United States Women’s History  
HIST 4337.001, Spring 2015  
Dr. Martin

Class Meets: M/W 2-3:15, CI 126  
Office Hours: T/TH 2-3, M/W 12-1:30 and by appointment  
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**Course Description:**  
This upper-division course for undergraduates will introduce students to United States History, before 1492 to the present, from a woman-centered perspective. We will use gender as a category of historical analysis when looking at broader American economic, cultural, and political processes.

Women did not all experience the past in the same way, so we will pay attention to the diversity of female experience – factors such as race, ethnicity, religion, age, sexual orientation, financial status, citizenship, and geography all impacted a woman’s ability to maneuver in society. Women are not acting in isolation from men, so of course they appear in our analysis as well. Some of the themes we will touch on include separate spheres, diversity of female experience, the sexual division of labor, women as citizens, and women’s role in the family.

**Student Learning Outcomes:**  
- Relate your personal story to the American past by writing a first-person essay on your goals as a historian.  
- Trace and interpret major themes in U.S. women’s history through the course readings, writing assignments, and in-class discussions.  
- Analyze primary documents by writing a series of analytical essays on the course readings.  
- Apply the concept of gender as an analytical tool for interpreting primary documents by writing a series of analytical essays on the course readings.  
- Produce an oral history interview and transcript.

- Evaluate oral histories as primary documents through the creation of your own oral history research project.  
- Produce a narrative biography by writing an original essay based on the oral history you conducted.  
- Present historical research in written and oral form through papers, in-class discussion, and a final oral presentation.
**Required Readings:**

Other sources posted on blackboard or found online.

**Supplies:** A recording device

**Assignments:**

**Oral History Project:**
The major research project you will be completing in this course is the production of an original oral history. This project is divided into a series of graded components, including a presentation of your work during the last week of class. A separate assignment sheet is posted on Blackboard explaining the details. Overall, this project is worth 50% of your grade.

**Reading Response Papers:**
Every week you will be writing a short analytical paper on the assigned readings. These papers are due at the beginning of class every Monday, and will not be accepted late, or by email. Grammar and style count. A more detailed assignment sheet is available on Blackboard. Combined, these papers are worth a total of 35% of your grade.

**Attendance and Participation:**
For this course, attendance is mandatory. I expect you to be in class. You have three free absences to use however you choose (illness, car trouble, family emergency), but missing more than three classes for any reason will impact your grade. I also expect you, as upper-division students, to actively participate in class discussions. This means speaking up, asking questions, and making relevant comments. In order to do this effectively, you will need to come to class prepared, with the assigned reading completed. It goes without saying that courtesy and respect towards your professor and classmates is expected at all times. You are also expected to actively participate in group-work and to complete in-class assignments. Participation and attendance are worth 15% of your grade.

**Grade Breakdown:**
A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 59 or below

If you have a question about an individual grade on an assignment, please feel free to come to my office hours to discuss.
Policies and Expectations:
Since you are in college, I expect you to approach this class like the responsible adults you are. This means:
- Arriving to class on time
- Turning off cell phones, music players, and other distractions. And putting them away. Your phone needs to stay in your backpack/bag/purse during class time – you do not need a phone out during lecture. Please do not text during class time, or I will ask you to leave lecture. Take care of it before or after class.
- You are welcome to use laptop computers for appropriate classroom activities, such as taking notes, but I reserve the right to ask students who are doing other things (like checking email, facebook, or completing assignments for other courses) to leave class.
- I WILL NOT accept late work. Seriously. All assignments must be submitted on the due date at the beginning of your class time in print form – no exceptions. If they are turned in after I start the day’s lecture, they are considered late. I do not offer make-ups except under EXTRAORDINARY circumstances. Vacations, colds, doctor’s appointments, changes in work schedules etc. do not count as extraordinary. That said, I want you to succeed in this class, so if something comes up that will impact your ability to come to class and meet the expectations of the course, please let me know as soon as possible.
- All written work must be handed in as a hard copy. Assignments will NOT be accepted via email.
- All papers must be stapled. Buy or have access to a stapler – I will not accept multi-page work that is not stapled together. Double-sided printing is fine.
- I do not post or share notes or Powerpoint slides. If you miss class it is your responsibility to get the notes from a classmate.
- You are responsible for adding and dropping yourself from the course.
- You are responsible for tracking your grade in the course. There are many free grade calculator apps you can put on your phone that will help you with this.
- I may occasionally send you emails regarding the course. You are responsible for checking your Texas A&M email account frequently.
- I expect you to abide by TAMUCC’s Student Code of Conduct, which can be found at http://academicaffairs.tamucc.edu/Rules_Procedures/index.html
- TAMUCC’s policies on academic integrity and plagiarism are available at http://cla.tamucc.edu/forms/academicmisconductprocedures.pdf. If you cheat or plagiarize on one or more assignments you will fail this course.
By enrolling in this course, you agree to abide by these policies.
- In the event of a hurricane, I will follow the published policies of TAMU-CC. If the campus remains officially open during the time that our class normally meets then class will proceed as scheduled (including all graded events). If the university closes campus then we will push the course requirements to the next official class meeting. If an exam date is cancelled, the exam will be held during the next official class meeting.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.
Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Grade Appeals Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Provisional Course Outline
(this is open to change)

