

HI – WS 311: American Women

INSTRUCTOR INFORMATION	COURSE INFORMATION
Dr. Kelly Watson kelly.watson@avila.edu Office Location: 406 Borserine Office Hours: Tuesday 2:30 – 3:30 Wednesday 10:30 – 12:30 Office Phone: 816-501-3645	Spring 2013 – Section 01 Tuesday/Thursday: 1:00 – 2:15 AM 420 Borserine Center

COURSE INFORMATION

Course Description

An investigation of women's experiences as workers, family members, and citizens in the United States. This course explores changing cultural images of women, examines the role of gender in structuring American society, and compares the experiences of American women from a variety of class, race and ethnic groups. This course also considers ways in which women's status and concerns in the United States differ from those of women in the non-Western world.

Course Materials

1. *Women's America: Refocusing the Past*. 7th Edition. By Linda K. Kerber, Jane Sherron de Hart, and Cornelia Hughes Dayton. ISBN: 978-0195388329.
2. *Herland: A Lost Feminist Utopian Novel*. By Charlotte Perkins Gilman. ISBN: 978-0394736655
3. *Coming of Age in Mississippi*. By Anne Moody. ISBN: 978-0385337816
4. Other materials for the course will be available on Canvas

GENERAL INFORMATION

Academic Honesty

The policy of Avila University concerning cheating and plagiarism will be strictly followed in this class. Cheating and plagiarism are very serious offenses. They carry penalties varying from failing a course to suspension from the college. Any misrepresentation of others' work as one's own in any academic exercise is considered plagiarism. If you have any questions/concerns during the course of the semester regarding what constitutes plagiarism, please ask me.

E-mail Communication and Canvas

E-mail is a useful and convenient medium for us to communicate with one another; however, I have found that it can also be a source of confusion. I am always willing to respond to your questions over email, and I will try to respond within 24 hours. Keep in mind, however, that if you email me the night before an exam with a question it is very likely that I will not get back to you before the examination. I strive to make myself available to students whenever possible, but I am not accessible 24/7; keep this in mind when it comes time to take an exam or turn in a paper!

I will not discuss grades with you over email nor will I provide answers to exam questions. If you would like to speak about your grade with me, please do so in person. Also, please be aware that it is important to be professional and formal in email communication with your instructor and fellow classmates.

I will use Canvas to post assignment sheets, general announcements, and for discussion, so please check it regularly. This class is part of a pilot program as Avila transitions from Angel to Canvas. I will do my best to assist you with any questions that you might have regarding Canvas, but please be patient! You will be given more information about how to utilize Canvas in class. To access it, please go to <http://avila.instructure.com>

*All work must be submitted in hard copy. I DO NOT accept work submitted over email. *

Classroom Expectations

Please be respectful at all times during our class. This includes arriving on time and finishing any food prior to the start of class; eating during class will not be tolerated, but drinks are fine. Refrain from talking while others are speaking, reading non-course related material, listening to your ipod, and most of all DO NOT TEXT or use your cell phone during class. If you consistently violate these classroom conventions, you will be asked to leave and your grade will be affected. I do not allow laptops to be used in the classroom unless you have discussed it with me ahead of time. I maintain a zero tolerance policy for non-class related computer usage.

Attendance Policy

Consistent attendance is mandatory for success in this course. Every student is graded on participation, and you cannot possibly earn participation points if you are not present. However, I understand that students occasionally need to miss class for a variety of reasons. Each student is therefore afforded two absences (or one week of the course) before his/her grade is negatively affected. Excused absences will be issued at my discretion only and proper documentation will be required.

Class Cancellation Policy

If it is necessary for me to cancel class for some unexpected reason, (illness, family emergency, inclement weather, etc.) I will inform you as soon as possible via e-mail. Please check your e-mail before class. If there is a last minute emergency, at the very least someone will leave a note for you on the board advising you that class has been cancelled. If for some reason none of those fail-safes work, feel free to invoke the 15-minute rule.

