

HIST 155

Women in U.S. History

Course Information

Fall 2020, Victor Valley College
Dr. Lauren Golder (she/her)
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Office hours: Zoom, by appointment
Section: HIST-155-81774
Location: [Canvas](#)
Credits: 3.0



Course Description

This course traces the history of women and gender over the course of American history, from the pre-colonial era through the present. It explores women's roles in the family, community, culture, economy and politics, considering the experiences of women of different class, race, and ethnic backgrounds. The course aims to understand two long-term trends in women's history: one, the progress that American women have made toward achieving personal autonomy, sexual and reproductive freedom, economic independence, and political and legal rights; and two, the structural and ideological forces that have operated to impede or encourage this progress. Analysis of the social constructions of sex, gender, and sexuality and the theoretical framings of feminism will help students enter the ongoing scholarly conversation about sex and gender in American history. Students will renew their familiarity with other vital categories of historical analysis including race, class, religion, and nationality while furthering their ability to interpret primary and secondary sources, analyze evidence, and make compelling arguments orally and in writing.

VVC Catalog description: "History of women in the United States from early colonial era to the present. This course must assume some understanding of the formative events in U.S. history and will focus on the changing roles women have played in society, family, and work."

Required Text

Kerber, Linda K., et. al. *Women's America: Refocusing the Past*. 9th ed. Oxford University Press, 2019. ISBN 9780190945756.

*The textbook will be available at the [VVC Rams Bookstore](#). You may also purchase it elsewhere (ebook or paper version is fine), just make sure you get the NINTH EDITION.

Student Learning Outcomes

1. Develop analytical skill in relation to historical time period, cause and effect, focusing on women in United States' History, using primary and secondary source material.
2. Identify and discuss transformational women, institutions and events that have been the basis for the political, economic, social and intellectual development of the United States from pre-colonization to the present.
3. Analyze how issues of race, gender and domesticity, have impacted the status of women in the political, social and economic development of the United States.

Online Course Format

- This course is fully online and **asynchronous**, meaning there will be no course meetings.
- The Canvas course page will be your hub for this course. From there you can view course content, submit assignments, and complete quizzes and exams.
- You will need a functioning computer, internet access, and basic computer literacy for this course.
- Because this is an 8-week course, we will be covering a lot of material in a short time. To succeed in the course, you will need self-motivation and a willingness to learn!

Assignments

All assignments will be due by **11:55 pm** on the due date unless otherwise stated.

- **Discussion Board Posts:** You will complete 16 discussion posts during the course. Details can be found on the Discussions area of Canvas. Posts are typically due on Thursdays and Sundays, see [course schedule](#) (weeks 4 and 5 are different because of Thanksgiving Break).
- **Weekly Quizzes (due every Sunday):** You will complete a reading quiz each week, six quizzes total.
- **Archival Newspapers Review (due 11/11):** You will be asked to choose a topic from the course and find 3-4 historical newspaper articles on that topic. You will then write 1000-1250 words (4-6 pages) analyzing what you found.
- **Analytical Essay (topic due 11/17, rough draft due 12/4, peer review due 12/7, final draft due 12/11):** You will write a 1500-1800 word (6-7 pages) essay on an issue or debate in women’s history. You must get your topic approved by me. Two weeks before the final essay is due, you will be required to turn in a rough draft and peer review two other students’ essays.
- **Midterm Exam (due 11/25) and Final Exam (due 12/19):** Each exam will consist of short answer and essay questions. You will take the exams online through Canvas. Exams are open-book and open-note.

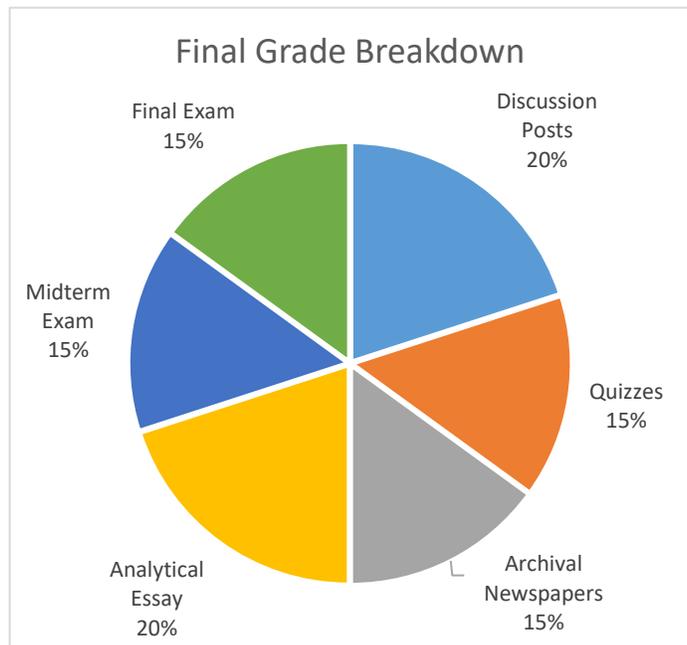
Your course grade will be based on the following:

