

Dr. Jacqueline
Beatty

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Office Hours

Humanities 215

M/W 12-2

T/Th 11-12

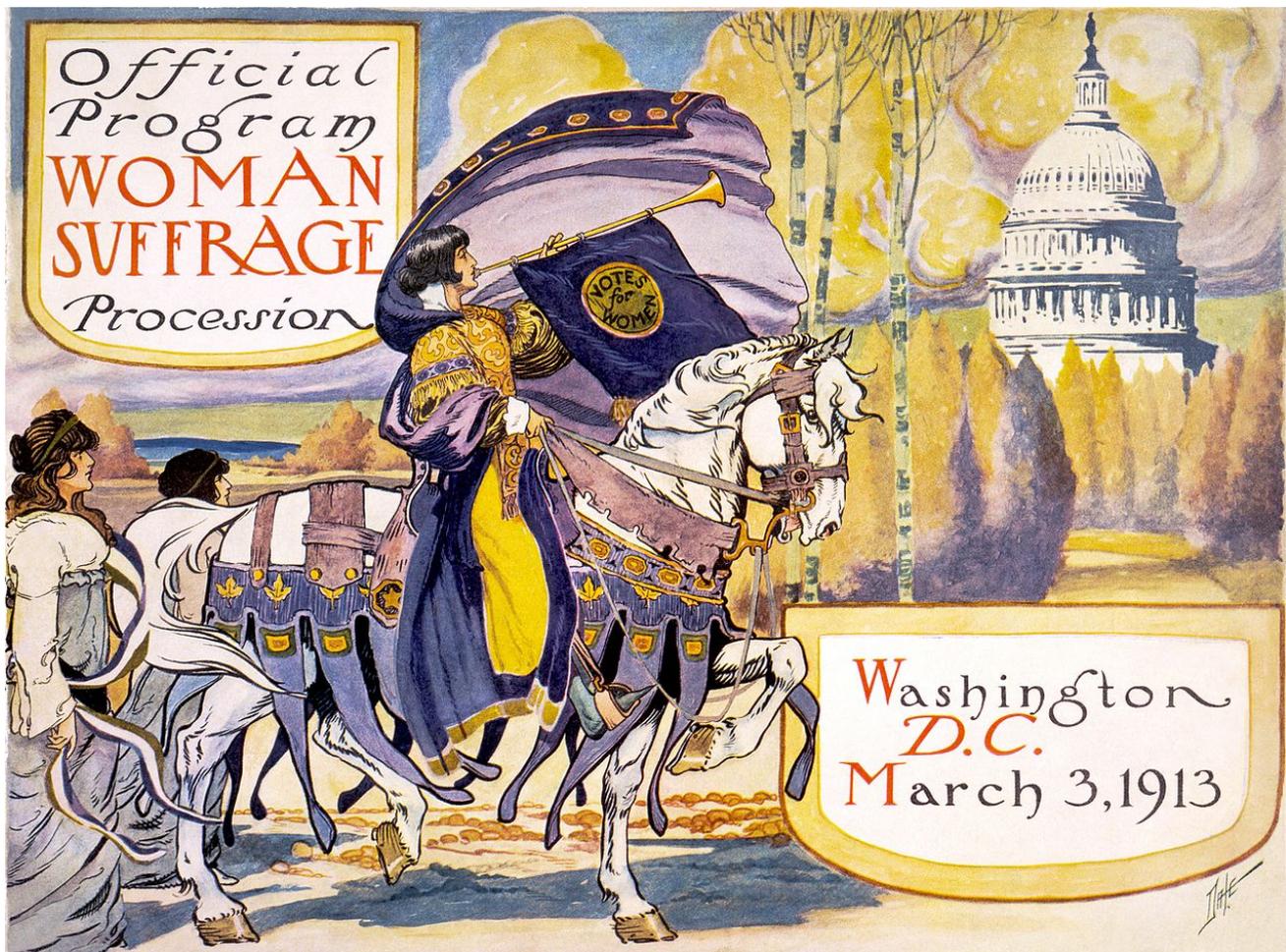
"Well-behaved
women seldom
make history."

Dr. Laurel Thatcher
Ulrich

HIS 390
WGS 342

Humanities 126
M/W 3-4:15

Women in U.S. History

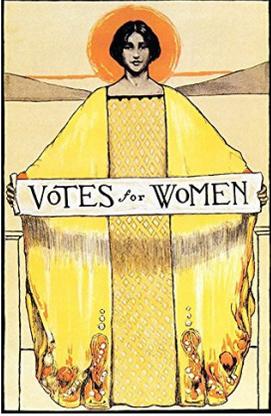


Course Description

This course will analyze the history of women in the United States from the colonial period to the present. The course will attempt to help students understand the impact which political, social, economic, and racial aspects of American history have had on American women, and, conversely, the impact women in the United States have had on developments within these areas.

