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HSTA 385.R01: Families and Children in America

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HSTA 385: American Families and Children

Prof. Anya Jabour

Class: Meets via Zoom MWF 1-1:50 p.m. at

<https://umontana.zoom.us/j/92777609584?pwd=RktnMFhVdjh1QUozYUtGby80c3dZZz09>

Office: Arrange individual Zoom meetings by e-mail. Use the same link you use for class.

E-mail: anya.jabour@umontana.edu

Course Description and Goals:

This approved writing course offers an historical overview of families and children in America from the colonial era to the present. We will look at family life in an array of settings, including immigrant tenements, slave quarters, and the western frontier. Topics for discussion will include changing attitudes toward children and youth, the relationship between the American family and the modern welfare state, and debates over “family values” from the nation’s founding to the present.

Goals for this course include achieving an understanding of the changing patterns of family life, including children’s experiences, from the nation’s founding to the present; learning to read both primary and secondary sources carefully and comparatively; and improving writing skills.

This course is an Intermediate Writing Course and counts toward your General Education writing requirement. This course also fulfills one of the “U.S.” courses required of history majors. It also may be used toward a major or minor in Women’s, Gender, and Sexuality Studies.

Course Readings:

Anya Jabour, ed., *Major Problems in the History of American Families and Children* (2005) is available for purchase or rental in the UM Bookstore. Because of COVID-19, the text is not available on reserve.

Course Requirements:

This class will follow a lecture-discussion format; on lecture days (generally Mondays and Wednesdays) information will be presented in class to provide a general overview of the topic for that week, while on discussion days (generally Fridays) we will emphasize active involvement in the learning process through discussion of the assigned readings, writing workshops, and/or small group activities.

Attendance and participation are vital to your success in this class. Attendance on lecture days is vital to understanding key concepts so that you can use them effectively in your essays. Participation in class discussions, workshops, and group activities will help you to develop the skills you need to improve your writing skills.

Weekly assignments (short writing assignment and quizzes) are intended to help you stay on track throughout the semester. Quizzes will check your comprehension of lecture material, while short written assignments will help you develop skills in careful reading, critical thinking, and effective writing. Except for the first few weeks of the semester, these assignments and deadlines will be posted on Moodle on a week-by-week basis. Most assignments will be due by 8 p.m. on Wednesdays (for quizzes) and/or Sundays (for essays), but you may also be required to submit short writing assignments prior to and/or after Friday workshops. Because late assignments are not accepted, it is important for you to keep current on upcoming assignments; it is your responsibility to check Moodle regularly and to e-mail me with any questions well in advance of deadlines.

You will write four essays over the course of the semester. Three of these will be lower-stakes “draft” essays. You will all write the first draft essay on the same general topic (children in early America). The remaining two draft essays offer more scope for you to choose the topics that most interest you. While deadlines are indicated for these essays on Moodle, I encourage you to submit them early if possible. This will give you more time to receive and review my comments and to make an informed decision about your fourth essay. This essay, a revised and expanded version of any of your prior essay, is the highest-stake assignment of the class and is the one that you will submit to the university’s writing assessment committee at the end of the semester. Further details will be posted on Moodle.

All assignments must be turned in on time to receive credit. Except under extraordinary circumstances (such as those outlined above for excused absence), late assignments will not be accepted and will receive a ZERO. I strongly recommend that you regularly back up your work and keep backups in a cloud-based system such as Google Drive to forestall tech-related problems.

Grading Breakdown:

Weekly Assignments & Quizzes: 15%
Attendance & Participation: 15%
Draft Essays: 45% (15% each)
Revised Essay: 25%

Writing Assessment:

As a designating writing course, this course requires an electronic submission of an assignment stripped of your personal information to be used for educational research and assessment of the university's writing program.

For this class, you will submit your Revised Essay via Submittable (link on separate Moodle shell for writing courses, in which you will be automatically enrolled) for this purpose. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following Writing Learning Outcomes:

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

This assessment in no way affects either your course grade or your progression at the university. However, the rubric used to evaluate your essays in this class is based on the rubric developed for the university's writing requirements. Each item receives a score from 1-4, as follows:

- 1=Novice
- 2=Nearing Proficiency
- 3=Proficient
- 4=Advanced

For more information about how this rubric is used at the university level, click [here](#).

