HIST 5329.001: U.S WOMEN’S HISTORY
Summer 1 2015 (BH 126; MW 6-9:45PM)
Graduate Seminar (CRN: 50965)

Professor: Dr. Laura K. Muñoz
Office: Faculty Center 274A
Phone: 361-825-3975
Office Hours: Wednesdays, 1-5pm or by appointment
Email: laura.munoz@tamucc.edu

COURSE DESCRIPTION:
This is a graduate-level readings seminar in United States Women’s History. The course typically surveys the historiography and the experiences of women across the United States. Applying the methodological concepts of race, gender, class, sexuality and citizenship, we will consider how similarities and differences in individual life and group experience shaped women’s lives across time and place within American society. We also will consider how scholars have interpreted these experiences to build the historical record and the scholarship that defines the field of U.S women’s history. As a result, the course will introduce us to the major historical and theoretical arguments of the field. The readings will focus on late 20th-century history and will include work by scholars and women who participated in the “2nd Wave” feminist movement, which emerged after 1960. This course is reading and writing intensive.

PREREQUISITES:
I recommend that you speak with your graduate advisor to confirm that this course fulfills your degree requirements. This course is intended for History M.A. students. Knowledge of U.S history is helpful, but there are no formal prerequisites. Please note that this is a discussion-based course. Attendance and professional collegiality are mandatory. I also expect you to work hard, read thoroughly, complete assignments in a timely manner, and discuss your interpretations of the readings at each class session.

LEARNING OUTCOMES:

Through reading, class discussions and writing assignments, students will:

1. Master U.S. women’s historiography, including its major concepts, themes, methods and theoretical approaches.
2. Identify how historians use primary resources to write history and to build historical arguments.
3. Synthesize and interpret historical arguments and explain these arguments cogently.
4. Hone communication skills necessary to write and defend a master’s thesis or doctoral dissertation.
REQUIRED READING:

Articles (available electronically)
I will provide a variety of journal articles in advance of selected class sessions.

Books (available for purchase at the university bookstore)

ASSIGNMENTS, DEADLINES AND GRADE STRUCTURE
Your course grade will be based on the combination of the following assignments, which are designed to meet the learning outcomes described on the first page of this syllabus.

Your course grade will be based on the combination of the following assignments:

- Class Participation, Seminar Discussion and Progress Visit ...................20 points (20%)
- 4 Book Reviews .......................................................................................20 points (20%)
- 1 Major Essay (with multiple drafts) .......................................................60 points (60%)
  100 points (100%)

Due dates for all assignments are located in the class schedule at the end of this syllabus.

In order to pass the course, you MUST successfully complete all of the written assignments for this course. I will assess all your composition assignments based on standard writing skills—your ability to craft topic sentences, identify arguments (theses) and explain them (evidence), and use correct grammar/punctuation.

I will use the following grading scale to determine the final course grade:

- A = 100-90% (+1800 points)  
- C = 79-70% (1400-1599 points)
- B = 89-80% (1600-1799 points)  
- D = 69-60% (1200-1499 points)  
- F = 59-0% (0-1399 points)

Class Participation, Seminar Discussion, and Progress Visit (20 points):
Attendance and discussion are mandatory. Your leadership for one class session is also required. These seminar discussions will prepare you to speak intelligibly about the topic, and ideally within the profession. In order for the seminar to be useful, you will need to complete the assigned readings, bring questions to class, and participate in the conversation. Class absences will decrease your participation grade significantly (one letter grade by per absence). **Note: The**
culture of graduate school includes an expectation that you WILL be in class regardless of your personal circumstances.

I expect you to lead one class discussion. Leadership assignments will be made on the first or second day of class. As the discussion leader, you will need to prepare an introduction of the assigned readings for the seminar meeting. You may use audio-visual equipment or literature or any other technique to jumpstart the dialogue. You should plan on presenting the scholarly arguments and to give informed comments based on the textual evidence. Please prepare a handout with a set of discussion questions for the class.