Course Objectives

Ultimately, students will acknowledge the ways in which viewing the American experience from women's perspectives alters and complicates the "grand narrative" of U.S. History, and how women themselves have been central figures in both the progress and regression of American freedoms. Students will become proficient in reading and analyzing primary and secondary sources. This understanding will facilitate students' recognition of the ways in which race, class, and ethnicity influence American women's lives. Likewise, students will be able to articulate the ways in which both gender and sex are constructed and reconstructed over time. Finally, students will be able to ground American women's contemporary experiences in historical context, explaining the ways in which current issues in women's lives are deeply grounded in the past.



Course Policies

Students will, above all, be respectful to each other and to the instructor. This course syllabus is subject to revision by the instructor.

Classroom Etiquette

While York College recognizes students' need for educational and emergency-related technological devices such as laptops, mobile devices, cellular phones, etc., using them unethically or recreationally during class time is never appropriate. The College recognizes and supports faculty members' authority to regulate in their classrooms student use of all electronic devices.

Students who wish to use a laptop or tablet for note-taking or for accessing readings in class are welcome to do so. However, the use of laptops (or phones) for purposes other than the above (i.e., email, messaging, internet browsing, or work for other courses) is not acceptable and will adversely affect your grade. During class, cell phone use is prohibited (unless otherwise

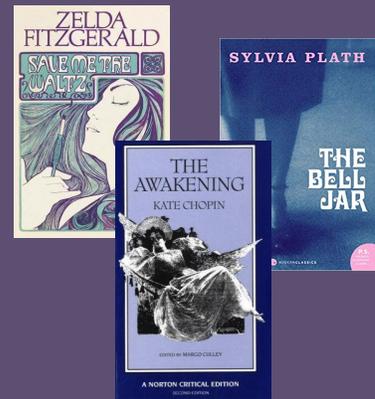
Required Books

Students' required texts are all novels written by women about women throughout U.S. history.

Students are encouraged to buy or rent these books in their cheapest form (including ebooks, library books, or buying used books online). Students are thus not required to buy specific editions of these texts.

Required books include:

- Hannah Foster, The Coquette
- Hannah Crafts, The Bondwoman's Narrative
- Kate Chopin, The Awakening
- Zella Fitzgerald, Save Me the Waltz
- Sylvia Plath, The Bell Jar
- Leni Zumas, Red Clocks



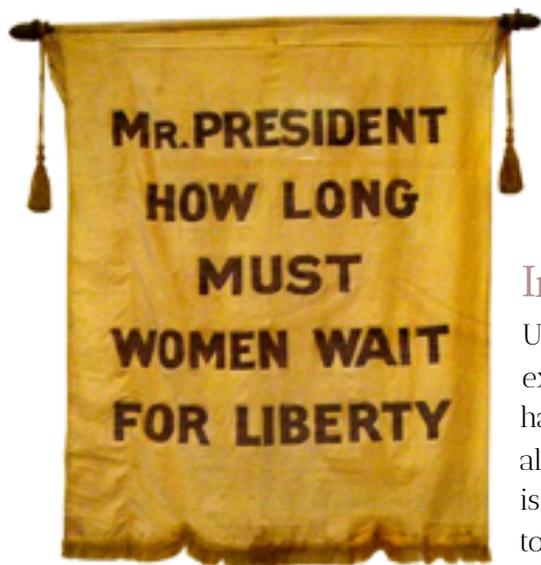
permitted explicitly by the instructor for classroom use), and these devices should be put away, silenced, and be out of sight.

Reading

Students are expected to complete all readings prior to the class meeting. Students must bring copies of their reading (i.e. assigned books, printed sources from provided URLs, or their computers/tablets with copies of readings/notes) with them to class (N.B.: students should not use their phones to access the readings during class). It is highly encouraged that students take notes on the reading and bring these notes to class; this will greatly assist students' ability to participate and engage in class discussion.

Communication

York College recognizes the importance of effective communication in all disciplines and careers. Therefore, students are expected to competently analyze, synthesize, organize, and articulate course material in papers, examinations and presentations. In addition, students should know and use communication skills current to their field of study, recognize the need for revision as part of their writing process, and employ standard conventions of English usage in both writing and speaking. Students may be asked to further revise assignments that do not demonstrate effective use of these communication skills.



Students are responsible for checking their YCP email accounts and the course site regularly. The instructor will communicate with students via email and announcements on the course website. Please be sure to use your YCP email account when corresponding with the instructor.

Instructor Feedback

Unless otherwise notified by the instructor, students should expect feedback on all assignments within one week of handing in these assignments. Students should generally allow additional time (2-3 additional days) when late work is submitted, though the instructor will make every attempt to provide feedback within the week. Feedback will be made available online (including comments and grades).

