

HISTORY 052-The Role of Women in the History of the U.S.

Spring 2022 Course #14842 (2nd 8 Weeks)

ONLINE in CANVAS: ilearn.laccd.edu

This course will survey women's roles throughout U.S. History. Special emphasis will be placed on the construction of gender through work and family. The influence of race, ethnicity, and status on women will also be explored as well as an analysis of primary documentation. You will be required to participate in discussions and be an active learner in this class. Much of your time will be spent reading and writing - being able to convey your thoughts verbally and in essay format is a skill that takes time and practice thus you will have ample opportunity to practice. THIS COURSE IS 100% ONLINE. It is not self-paced, and it moves VERY fast. If this is your first online course you will want to allow yourself additional time to become familiar with the Canvas platform.

“The function of the historian is neither to love the past nor to emancipate [them]self from the past, but to master and understand it as the key to the understanding of the present.”

- Edward Hallett Carr



“Thus between the mechanically ‘realist’ and naively ‘constructivist’ extremes, there is the more serious task of determining not what history is – a hopeless goal if phrased in essentialist terms – but how history works. For what history is changes with time and place or, better said, history reveals itself only through the production of specific narratives. What matters most are the process and conditions of production of such narratives.”

– Michel-Rolph Trouillot



Instructor Contact Information:

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Los Angeles Harbor College promotes access and student success through associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction. We promote equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society.

Course Student Learning Outcomes:

Upon completion of this course you will be able to:

- 1) Identify the dynamic of historical continuity and change within U.S. Women's History.
- 2) Define gender and clarify its interaction with racial, ethnic, and status differences throughout U.S. Women's History.

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- 3) Identify and critically analyze individuals and movements (temperance, labor, birth control, suffrage) that have contributed to changing women's status in U.S. History.
- 4) Explain the role of American institutions (law, religion, politics, slavery) in defining women's role in American society.
- 5) Differentiate between primary and secondary sources in U.S. Women's History and correctly use evidence to create support and argument and conclusion in historical writing.

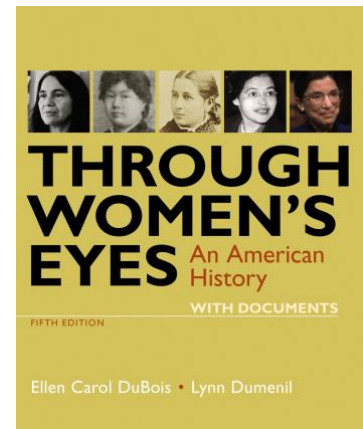
Course Requirements:

The study of history involves a lot of reading and analyzing content. As such, this course requires a lot of reading and writing. You will be given detailed instructions and grading rubrics for each assignment, and all assignments are due on the date they are listed on the calendar. The required course text is:

THROUGH WOMEN'S EYES: AN AMERICAN HISTORY WITH DOCUMENTS,
5th ed, by DuBois & Dumenil
ISBN: 1319104932 OR 131915610X (digital edition)

MAKE SURE YOU DO NOT BUY PART I or II SEPARATELY

You should purchase or rent the textbook. Students have attempted to take and pass the course without the text in the past but are not successful for multiple reasons, one of which is there are assignments based on the materials found in the text throughout the semester, and another which is there is no substitute for this material, presented in this way! Reading assignments and other materials not found in the required textbook will be made available in Canvas.



Canvas

As this course is 100% online, you must have regular access to a computer and the internet. Do not plan to use your employer access, nor a hand-held device.

For information on how to apply for an LACCD laptop:

https://effectiveness.lahc.edu/newrotation/Apply_LACCD_Laptop_Scholarship.pdf

If your access is limited, or your computer breaks in the middle of the course session, make sure you have a backup plan! You will still be responsible for all deadlines and due dates. All course announcements will come via Canvas and your laccd assigned email (you can change settings in Canvas if you prefer an alternate email, but all official correspondence from LAHC is sent to your district-generated email address). To access Canvas, go to ilearn.laccd.edu OR mycollege.laccd.edu . For more information you can visit the LAHC website. For information on how to access your LACCD-assigned email address, visit this [page](#).

Course Policies:

Learning is the goal of this course; as such the classroom space is a safe and open space, conducive to learning. I would also encourage you to think of our course shell as a “brave space” in which we can explore topics that may be challenging or uncomfortable. Therefore, respect for yourself, fellow classmates and me, the instructor, is required for lively and productive discussion. Dissenting opinions are not only tolerated, but they are encouraged. “Trollish” behavior in the online environment is not permitted and will be subject to disciplinary action. A troll is defined as someone who deliberately starts quarrels or posts inflammatory, extraneous, or off-topic responses to elicit a negative emotional response from a target. We can disagree, but respectfully. I will monitor discussion boards at all times.



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Attendance is regular contact in the Canvas course. Are you ready for an online course? Plan to spend about 10-15 hours weekly reviewing materials and completing reading assignments and discussions. THIS IS NOT A SELF-PACED CLASS and due dates are firm. PLEASE NOTE – if you do not log in the first three days of the session by WEDNESDAY, APRIL 13, midnight, you will be excluded from the course.

