

## **HI – WS 311: American Women**

INSTRUCTOR INFORMATION	COURSE INFORMATION
Dr. Kelly Watson <a href="mailto:kelly.watson@avila.edu">kelly.watson@avila.edu</a> Office Location: 406 Borserine Office Hours: Tuesdays, 1:00 – 2:00 pm Wednesdays, noon – 1:00 pm	Fall 2018 – Section 01 Monday/Wednesday: 10:30 – 11:45 AM 402 Borserine Center

### **COURSE INFORMATION**

#### ***Course Description***

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 racial and ethnic groups as well as class positions. Additionally, this course includes a discussion of important theoretical and methodological concerns related to women's and gender history. Meets the upper-division requirement for American history in the history major. 2015 CORE: Social Justice & Civic Life, Contribute.

#### ***Course Materials***

1. *Women's America: Refocusing the Past*. 8<sup>th</sup> Edition. By Linda K. Kerber, Jane Sherron de Hart, and Cornelia Hughes Dayton.
  - a. ISBN: 978-0199349340
2. *Herland: A Lost Feminist Utopian Novel*. By Charlotte Perkins Gilman.
  - a. ISBN: 978-0394736655
3. *Coming of Age in Mississippi*. By Anne Moody.
  - a. 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 and will be reported to the appropriate campus office. If you have any questions/concerns during the course of the semester regarding what constitutes plagiarism, please read the relevant section of the Undergraduate Catalog or 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. With that in mind, please keep the following guidelines in mind:

- It is important to be professional in email communication with your instructor and fellow classmates. This means that you should include a proper greeting with my name and title (Dr. Watson or Professor Watson) as well as your full name and the course you are in. Be sure to write in complete sentences with proper grammar and spelling. I should not have to decode your message. I reserve the right to ignore emails that are not addressed properly, unclear, confusing, or disrespectful.
- I am always willing to respond to your questions over email, and I will try to respond within 24 hours. Although I strive to make myself available to students whenever possible, 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.
- Lastly, if you email me with a question that is clearly answered on the syllabus, I reserve the right to ignore or message or simply respond that you should check the syllabus on your own.

I will use Canvas to post assignment sheets, general announcements, etc., so please check it regularly. To access it, please go to <http://avila.instructure.com>

### ***Classroom Expectations***

You are all adults and I plan to treat you as such, but it never hurts to be reminded of proper decorum. Therefore, please abide by the following guidelines and remember to be professional and respectful at all times in this course.

- Arrive to class on time and stay for the duration (with the obvious exception of the occasional bathroom break or an emergency). If you must leave early, please let me know before class and exit the classroom quietly. Refrain from packing up your materials until the class is actually over.
- Do not eat during class (a drink is fine). Think of the classroom as your workplace. Would you eat breakfast in a meeting with your boss? I should hope not!
- Refrain from talking while others are speaking, reading non-course related material, listening to your music, etc.
- DO NOT TEXT or use your cell phone during class. Your phone should not be on the desk or in your lap. It should always be stowed away and silenced. I reserve the right to count any student as absent who is paying more attention to an electronic device than the class in session.
- I think that it should be obvious, but you also need to remove your headphones.
- The use of laptops, tablets, etc. is STRONGLY discouraged. However, if you feel that you need to use such a device, then you MUST sit in the back of the classroom to avoid potentially distracting your classmates. Furthermore, if it comes to my attention that you are habitually using your laptop, tablet, etc. for anything other than taking notes, you may be asked not to bring it back and your participation grade will be severely impacted.
  - There have been numerous studies over the past few years that have conclusively demonstrated that we are not nearly as good at multitasking

as we think we are and that students who use electronic devices during class are almost always less successful than students who do not.

If you consistently violate these classroom conventions, you will be asked to leave and your grade will be affected.