For class purposes, the rubric translates as follows:

Writing Rubric:

- Appropriate to audience (i.e., formal writing; no slang)
- Argument (i.e., articulate thesis statement, clearly stated)
- Organization (i.e., thesis is supported by main points, logically organized in coherent paragraphs)
- Synthesis of concepts (i.e., effectively uses concepts from lecture and/or essays to contextualize primary sources and support the argument)
- Information use (i.e., provides apt quotations and examples from primary and/or secondary sources)
- Writing style (i.e., appropriate word choice and sentence structure)
- Disciplinary conventions (i.e., proper identification of quoted sources, appropriate citations)
- Grammar and mechanics (i.e., proper usage and punctuation)

Tips for Success: The Five-Paragraph Essay

The best papers are organized around ideas. One way to do this is to follow the “five-paragraph” essay format. In this format, there is a thesis supported by three main points. In the introduction, one sentence corresponds to the thesis and each main point. In the body of the paper, each paragraph corresponds to one main point. In the outline below, each indented line represents one sentence. Of course, you won’t always have exactly three main points. However, the “five-paragraph” format is adaptable; you can adapt it for two points, or four points, for instance. Once you become familiar with the principle of logical organization around ideas, you can play around with the form. If you’re still struggling to write clear, coherent essays, however, this “five-paragraph” essay format is a good way to gain some focus and organize your thoughts.

Introduction

- Thesis statement
- Point One
- Point Two
- Point Three
- Thesis statement

Paragraph/Point One

- Transition sentence/phrase (when necessary to smooth shift in topic)
- Topic sentence (what is the point of the paragraph?)
- Evidence, i.e., quote, statistics, example (provide citations for *all* material!)
- Analysis of evidence (how does it demonstrate the topic sentence?)
- Summary sentence (how does the topic sentence relate to the thesis statement?)

Paragraph/Point Two

- Transition sentence/phrase (when necessary to smooth shift in topic)
- Topic sentence (what is the point of the paragraph?)
- Evidence, i.e., quote, statistics, example (provide citations for *all* material!)
- Analysis of evidence (how does it demonstrate the topic sentence?)
- Summary sentence (how does the topic sentence relate to the thesis statement?)

Paragraph/Point Three

- Transition sentence/phrase (when necessary to smooth shift in topic)
- Topic sentence (what is the point of the paragraph?)
- Evidence, i.e., quote, statistics, example (provide citations for *all* material!)
- Analysis of evidence (how does it demonstrate the topic sentence?)
- Summary sentence (how does the topic sentence relate to the thesis statement?)

Conclusion

- Thesis statement
- Point One
- Point Two
- Point Three
- Thesis statement

Tips for Success: Proper Documentation

Proper documentation is absolutely essential to historical writing. For purposes of this class, you may use parenthetical short-form citations in conjunction with a bibliography or “Works Cited” page, or you may use footnotes or endnotes, following either the *Chicago Manual of Style* or the *Turabian Manual of Style*.

Regardless of the format you choose, you must provide citations for all material from the reading (not just direct quotes), you must provide citations to the specific item (not just to the entire textbook), and you must provide a page number (or range of numbers).

Here’s a sample full citation for a document:

“Puritan Minister Cotton Mather Describes ‘a Family Well’Ordered,” 1699, in Anya Jabour, ed., *Major Problems in the History of American Families and Children* (Boston and New York: Houghton Mifflin Company, 2005), 39.

Here’s a sample full citation for an essay:

Philip Greven, “Breaking Wills in Colonial America,” in Anya Jabour, ed., *Major Problems in the History of American Families and Children* (Boston and New York: Houghton Mifflin Company, 2005), 86-96.

Tips for Success: Attendance and Participation

Attendance and participation are vital to your success in this class. Missing lectures will cause you to fall behind in your understanding of lecture material, which provides a basic overview of the major events, themes, and concepts of the class. Missing discussions and workshops will hinder your ability to apply these concepts, to improve your writing skills, and to produce first-rate essays. Therefore, I will take daily attendance. NB: Late arrivals, early departures, lack of preparation, failure to participate, or manifest inattentiveness (i.e., texting, web-surfing, reading non-class materials, sleeping, etc.) will result in reduced credit for attendance.

