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HSTA 371H.01: Women in America - Civil War to Present

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University of Montana - Missoula

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HSTA 371H: Women in America from the Civil War to the Present

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Contact: anya.jabour@umontana.edu
Office Hours: Mondays and Fridays 2-3 p.m. in LA 254 and by appointment (e-mail to arrange)

Course Description and Class Readings

This course will acquaint students with the major issues and events of women’s history in the United States from the Civil War to the present. This course counts toward the “Historical and Cultural” perspective for General Education requirements and fulfills one of the “U.S.” courses required of history majors and minors. It also may be used toward a major or minor in Women’s, Gender, and Sexuality Studies. If you have questions about pursuing a degree in either History of Women’s, Gender, and Sexuality Studies, please let me know!

The majority of class readings noted on the syllabus are in Linda K. Kerber, Jane Sherron DeHart, Cornelia Hughes Dayton, and Judy Tzu-Chun Wu, eds., *Women's America: Refocusing the Past, Volume 2* (8th ed.), Oxford University Press, 2016, ISBN 978-0-19-934936-4), which is available at the campus bookstore. It is essential that you purchase the correct volume of this book; if you purchase it from another source, make sure that you use this information to get the right edition. Additional readings and online exhibits and sources will be posted on Moodle. In addition, any updates to assigned readings will be posted on Moodle; please check Moodle and your official UM student e-mail regularly to ensure that you have up-to-date information.

Course Requirements and Grading:
Attendance:

Attendance is vital to your success in this class. There is no “textbook”: lectures provide the backbone of this class. I will not share lecture notes with students. If you must miss lecture, I advise you to get notes from a classmate and a copy of the outline from me. Likewise, there simply is no way to replicate the experience of a class discussion without actually being present in class. While you are permitted to get notes from fellow students, or even to have a fellow student record the class for you, this will not earn you credit for class attendance. Late arrival and early departure will be counted as one-half of an absence. Manifest inattentiveness (i.e., sleeping, texting, surfing the internet, studying for other classes) will be counted as an absence. Likewise, failure to participate in class discussion (or obvious lack of preparation) will count as an absence. You must sign in at each class period to indicate your attendance. Under extraordinary circumstances and with written documentation, you may get up to two “excused” absences; additional absences for any reason will result in a lower attendance grade.

Response Papers:

Keeping up with the reading is also very important. You will be required to provide specific examples from the reading on the exams. In addition, we will have a dedicated discussion day (usually Friday) most weeks of the semester. To prepare for both discussion days and essay exams, you will be required to turn in four response papers, one for each section of the class. While you will hand in just one response per section of the class, in order to receive credit, you must turn the paper in no later 8 a.m. on the Friday corresponding to the week you have selected. Your paper should
address one or more of the readings (essays and documents) for that week. Be sure to indicate which reading(s) you are responding to, since there often are several assigned items each week, and be sure to provide complete citation information (i.e., author, title, page number). Response papers should be 1-3 typed, double-spaced pages and will be graded according to the following rubric:

- Offer a comment or observation about the week’s reading. (1 point)
- Provide a specific passage (i.e., quotation), including page number/full citation. (1 point)
- Explain how the selected passage sheds additional light on some aspect of the themes for that week (consult syllabus for themes and consult your lecture notes for ideas). (1 point)
- Pose a question for classmates to encourage further discussion. (1 point)
- Offer your comments in class (i.e., you must be present, and you must speak up). (1 point)

Students with valid excuses may be permitted to hand in papers late but will not receive credit for the discussion question (point #4) or class participation (point #5).

Note that while you are only required to hand in four response papers, you are expected to complete the reading and come prepared to discuss it every week. Failure to participate and/or obvious lack of preparation will negatively affect your attendance grade.

Exams:

There will be four exams in this class, one for each class unit, which will measure your understanding of all class material (lectures, readings, discussion, and films). All exams will be essay-style, take-home, and open-book. Further details will be provided in class.

Grades:

Attendance: 10 percent
Response Papers: 10 percent
First Exam: 20 percent
Second Exam: 20 percent
Third Exam: 20 percent
Final Exam: 20 percent

Course Policies

No late assignments will be accepted except in cases of a documented personal, family, or medical emergency. In other words, late assignments will receive a ZERO. There will be no “make-up” exams. Students do have the option of obtaining and completing exams early. Please arrange this at least a week prior to the scheduled distribution of exams.

To avoid “emergencies” resulting from technological difficulties, plan ahead and back up your work! E-mail yourself drafts, save copies to Google Drive or DropBox, etc., and upload assignments to Moodle well in advance of the deadline. “My computer ate my homework” is NOT an acceptable excuse for missing or late assignments.

Incompletes are intended for use by students who have fulfilled all course requirements (including attendance) prior to a documented medical, family, or personal emergency that prevents the student from completing the remainder of the course. Incompletes will be granted at my discretion based on these criteria. Students must arrange incompletes as early as possible.
Students must practice academic honesty. This means that students must complete their own work and must provide proper citations when using others’ work. In this class, it also means that you must complete classroom assignments based only on assigned classroom materials (not, for instance, by using Wikipedia) and your own lecture notes (for example, while it is acceptable to get notes from a classmate for a class or two, extensive use of another’s lecture notes is considered cheating). Plagiarism or cheating of any kind will result in a failing grade in the course. More severe penalties, including suspension or expulsion from the University, may apply under the Student Conduct Code. A useful guide to avoiding plagiarism.