### ***Attendance Policy***

Consistent attendance is mandatory for success in this course, but you do not earn a grade simply for showing up. 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 may be issued at my discretion only and only in cases of genuine emergency. In other words, if you have a cold and don't feel well enough to come to class, your absence will not be "excused." This doesn't mean that you should come to class with the flu that is what your "free absences" are for. Proper documentation will be required for any excused absences.

Please remember that attendance requires both a physical and mental presence. With this in mind, things like sleeping in class, texting, wearing headphones, using your phone or laptop, reading outside materials, talking, etc. will negate your physical presence in that day's class and will be counted against you in your participation grade.

**\*\*N.B.:** If you participate in any Avila activities (i.e. a sports team, theater, etc.) that may interfere with your attendance in this class, you **MUST** provide me a physical list of games, highlighting those that will affect your attendance in this class. Failure to provide this will result in unexcused absences. **\*\***

### ***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 get in the habit of checking 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.

### ***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 office before any accommodations are arranged. The office is located in the Hodes Center, call 816-501-3666 for more information or visit the website at <http://www.avila.edu/student-services/disability-services-1>

### ***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.

### ***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 midterm and after the final exam and I will not issue preliminary grades. Assignment grades will be posted on Canvas for your convenience, but only after they have been returned to you. I am happy to meet with you in person to discuss your progress and contributions to the course.

## **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 be given in two parts, once at mid-term and once at 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 and is well prepared. Takes good notes and/or remains consistently engaged in classroom activities. 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 and readings as evidenced by thoughtful responses and questions.
- B: Attends class regularly and is prepared. Takes good notes and/or remains consistently engaged in classroom activities. Asks meaningful questions regularly. Provides comments and some new information consistently. Interacts with a variety of participants. Reveals an adequate understanding of the topic and readings as evidenced by comments that rarely contain only superficial knowledge.
- C: Attends class regularly and is usually prepared. Takes notes and/or is mostly engaged in classroom activities. Asks meaningful questions on

occasion. Sporadically provides comments and new information. Interacts with other participants. Reveals a shallow understanding of the topic and readings as evidenced by loosely related comments.

D/F: Attendance is spotty and/or is rarely prepared. Does not demonstrate active engagement with the class. Rarely asks meaningful questions. Provides minimal comments and information to other participants. Reveals a lack of understanding of the topic and readings as evidenced by irrelevant or absent comments.

### ***Other Assignments***

Throughout the course, there will 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 5 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 20<sup>th</sup> 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 first examination will cover material from the first half of the course, while the second exam will cover the second half of the course as well as the overall themes of the course.

### ***Assessment Breakdown***

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

	<u>POINTS POSSIBLE</u>	<u>POINTS RECEIVED</u>
Participation & Other Assignments		
First half of course	50 points	_____
Second half of course	50 points	_____
Exam 1	150 points	_____
Exam 2	150 points	_____
Reading Responses		
Response 1	50 points	_____
Response 2	50 points	_____
Response 3	50 points	_____
Response 4	50 points	_____

Response 5	50 points	_____
Oral History Project		
Proposal	50 points	_____
Presentation	100 points	_____
Paper	200 points	_____
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	1000 points	

## **INTENDED LEARNING OUTCOMES (ILOs)**

### ***2015+ CORE***

#### **Social Justice & Civic Life – Contribute Level Outcome**

1. S3: Advocate for social justice and human dignity through working collaboratively and cross-culturally within and among diverse groups
  - a. Typical Means of Assessment: Participation in Class Discussions, Presentations, Oral History Project

### ***Departmental Outcomes***

#### **History Program Outcomes**

1. Knowledge: Identify and characterize the major questions of American 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, Papers and other 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, Participation in Class Discussions, Papers and other Written Assignments