Late Work and Make-up Policy

I will NOT accept late work unless you have obtained prior approval from me or provide proof of the emergency (i.e. doctor's note, obituary, etc.) in a timely fashion. If you are having difficulty, please talk to me BEFORE the assignment is due. If you miss class on a day in which we have an in-class assignment, a quiz, or a test, and cannot provide documentation of an emergency I will NOT allow you to make up the work. However, if you speak to me ahead of time, we may be able to work something out.

Disability Services

If you have a disability and require accommodations, please contact the office of Disability Services early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Services before any accommodations are arranged. Disability Services is located in the Learning Center on the lower floor of Blasco Hall and can be reached at 816-501-3666 (telephone and TTY).

ASSESSMENT

Participation

Your participation in class discussion is a significant part of your grade and is not optional. I will take attendance every class period and your presence is vital to your success and the overall success of the course. You must earn your participation grade; you do not get a C for showing up to class. Rather, your grade will be assessed based on the quality and quantity of your participation in discussions as well as your overall attentiveness (remember that you cannot earn participation points if you are not there).

Your participation grade will not be assigned until the end of the course. If you have a particular concern about participating (such as a diagnosed anxiety disorder) please come to talk me ASAP and we can discuss strategies and options. If you wait until the end of the semester, I will not be able to assist you.

General Rubric for Grading Participation: This rubric is provided for you as a guide to gauge your participation throughout the semester. Please remember that not all items listed are applicable to all students and it is not always necessary to exhibit each characteristic in order to earn the associated grade.

- A: Attends class regularly. Asks meaningful questions regularly. Provides comments and new information in a consistent and equitable manner. Interacts with a variety of participants. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.
- B: Attends class regularly. Asks meaningful questions regularly. Provides comments and some new information consistently. Interacts with a variety of participants. Reveals an adequate understanding of the topic as evidenced by comments that rarely contain only superficial knowledge.
- C: Attends class regularly. Asks meaningful questions on occasion. Sporadically provides comments and new information. Interacts with other participants. Reveals a shallow understanding of the topic as evidenced by loosely related comments.
- D/F: Attendance is spotty. Rarely asks meaningful questions. Provides minimal comments and information to other participants. Reveals a lack of understanding of the topic as evidenced by irrelevant or absent comments.

Other Assignments

Throughout the course, there may be other assignments at my discretion including in-class exercises, response papers, etc. These assignments will be tabulated as part of your participation grade.

Reading Responses

You will be required to write 6 reading responses during the semester. You will be placed in a group and your response papers will be due accordingly. Please see the assignment sheet for more details.

Oral History Project

For this project, you will conduct an interview with a woman who is at least 50 years old. Using the material from your interview, you will write a paper that places your interviewee within the larger context of 20th century US History and present these findings in class. Please see the assignment sheet for more information.

Examinations

There will be two in-class examinations. The mid-term examination will cover material from the first half of the course, while the final exam will cover the second half of the course as well as the overall themes of the course.

Assessment Breakdown

A	1000 – 900	(100% - 90%)	D	699 – 600	(69.9% - 60%)
B	899 – 800	(89.9% - 80%)	F	599 – 0	(59.4% - 0%)
C	799 – 700	(79.9% - 70%)			

	<u>POINTS POSSIBLE</u>	<u>POINTS RECEIVED</u>
Participation & Other Assignments	125 points	_____
Exam 1	150 points	_____
Exam 2	175 points	_____
Reading Responses		
Response 1	50 points	_____
Response 2	50 points	_____
Response 3	50 points	_____
Response 4	50 points	_____
Response 5	50 points	_____
Response 6	50 points	_____
Oral History Project		
Proposal	50 points	_____
Presentation	50 points	_____
Paper	150 points	_____

	1000 points	

Late Work

I will NOT accept late work unless you have obtained prior approval from me or provide proof of the emergency (i.e. doctor's note, obituary, etc.) in a timely fashion.