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. For instance, students with physical disabilities are eligible for assistance in the form of sign-language translators or all-access classrooms, and students with learning disabilities are eligible for assistance in the form of note-takers or additional time for exams. If you have a disability and wish to request reasonable accommodations in accordance with civil rights law and university policy, please register with Disabled Student Services and consult with me as soon as possible to make suitable arrangements. Note that “reasonable accommodations” must not “compromise the integrity of the course” or alter any “essential academic component of the class,” and that any modifications must be arranged in consultation with the instructor in advance. UM does not permit fundamental alterations to academic standards or retroactive modifications.

According to University policy, all courses taken for General Education credit must be taken for a traditional letter grade; students must earn a C-minus or better (as indicated below) to count courses toward either General Education or their major or minor.

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<tr>
<th>Points Earned</th>
<th>Letter Grade</th>
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<tr>
<td>97-100 points</td>
<td>A+</td>
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<tr>
<td>93-96 points</td>
<td>A</td>
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<tr>
<td>90-92 points</td>
<td>A-</td>
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<td>87-89 points</td>
<td>B+</td>
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<td>83-86 points</td>
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<td>80-82 points</td>
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<td>77-79 points</td>
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<td>60-62 points</td>
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**Classroom Etiquette:**

Practice common sense and courtesy in the classroom. Be seated and prepared for class prior to the first bell. Do not disrupt class unnecessarily by arriving or departing between the bells. Turn all electronics (cell phones, iPods, etc.) off before class begins; likewise, put away non-class-related readings (newspapers, books for other classes, etc.) prior to the first bell. Bring drinks only in covered containers; do not bring food (except for medical reasons). If you use a laptop computer or recording device, set it up prior to the start of class and be sure to set it to “silent”; you also should use “airport mode” to be sure that you (and your classmates) are not disrupted by incoming messages. Finally, be respectful in your speech and actions. Do not use dismissive or derogatory
language, and express disagreement in a courteous manner. Rude or inappropriate behavior will result in your expulsion from the classroom.
Course Schedule

I. “New Women”: Education, Work, and Reform in Industrializing America

Friday, January 11: Origins and Varieties of American Feminisms
Reading: Read syllabus carefully and consult with me about any questions or concerns.

January 14-18: Promise or Threat? The “New Woman” in Turn-of-the-Century America
Themes: Higher education, professional work, reproduction and sexuality, “New Woman”
Reading: History of Greek Life at UM (Moodle); Women’s America, 393-402, 615-627

January 21-25: New Women, New Work: Immigrant and Working-Class Women
***No class January 21—Martin Luther King Jr. Day***
Themes: Immigration, work, poverty, prostitution
Reading: Women’s America, 337-344, 361-379
(NO discussion this week; we will discuss this week’s reading next week!)

January 28-February 1: New Visions: Women’s Organizations in Progressive America
Themes: Clubs and organizations; moral reform; social justice; social housekeeping
Reading: Women’s America, 350-360, 393-402 (review)

***First Exam distributed February 1; due 12 noon February 8***

II. Suffrage and Beyond: Consensus and Conflict in the 19th and 20th Centuries

February 4-8: Equality and Expedience: Feminism and Suffrage
Themes: Suffrage, pacifism, World War I, “educated suffrage,” radical feminism, social feminism, domestic feminism
Reading: Women’s America, 405-411

February 11-15: One Woman, One Vote: A Winning Plan for Woman Suffrage?
Themes: Suffrage organizations and strategies; anti-suffrage
Reading: Women’s America, 380-382, 413-415, 416-417
Film: One Woman, One Vote

February 18-22: A Chastened Victory: After Suffrage
***No Class Monday, February 18—Presidents’ Day***
Themes: Political participation; sexuality and reproduction; “generation gap”; ERA battle; Great Depression and New Deal
Reading: Women’s America, 420-464, 503-522
(No discussion this week; this week’s readings will be part of next week’s discussion)

February 25-March 1: A Splintered Sisterhood: Southern Women’s Groups
Reading: Women’s America, 323-331; 481-491

***Second Exam distributed March 1; due 12 noon March 8***
III. The New Domesticity: Home and Work in Twentieth-Century America

March 4-8: The Industrialization of Housework
Themes: Housework; Home Economics
Reading: Home Economics Department Online Exhibit (Moodle); Edith Reneau Diary (Moodle)

March 11-15: The Transformation of the Workplace
Themes: World War Two; Defense Work; Human Rights
Reading: Women’s America, 523-548
Film: The Life and Times of Rosie the Riveter

March 18-22: The New Domesticity
Themes: 1950s/Post-World War II; Marriage; Motherhood; Housework
Reading: Women’s America, 569-578, 606-610, 648-654, 656-658

***Third Exam distributed March 22; due 12 noon April 1***

March 25-29: Spring Break
Reading: No reading this week. Enjoy your break, write a fantastic exam, and/or read ahead!!!

IV. Women’s Liberation? The 1960s to the Present

April 1-5: The New Feminism(s): Defining Women’s Liberation
Themes: Civil Rights; New Left; Consciousness Raising; Liberal Feminism; Radical Feminism
Reading: Women’s America, 591-602, 705-718, 745-751

April 8-12: Second Wave Feminism: Progress and Problems
Themes: Shelter Movement; Class Action Lawsuits; ERA; Reproductive Rights; Liberal Feminism; Radical Feminism
Reading: Women’s America, 610-614, 629-637, 658-669
Film: Sisters of ’77

April 15-19: Feminist Challenges: Internal Divisions and New Approaches
Themes: Women of Color; Lesbians; Third Wave; Global Feminisms
Reading: Women’s America, 731-740, 756-783, 790-794

April 22-26: Women and the Resistance: Contemporary Activism
Themes: TBA
Reading: TBA

April 29-May 3: Finals Week

***Fourth Exam Distributed April 26; due 12 noon May 3***