

Andrews University

HIST 325-001
HISTORY OF AMERICAN WOMEN
SPRING SEMESTER 2016
BULLER 149
TR 2:00 PM – 3:15 PM
CREDITS: 3.0

Instructor: Stephanie A. Carpenter, PhD
Telephone: 269-471-3291
Email: carpenter@andrews.edu
Office location: Buller 126
Office hours: by appointment

Course Description: The social, political, and economic roles and changing status of women in America. This course will examine how social constructions of gender, race, and class have shaped women's lives in the US from the 1600s to the present, and how some women have pushed at the boundaries of those constructions through, for example, changing patterns of public/private sphere, work, leisure, and education; through political activism, involvement in a variety of social movements; and popular culture. We will emphasize the diversity of women's historical experiences by region as well as by social category, and will situate those experiences in the larger contexts of social, economic, and political change on local, national, and even global levels.

Course Materials:

Evans, Sara. *Born for Liberty*, reprint edition. Free Press, 1997. ISBN 978-0684834986.
Kerber, Linda K., Jane Sherron De Hart, and Cornelia Hughes Dayton. *Women's America: Refocusing the Past*, 8th edition. Oxford University Press, 2015. ISBN 978-0199349340.
Youst, Lionel. *She's Tricky Like Coyote: Annie Miner Peterson, An Oregon Coast Indian Woman*. University of Oklahoma Press, 2005. ISBN 978-0806136936.
Other readings as assigned.

Course Outline: **Syllabus subject to change.** The information included below is a general course outline. Inasmuch as deviation from it may be necessary to meet the needs of the class, the right is reserved to make adjustments where necessary. Adjustments made will be based on reasonable discretion and consistent with fundamental fairness.

- 1. Pre-European and European contact:**
Born for Liberty, chapter 1; *Women's America*, part 1: Gender Frontiers
Additional readings as assigned
- 2. Colonial women (1600s-1770s):**
Born for Liberty, chapters 2 and 3; *Women's America*, part 1: European Settles, Gender Puzzles, Gender Rules (incl. documents)
Additional readings as assigned
- 3. New Nation:**
Born for Liberty, chapters 3 and 4; *Women's America*, part 1: Hidden Transcripts within Slavery and Living Through War and Revolution (incl. documents)
Additional readings as assigned
- 4. Reform and War:**
Born for Liberty, chapters 4 and 5; *Women's America*, part 2 (selected readings from pp. 127-267)
Additional readings as assigned

EXAM 1—4 February 2016

5. Reconstruction and Women's Lives

Born for Liberty, chapter 6; *Women's America*, part 2: Civil War and Aftermath and part 3: Gender and the Jim Crow South (incl. documents)

Additional readings as assigned

6. Western Expansion

Women's America, part 3: Women in the West (incl. documents); *She's Tricky Like Coyote*

Additional readings as assigned

7. Power and Politics: The Progressives

Born for Liberty, chapter 7; *Women's America*, part 3: Change Agents, Empire/Internationalism, and Suffrage/Citizenship (incl. documents); *She's Tricky Like Coyote*

Additional readings as assigned

8. Change and Continuity—Prosperity and Depression

Born for Liberty, chapters 8 and 9; *Women's America*, part 4: Sexuality/Body, Labor/Activism, Gendering Nation-State (incl. documents); *She's Tricky Like Coyote*

Additional readings as assigned

EXAM 2—10 March 2016

9. WAR—The Watershed

Born for Liberty, chapter 10; *Women's America*, part 4: Women and War

Additional readings as assigned

10. Feminine Mystique: Women in Postwar America

Born for Liberty, chapter 11; *Women's America*, part 5: Cold War Heteronormativity and Cold War Activism (incl. documents)

Additional readings as assigned

11. Modern Feminism

Born for Liberty, chapters 12, 13, and 14; *Women's America*, part 5: Rethinking Family/Sex and Feminisms (incl. documents)

Additional readings as assigned

FINAL EXAM: 28 April 2016, Thursday at 1:30-3:30 pm

Course Objectives:

With completion of HIS 325, students will be able to:

- A. Engage in mature, independent, and creative thought expressed effectively in oral/written communication;
- B. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;
- C. Demonstrate a critical understanding and knowledge of Women in American History;
- D. Understand the dynamics of cultural diversity, economic and political systems, and complex moral and ethical issues.

Grading: Grades will follow the A-B-C-D-F (100-90-80-70-60) scale and will not be curved. Passing grade in this course is 60 percent (D). Students must complete all components of course to receive a passing grade.

Course Requirements:

Discussion (20 percent): class discussion (formal/informal) will occur each class. Students need to be prepared for class with assigned readings in the texts and articles on LearningHub or handed out in class.

Exams (60 percent): Three exams will be given (each 20 percent): two exams, **4 February 2016 and 10 March 2016**; and final exam, **28 April 2016 at 1:30 pm**.

Writing/research assignment (20 percent) will be due **15 April 2016**. To complete this 8-10-page paper, students will turn in a research proposal and working bibliography by **28 January 2016**; first draft by **1 March 2016**, and final paper with bibliographic essay by **15 April**. **Students must meet each deadline; No late submissions will be accepted.** Choose a topic that interests you; the paper will be based on primary documents, with limited commentary from secondary sources. Each paper should be clear, coherent, and precise as possible; as well as typed, double-spaced, and spell-checked. Constructive

comments should be incorporated into the final copy. Citations will be in standard historical format; see, *The Chicago Manual of Style*, Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, or examples on LearningHub for citation format. Additional paper guidelines will be placed on LearningHub.

Attendance Policy: Attendance is required. Unexcused absences will affect grade—4 will reduce student grade one letter; 8 will result in automatic failure.

Class Policies:

Student Responsibility: Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email, Moodle, and iVue alerts regularly.

Professionalism: To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell Phones, Personal Laptops, and Recording devices: **Cell phones should be turned off before entering the classroom.** Students who choose to text during class will be marked absent for the day. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.
- Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.
- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness; is disruptive and disrespectful to the class and instructor.
- Please do not bring food or beverages to class. Water is permitted.

Additional Policies: CHEATING in any form (including plagiarism) is not allowed. Plagiarism is a serious matter and cause for an F in the course. Cheating, plagiarism, or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work.

Disability Accommodations: If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Academic Integrity: In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following:

- Falsifying or presenting falsified documents
- Plagiarizing: misquoting, copying, lack of citations, or using another's work as your own
- Misusing copyrighted material and/or violating licensing agreements
- Using media from any source or device including the internet in ways that mislead, deceive, or defraud
- Using materials other than those specifically allowed by the instructor/program during a quiz or exam
- Stealing, accepting, or studying from stolen quizzes or examination materials
- Obtaining information from another student or any other source during a regular or take home test or quiz
- Assisting others in acts of academic dishonesty such as falsifying attendance records or providing unauthorized course materials"

Emergency Protocol: Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.