I expect you to attend a pre-arranged, mandatory meeting with me to review your class performance and writing assignments. We will meet during office hours reserved for progress visits; you will have the option to select a meeting time that works with your schedule.

Book Reviews (4 papers total, each 2 pages long, and 20 points toward the final grade)
The goal of these assignments is to learn how to assess historical evidence and how to write about it succinctly. Instructions for these assignments will be provided separately.

Review Essay (1 paper with 3 submissions including a peer review, an instructor review, and a final submission; 15-20 pages long; and 60 points toward the final grade)
The goal of this assignment is to learn how to synthesize the historical literature and to engage primary sources. You will write an essay on a major theme in U.S. women’s history based on the assigned texts. You will have two essay options. The final draft must be 15-20 pages, double-spaced including footnotes. Instructions for this assignment will be provided separately.

COURSE POLICIES:

Please follow basic University policies as outlined in the TAMUCC Student Handbook and Code of Conduct. This means no disrespect, no cheating and no plagiarism. Please familiarize yourself with the handbook at the Student Affairs website: http://www.tamucc.edu/~students/handbook.html.

Respect: Courtesy toward your professor and classmates is expected at all times. If I feel that your behavior violates the Student Handbook and Code of Conduct, I will ask you to leave class. I also reserve the right to refer you to Student Affairs and to file a complaint documenting your behavior and academic performance.

Academic Honesty: The University does not tolerate plagiarism or cheating in any form. If I can verify that you plagiarized or cheated on any assignment, you may earn an F for the course and I may file a complaint with Student Affairs. For graduate students, an “F” in any course may result in your dismissal from your graduate program.

The term cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.
The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. You may locate these definitions in the Student Handbook.

**Classroom Etiquette:** It is important that we are all able to stay focused on the class lecture/discussion. For this reason, only one person at a time should be speaking during class discussions. Side conversations are distracting for surrounding students and for your professor and instructors. Disruptive behavior will have a negative impact on your participation grade and may result in disciplinary action.

**Electronic Devices — iPods, Laptops, Phones:** Turn off your electronics and put them away. If you are taking notes, I will make exceptions for laptops. However, I reserve the right to dismiss you from class if your electronics distract you, me or anyone else in the class. Violation of this policy may have a negative impact on your participation grade and may result in disciplinary action.

**E-mail:** For quick questions or minor issues, you may contact me via e-mail. Btw, tlk2me like ur prof not ur bff! No text messages please! In other words, please write to me as if you were writing a formal letter with a salutation and closing. Identify yourself and the class that you attend. For complicated concerns or questions, please see me in person, either after class or during office hours.

**Extra Credit:** I generally deny requests for extra credit.

**Freedom of Speech:** The 1st Amendment of the U.S. Constitution promises each of us the Freedom of Speech. The success of universities is based on this promise as the process of learning requires that we ask questions and discuss ideas. During class, please feel free to raise your hand at any time to make a comment or to ask a question. If my lecture does not make sense, please ask me to clarify my ideas or to explain a topic again.

**Grade Appeal Process:** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that she or he has not been held to appropriate academic standards as outlined in the class syllabus, fair evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the appeal, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance in the grade appeal process, students may contact the Division of Student Affairs.

**Incompletes:** If you have completed 75% of the assignments and extreme personal circumstances prevent you from completing the course, I will consider a request for an
incomplete. I may consult with your graduate advisor or other college officials before making a
decision. Documentation of your situation may be required. Please consult the Student
Handbook for the policy.

Late Work/Make-Up Exams: Late assignments will be docked 10 points per day up to seven
days including weekends. After seven days, late assignments will be assessed as “zero” grades
unless you contact me about your extenuating circumstances. I will review extenuating
circumstances on case-by-case basis.