Assignment	Percentage of Final Grade
Discussion Board Posts	20
Quizzes	15
Archival Newspapers Review	15
Analytical Essay	20
Midterm Exam	15
Final Exam	15

Grading Scale

Grades will be determined by percentage earned.

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-60 = F



Course Schedule

Important Dates

- Course Begins: Oct 26, 2020
- Deadline to add course or drop without receiving a "W": Nov 3, 2020
- Last day to drop course and receive a "W": Nov 16, 2020
- Thanksgiving Break: Nov 26-29, 2020
- Course Ends: Dec 19, 2020

Weekly Schedule

For each module, you will be required to read and discuss two or more articles and one to three primary source documents from *Women's America* (abbreviated in the syllabus as WA). Readings that are not in the textbook will be posted on canvas. In total, there will be approximately 45-60 pages of required reading per week.

This schedule is subject to change at the instructor's discretion; any changes will be announced via Canvas Announcements.

Week #	Module	Required Reading	Assignments
Week 1 Oct 26 – Nov 1	Module 1: Orientation	<ul style="list-style-type: none"> • Course Syllabus • Kerber and De Hart, "Introduction," WA xxiv-xxx 	Pre-Course Survey due 10/27 Discussion 1 due 10/28
	Module 2: Precolonial America and European Contact	<ul style="list-style-type: none"> • Kathleen M. Brown, "The Anglo-Indian Gender Frontier," WA 2-11 • Jennifer L. Morgan, "'Some Could Suckle over Their Shoulder': Male Travelers, Female Bodies," WA 12-20 • Father Jean de Brébeuf on the Customs and Beliefs of the Hurons. 1635 (on Canvas) 	Discussion 2 due 11/1 Quiz 1 due 11/1
Week 2 Nov 2 - 8	Module 3: Gender in Colonial America	<ul style="list-style-type: none"> • Lauren Thatcher Ulrich, "Three Inventories, Three Households," WA 27-36 • Judith A. Carney, "Toiling in the Carolina Rice Fields," WA 47-56 • Mary Beth Norton, "An Indentured Servant Identifies as 'Both Man and Woeman': Jamestown, 1629," WA 37-46 • Virginia's 1662 Law Defining Race-Based Enslavement, WA 58 • English Jurist William Blackstone Defines Coverture, WA 60-61 	Discussion 3 due 11/5
	Module 4: War and Revolution	<ul style="list-style-type: none"> • Linda Kerber, "Republican Mothers and Women Citizens," WA 96-103 • Annette Gordon-Reed, "The Hemmings-Jefferson Treaty: Paris, 1789," WA 104-110 • Philadelphia Women Raise Money Door to Door, WA 88 • Abigail and Jon Adams Converse on Women's Rights, 1776 (online) 	Discussion 4 due 11/8 Quiz 2 due 11/8

