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**History 3020: History of Women in the U.S.**

MTWRF, **Online,** Summer 2020

Ms. Grace London ([ggl0004@auburn.edu](mailto:ggl0004@auburn.edu))

Office Hours: MW 1:00-2:30 CST and by appointments

\*\*All office hours are held on Zoom. I will include a link to my office hours in the syllabus below\*\*

**Course Description**

This course examines the experiences of American women from the arrival of Europeans in North American through the 1990s. The underlying theme of this course is that there was no single “woman’s experience” in American history. We will study women from many race and class backgrounds as well as different sexual orientations. We will examine the impact major events such as wars, large-scale migrations, and economic changes had on American women. We will, however, also explore how American women had impact on the course of American political, economic, and social trends and how women of all backgrounds shaped the course of American history.

This will be an asynchronous course delivered online. The schedule is divided into 4 types of learning days. On lecture days, students will watch a recorded lecture on Canvas and answer daily discussion questions. On discussion days, students will utilize a discussion board on Canvas to post their analysis of primary source readings. On documentary days, students will watch a documentary instead of lectures and complete a documentary worksheet. Finally, students will work on their take-home exams on those days indicated as exam days.

**Learning Objectives**

This course has four learning objectives:

1. Students will be able to trace trends in women’s legal status and experiences in both public and private life throughout American history.
2. Students will understand the ways in which race, class, and sexual orientation and expression have influenced and affected experiences in all of the above categories.
3. Students will have developed critical thinking and writing skills in order to apply the above knowledge to contemporary issues dealing with women and gender.
4. Students will understand the significance of women’s history and be able to identify how this field adds to historical knowledge.

Because this class is conducted online, students will achieve these learning objectives by listening to the instructor’s lectures, participating in online discussions with their classmates, and completing short and long-answer assignments.

Assignments & Requirements

Required Textbook

The majority of readings for this class can be found in *Women’s America: Refocusing the Past* (ninth edition), edited by Linda K. Kerber, Jane Sherron De Hart, Cornelia Hughes Dayton, and Karissa Haugeberg. Unless otherwise indicated, all assigned readings can be found in *Women’s America*. However, we will be jumping around a bit in the book: make sure you consult the schedule

every day to ensure you do the correct readings on the correct day. Readings per day average about 10-20 pages a day.

**-All Access:** This class is participating in the **All Access** program. This program works with Auburn instructors who elect to use digital course materials for their class and have them delivered to Canvas through the University Bookstore. The benefit to you is that your book has a negotiated price from publishers that makes it less expensive than available anywhere else, and you are ready for class the first day. Since your class is an All Access course, there are a few important things to know up-front:

--As an Auburn student, you are automatically opted into All Access. If you remain opted into the program, DO NOT buy a book for this course. Material will be provided to you in Canvas with one week of free access for all students. The textbook can be accessed through the RedShelf tab on Canvas.

-- If you opt out of All Access, you will lose all access to the book one week after the start of class. If you drop the course after the opt in/out date, please contact the bookstore to have the charge refunded.

-If you stay opted in, you will be charged by the AU Bookstore for semester long access to the textbook. **Please contact the AU Bookstore (Russell Weldon, email: books@auburn.edu; 844-1352) if you have any issues with All Access.**

-Scholarship students: If you are an athlete or on one of the scholarships that charge at the Bookstore (VA, GI Bill), your scholarship will be charged for All Access.

-If you choose to purchase your book on your own, you can opt out of being charged for the digital book. Log in to AU Access, click on the Student Menu, go into the All Access tab, and select opt out (see “Opt Out Instructions” under the “Files” tab on Canvas for more detail). You will not be charged for the book and access to the digital material will be removed. This will only opt you out of the digital materials, not the class itself.

**Grades in this class will be calculated as follows:**

30% Online Discussion

10% Daily Discussion Questions

20% Weekly Discussion Posts

20% Documentary Worksheets

25% Midterm Exam (**Due 6/7 at 11:59 pm)**

25% Final Exam **(Due 6/26 at 11:59 pm)**

**Grade Scale:**

A= 90-100

B= 80-89.9

C= 70-79.9

D= 60-69.9

F < 59.9

Online Discussion

Online discussion is 30% of your grade and will take two forms (daily discussion questions & weekly discussion posts). Please consult the schedule located in the syllabus to see whether a day is a lecture day, discussion day, or a documentary day. Each of these “days” have a written assignment associated with them and determines what kind of online participation is required for that day.