Office Hours: I have set aside four hours per week to meet with students, including you, to
discuss the course and to answer any questions or concerns you might have about the course
content and assignments. I listed my office hours at the top of the syllabus. Office hours are like
an “open-house.” No appointments are required. I meet with students on a first-come, first-
serve basis. If you cannot meet during these times, please see me before or after class to make
an appointment.

Attendance & Tardiness: Come to class on time! Please make every attempt to attend all class
sessions, to arrive early and to stay until the class ends. If you are unavoidably late, please enter
quietly and with respect toward your colleagues.

Syllabus and Schedule Changes: I reserve the right to change the schedule of reading
assignments at any time during the semester. If I change items on the syllabus, I will notify you
in advance.

Withdrawals: The University has specific policies in place for dropping a course. Please consult
the Office of Admissions and Records in the Student Services Center (Round Building) for the
due dates and procedures for withdrawing from this course or the university.

UNIVERSITY SERVICES:

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. The Academic Advisor will set up a degree
plan, which must be signed by the student, a faculty mentor, and the department chair. The CLA
Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Library and Media Services
I will do my best to put the textbooks and films on reserve for this course at the Bell Library.
Consult the Bell Library for hours of operations. Textbook Reserves are handled by the
Circulation Desk on the 1st floor; they will have copies of the textbooks. Media Services is
located on the 2nd floor of the library and they will have copies of the films.

Students with Disabilities: Texas A&M University-Corpus Christi complies with the Americans
with Disabilities Act in making reasonable accommodations for qualified students with
disabilities. If you suspect that you may have a disability (physical impairment, learning
disability, psychiatric disability, etc.), please contact Disability Services located in Driftwood
101, at 825-5816. If you need disability accommodations for any Triad K course, please see one of the Triad K instructors. The web link is http://disabilityservices.tamucc.edu/.

Still Need Help? If you still have questions about the class and policies, please ask me.

SCHEDULE OF READINGS AND ASSIGNMENTS
I have provided you with an outline of the daily class schedule. You will be responsible for completing the readings each week and expected to discuss them as part of your class participation grade. This schedule is subject to change at my discretion; however, you will be notified of those changes as they occur.

Week 1 (M 6/1, W 6/3)
Reading:
Rosen, The World Split Open
Homework Due (Wed): Rosen book review
Discussant (M): 
Discussant (W): 

Book Review Instructions: The goal of this book review is to synthesize the thesis of the book. You will use the review to learn the scholar’s argument and to write about it in your own words as clearly and coherently as possible. You also will use the review for class discussions. In your professional career, book reviews serve as reference tools. Your book review should include 4 main points: 1) a formal bibliographic citation (used as the title), 2) the scholar’s thesis and arguments, 3) the scholar’s evidentiary/primary sources and discussion of their application, and 4) your critique of the work. I will provide a sample for reference.

Week 2 (M 6/8, W 6/10)
Reading:
Rosen, The World Split Open
Freedman, No Turning Back
Homework Due (Wed): Freedman book review
Homework Due (Fri): Preliminary draft of your essay to your peer reviewer
Discussant (M): 
Discussant (W): 

Week 3 (M 6/15, W 6/17)
Reading:
Freedman, No Turning Back
Hewitt, No Permanent Waves
Homework Due (Wed): Hewitt book review
Homework Due (Fri): Second draft of your essay to Dr. Muñoz
Discussant (M): ____________________________
Discussant (W): ____________________________

**Week 4 (M 6/22, W 6/24)**
Reading:
Hewitt, *No Permanent Waves*
Moraga and Anzaldúa, *This Bridge Called My Back.*
Homework Due (Wed): Moraga and Anzaldúa book review
Discussant (M): ____________________________
Discussant (W): ____________________________

**Week 5 (M 6/29, W 7/1)**
Reading:
Moraga and Anzaldúa, *This Bridge Called My Back.*
Homework Due (Wed): Final draft of your essay to Dr. Muñoz
Discussant (M): ____________________________
Discussant (W): **Everyone**

--End of Document—