Learning and Testing Accommodations

If you are a student with a disability in need of classroom accommodations and have not already registered with Linda Miller, Director of Student Accessibility Services, please contact her via her YCP phone (717)-815-1785 or via email at lmille18@ycp.edu to discuss policies and procedures related to disability services and to establish the accommodations for which you are eligible. Additionally, if you have concerns about your learning or classroom experience this semester, accommodations can be made with the instructor. Please contact the instructor ASAP to speak about how these accommodations can be applied to your work this semester.

Late Work Policy

Students may submit late online assignments or response papers. Late online assignments will only be accepted within 48 hours (so, as all reflections are due by 5pm Friday, late work will only be accepted until 5pm on Sunday), and can only receive up to about half credit (4 out of the allotted 7.5 points). Response papers will lose 3 points for every day they are late (any papers submitted after the 3pm due date are considered late).

Course Work

Unless otherwise noted, assignment submissions must be posted on the online course site. If the site malfunctions, or you have difficulties posting, your work is still due. When this occurs, students must bring a hard copy to class or email a copy of your work to the instructor; the same due date and time still applies.

Attendance and Participation (75 points total, 15%)

Students must earn this grade through regular attendance and engagement in class. Although this course is classified as a lecture, significant class time will be spent in discussion and group work, so participation is expected for students to demonstrate engagement with the material. Attendance includes coming to class and giving respectful attention to the instructor, other students, and course content. Participation includes working with a group during class time, engaging in class discussion as an individual student, and being respectful and present when others are speaking. You may miss only two classes without adversely affecting your grade. Excused absences are granted only in certain circumstances and must be documented (ex: with a doctor's note). If you must miss class, you are responsible for material covered during that session. The instructor will not re-teach a missed class session via email or office hours.



Weekly Reflections (10 total, 5 points each, 50 points total, 10%)

Most weeks, students will post reflections on the week's coursework. This can include lecture, discussion, group work, and/or readings. There are no prompts for these reflections; rather, students should respond thoughtfully to that week's materials. Reflections should be between 250-300 words. Reflections are only due during weeks in which we are not reading novels. Reflections are due by Sunday evenings at 8pm.

In-Class Work (15 total; 10 points each, 150 points total, 30%)

During most class discussions, students will work in groups to complete activities relevant to the day's reading and/or topic. Often, the instructor will provide materials for students to work through together in groups. This work will be used to facilitate class discussion. Students wishing to make up

on-class assignments due to unexcused absences must email the instructor for the material, and must hand in the make-up work in the next class they attend (unexcused late work can only receive up to half credit, or 5 points). Students who have excused absences do not need to make up in-class work.

Online Assignments (10 total; 7.5 points each, 75 points total, 15%)

On weeks in which we are not reading a novel, the instructor will post a prompt (question, source, image, short article, etc.) on the course site. These posts should be substantive, and should engage with ideas from class or from readings, and (unless otherwise noted) must be between 200-300 words. They are due by 5pm on Friday of that week.

Response Papers (4 total; 25 points each, 100 points total, 20%)

Students will write 4 short papers (300-500 words) in response to the novels we will be reading and discussing in class. These short papers will be gendered analyses of a particular character in the novel (man or woman) and must be situated in historical context, i.e. the gender norms of that period. Students must cite their work, but can use whichever citation format with which they are familiar (Chicago, MLA, APA, etc.). We are reading six novels this semester; therefore, students will choose 4 of the 6 novels about which to write these short response papers. (No, students cannot write all six papers and keep the best four grades!) They are due by the time class starts on the day we are discussing each book.



The Granger Collection, New York.

Academic Integrity Policy

York College's mission statement stipulates that strict adherence to principles of academic honesty is expected of all students. Therefore, academic dishonesty will not be tolerated at York College. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, fabricating research, falsifying academic documents, etc., and includes all situations where students make use of the work of others and claim such work as their own. Students are expected to read and comply with the full policy, available here: https://catalog.ycp.edu/content.php?catoid=20&navoid=760#Academic_Integrity

Final Project (50 points, 10%)

Students will complete a project, "Women's History is Our History," through which they will situate a contemporary women's and/or gender issue in historical context. This project is meant to reinforce the importance of understanding history as a foundation of our current historical moment, and how we can use history to better understand the issues that face women as well as gender policy today.

Students will select one relevant contemporary issue (related explicitly to women and/or gender) that

interests them, complete research, and write a 3-5 page essay that makes an argument about that issue in historical context. Students must cite and engage with at least 3 news sources, 2 primary sources, and 2 secondary sources in their paper. Alternatively, students may work in groups of up to three, but more work is involved (essays must be between 7-10 pages; must cite and engage with at least 5 news sources, 4 primary sources, and 4 secondary sources). Finally, students will present their research to the class on the last day of the semester. Full details and guidelines are available on the course site.