#### **Women's and Gender Studies Program Outcomes**

1. Describe the experiences of women from multiple perspectives of time, place, and the understanding of varied disciplines.
  - a. Typical Means of Assessment: Exams, Participation in Class Discussions, Presentations, Papers and Written Assignments
2. Demonstrate the ability to think, write, and speak critically about issues of gender in the contemporary world from the different perspectives of age, class, ethnicity, sexual orientation, gender identity, and race.
  - a. Typical Means of Assessment: Exams, Participation in Class Discussions, Presentations, Papers and Written Assignments
3. Articulate an understanding of the role that social power plays in the construction of privilege and identity.
  - a. Typical Means of Assessment: Exams, Participation in Class Discussions, Presentations, Papers and Written Assignments

## SCHEDULE

Reading assignments and schedule are subject to change with reasonable notice

**Readings/Assignments must be completed by the date listed**

DATE	READING	ASSIGNMENT
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### WEEK 1

Wed. 8/22	INTRODUCTION TO COURSE	
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### WEEK 2

Mon. 8/27	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, Introduction; 12-23               <ul style="list-style-type: none"> <li>○ Kathleen Brown, "The Anglo-Indian Gender Frontier"</li> </ul> </li> </ul>	
Wed. 8/29	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 34-43               <ul style="list-style-type: none"> <li>○ Mary Beth Norton, "An Indentured Servant Identifies as 'Both Man and Woeman': Jamestown, 1629"</li> </ul> </li> </ul>	

### WEEK 3

Mon. 9/3	LABOR DAY – NO CLASS	
Wed. 9/5	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 43-52; 84-86               <ul style="list-style-type: none"> <li>○ Laurel Thatcher Ulrich, "Three Inventories, Three Households"</li> <li>○ Documents – European Women and the Law: Examples from Colonial Connecticut</li> </ul> </li> </ul>	

### WEEK 4

Mon. 9/10	<ul style="list-style-type: none"> <li>• <i>Women's America</i> <ul style="list-style-type: none"> <li>○ Documents – pgs. 106-109</li> </ul> </li> <li>• Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century Village" [CANVAS]</li> </ul>	Response Group A - #1 due by 10:00am
Wed. 9/12	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 128-138; 179-188               <ul style="list-style-type: none"> <li>○ Jeanne Boydston, "The Pastoralization of Housework"</li> <li>○ Sharon Block, "Lines of Color, Sex, and Service: Sexual Coercion in the Early Republic"</li> </ul> </li> </ul>	Response Group B - #1 due by 10:00am

**WEEK 5**

Mon. 9/17	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 189-212 <ul style="list-style-type: none"> <li>○ Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America"</li> <li>○ James C. Mohr, "Abortion in America"</li> <li>○ Document – Comstock Act, 1873</li> </ul> </li> </ul>	Response Group C - #1 due by 10:00am
Wed. 9/19	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 221-227; 238-254 <ul style="list-style-type: none"> <li>○ Gerda Lerner, "The Meanings of Seneca Falls, 1848-1998"</li> <li>○ Documents – pgs. 238-254</li> </ul> </li> </ul>	Response Group A - #2 due by 10:00am

**WEEK 6**

Mon. 9/24	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 267-276 <ul style="list-style-type: none"> <li>○ Stephanie McCurry, "Women Numerous and Armed: Politics and Policy on the Confederate Home Front"</li> </ul> </li> </ul>	Response Group B - #2 due by 10:00am
Wed. 9/26	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 276-292 <ul style="list-style-type: none"> <li>○ Tera Hunter, "Reconstruction and the Meanings of Freedom"</li> <li>○ Documents – pgs. 287-289</li> </ul> </li> </ul>	Response Group C - #2 due by 10:00am