**Daily Discussion Questions**

Daily Discussion Questions appear on those days marked Lecture Days in the schedule. For each Lecture Day, there will be 1-2 discussion questions which you will be required to answer in a worksheet located in the Assignments section of Canvas in subsection named Discussion Questions. Your answers must be at least a paragraph (5-6 sentences) and include a thesis statement and at least one pertinent example to back up your answer. These questions are meant to be answered by information you received in lecture or in the reading assignments so please do not look to any outside sources to help you answer them. I will know if you use Wikipedia, etc. Discussion questions are graded on a 5-point scale. I will provide a rubric on Canvas with further instructions and details on how you will be graded on these assignments.

Discussion question worksheets are due the same day as the lecture at 11:59 p.m. CST. *So* if you are completing the Discussion Questions worksheet for the Indigenous Women lecture on 5/20 then your worksheet is due on 5/20 at 11:59 p.m. CST. Late work is not accepted without the proper documentation of a university approved excuse, and this proper documentation must be turned in within a week of a missed assignment for a student to be allowed to makeup an assignment. Incomplete or late assignments will receive a 0. Students will be allowed to drop the lowest scores on 3 of their Discussion Question worksheets.

Please note that Discussion Question worksheets are an important tool in preparing for the take-home midterm and final exams. While questions from these exams will not appear on the Discussion Question worksheets, these types of questions will help you key in on important discussion topics, ideas, and concepts which you will need to know for your exams.

**Weekly Discussion Posts**

Weekly discussions take place on those days marked Discussion Day in the syllabus. One of the learning objectives for this class is to develop critical thinking skills, and we will accomplish this goal through the examination of primary sources. For historians, primary sources are an integral part of our craft, and we will take time most weeks to read a few sources a week and discuss what we learned about a given topic. Discussion format will take the form of an online forum located in the Discussion section of Canvas. Each student will write a 250-500 word response to a primary source assigned for that day. Responses should include a short summary of the source’s contents, answering the questions: what is the source, who wrote/translated/created the source, when was the source created, where was the source created, and why the source was created. Your answer should focus on why the source was created, extrapolating both from answers the originator gives as well as from what you learned from your own reading and lectures. Good answers will also include observations, opinions, and arguments you might have formed after reading the source as well as any questions you might have.

After writing and uploading their discussion post, students will reply to 2 other students’ posts. These replies must be at least a paragraph long (5-6 sentences), and should not just contain the sentiment, “I agree with what you said.” In your response, you can comment on why you chose to respond to this post (please provide answers pertinent to the source and do not say, “because this student posted first,”), why you liked their response, what you agreed or disagreed with in their response (maybe you interpreted something in the primary source differently). I will not tolerate hurtful language (abusive, racist, homophobic, sexist, etc.) in these discussions, and anyone who uses such language will be given a 0 for the assignment. You can disagree with someone and still have a polite, agreeable discussion which uses reason and logic rather than spite to make a point, and this is a skill we will be practicing with this assignment.

Discussion posts and responses are graded on a 10-point scale. I will provide a rubric on Canvas with further instructions and details on how you will be graded on these assignments. Listed below are the due dates for the discussion posts and responses:

**Discussion Post 1: 5/24 at 11:59 p.m. CST**

**Discussion Post 2: 5/30 at 11:59 p.m. CST**

**Discussion Post 3: 6/13 at 11:59 p.m. CST**

**Discussion Post 4: 6/20 at 11:59 p.m. CST**

Late submissions will receive a 2-point deduction for every day that the assignment is late, weekends included. Since weekends count, it is in your best interest to submit a late assignment as soon as it is completed. Late assignments will not be accepted more than **one week** after the due date.

Documentary Worksheets

For this class, you will watch 3 documentaries as substitution for the typical lecture videos. These films are to give you an opportunity to hear a different perspective on U.S. Women’s history and to give you a break from lecture videos. To accompany these documentaries, I will provide a Documentary worksheets for you to fill out while viewing the films, which will be graded for accuracy and completion. Some questions will require shorter or longer answers depending on the type of information requested so do your best to provide full answers. I will post the Documentary worksheets in the Files section on Canvas, so you can have a copy of the questions as you watch the documentary. After watching the documentary, you will upload your answers to the Documentary worksheet subsection of the Assignments section on Canvas. I will only accept submissions in Microsoft Word, and please be advised if I cannot open or read your assignment, I will count it as late. Documentary worksheets will be due the day you watch the documentary (see the schedule for these dates) at 11:59 p.m. CST. Late work is not accepted without the proper documentation of a university approved excuse, and this proper documentation must be turned in within a week of a missed assignment for a student to be allowed to makeup an assignment.