Week 3 Nov 9 - 15	Module 5: Slavery	<ul style="list-style-type: none"> • Thavolia Glymph, "Women in Slavery: The Gender of Violence," WA 145-155 • Stephanie E. Jones-Rogers, "Mistresses in the Making," WA 136-144 • Maria Perkins Writes to Her Husband on the Eve of Being Sold, 1852, WA 155 	<p>Archival Newspapers Review due 11/11</p> <p>Discussion 5 due 11/12</p>
	Module 6: Work and Home	<ul style="list-style-type: none"> • Jeanne Boydston, "The Pastoralization of Housework," WA 112-122 • Carroll Smith-Rosenberg, "The Female World of Love and Ritual," WA 157-169 • James C. Mohr, "The Abortion Landscape, 1800-1880," WA 170-177 • Eliza R. Hemmingway and Sarah Bagley Testify on Working Conditions in Early Factories, 1845, WA 133-135 	<p>Discussion 6 due 11/15</p> <p>Quiz 3 due 11/15</p>
Week 4 Nov 16 - 22	Module 7: Rights and Reform	<ul style="list-style-type: none"> • Gerda Lerner, "The Meanings of Seneca Falls," WA 178-184 • The Grimké Sisters Talk Truth to Power, WA 195-199 • Declaration of Sentiments, 1848, WA 202-204 • Sojourner Truth, "Ain't I a Woman?" (online) 	<p>Analytical Essay Topic due 11/17</p> <p>Discussion 7 due 11/18</p>
	Module 8: Women in the West	<ul style="list-style-type: none"> • Miroslava Chávez-García, "The Murder Trial of Guadalupe Trujillo: Los Angeles, 1843," WA 210-216 • Rose Stremmlau, "'I Know What an Indian Woman Can Do': Sarah Winnemucca Writes about the Northern Paiute Frontier," WA 185-194 • Zitkála-Šá, The Americanization of Native American Children, WA 296-299 	<p>Discussion 8 due 11/20</p>
	Module 9: The Civil War and Reconstruction	<ul style="list-style-type: none"> • Stephanie McCurry, "Women Numerous and Armed: Politics and Policy on the Confederate Home Front," WA 229-238 • Leslie A. Schwalm, "Enslaved Mothers: Claiming Freedom and Risking Death," WA 239-246 • Tera W. Hunter, "Reconstruction and the Meanings of Freedom," WA 246-255 • Ida B. Wells-Barnett, "Lynch Law in America" (online) 	<p>Quiz 4 due 11/22</p> <p>Discussion 9 due 11/23</p>
Week 5 Nov 23- 25	Module 10: Gender and Jim Crow	<ul style="list-style-type: none"> • Glenda Gilmore, "Forging Interracial Links in the Jim Crow South," WA 264-273 • Saidiya Hartman, "A Note on Method" and "1900. The Tenderloin. 241 West 41st Street," in <i>Wayward Lives, Beautiful Experiments</i>, xxiii-xvi and 161-175 (PDF on Canvas) • Mary McLeod Bethune, "How the Bethune-Cookman College Campus Started," WA 281-282 	<p>Discussion 10 due 11/25</p> <p>Midterm Exam due 11/25</p> <p>No quiz</p>
Nov 26- 29	Thanksgiving Break	Relax!	
Week 6 Nov 30 – Dec 6	Module 11: Radicalism and Reform	<ul style="list-style-type: none"> • Annelise Orleck, "From the Russian Pale to Labor Organizing in New York City," WA 311-325 	<p>Discussion 11 due 12/3</p>

		<ul style="list-style-type: none"> • Leila J. Rupp, "Sexuality and Politics in the Early Twentieth-Century International Women's Movement," WA 334-344 • Pauline Newman, Life in the Garment District (WA 327-329) • Crystal Eastman, Now We Can Begin (WA 330-332) (shorter selection in AY 22) • Emma Goldman, "Anarchy and the Sex Question" (1896) 	
	Module 12: Sex and Reproductive Labor	<ul style="list-style-type: none"> • Vicki L. Ruiz, "The Flapper and the Chaperone: Mexican American Teenagers in the Southwest," WA 352-359 • Leslie J. Reagan, "When Abortion Was a Crime," WA 392-397 • Photo Essay: Adorning the Body, WA 381-390 • Margaret Sanger, "Contraception for All," WA 407-414 	<p>Analytical Essay Draft due 12/4</p> <p>Discussion 12 due 12/6</p> <p>Quiz 5 due 12/6</p>
Week 7 Dec 7-13	Module 13: Women and War	<ul style="list-style-type: none"> • Blanche Wiesen Cook, "Storms on Every Front: Eleanor Roosevelt and Human Rights," WA 398-404 • Alice Kessler-Harris, "Rethinking Women's Work during World War II," WA 430-442 • Beth Bailey and David Farber, "The Women of Hotel Street During World War II," WA 421-429 	<p>Peer Review due 12/7</p> <p>Discussion 13 due 12/10</p>
	Module 14: Sexuality and Civil Rights	<ul style="list-style-type: none"> • Danielle L. McGuire, "Sexual Violence and the Long Civil Rights Movement," WA 503-517 • Susan K. Cahn, "'Mannishness,' Lesbianism, and Homophobia in U.S. Women's Sports," WA 480-488 • Loving v. Virginia, 1967, WA 532 	<p>Analytical Essay due 12/11</p> <p>Discussion 14 due 12/13</p> <p>Quiz 6 due 12/13</p>
Week 8 Dec 14-19	Module 15: New Feminisms	<ul style="list-style-type: none"> • Daniel Horowitz, "Betty Friedan and the Origins of Feminism in Cold War America," WA 448-459 • Rosalyn Baxandall and Linda Gordon, "The Women's Liberation Movement," WA 547-560 • Combahee River Collective Statement (online) • Title IX, Education Amendments of 1972, WA 565-567 • Carol Hanish, "The Personal is Political" (online) 	Discussion 15 due 12/16
	Module 16: The Recent Past	<ul style="list-style-type: none"> • Carol Sanger, "The Law from Roe Forward," WA 569-579 • Phyllis Schlafly on Women's Responsibility for Sexual Harassment (1981) (online) • Emily Doe (Chanel Miller), Victim Impact Statement (2015) (online) 	<p>Discussion 16 due 12/18</p> <p>Final Exam due 12/19</p> <p>No quiz</p>