Progress

It is your responsibility to keep track of your grades throughout the semester. I will not issue tentative grades or grade projections. I will not assign the participation grades (or tally attendance) until after the final exam and I will not issue preliminary grades. However, I am happy to meet with you to discuss your progress and contributions to the course.

INTENDED LEARNING OUTCOMES (ILOs)***Personal, Spiritual, and Social Outcomes***

1. Demonstrate self-motivation, intellectual curiosity, and openness to differing perspectives.
 - a. Typical Means of Assessment: Exams and Quizzes, Participation in Class Discussions, Presentations, Papers and Written Assignments
2. Demonstrate sensitivity to socio-cultural diversity
 - a. Typical Means of Assessment: Exams and Quizzes, Participation in Class Discussions, Presentations, Papers and Written Assignments
3. Participate in group interaction to achieve an identified goal
 - a. Typical Means of Assessment: Participation in Class Discussions, Presentations

Communication Outcomes

1. Read a document and demonstrate an understanding of its written and quantitative content.
 - a. Typical Means of Assessment: Exams and Quizzes, Participation in Class Discussions, Presentations, Papers and Written Assignments
2. Write a clear, well-organized paper, using documentation and quantitative tools, when appropriate
 - a. Typical Means of Assessment: Papers and Written Assignments
3. Make a clear, well-organized verbal presentation
 - a. Typical Means of Assessment: Participation in Class Discussions, Presentations
4. Employ active listening techniques, including summarizing, paraphrasing, questioning, and nonverbal response.
 - a. Typical Means of Assessment: Participation in Class Discussions, Presentations

Higher Level Thinking Outcomes

1. Employ skeptical, evaluative and logical approaches in processing information and drawing conclusions.
 - a. Typical Means of Assessment: Exams and Quizzes, Participation in Class Discussions, Presentations, Papers and Written Assignments
2. Generate new images, concepts, possibilities and/or interpretations, and connect apparently disparate ideas.

- a. Typical Means of Assessment: Exams and Quizzes, Participation in Class Discussions, Presentations, Papers and Written Assignments

Knowledge Outcomes

1. Knowledge of philosophers, theologians, writers, artists, and other great thinkers and their influence upon the development of western civilization.
 - a. Typical Means of Assessment: Exams and Quizzes, Participation in Class Discussions, Presentations, Papers and Written Assignments
2. Knowledge of cultural diversity in the United States and throughout the world
 - a. Typical Means of Assessment: Exams and Quizzes, Participation in Class Discussions, Presentations, Papers and Written Assignments
3. Knowledge of United States history.
 - a. Typical Means of Assessment: Exams and Quizzes, Participation in Class Discussions, Presentations, Papers and Written Assignments
4. Knowledge of the function, structure, and interrelationships of the political, social, and economic systems of the United States.
 - a. Typical Means of Assessment: Exams and Quizzes, Participation in Class Discussions, Presentations, Papers and Written Assignments

History Program Outcomes

1. Knowledge: Identify and characterize the major periods in the United States and World History in terms of continuity and change using relevant political, economic, social, religious, and cultural institutions, traditions, and beliefs
 - a. Typical Means of Assessment: Exams and Quizzes, Presentations, Papers and Written Assignments
 2. Theory: demonstrate an understanding of the effects of race, gender, class, ethnicity, or religion on the experiences of ordinary and extraordinary people of the past using current historical theory and methodology
 - a. Typical Means of Assessment: Exams and Quizzes, Participation in Class Discussions, Presentations, Papers and Written Assignments
 3. Praxis: Using the “knowledge” and “theory” of the outcomes above, examine and analyze primary documents, pose a historical question (i.e. offer an interpretation or thesis) that the weight of the evidence seems to answer, then provide context for one’s historical question and evidence using the available secondary literature synthesized in a well-written work of historical scholarship
 - a. Typical Means of Assessment: Exams and Quizzes, Papers and Written Assignments
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SCHEDULE

Reading assignments may be adjusted at the Instructor's discretion
Schedule is subject to change

