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### HSTA 370H.50: Women in America - Colonial Period to Civil War

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## **HSTA 370H: Women in America from the Colonial Era to the Civil War**

Professor Anya Jabour

Class Hours: Online/Asynchronous via [Moodle](#)

Office Hours: T 1-2 p.m. and by appointment via [Zoom](#)

Contact: [anya.jabour@umontana.edu](mailto:anya.jabour@umontana.edu)

*N.B.: I check e-mail regularly only during the work week (i.e., M-F, 8 a.m.-5 p.m.).*

*While I will respond to your queries ASAP, you should anticipate a wait time of 24-48 hours.*

### Course Description:

This online, asynchronous course uses a mix of pre-recorded mini-lectures, essays, documents, blog posts, films, videos, podcasts, and exhibits to acquaint students with the major issues and events of women's history in the United States from the Civil War to the present. While the class offers broad chronological coverage, it is organized thematically rather than according to strict chronology (date order). This means that there is some chronological overlap among thematic units and weekly topics. See final page of the syllabus for the class schedule.

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 African American Studies and/or in Women's, Gender, and Sexuality Studies, and toward the Public History Certificate, which is available to students in all majors. If you are interested in pursuing a degree in History, African American Studies, and/or Women's, Gender, and Sexuality Studies or a Public History Certificate, please let me know!

### Course Readings:

Most reading assignments will be in Kerber, DeHart, and Dayton, eds., *Women's America: Refocusing the Past*, 8<sup>th</sup> edition, Vol. 1. This text is available for purchase or rental in the UC Bookstore. *If you choose to obtain it elsewhere, be sure to get the correct edition, as pagination and contents vary significantly.* Use ISBN 978-0-19-934935-7. Additional readings, as well as mini-lectures, films, podcasts, etc., and any updates to the class schedule will be posted on Moodle.

### Course Requirements and Grading:

#### Time Commitment:

In general, you should dedicate approximately 3 hours per credit hour to class activities each week. For this class, this means that you should plan to devote 9-12 hours each week to classwork (viewing lectures and videos, listening to podcasts, reading, posting to Forum, etc.).

#### Participation:

Weekly participation is required. In most cases, this involves posting to the weekly Forum, which you must do before midnight the Friday of the relevant week. Deadlines are indicated on Moodle.

Each week, you will have a choice of "discussions" to join. Your Forum posts (10 points each) should be approximately 250-500 words long (word count is displayed at the end of your post) and written in the form of complete sentences, with appropriate paragraphing and correct spelling and grammar. To earn full credit, be sure to answer all the parts of the selected question, to include a specific example or quotation, and to include the source (page # or URL). I will "star" especially insightful or thorough posts, so if you want an example of an excellent post, look for the starred ones!

For some weeks, you will have a creative and/or crowdsourced option to a traditional Forum post. See Moodle for further details. The regular Forum deadlines apply to these options, although the word count guidelines may not be pertinent to those based on visual materials.

#### Public History Credit:

If you wish to use this class toward the Public History Certificate, you should complete at least 10 Forum posts marked with a "PH" (for "Public History") over the course of the semester.

## Extra Credit:

You may earn extra credit (up to 1 point per week, or 15 points total) by posting a thoughtful response (approx. 100-200 words) to a classmate's Forum post by midnight the Sunday following the relevant week (i.e., over the weekend after the initial posts are up). Extra credit points will be applied to your Participation score.

In addition to earning extra credit on a weekly basis, you may also earn extra credit by posting to the "Summing Up" discussions at the end of each unit, which ask you to reflect on material from the entire unit, rather than from a specific reading or assignment. Like other posts, these posts earn up to 10 points and should be 250-500 words long with appropriate citations.

You may "bank" your extra credit points to make up for missed Forum posts or to allow yourself to skip a week's post. If you have any questions about your participation score, please let me know!

## Exams:

There will be four exams in this class, one for each class unit (as indicated on the class schedule on the final page of the syllabus). Exams measure your understanding of all class material (lectures, readings, exhibits, films, podcasts, etc.) covered in that unit. While historical knowledge builds on what has come before, the fourth exam is a unit exam rather than a comprehensive final exam.

Exams are open book and open note, and include True/False, Multiple Choice, and Matching questions. The tests are not tricky, but they are thorough, and they are timed. Be sure to read the questions carefully and completely! If you complete your exam before your time has expired, use the extra time to return to questions you were unsure of and/or to double-check your answers.

Each unit's Powerpoints will be posted to Moodle. Use these to review for the exams, but don't treat them as a substitute for viewing and taking notes on the mini-lectures, which contain much more information than the slideshows. Remember that while the recorded lectures include closed-captioning, these are automatically generated and may contain errors. Exam questions are based on reading/viewing/listening assignments (i.e., essays, blog posts, films, exhibits, podcasts) as well as on lectures, so be sure to complete all the class activities!

You should answer exam questions based on class material (not outside sources or your own opinion). If you wish to appeal for credit for responses marked incorrect, it is your responsibility to provide me with class material in support of your request.

## Grade Distribution:

Participation:	20 percent
First Exam:	20 percent
Second Exam:	20 percent
Third Exam:	20 percent
Final Exam:	20 percent

## Course Policies

### Internet, Moodle, and Zoom:

Because this is an online class, it is essential that you have access to a computer and reliable internet service in order to access class materials and submit class assignments. Mansfield Library and the CHS Dean's Office have a limited number of laptops available for checkout. Internet services are available on campus at [these locations](#).

This class is delivered on Moodle; all assignments are posted there. It is essential that you are conversant with Moodle prior to the start of the semester. If you are not familiar with Moodle, complete the tutorial, [Moodle 101](#). This class uses the "Clean" theme, which has its own [tutorial](#).