Course Policies

Statement of Access and Accommodations

If you need disability accommodations, such as extra testing time, note-taking assistance, etc., please submit your documentation to me within the first two weeks of class. I encourage you to speak with me so I can ensure that your accommodations are being fulfilled. [Additional information](#) at the end of this document.

If you believe you need disability accommodations and do not already have them, please contact the [ACCESS Resource Center](#). I also encourage you to let me know so I can work with you while your formal accommodations request is being processed.

Communication

- **E-mail:** E-mail is the easiest way to contact me. Please include 'HIST 155' in the subject line of the e-mail. I typically respond to emails within 24 hours, but emails sent on weekends or during academic breaks may be delayed by up to 72 hours. Please e-mail again if you have not received a response within 2 days. If you have extensive questions that require a longer conversation, please e-mail me to set up a video or phone appointment.
- **Office Hours:** Office hours are a great opportunity for us to discuss any questions or concerns you have regarding the class, the readings, the assignments, or history and college in general. If you would like to set up a time to chat, please email me to schedule an appointment. I look forward to getting to know you this semester and encourage you to come to office hours.
- **Canvas:** For this class, we will use the Canvas site regularly. All of our class material will be on Canvas. I will also deliver class announcements through canvas. I advise you to check whether your canvas notifications are turned on for this course. All assignments should be submitted through the Canvas site. Paper copies will not be accepted. Canvas will also determine deadlines and will not accept submissions once the deadline has passed. I recommend that you do not wait until the last minute to submit your assignments. I will not accept assignments through e-mail.

Late Work Policy

Canvas does not accept assignments after submission deadlines. Make sure you leave yourself enough time to turn in assignments in case something goes wrong (e.g. you lose internet access at the last minute). If you have extenuating circumstances that will cause you to turn in an assignment late, please talk to me as soon as possible. If you turn in an assignment late and do not contact me **before** the deadline, your grade on the assignment will be reduced by 5% for each day it is late, up to 5 days.

Discussion Policy

I expect that you will treat others with respect. Our different perspectives are extremely valuable for class discussion. Please be respectful of others voicing their opinions, thoughts, and feelings in class. We can disagree, but we should work to make disagreements respectful. No personal attacks will be tolerated.

Pronoun and Name Policy

All people deserve to be addressed in accordance with their identity, ranging from preferring a nickname to your gender pronouns. You have the right to be referred to with the pronouns you are most comfortable with (she, he, they, ze, etc.). In order to have a safe and respectful class environment, you *must* refer to your classmates by their chosen name and pronouns.

I encourage you to notify me of your gender pronouns either in class or by email so I can address you correctly, especially if you have reason to believe I may refer to you by the incorrect pronoun. Additionally, you have the right to be referred to the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, you are welcome to let me know in class or through e-mail at any time.