Under extraordinary circumstances, such as a documented personal, family, or medical emergency, an absence may be excused. NB: This includes infection with or exposure to the coronavirus, and/or caring for a family member or house/roommate who contracts Covid-19. In addition, all absences for university-related events (“away” games, Model UN, etc.) or public service (jury duty, Army Reserves) will be excused with written documentation. Additional work may be required for excused absences, which should be arranged in advance except in emergencies.

Good participation is also very important. Discussion days will revolve around your comments and questions about the reading and other classroom material. This means that the quality of your preparation and your contributions are essential. First of all, of course, this means that you must read the material carefully and think about what you would like to say about it in class (see below for tips on reading essays and documents).

Next, come to class prepared to speak, but be sensitive to others’ comments, too. Listening and posing questions, as well as offering insights, are important discussion skills. Listen to your peers, encourage them to expand on their points, offer supporting comments or alternative viewpoints, and above all, always connect your comments to the reading! Everybody brings a different perspective to the class, but the text is our common ground.

Finally, use discussion days and workshops as an opportunity to rehearse your ideas for your short essays, to get suggestions from others, and to develop essential writing skills. Be sure to check Moodle regularly to ensure that you have prepared appropriately for each discussion day. At a minimum, this means reading and thinking about the assigned material (see below for tips); it may also mean producing a short writing assignment in advance of class discussion.

Tips for Success: Connectivity, Community, and Courtesy

For privacy reasons, UM requires that all communication take place via the official UM e-mail accounts. I will use your UM e-mail to communicate important information. It is vital that you check your UM e-mail regularly. If you prefer to use another e-mail server, have your UM e-mail forwarded to that account so that you do not miss important information.

If you are not already familiar with Moodle and Zoom, you should get up to speed on these tools ASAP. You will find more information about these platforms [here](#). Important information about the class will be posted on Moodle, and all class meetings will occur on Zoom.

Because this class is held remotely via Zoom, it is essential that you have reliable, high-speed internet access and a computer and/or tablet (a phone screen is not large enough for you to view images or your classmates).

It is also important for you to have a quiet, private, dedicated workspace so that you can concentrate on class proceedings. We all know how distracting it can be to have another person (or an inquisitive pet) moving around in the background during a Zoom meeting. Do your utmost to minimize such distractions, not only for your own benefit, but for the benefit of your classmates.

If necessary, you can mute your microphone and/or hide your video, but I strongly encourage you to keep your video on, especially on discussion days, as it is quite difficult to develop a sense of community when you and your classmates appear only as little black boxes with names. (Speaking of names, be sure to adjust your settings so that your preferred name and pronoun show up!) I also encourage you to find a study buddy, or form a study group, by exchanging contact information with some of your classmates. You'll have opportunities to do this in small group meetings (held in breakout rooms on Zoom) or in the "Introduce Yourself!" Forum.

Keep in mind that your screen is a window, not a mirror. Maintain a professional demeanor while on Zoom. This means you should be appropriately dressed, you should refrain from personal grooming, and you should not engage in other activities (i.e., eating, cleaning, lifting weights, etc.) during class. If you Zoom in from your bedroom, please do so seated at a desk or table, not lounging in your bed wearing pajamas. If you wish to conceal your surroundings, and your operating system is up to the task, you can use a virtual background.

Finally, note that I will record Zoom class meetings and post them on Moodle for the benefit of anybody who may not be able to attend class in real time. By participating in this class, you consent to being recorded. The recordings will be shared only with your classmates. However, a good guide is: If you wouldn't do it in a face-to-face class, don't do it in on Zoom!

Tips for Success: Accessible Learning

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Student Services (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact them in Lommasson Center 154 or 406.243.2243. I will work with you and DSS to provide a reasonable modification. "Reasonable" means the changes affect only "non-essential" elements of the curriculum; the University permits no fundamental alterations of academic standards or retroactive modifications. For additional resources and information, please visit [Disability Student Services](#).

Tips for Success: Seek Assistance!