I have provided the links for the documentaries in the schedule. To view the first documentary, students will either need an Amazon Prime membership, or they will need to purchase the documentary for $1.99.

Exams

For this class, you will have 2 take-home exams: a midterm, and a final. For these exams, you will respond to two prompts in an essay format, which means your answer must include an introduction, body, and conclusion. Much like the daily discussion questions, you are allowed to use your book, lecture videos, lecture notes, and any other class-related materials (daily discussion question answers, discussion posts, and documentary worksheets) to craft your answer. Your essay must have a thesis statement and at least 3-4 pieces of evidence to back up your argument. I will provide a rubric on Canvas with further instructions and details on how you will be graded for these exams.

**The midterm exam will be due on 6/7 at 11:59 p.m. CST, and the final exam will be due on 6/26 at 11:59 p.m. CST.** Midterm and Final exams will be uploaded to the Midterm or Final exam subsections of the Assignment section on Canvas. Your file must be in Microsoft Word, or I will take 5 points off the exam for incorrect submission. If I cannot read the file, I will give you a 0 for the assignment. Late work is not accepted without the proper documentation of a university approved excuse, and this proper documentation must be turned in within a week of a missed assignment for a student to be allowed to makeup an assignment.

Class Policies

Office Hours

All office hours will be held via Zoom for this class. Information for how to access Zoom office hours is provided below.

Gwendolyn Grace London is inviting you to a scheduled Auburn University Zoom e-meeting. If you're a new participant, we have a quick start guide here: https://aub.ie/zoomquickstart

Topic: History 3020 Office Hours

Time: This is a recurring meeting Meet anytime

Join from PC, Mac, Linux, iOS or Android: https://auburn.zoom.us/j/97718891563

Connect using Computer/Device audio if possible.

Or Telephone: Meeting ID: 977 1889 1563

Dial: +1 646 876 9923 (US Toll)

or +1 301 715 8592 (US Toll)

Or an H.323/SIP room system:

H.323: 162.255.37.11 (US West) or 162.255.36.11 (US East)

Meeting ID: 977 1889 1563

SIP: 97718891563@zoomcrc.com

Late Assignment Policies

Assignments are due at 11:59 p.m. CST the night of the due date. For example, a daily assignment due on 5/28 will be due at 11:59 p.m. CST that night. Any exceptions will be noted in this syllabus, and I reserve the right to change due dates throughout the semester to fit the needs of the class. If I do change due dates, I will most likely push the due date back, but do not assume I will change any dates unless I have indicated a changed date via email or through a Canvas message. Please note the required submission format for all assignments. Any assignment submitted in the incorrect format or in a form that I cannot read will be considered late, and I will deduct points accordingly. Late work is not accepted without the proper documentation of a university approved excuse, and this proper documentation must be turned in within a week of a missed assignment for a student to be allowed to makeup an assignment.

Communication

Any changes to the syllabus will be announced via email or Canvas. This means I expect you to check your email and Canvas frequently. By the same token, please feel free to email me at any point during this class, and I will respond to you within 24 hours during the work week and 48 hours during the weekend. If I do not respond within that window, please feel free to email me again. In any communication, I would like to be addressed as Grace or Ms. London if you’re not comfortable using my first name. I do not have my doctorate yet so “Dr. London” (while flattering) is incorrect, and “Mrs. London” is my grandmother and mother. As an undergraduate, I was often intimidated by emailing my instructors so I have provided a useful template to help with any anxiety.

>A Helpful Email Template:

Dear/Hello/Hi Grace/Ms. London.

I hope you are well today! (or: I hope your dogs/cats are doing well today. Note that if you use this option, I will actually tell you how my pets are doing on that day.) I have a question about/Could you explain/Could we set up a meeting to discuss....

Best/Sincerely/Thanks!/Cheers!