Class Code of Conduct/ "Netiquette"

This is a **college** course, comparable in scope and expectation to the same content you would find on the university level (this is why this course transfers). The instructor expects students enrolled in this online course to behave in a mature, professional manner in the classroom. By enrolling in this course, students have agreed to respect their peers and instructor in the online "classroom" during class discussions, lectures, and all in-class

assignments. As outlined in this syllabus, students recognize that they are expected to participate in the activities and assignments prepared by the instructor to assist them in completing this course successfully. Disruptive behavior includes the following:

- Online spamming, disrespectful behavior in discussion boards or on e-mail.
- Demeaning or destructive peer comments on discussion boards or e-mail regarding posts or other work in class.
- Any communication or action the instructor determines is harmful to the 'classroom' environment.

Students who have special needs or concerns (health, employment, etc) related to participation in course must discuss these issues with the instructor in a private manner before said issues affect the student's grade in the course: the sooner the problem is identified, the sooner a solution can be reached! The instructor is willing to work with students in these areas, unless accommodating individual needs violates academic integrity or fairness to other students.

Attendance Policy

You are not graded on "attendance" in this course. However, students who do not actively participate in this course will be dropped up to the final drop date. For more information on 'active engagement,' see the definition below.

Policy on Plagiarism

All students in this course are expected to complete their own work. Students who cheat or plagiarize will earn '0' on that assignment. The term "cheating" includes, but is not limited to:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations.
- 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 acquisition, without permission, of tests or other academic material belonging to a member of the VVC faculty or staff.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined below.

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.
- the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials

Because VVC is an institution of higher learning, plagiarism and cheating offenses are taken very seriously. A verbal warning may/or may not be issued prior to a disciplinary action. Disciplinary actions may include, short-term or long-term suspension and/or expulsion. The instructor maintains the right to give a verbal warning; give the plagiarized or cheated work a zero or an "F"; or report the student for further disciplinary action (see aforementioned actions).

Definition of Academic Engagement

Faculty should document regular and substantive interaction which demonstrates students' active engagement in the online course. 'Active engagement' includes participation in electronic conversations, discussions, completed assignments or any other assessment designated by the individual instructor.

Adding or Dropping the Course

If you decide not to continue in the course after the first assignment, it is your responsibility to make sure your name is removed from the class. Should your name remain on WebAdvisor at the end of the semester, I must assign you a grade for the course. As the Office of Admissions and Records states in the VVC class schedule: "It

is the student's responsibility to complete the drop and/or add forms and to ensure that the drop or add has been correctly processed. Instructor's permission is not required to drop a class or withdraw from college. DO NOT RELY ON AN INSTRUCTOR TO DROP YOU."

Authority of the Instructor

According to Education Code Section 76032, faculty members have the authority to manage their classes and classrooms and to maintain an acceptable level of conduct within each class. Faculty may suspend students from class for up to two consecutive class meetings for misconduct which disrupts the class. Students suspended from class may not return to class during the time they are suspended unless permission to return is granted by the instructor. Instructors must complete an incident report on all suspensions and transmit the form to the appropriate administrator.

Resources

Most information regarding resources available to students can be found at VVC's [Student Services](#) page. If you need assistance navigating these resources, please don't hesitate to email me.

List of VVC and Local Resources

- [ACCESS Resource Center](#) (for disabled students and students needing accommodations)
- [Academic Counseling](#)
- [VVC Library](#)
- [Writing Center](#)
- [Student Support Services](#)
- [Communications Center](#)
- [Tutoring](#)
- [Career Center](#)
- [ATC/computers](#)
- [CalWORKs](#)
- [Associated Student Body \(ASB\)](#)
- [Financial Aid](#)
- [Student Employment Office](#)
- [Veterans' Services](#) Note: There is also a dedicated Veterans window in Admissions and Records, Window 12, where you will not have to stand in the general line.
- [VVC Food Pantry](#)
- [San Bernardino Sexual Assault Services](#)
- [San Bernardino County Community Crisis Response Team](#)

Note for EOPS and ACCESS (DSPS) students

Please make sure that any paperwork dealing with alternative testing, progress reports, and other related matters are provided to the instructor in a timely manner. It is suggested that students bring documents requiring signatures and other student personal information (grades, etc.) to the instructor's office hours.

For DSPS students, as noted on the first page of the syllabus, AP 3440 guarantees accessibility to VVC courses. However, all DSPS students must have official paperwork before instructor can allow any deviation from the course assessments as outlined above. More information is located at Access Services. You may also call 760.245.4271, x.2213; TTY, 760.245.3313. All information dealing with EOPS and DSPS is confidential, and Springs under the purview of FERPA.