Readings/Assignments must be completed by the date listed

DATE	TOPIC	READING	ASSIGNMENT
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WEEK 1

Tues. 1/15	Introduction to course		
Thu. 1/17	What is Women's History?	<ul style="list-style-type: none"> • Reading available on Canvas • <i>Women's America</i>, Introduction 	

WEEK 2

Tues. 1/22	First Encounters	<ul style="list-style-type: none"> • Readings available on Canvas • <i>Women's America</i> 28-46 	
Thu. 1/24	Colonial America	<ul style="list-style-type: none"> • <i>Women's America</i> 47-89 	

WEEK 3

Tues. 1/29	Colonial America	<ul style="list-style-type: none"> • <i>Women's America</i> 90-133 	Response Group A
Thu. 1/31	The Early Republic	<ul style="list-style-type: none"> • <i>Women's America</i>, 159-188 	Response Group B

WEEK 4

Tues. 2/5	19 th Century America	<ul style="list-style-type: none"> • <i>Women's America</i> 189-232 	Response Group C
Thu. 2/7	19 th Century America	<ul style="list-style-type: none"> • <i>Women's America</i>, 233-268 	Response Group A

WEEK 5

Tues. 2/12	19 th Century America	<ul style="list-style-type: none"> • <i>Women's America</i>, 269-297 	Response Group B
Thu. 2/14	19 th Century America	<ul style="list-style-type: none"> • <i>Women's America</i>, 298-339 	Response Group C

WEEK 6

Tues. 2/19	Early 20 th Century	<ul style="list-style-type: none"> • <i>Women's America</i>, 341-378 	Response Group A
Thu. 2/21	Early 20 th Century	<ul style="list-style-type: none"> • <i>Women's America</i>, 427-476 	Response Group B

WEEK 7

Tues 2/26	Oral History	<ul style="list-style-type: none"> • Readings TBA 	
Thu. 2/28	MID-TERM EXAMINATION		

WEEK 8

Tues. 3/5		<ul style="list-style-type: none"> • <i>Herland</i>, 1-48 	
Thu. 3/7		<ul style="list-style-type: none"> • <i>Herland</i>, 49-108 	

SPRING BREAK, MARCH 11-17

WEEK 9

Tues. 3/19		• <i>Herland</i> , 109-146	
Tue. 3/21	Early 20 th Century	• <i>Women's America</i> , 477-529	Response Group C

WEEK 10

Tues. 3/26	Early 20 th Century	• <i>Women's America</i> , 530-565 • Begin reading <i>Coming of Age in Mississippi</i>	Response Group A
Thu. 3/28	NO CLASS – EASTER BREAK	• Continue reading <i>Coming of Age in Mississippi</i>	

EASTER BREAK, MARCH 28-31**WEEK 11**

Tues. 4/2	Mid-Century America	• <i>Women's America</i> , 575 – 616 • Continue reading <i>Coming of Age in Mississippi</i>	Response Group B
Thu. 4/4		• <i>Coming of Age in Mississippi</i> , Part I, 1-123	Response Group C

WEEK 12

Tues. 4/9		• <i>Coming of Age in Mississippi</i> , Part II, 127-233	Response Group A
Thu. 4/11		• <i>Coming of Age in Mississippi</i> , Part III, 237-282	Response Group B

WEEK 13

Tues. 4/16		• <i>Coming of Age in Mississippi</i> , 283-424	Response Group C
Thu. 4/18	2 nd -wave feminism	• <i>Women's America</i> , 672-718	Response Group A

WEEK 14

Tues. 4/23	Equal rights, 1970s +	• <i>Women's America</i> , 719-745	Response Group B
Thu. 4/25	The late 20 th century	• <i>Women's America</i> , 746-753; 764-780	Response Group C

WEEK 15

Tues. 4/30	STUDENT PRESENTATIONS		
Thu. 5/2	STUDENT PRESENTATIONS		

FINAL EXAM

Wednesday May 8 2:00 – 3:50 PM