Louise Belcher

Class Behavior

As per the AU Classroom Behavior Policy, students are expected to be civil and respectful during classroom discussions. I ask that students be respectful of people of the past and the present. As we study the past, we will be encountering people with ideas very different from our own modern conceptions, and I ask that you approach these ideas and people with that in mind. You will likely encounter people in the present (your fellow students) who have different ideas from your own. Please be respectful and civil when discussing ideas. I have zero tolerance for harassment of any kind (verbal, written, physical, or sexual) by any student toward any other student, whether on- or off-campus. If you are ever the victim of harassment, please contact me, the Title IX office (<http://auburn.edu/administration/aaeeo/title-ix/prevention_training/employees.html>), Safe Harbor (334-844-7233), or Student Counseling Services (334-844-5123) immediately.

Accessibility

We all learn in different ways, and I want to make sure everyone feels comfortable and able to learn in this classroom environment. If you find yourself struggling with any part of the course, please talk to me and we will try to work out a strategy. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during my office hours to discuss their accommodations. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Help with Writing & Other Resources

If you feel you would like help with your writing, I’m happy to discuss assignments with you and give you general pointers. I will not look over drafts of your midterm or final exams as I will provide prompts and rubrics with instructions about the assignment and details about how the assignment will be graded.

If you want more extensive help with your writing, I strongly recommend making an online appointment with the Miller Writing Center. During this period of remote instruction, the Miller Writing Center will continue offering synchronous, online writing consultations for all students and all writing at any stage in the writing process. During the campus closure, online appointments will be available Monday-Thursday 9:00 a.m.- 5:00 p.m., Friday 9:00 a.m. – 12:00 p.m. I have provided the link with instructions for how to make an online appointment with the Miller Writing Center below.

<http://wp.auburn.edu/writing/wp-content/uploads/MWC-Online-Appointment-Help.pdf>

Academic Honesty

Academic honesty violations are very serious and will be dealt with in accordance with the Academic Honesty Code, which is available at <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>. Violations of academic honesty will be reported to the Academic Honesty Committee. Academic honesty violations on out-of-class papers include turning in work which is not your own (buying an essay online, having someone else write it for you, piecing it together from six paragraphs in three Wikipedia articles, etc.). Collaboration with other students on any assignment is also considered a violation of academic honesty unless the assignment calls for student collaboration.

**\*\*This syllabus is subject to change. Any changes will be announced via Canvas or email, and an updated syllabus will be immediately uploaded to Canvas.**

Schedule

\*\*Assigned readings are meant to be read before completing the daily written assignments. All due dates are due in CST.

**Week 1:**

5/20 **First Day of Classes—**Introduction; Lives of Indigenous Women

Reading: Kathleen M. Brown, “The Anglo-Indian Gender Frontier.”; Ann Marie Plan, “In Brief: Childbirth Practices among North American Indigenous Women.”

5/21 European Cultural Baggage at the Time of Contact

Reading: Jennifer Morgan, “‘Some Could Suckle over Their Shoulder: Male Travelers, Female Bodies.”

\*On Canvas: Kathleen M. Brown, “Engendering Racial Difference, 1640-1670.” (pg. 107-116)

5/23 **Discussion Day** **1 (Discussion Post Due 5/24 at 11:59 p.m.)**

Readings: “Virginia Establishes a Double Standard in Tax Law.”; “Virginia’s 1662 Law Defining Race-Based Enslavement.”; “English Jurist William Blackstone Defines Coverture.”; “The Trial of Anne Hutchinson, 1637.”

**Week 2:**

5/25 **Memorial Day (No Class)**

5/26 Everyday Life in Colonial America

Readings: Laurel Thatcher Ulrich, “Three Inventories, Three Households.”; Judith A. Carney, “Toiling in the Carolina Rice Fields.”

5/27 The Revolutionary Era

Readings: “Philadelphia Women Raise Money Door to Door.”; Sarah Osborn, “Woman of the Army.”; Deborah Sampson Gannett, “Soldier.”; Grace Growden Galloway, “Loyalist.”; Rachel Wells, “I have Don as much to Carrey on the War as maney...”; Linda Kerber, “Republican Mothers and Women Citizens.”

5/28 Class Formation and the Creation of the Woman’s Sphere

Readings: Jeanne Boydston, “The Pastoralization of Housework.”; Caroll Smith Rosenberg, “The Female World of Love and Ritual.”

5/29 **Discussion Day 2** **(Discussion Post Due 5/30 at 11:59 p.m.)**

Readings: “Eliza R. Hemmingway and Sarah Bagley Testify on Working Condition in Early Factories, 1845.”; “Mary Perkins Writes to Her Husband on the Eve of Being Sold, 1852.”

