United States Women's History
HIST 4337.001, Spring 2017
Dr. Martin

Class Meets: T/TH 2-3:15 IH-156
Office Hours: Mon/Wed 12-1:30, Tues/Thurs 12:30 – 1:30 and by appointment
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Course Description:
This course will introduce students to United States History, pre-colonial times 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, class, ethnicity, religion, age, sexual orientation, 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 the sexual division of labor, women as citizens, and women’s role in the family.

Student Learning Outcomes:
- Trace and interpret major themes in U.S women's history through the course readings, writing assignments, and in-class discussions.
- Analyze primary documents and secondary sources by writing a series of analytical essays on the course readings.
- Present arguments and acknowledge a variety of historical perspectives in written and oral form through written work and in-class discussion.
- Understand the contributions of various groups of women to America’s past.
- Analyze how cultural and gendered norms and ideals (like patriarchy, heteronormativity, and shifting expectations of women’s “place” in society) impact diverse women’s lives.

Required Texts:
Harriet Jacobs, Incidents in the Life of a Slave Girl
Vicki Ruiz, From out of the Shadows
Maythee Rojas, Women of Color and Feminism
Other sources posted on Blackboard or online.

Supplies: 1 Bluebook
Assignments:
Midterm (15%): An in-class essay exam

Final Exam (20%): A take-home essay exam

Artifact Paper (5%): Assignment on Blackboard

Autobiography Paper (5%): Assignment on Blackboard

Reading Discussion (10%): With a group, you will facilitate a discussion on the week’s readings for the rest of the class.

Reading Response Papers (30%): Three times this semester you will write a short analytical paper on the assigned readings. These papers will not be accepted late, or by email, so make sure you get them printed well before class time. Grammar and style count. A more detailed assignment sheet will be available on Blackboard. Combined, these papers are worth a total of 30% of your grade, or 10% each.

Attendance and Participation (15%): 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 save these for the right time, because missing more than three classes for any reason except a long-term, documented illness 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. I reserve the right to record an absence for people who come to class without doing the reading. You are also expected to actively participate in group-work and to complete in-class assignments. Want to know more? See the “participation guidelines” on Blackboard.

It goes without saying that courtesy and respect towards your professor and classmates is expected at all times.

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

By enrolling in this course, you agree to abide by these policies. 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. With repeated offences (2) your laptop privileges will be suspended.

- I **WILL NOT** accept late work. Seriously. All assignments must be submitted on the due date at the **beginning of your class time** – no exceptions. This includes all written work, exams and quizzes. Written assignments are due at the **BEGINNING** of class in print form (not email), unless I specify something different. If assignments are turned in after I start the day's lecture, they are considered late and points will be docked. I expect you to be in class to take all exams and quizzes. 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. If you do have an extraordinary circumstance come up, I will expect you to contact me right away, and provide documentation.

- 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 – I can't do this for you.

- 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](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](http://cla.tamucc.edu/forms/academicmisconductprocedures.pdf). If you cheat or plagiarize on one or more assignments you will fail this course.
- In the event of a hurricane, flooding, or other event, I will follow the published policies of TAMUCC. 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, so come prepared.

**Provisional Course Outline**
*(this is open to change)*

**Week 1**
1/19  Introductions – The history of women’s history, sources, and sex vs. gender

Read for 1/24: Rojas, CH 1-2, pp. 1-72

**Week 2**
1/24  The First “American” Women and First Contacts
1/26  The Colonial Era

**Autobiography Assignment Due** (see Blackboard)

Read for 1/31: Selections from *Major Problems in American Women’s History*, pp. 83-108

**Week 3**
1/31  The Revolution and Republican Motherhood
2/2   Watch “A Midwife’s Tale”

Read for 2/7: Harriet Jacobs, beginning – p. 80

**Week 4**
2/7   Early 19th Century Women and Domesticity
2/9   The Industrial Revolution – “Factory Girls” and Working Women

Paper 1 Due

Read for 2/14: Harriet Jacobs, p. 80-end of book

“Declaration of Sentiments”
Week 5
2/14  The Expansion of Slavery (and Abolition)
2/16  Declaring Women’s Rights - The Declaration of Sentiments

Read for 2/21: Ruiz, CH 1-2

Week 6 The Gilded Age and Immigration
2/21  A Changing Economy – Immigrant Women and Tenement Life
2/23  A Changing Economy con’t

Read for 2/28:  Rory Dicker, “First Wave Feminism: Fighting for the Vote,” from A History of U.S. Feminism

Week 7  First Wave
2/28  Midterm
3/2  The Progressive Era

Read for 3/7:  Ruiz, From Out of the Shadows, CH 3-4

Week 8  The Great Depression
3/7  Prosperity and Depression
3/9  Guest Lecture – Dr. Robinson

Read: Valerie Matsumoto, City Girls, CH 4

Spring Break

Week 9  World War II
3/21  Women and World War II
3/23  Watch “The Life and Times of Rosie the Riveter”
Read for 3/28:  Danielle McGuire, At the Dark End of the Street, CH 4-5
Week 10  Suburbs and Civil Rights
3/28  The Growth of Suburbia
3/30  Women and Civil Rights

Read for 4/4:  Vicki Ruiz, CH 5, 6

Week 11  Women's Liberation
4/4  Feminism and the 1960/70s
     Paper 2 Due
4/6  Feminism and Women of Color

Read for 4/11:  Susan Stryker, Transgender History, pp. 59-120, CH 2-4

Last day to drop: Fri, April 7

Week 12  Gay Liberation, Lesbian Feminism and Gay Liberation
4/11  Gay Liberation
4/13  Transgender Rights

Read for 4/18: Rojas, CH 3

Week 13 Right-Wing Backlash
4/18  Death of the ERA
4/20  Individual meetings

Read for 4/25:  Rojas, CH 4, 5
     Ashraf Zahedi, “Muslim American Women After 9/11,” Women’s America: Refocusing the Past, p 775-784.

Week 14 Gender, Women’s Rights, and the “War on Terror”
4/25  War on Terror
     Paper 3 Due
4/27  Artifact Presentations

Read: Nothing – work on your artifact project
**Week 15**

5/2  Artifact presentations  
   Artifact Paper Due

**Final Exam Period:**
Your final exam is due at the BEGINNING of our assigned final exam period, in printed form, in our classroom.

**Other required information:**
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 or log onto http://www.tamucc.edu/~aac.

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: As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable 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 steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.