Week 1
1/21 Introductions – The history of women’s history, sources, and sex vs. gender

Week 2
1/26 The First “American” Women and First Contacts
1/28 The Colonial Era

Read for 1/26: TWE (Through Women’s Eyes) CH 2
Response Paper Due 1/26: Autobiography assignment. This paper prompt is posted on our Blackboard page. It includes formatting requirements that you will follow for all of your response papers.
Week 3
2/2 Republican Motherhood
2/4 Watch “A Midwife’s Tale”

Read: TWE CH 3
Response Paper for 2/2: Take a look at the documents on “Education and Republican Motherhood,” p. 173-179. After reading Rush and Murray’s takes on female education, answer either #1 or #3 of the “Questions for Analysis” on pg. 179 in a 1-2 page, double-spaced paper (see response paper formatting sheet on Blackboard).

Week 4
2/9 Early 19th Century Women and Domesticity
2/11 The Industrial Revolution – “Factory Girls” and Working Women

Read: TWE CH 4
Response Paper for 2/9: Prompt posted on Blackboard

Week 5
2/16 The Expansion of Slavery (and Abolition)
2/18 Declaring Women’s Rights

Read: TWE CH 5, Selections from Harriet Jacobs, The Declaration of Sentiments
Response Paper: Prompt posted on Blackboard

Week 6
2/23 A Changing Economy – Immigrant Women and Tenement Life
2/25 An Introduction to Oral History – Dr. Jin Guest Lecture

Read: TWE CH 7, Oral History article on Blackboard
Response Paper: Prompt posted on Blackboard

Week 7
3/2 The Progressive Era
3/4 Watch “Iron Jawed Angels”

Read: TWE CH 8
Response Paper: Instead of a response paper this week, submit your oral history abstract.
Week 8
3/9 Prosperity and Depression
3/11 Guest Lecture – Dr. Robinson

Read: TWE CH 9
Response Paper: Look through the Dorothea Lange photographs in the “Visual Sources” section. What do these images tell us about the lives of poor farm women during the Great Depression? And how do Lange’s photographs challenge the idea of photography as “absolute truth”?

Spring Break – Conduct and Transcribe your oral history

Week 9
3/23 World War II
3/25 Watch “The Life and Times of Rosie the Riveter”

Response Paper: Prompt on Blackboard

Week 10
3/30 The Growth of Suburbia and Civil Rights
4/1 Watch “I love Lucy – Job Switching”

Read: TWE CH 10
Response Paper: Look through the visual sources in “Television’s Prescriptions for Women,” and address any of the “questions for analysis” on p. 650.

Week 11
4/6 Feminism and the 1960/70s
4/8 Guest Lecture – Dr. Sanos

Read: TWE CH 11
Response Paper: Prompt on Blackboard
**Week 12**
4/13 Third Wave Feminism
4/15 Dr. Wallace Guest Lecture

Read: TWE CH 12
Response Paper: Prompt on Blackboard

**Week 13**
4/20 On-going Struggles
4/22 Women and the Media

Read: *Chronicle of Higher Education*, “Shedding the Superwoman Myth”
http://chronicle.com/article/Where-Feminism-Went-Wrong/141293/?cid=cr&utm_source=cr&utm_medium=en
Response Paper: Do you agree with Spar's article? In your opinion, what are the strengths and limits of modern feminism? What’s the next frontier for gender equality?

**Week 14**
4/27 Presentations
4/29 Presentations
*Note – Attendance is required for all presentation days, just like a normal class. You will get 10 points per day deducted from your presentation grade if you are absent during any of these days.*

**Week 15**
5/4 Presentations

**Final Exam Period:** Presentations
Your Oral History Project is Due