**Week 3**

6/1 Religion & Reform in the early 19th Century

Readings: “The Grimke Sisters Talk Truth to Power.”; “Sojourner Truth’s Visiting Card, 1864.”; “Declaration of the Rights of Sentiments, 1848.”

6/2 **Documentary:** *Ken Burns: American Lives,* Episode 1, “Not For Ourselves Alone: The Story of Elizabeth Cady Stanton & Susan B. Anthony.”

<https://www.amazon.com/Lewis-Clark-Journey-Corps-Discovery/dp/B002P3EQ1Y/ref=sr_1_1?dchild=1&keywords=ken+burns+american+lives&qid=1586553826&s=instant-video&sr=1-1>

6/3 Gender & Race in the Antebellum South

Readings: Stephanie E. Jones-Rogers, “Mistresses in the Making.”; Thavolia Glymph, “Women in Slavery: The Gender of Violence.”

6/4 Civil War & Reconstruction

Readings: Stephanie McCurry, “Women Numerous and Armed: Politics and Policy on the Confederate Home Front.”; Tera Hunter, “Reconstruction and the Meanings of Freedom.”

6/5 **Midterm Opens (Due 6/7 at 11:59 pm)**

**Week 4**

6/8 Women’s Work in the late 19th Century

Readings: Annelise Orleck, “From the Russian Pale to Labor Organizing in New York City.”; Pauline Newman, “Life in the Garment District.”

6/9 The Progressive Era & Female Reform

Readings: Glenda Gilmore, “Forging Interracial Links in the Jim Crow South.” Ida B. Wells, “Southern Horrors.”; Mary McLeod Bethune, “How the Bethune-Cookman College Campus Started.”

6/10 Suffrage

Readings: “Declaration of Sentiments, 1848.”; “*Minor v. Happersett,* 1874.”; Crystal Eastman, “Now We Can Begin.”; “*Mackenzie v. Hare,* 1915.”; “Equal Suffrage (Nineteenth) Amendment, 1920.”; “Equal Rights Amendment, 1921, 1923.”

6/11 **Documentary:** *With Babies and Banners: Story of the Women’s Emergency Brigade*

<https://www.youtube.com/watch?v=pa75V-tdBko>

6/12 **Discussion Day 3 (Discussion Post Due 6/13 at 11:59 p.m.)**

The Great Depression Interviews

<http://digital.wustl.edu/greatdepression/browse.html>

Angelou, Maya

Edwards, Gwendolyn

Height, Dorothy

Max, Pearl

Wik, Helen

**Week 5**

6/15 Women and World War II

Readings: Beth Dailey and David Farber, “The Women of Hotel Street during World War II.”; Alice Kessler-Harris, “Rethinking Women’s Work during World War II.”

6/16  Cold War Women

Readings: Daniel Horowitz, “Betty Friedan and the Origins of Feminism Cold War America.”; Michelle M. Nickerson, “Politically Desperate Housewives.”

6/17 Rosa Parks & Black Women’s Contributions to the Civil Rights Movement

Readings: \***Trigger Warning: This article contains descriptions of sexual assault and other instances of racial violence. Use personal discretion as to whether you should read this article.**

Danielle L. McGuire, “Sexual Violence and the Long Civil Rights Movement.”

6/18 Women’s Liberation Movement

Readings: Rosalyn Baxandall and Linda Gordon, “The Women’s Liberation Movement.”

6/19 **Discussion Day** **4 (Discussion Post Due 6/20 at 11:59 p.m.)**

Readings: Betty Friedan, “The Problem That Has No Name.”; Phyllis Schlafly, “Difference, Not Equality.”;“Equal Rights Amendment, 1972.”; “Title IX, Education Amendments of 1972.”;”*Frontiero v. Richardson, 1973.*”;

**Week 6**

6/22  Contemporary Women (1980s/1990s)

Readings: Pierrette Hondagneu-Sotelo, “Domésticas Demand Dignity.”

6/23 **Documentary:** *Frontline,* Season 1994, Episode 18, “Hillary’s Class.”

<https://www.pbs.org/video/frontline-hillarys-class/>

6/24 **Reading Day (No Class)**

6/25 **No Class**

6/26 **Final Exam (Due 11:59 pm)**