If you wish to meet with me during the semester, you will do so via Zoom. Please ensure that you have Zoom installed on your computer and that you know how to use it prior to the start of the semester. You should be able to join the meeting simply by clicking on the link posted on Moodle and at the top of the syllabus, but you can learn more [here](#).

### Forum and E-mail Etiquette:

Because this is an online class, most of your communication will be by way of the Forum or by way of e-mail. When posting to the Forum, please show courtesy to your classmates by using their preferred name and pronoun, and please express any disagreement in respectful terms. (In Moodle, you can update your Profile under the Dashboard to reflect your preferred name and pronouns.)

In addition to the required weekly Forum, there also will be a weekly Q&A Forum. This is where you can post any questions or comments you may have about the week's material, much as you might speak up in a face-to-face class. If you wish to have a more in-depth interaction, please e-mail me and we can communicate via e-mail or set up a one-on-one meeting via Zoom.

### Grade Policy:

According to University policy, 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.

<u>Percentage</u>	<u>Letter Grade</u>
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

### Accessibility:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office for Disability Equity](#) (ODE). For instance, students with physical or sensory 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. Wherever possible, assigned materials for this class are designed for optimal accessibility. YouTube videos of mini lectures are close-captioned (click on the CC at the bottom of the screen); most podcasts include transcripts; and most videos are close-captioned and/or accompanied by transcripts. However, if you have difficulty accessing any course materials, please let me know ASAP and I will find an alternative for you.

If you have a disability and wish to request reasonable accommodations in accordance with civil rights law and university policy, please register with the [Office for Disability Equity](#) and consult with me as soon as possible to make suitable arrangements. Note that "reasonable accommodations" modify only "non-essential" elements 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 (after-the-fact) modifications. For more information, consult <https://www.umt.edu/disability/accommodations/default.php>.

### Deadlines and Exceptions:

This class has “hard” deadlines, meaning that with a few important exceptions, late assignments will not be accepted and will earn no credit. In other words, late assignments will receive a ZERO.

Exceptions will be made in cases of a documented personal, family, or medical emergency. *What counts as an emergency?* Examples of personal emergencies include losing your housing or major interruptions resulting from loss of power or internet access. Examples of family emergencies include needing to care for an ill family or household member. Examples of medical emergencies include mental health crises or major illnesses. You may request extensions with documentation of these or similar situations. *What does not count as an emergency?* Routine medical appointments, family events, or lack of planning do not constitute emergencies.

Because this class is online, exposure to COVID or quarantining does not constitute an emergency, unless you also are experiencing symptoms and/or interruptions to internet service that interfere with your ability to complete class assignments. *However, if you are experiencing symptoms and/or suspect a close contact, you should get tested immediately. Please e-mail me to inform me of the situation and you will automatically receive a 24-hour extension.*

If you have not already been vaccinated, vaccinations are free at Curry Health Center. *To encourage you to protect yourself, your classmates, and your community against COVID, I will offer a 72-hour grace period for assignments related to any reactions you may have to the vaccine. Please e-mail me to inform me of your situation.*

Other exceptions will be made in situations in which a mandatory public service (such as firefighting, jury duty, or military service) or required educational activity (such as Model UN) interferes with your ability to complete your classwork. Please provide me with documentation in advance of the deadline.

You are welcome to “work ahead” if you wish to fast-track completion of the course. With the exception of Thanksgiving week, there are no “days off” in this online course (i.e., Veterans’ Day), but you can create your own breaks by completing assignments early, and you may complete the entire course early if this suits your schedule.

For any questions or concerns about assignments or deadlines, e-mail me at [anya.jabour@umontana.edu](mailto:anya.jabour@umontana.edu). If at all possible, please contact me 48-72 hours in advance of the deadline.

### Incompletes:

Incompletes are intended for use by students who have fulfilled all course requirements (including regular posts to the Forum) 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.

### Academic Honesty:

Students must practice academic honesty. *Plagiarism or cheating of any kind, including using non-course materials (i.e., another student, Wikipedia) to complete exams, 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 may be found here: <https://wts.indiana.edu/writing-guides/plagiarism.html>.

## Course Schedule

This course schedule indicates the weekly topics and the due dates for the four exams. For weekly assignments, see Moodle. **Both on the syllabus and on Moodle, deadlines are indicated in bold.** You should check Moodle and your UM e-mail regularly to ensure that you have up-to-date information!

### I. Disparate Images: Women in the American Colonies

August 30-Sept. 3: The First American Women  
September 6-10: New Women in a New Land  
September 13-17: Women Rebels  
September 20-24: Women in Revolutionary America

**\*\*\*EXAM #1 due by 11:59 p.m. Sunday, Sept. 26\*\***

### II. Emerging Ideals: Woman's Sphere in Antebellum America

September 28-October 1: Defining Woman's Sphere  
October 4-8: Living in Woman's Sphere  
October 11-15: Expanding Woman's Sphere

**\*\*\* EXAM # 2 due by 11:59 p.m. Sunday, Oct. 17\*\*\***

### III. Varieties of Experience: Women's Lives in Antebellum America

October 18-22: Working Women  
October 25-29: Southern Women  
November 1-5: Western Women

**\*\*\*EXAM #3 due by 11:59 p.m. Sunday, Nov. 7\*\*\***

### IV. Changes in Prospect: Women's Activism in Antebellum America

November 8-12: Abolitionism and Feminism  
November 15-19: Women and the Civil War  
November 22-26: No Class—Thanksgiving Holiday  
November 29-December 3: Feminism and Reconstruction  
December 6-10: Women's Suffrage

**\*\*\*EXAM #4 due by 11:59 p.m. on Sunday, Dec. 12\*\*\***