Extra Credit Assignments (up to 5 points each; up to 15 points total)

Students may do up to three optional extra credit assignments over the course of the semester. The first may only be completed and handed in during the month of September; the second only in the month of October; and the third only in the month of November. Each of the three assignments can earn you up to five points (the equivalent of about one percentage point) to your semester grade (an opportunity of fifteen points total). For extra credit, students can write 1-2 page gendered analyses of something (anything!) in pop culture. These should be handed in as hard copies to the instructor.

Grade	Scale
4	450-500 points
3.5	430-449 points
3	400-429 points
2.5	375-399 points
2	350-374 points
1	325-349 points
0	below 325 points

Course Schedule

Date	Topic	Reading	Assignment
Wednesday, 8/28	Introduction to Course/ Gender and Sex as Social Constructs		<ul style="list-style-type: none"> • Online Assignment 1 due 5pm Friday • Online Reflection 1 due Sunday at 8pm
Wednesday, 9/4	Women and Gender in the Atlantic World		<ul style="list-style-type: none"> • Online Assignment 2 due 5pm Friday • Online Reflection 2 due Sunday at 8pm
Monday, 9/9	Witchcraft and the Colonial American Family		
Wednesday, 9/11	Mothers and Daughters of Liberty		<ul style="list-style-type: none"> • Online Assignment 3 due 5pm Friday • Online Reflection 3 due Sunday at 8pm
Monday, 9/16	Discussion: <i>The Coquette</i>	<i>The Coquette</i> , All	Response Paper Option #1 Due
Wednesday, 9/18	Female Citizenship and True Womanhood		
Monday, 9/23	Women Working for Wages		
Wednesday, 9/25	“True Womanhood” in the World that Slavery Built		<ul style="list-style-type: none"> • Online Assignment 4 due 5pm Friday • Online Reflection 4 due Sunday at 8pm
Monday, 9/30	Discussion: <i>The Bondswoman's Narrative</i>	<i>The Bondswoman's Narrative</i> , all	Response Paper Option #2 Due
Wednesday, 10/2	Reforming Women		
Monday, 10/7	Nation in Crisis, Women in Crisis		
Wednesday, 10/9	Women Reconstructing the United States		<ul style="list-style-type: none"> • Bring laptop/tablet to class • Online Assignment 5 due 5pm Friday • Online Reflection 5 due Sunday at 8pm
Wednesday, 10/16	Engendering Immigration, Industrialization, and Imperialism		<ul style="list-style-type: none"> • Online Assignment 6 due 5pm Friday • Online Reflection 6 due Sunday at 8pm

Date	Topic	Reading	Assignment
Monday, 10/21	Discussion: <i>The Awakening</i>	<i>The Awakening</i> , all	Response Paper Option #3 Due
Wednesday, 10/23	Women's Progress in the Progressive Era		
Monday, 10/28	Winning Woman Suffrage		Bring Laptop/Tablet to class
Wednesday, 10/30	The Emergence of Feminism and the "New Woman"	<ul style="list-style-type: none"> • Maclvor Thompson Twitter thread (course site) • Cokie Roberts interview transcription (course site) 	<ul style="list-style-type: none"> • Bring Laptop/Tablet to class • Online Assignment 7 due 5pm Friday • Online Reflection 7 due Sunday at 8pm
Monday, 11/4	Discussion: <i>Save Me the Waltz</i>	<i>Save Me the Waltz</i> , all	Response Paper Option #4 Due
Wednesday, 11/6	Women in the Depression and War		Final Project Topic Proposal Due (on class site)
Monday, 11/11	The Feminine Mystique and Its Limitations		
Wednesday, 11/13	Discussion: <i>The Bell Jar</i>	<i>The Bell Jar</i> , all	Response Paper Option #5 Due
Monday, 11/18	Modern Feminism and Its Discontents		
Wednesday, 11/20	Film Viewing: <i>9 To 5</i>		<ul style="list-style-type: none"> • Online Assignment 8 due 5pm Friday • Online Reflection 8 due Sunday at 8pm
Monday, 11/25	Film Viewing: <i>9 To 5</i> ; Discussion of film	Selected Articles on <i>9 To 5</i>	<ul style="list-style-type: none"> • Online Assignment 9 due 5pm Friday • Online Reflection 9 due Sunday at 8pm
Monday, 12/2	The Year(s) of the Woman: Gender in Contemporary Society and Politics		
Wednesday, 12/4	Discussion: <i>Red Clocks</i>	<i>Red Clocks</i> , all	• Response Paper Option #6 Due
Monday, 12/9	Final Project Presentations		<ul style="list-style-type: none"> • Online Assignment 10 due 5pm Friday • Online Reflection 10 due Sunday at 8pm