sexuality, labor, poverty, marriage, and activism.

LEARNING OUTCOMES:

- Students are expected to demonstrate awareness that events have taken place in the past and that societies in the past functioned as coherent wholes with attitudes, beliefs, and practices that may be different from those of today’s society.
- Students are expected to demonstrate an awareness of the relationship between the past and the present; specifically, that the present is constructed from elements of a society’s past.
- Students are expected to be able to discuss issues of diversity in a historical context.
- At the end of this course, students will be able to describe the ways in which gender reshapes the landscape of the United States from the 19th century to the present.

COURSE MATERIALS:

- Linda K. Kerber, Jane Sherron De Hart, Cornelia H. Dayton, and Judy Tzu-Chun Wu. *Women’s America: Refocusing the Past*, 8th edition. 2016. ISBN: 9780199349340
- Exam Blue Books: You need at least 4 for this course. Please purchase immediately.

COURSE EXPECTATIONS AND GRADING:

Attendance Policy:

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

This course is focused on class discussion. You will be assigned to a discussion group for the entire semester, and you will work regularly with that group both in and out of class. You are required to participate in class discussion and come *prepared* to each class – this means that you will have *completed* that day's assigned reading. I take attendance regularly because attendance is crucial for your success in this course. I expect you to be present for all meetings. You are responsible for any material that is covered in class discussion whether or not you are present for that discussion.

This course requires three scholarly article review papers. Each review should be 500-750 words, TNF, and double-spaced. These assignments will ask you to identify the author's argument and discuss themes from our course as demonstrated in the assigned academic article. Further details will be explained in class and on D2L.

HOW TO SUCCEED IN THIS COURSE:

Our readings and course content require careful thought and analysis. I recommend prepping for our exams in this order:

1. Take reading notes. Don't just copy from the assigned text. Put things into your own words and summarize the main points from each section.
2. Practice writing detailed answers (supported by evidence from the reading) to the thought questions discussed in class. You should time your writing responses to practice for the timed conditions during class exams.
3. Read your answer out loud and compare with a study partner. Go back to your reading notes and see if you can fill in the gaps. What did you miss? This is also a good way to evaluate the quality of your notes.
4. Come to class, take notes, and ask questions.
5. After class (as soon as possible) read over your class notes and make sure they make sense. If they don't, write down questions for our next class. You can also exchange these questions with a study partner and see if they can help.

This is a great way to study for this course, but you have to keep it up for every class meeting. For every hour we meet, you should study independently for two hours outside of class. During class meetings you will work with classmates to understand and process assigned material. Forming a study group outside of class will be exceptionally helpful in managing the work for our course.

Makeup Exams and Late Assignments:

The History Department will host a day for makeup exams for students with excused absences at the end of each semester. Students will need to bring an ID to the makeup exam. For Fall Semester 2019, makeup exams will be proctored Friday, December 6th from 1:00 – 4:00 pm in SO 2025.

If you have a university documented excuse, such as a KSU student athletic participation note or approved religious absence, you will be granted the opportunity to make up exams. No late work will be accepted without the above documentation, and you must contact me no later than 24 hours after the missed exam to submit your documentation and schedule your makeup exam. In-class work cannot be made up.

Final grades for the course will be calculated as follows:

Participation/Professionalism/Discussion (discussed in class with details on D2L)	15%
Quizzes/In-class group work	15%
Scholarly Article Reviews (3 Total) 500-750 words typed, TNF, and double-spaced	10% each; 30% total
EXAM 1	20%
EXAM 2 (During final exam period)	20%

CLASSROOM POLICIES AND CONDUCT: I will conduct this class in an atmosphere of mutual respect. I require your active participation in class discussions. We will work together to create a class environment in which everyone in spite of their age, gender, background, sexual orientation, preferences, or personal circumstance, feels included and free to express themselves. Your contributions towards this goal will be reflected in your participation credit. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of **ideas** is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct (including late arrivals and early departures) seriously disrupts the atmosphere of mutual respect I expect in this class, you will be dismissed for the day and marked absent.

The use of tape recorders, cell phones, beepers, computers, or other communication devices is disruptive and therefore prohibited during class. There will be announced “electronic days” during the semester, and these are the only days that electronic devices will be permitted.

Grading Scale

Students are evaluated on the following scale:

A –	90-100
B –	80-89
C –	70-79
D -	60-69
F -	59 and below

I—Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

Academic Integrity Statement: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and

misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See the full [KSU Codes of Conduct](#). Students are expected to present their own work in their own words. Plagiarism, cheating on examinations, and misrepresenting your own work will result in a failing grade for the assignment. I reserve the right to fail you for the course and to consider more serious punitive action. Please do not hesitate to approach me prior to handing in an assignment if you have concerns about plagiarism.

ADA Compliance:

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, <http://sds.kennesaw.edu/>

Contact information is as follows:

SDS Email: sds@kennesaw.edu

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666) Primary number for Marietta campus: [678-915-7244](tel:678-915-7244)

Changes to this syllabus: The instructor reserves the right to make changes to this syllabus. Any substantive changes which impact grade calculations or grading will be announced in writing using D2L and will be emailed to the class. If you have concerns about announced changes, please contact the instructor and ask for clarification before the end of the semester.