The goal of this course is for you to develop better skills in reading, thinking, and writing. While we will dedicate a significant portion of class time to these concerns, I encourage you to seek individual assistance when you need it. You can set up a one-on-one conference with me via Zoom at any time during the semester. (E-mail me at anya.jabour@umontana.edu to set up an appointment.) You may also seek assistance from the [Writing Center](#). Please note that both of these options require some advance planning. I check my e-mail regularly only during the work week (i.e., M-F 8 a.m.-5 p.m.), and the Writing Center requires you to set up appointments in advance.

Tips for Success: Files Types and Track Changes

The only accepted file types for all written assignments are Word documents (.doc or .docx) or Portable Document Format (.pdf). Because I use the “track changes” function in Word to make comments and corrections on your papers, I strongly recommend that you create and submit your papers in Word. Keep in mind that you will have to turn on the “track changes” function to see my feedback.

Tips for Success: Reading and Note-Taking

Careful reading is essential to every aspect of this class. With the exception of the first chapter, each chapter in your textbook contains both essays and documents. Essays are secondary sources written by professional historians. As you read the essays, pay special attention to (and take notes on) these points:

- What is the author’s argument, or thesis?
- What evidence does the author present in support of her/his argument?
- How does the essay relate to other class material (lectures and documents)?

Each chapter also contains documents. Documents are primary sources written by historical actors. As you read each document, think about (and take notes on your answers to) these questions:

- Who wrote the document?
- When was the document produced?
- Where was the document made?
- What is the document about?
- Why is the document interesting or significant?
- How does the document support, modify, or contradict relevant material in the secondary sources (essays) and/or in lecture?

Course Schedule:

In general, Mondays and Wednesdays will be devoted to lectures, and Fridays will be given to discussions and workshops. Be sure to complete the reading for the week by Friday, paying special attention to the questions outlined above. **N.B.: This schedule indicates weekly topics and reading assignments and deadlines for the essays. Be sure to consult Moodle for weekly writing assignments and/or quizzes!**

August 19 & 21: Native American Families in Early America

Read “Three Europeans Comment on Native American Marriage, Gender, and Kinship”; “James Mooney Records Traditional Cherokee Myths,” and “Matrilineal Kinship Among the Cherokee Indians” (Chap. 2)

August 24, 26, & 28: Family and Community in Colonial America

Read “Plymouth Colony Requires All Persons . . .”; “Puritan Minister Cotton Mather . . .”; “Slaves Escape . . .”; “Patriarchy and Marriage”; and “Slavery and Family Life” (Chap. 2)

August 31, Sept. 2 & 4: Childhood in Early America

Read Chapter 3, “Children and Childrearing in a Developing Democracy”

Draft Essay #1 due 8 p.m. Wednesday, Sept. 9. See Moodle for details.

Sept. 9 & 11: Love and Marriage in Nineteenth-Century America (No Class Monday—Labor Day)

Read Chapter 4, “Marriage and Family in Victorian America”

Sept. 14, 16, & 18: Enslaved Families in the Old South

Read Chapter 5, “Families in Bondage”

Sept. 21, 23, & 25: Families, Children, and Youth in the Civil War Era

Read Chapter 6, “Fathers and Children in the Civil War Era”

Sept. 28, 30, & Oct. 2: Family Life in the West

Read Chapter 7, “Families on the Frontier”

Draft Essay #2 due 8 p.m. Sunday, October 4. See Moodle for details.

Oct. 5, 7, & 9: Reforming Families and Children in Industrializing America

Read Chapter 8, “Children and Child-Savers in Progressive-Era America”

Oct. 12, 14, & 16: Family Welfare in Modern America

Read Chapter 9, “The Family and the State”

Oct. 19, 21, & 23: Parents and Children During World War Two

Read Chapter 10, “The Homefront”

Oct. 26, 28, & 30: Happy Days? Family in the Fifties

Read Chapter 11, “The 1950s”

Draft Essay #3 due 8 p.m. Sunday, Nov. 1. See Moodle for details.

Nov. 2, 4, & 6: New Families in a New World

Read Chapter 12, “The New Immigrant Family”

Nov. 9 & 13: Family Values on Trial (No Class Wednesday—Veteran’s Day)

Read Chapter 13, “Family Politics”

Nov. 16 & 18: Families and Children in Contemporary America

Read Chapter 14, “Families and Children in Contemporary America”

Revised Essay due 8 p.m. Sunday, Nov. 22. See Moodle for details.