**WEEK 7**

Mon. 10/1	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 289-295; 413-417 <ul style="list-style-type: none"> <li>○ Documents – 289-295</li> <li>○ Documents – 413-417</li> </ul> </li> <li>• Rebecca Edwards, "Pioneers at the Polls: Woman Suffrage in the West" [CANVAS]</li> </ul>	Response Group A - #3 due by 10:00am
Wed. 10/3	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 420-428; 451-456 <ul style="list-style-type: none"> <li>○ Joan Jacobs Brumberg, "Fasting Girls: The Emerging Idea of Slenderness in American Culture"</li> <li>○ Leslie J. Reagan, "When Abortion Was a Crime: Reproduction and the Economy in the Great Depression"</li> </ul> </li> </ul>	Response Group B - #3 due by 10:00am

**WEEK 8**

Mon. 10/8	EXAM 1	
Wed. 10/10	NO CLASS – FALL BREAK, OCT. 10 – 14	

**WEEK 9**

Mon. 10/15	• <i>Herland</i> , 1-48	Paper Proposal Due
Wed. 10/17	• <i>Herland</i> , 49-108	

**WEEK 10**

Mon. 10/22	• <i>Herland</i> , 109-end	
Wed. 10/24	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 503-512 <ul style="list-style-type: none"> <li>○ Nancy Cott, "Equal Rights and Economic Roles: The Conflict over the Equal Rights Amendment in the 1920s"</li> </ul> </li> <li>• Begin reading <i>Coming of Age in Mississippi</i></li> </ul>	Response Group C - #3 due by 10:00am

**WEEK 11**

Mon. 10/29	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 536-547 <ul style="list-style-type: none"> <li>○ Ruth Milkman, "Gender at Work: The Sexual Division of Labor During World War II"</li> </ul> </li> <li>• Ruth Bailey and David Farber, "Prostitutes on Strike: The Women of Hotel Street during World War II" [CANVAS]</li> <li>• Continue reading <i>Coming of Age in Mississippi</i></li> </ul>	Response Group A - #4 due by 10:00am
Wed. 10/31	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 550-558 <ul style="list-style-type: none"> <li>○ Susan Cahn, "'Mannishness,' Lesbianism, and Homophobia in U.S. Women's Sports"</li> </ul> </li> <li>• Continue reading <i>Coming of Age in Mississippi</i></li> </ul>	Response Group B - #4 due by 10:00am

**WEEK 12**

Mon. 11/5	• <i>Coming of Age in Mississippi</i> , Part I, 1-123	Response Group C - #4 due by 10:00am
Wed. 11/7	• <i>Coming of Age in Mississippi</i> , Part II, 127-233	Response Group A - #5 due by 10:00am

**WEEK 13**

Mon. 11/12	• <i>Coming of Age in Mississippi</i> , Part III, 237-282	Response Group B - #5 due by 10:00am
Wed. 11/14	• <i>Coming of Age in Mississippi</i> , Part IV, 283-424	Response Group C - #5 due by 10:00am

**WEEK 14**

Mon. 11/19	<ul style="list-style-type: none"> <li>• <i>Women's America</i> <ul style="list-style-type: none"> <li>○ Documents – 606-614</li> <li>○ Documents – 656-677</li> </ul> </li> </ul>	
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Wed. 11/21	NO CLASS – THANKSGIVING BREAK NOV 21-25
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### WEEK 15

Mon. 11/26	<ul style="list-style-type: none"> <li>• <i>Women's America</i> <ul style="list-style-type: none"> <li>○ Documents - 731-758</li> </ul> </li> </ul>	
Wed. 11/28	<ul style="list-style-type: none"> <li>• <i>Women's America</i>, 775-794 <ul style="list-style-type: none"> <li>○ Ashraf Zahedi, "Muslim American Women After 9/11"</li> <li>○ Documents – 785-794</li> </ul> </li> </ul>	

### WEEK 16

Mon. 12/3	STUDENT PRESENTATIONS
Wed. 12/5	STUDENT PRESENTATIONS

### FINAL EXAM WEEK

Mon. 12/10	<b>EXAM 2, 10:00-11:50 AM</b>
Thurs 12/13	<b>Final paper due on Canvas by 5:00 PM</b>