WEEKLY OUTLINE AND COURSE SCHEDULE: Readings and assignments are due on the first day of the week listed unless otherwise noted. Our schedule is slightly flexible as our semester progresses so that I can respond to the tone of our course and the specifics of the class enrollment. Additional readings and class activities will be determined and discussed in class meetings, and posted on D2L throughout the semester.

October 9 (W): Last Day to Withdraw Without Academic Penalty
Final Exam: Tuesday, December 10, 2019 1:00 PM - 3:00 PM

Week #	Discussion Topic
WEEK 1	<p>Introduction/Meet & Greet; Introduction to the Study of Women’s History THURSDAY: D2L Reading Assignments William H. McNeill: “Why Study History?” and Joan W. Scott: “Gender: A Useful Category of Historical Analysis”</p>
WEEKS 2-3	<p>EARLY AMERICA AND WOMEN: <i>Women’s America</i> PART I 1600-1820 Issues of Citizenship and Freedom <i>Women’s America</i> Assignment: Kathleen M. Brown, “The Anglo-Indian Gender Frontier” Mary Beth Norton, An Indentured Servant Identifies as "Both Man and Woeman": Jamestown, 1629 Laurel Thatcher Ulrich, “Three Inventories, Three Households”</p> <ul style="list-style-type: none"> • D2L Reading Assignment: Nancy F. Cott: “Marriage and Women’s Citizenship in the United States, 1830-1934.” <p>Additional Readings (Including Documents) To Be Determined.</p>
WEEKS 4-5	<p>AMERICA’S MANY FRONTIERS: <i>Women’s America</i> PART II 1820-1880 <i>Women’s America</i> Assignment: “Married Women's Property Acts, New York State, 1848 and 1860”; “Win Some, Lose Some: Women in Court”; Tera W. Hunter, “Reconstruction and the Meanings of Freedom” Thavolia Glymph, Women in Slavery: The Gender of Violence</p> <p>Additional Readings (Including Documents) To Be Determined.</p>
WEEKS 6-8	<p>MODERN AMERICA EMERGES: <i>Women’s America</i> PART III 1880-1920 The Progressive Era and the 19th amendment <i>Women’s America</i> Assignment: “Gender and the Jim Crow South” (Glenda Gilmore and Kim E. Nielsen); Ellen Carol Dubois, “Florence Kelley and Women's Activism in the Progressive Era”</p> <ul style="list-style-type: none"> • <i>Women’s America</i> Assignment: “Equal Suffrage (Nineteenth) Amendment” (1920); “The Next Generation of Suffragists: Harriot Stanton Blatch and Grassroots Politics”; Kathryn Kish Sklar <p>In-class Film: <i>Iron Jawed Angels</i>. Print questions posted on D2L in preparation for group meetings.</p> <p>Additional Readings (Including Documents) To Be Determined.</p>

<p>WEEKS 9-12</p>	<p style="text-align: center;">STORMS ON MANY FRONTS: <i>Women's America</i> PART IV 1920-1945</p> <p style="text-align: center;">The Great Depression</p> <ul style="list-style-type: none"> • <i>Women's America</i> Assignment: "Gendering the Nation-State" (Alice Kessler-Harris, Blanche Wiesen Cook) D2L Primary Source Assignment: Social Security <p style="text-align: center;">World War II and Women</p> <ul style="list-style-type: none"> • <i>Women's America</i> Assignment: "Women and War" (Valerie Matsumoto, Ruth Milkman) <ul style="list-style-type: none"> • D2L Primary Source Assignment: WWII Propaganda <p style="text-align: center;">The Early Civil Rights Movement</p> <ul style="list-style-type: none"> • <i>Women's America</i> Assignment: Danielle L. McGuire, "Sexual Violence and the Long Civil Rights Movement" • D2L Primary Source Assignment: Oral History at the Library of Congress, "Women in the Civil Rights Movement" <p style="text-align: center;">***Individual Student/Professor Meetings***</p> <p>Additional Readings (Including Documents) To Be Determined.</p>
<p>WEEKS 13-16</p>	<p style="text-align: center;">A Transforming World: <i>Women's America</i> PART V 1945-PRESENT</p> <p style="text-align: center;">The 1970s: The fight for ERA, Title IX, and Abortion Rights</p> <ul style="list-style-type: none"> • <i>Women's America</i> Assignment: DOCUMENTS: <i>Roe v. Wade</i> (1973), and "Gender Equality and the Law" (1964-2013) In-class computer research/primary source analysis (Groups will meet and research a source to be analyzed for next week's class meeting) <p style="text-align: center;">The Workplace, Conservatism, and "Family Values"</p> <ul style="list-style-type: none"> • <i>Women's America</i> Assignment: Phyllis Schlafly, "The thoughts of one who loves life as a woman . . ." • D2L Reading Assignment: Robin Tolmach Lakoff, "Sexual Harassment on Trial" <p style="text-align: center;">The New Century</p> <ul style="list-style-type: none"> • <i>Women's America</i> Assignment: Ashraf Zahedi, "Muslim American Women After 9/11" <p>Additional Readings (Including Documents) To Be Determined.</p>