Grading Policy:

Assignments and exams will be given points according to the following scale:

- Discussion Participation** (10 total) = 150 points (15 points each)
- Quizzes (13 total) = 130 points (10 points each)
- Primary Source Analyses (PSA) (4 total) = 60 points (15 points each)
- Essay (1 total) = 50 points
- Exams (2 total) = 60 points (30 points each)
- TOTAL = 450 points

**You are required to participate in Week 1 discussion as well as 9 more of your choosing. Any discussion posts beyond the required 10 will be worth an additional 4 points extra credit.

Your percentage achievement will be computed by dividing your cumulative point total by 450.

Extra credit opportunities will be offered throughout the semester, but total point value will not exceed 5% (22.5 points) of total possible points. The final deadline to submit all late, missing work, or extra credit will be due by Tuesday, May 31, 2022.

All assignments must be submitted TYPED through Canvas – no handwritten papers or emailed papers will be accepted.

The following grading scale will be applied

90-100 = A	=405+
80-89 = B	=360-404
70-79 = C	=245-359
60-69 = D	=270-244
BELOW 59 = F	=0-269

Weekly Assignments: Each week you will be assigned to read two chapters (or so) of the *Through Women's Eyes* textbook as well as additional primary source documents found in the textbook. The course is organized weekly, and by chapter, starting on Monday at 12:00am and ending on Sunday at 11:59pm. There are multiple modules to guide you for each week with each module corresponding to one chapter, more or less. In addition to weekly readings, you will be required to complete one practice quiz (graded, unlimited attempts, untimed) per chapter as well as respond to a discussion prompt (you may choose 9 of the 16 – week 1 is required). The quizzes are due the same time as your first discussion post on Friday nights, as they are intended to reinforce the contextual information from the textbook you will need for your discussion post. There is a grace period (-1pt) through Sunday night for each quiz. Your first response to each post is due Friday by 11:59pm and your student responses (2) are due Sunday by 11:59pm. There are 2 exams and 1 essay, in addition to 4 primary source analysis writing assignments. The exams are timed. Assignment instructions will be released at least 1 week prior to due dates. This is a fast-paced course and if you do not start early, you may find yourself unable to catch up. I cannot stress how important it is to stick to the deadlines from the very beginning!

Missed Exams/Make-Up Exams: The exams are pre-scheduled and you must complete the exams by the due date and time listed in Canvas. There are no options for make-up unless extreme extenuating circumstances cause you to miss, in which case I will require documentation of your issue.

Missed Assignments/Make-Up Assignments: All assignments are due on the date scheduled. Late work is accepted for partial credit; a total of 10% of possible points will be deducted *at minimum* for any late work submitted. It is your responsibility to finish your work and turn it in on time.

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Education Plan: Do You Have an Education Plan? An education plan is essential to completing your education and to insuring that every class you take counts toward your college graduation and toward getting a job. If you have not worked out an education plan with a Harbor College counselor contact the [counseling office](#) and schedule an appointment. Do it today!

Academic Dishonesty – Cheating and Plagiarism:

[LAHC Student Plagiarism Policy](#): The Standards of Student Conduct in the Los Angeles Harbor College Catalog includes Board Rule 9803.12 which states, "dishonesty, such as cheating, or knowingly furnishing false information to the Colleges" shall be subject to disciplinary action.

Definition: Plagiarism is a student's failure to distinguish his or her own words and ideas from those of a source the student has consulted. Ideas derived from another, whether presented as exact words, a paraphrase, a summary or quoted phrase, must always be appropriately referenced to the source, whether the source is printed, electronic, or spoken. Whenever exact words are used, quotation marks or an indented block indicator of a quotation must be used, together with the proper citation in a style required by the professor. Usually, three or more words in a row copied from a source without a citation constitutes plagiarism.

When in doubt, cite your source. We will practice Chicago style citations in this class, the standard in the discipline of history.

Available Support Services (Tutors, Writing Lab): If you require extra academic support at any time throughout the semester, contact me.

Writing tutors are available for FREE using NetTutor. Free tutoring is also available through the Learning Resource Center via Zoom. For information on both, see the [LRC homepage](#).

In addition, I am more than happy to help you with supplementary study resources.

Students With Disabilities: Please speak with me directly regarding any special accommodations you require in this course. Students with disabilities, whether physical, learning or psychological, who believe that they may need accommodations in this class, are also encouraged to contact [Special Programs and Services](#) (SPS) as soon as possible to ensure that such accommodations are implemented in a timely fashion (310-233-4629; hours: M-TH 8:30-6pm & F 8:30-2pm). Please meet with SPS Staff to verify your eligibility for any classroom accommodations and for academic assistance related to your disability. SPS is located in Tech Building R118.

Title IX: Our class and our online space will be held to the same standards of zero tolerance of sexual harassment. Title IX is a landmark federal civil right that prohibits sex discrimination in education. Title IX is not just about sports; it is a prohibition against sex-based discrimination in education. It addresses discrimination against pregnant and parenting students and women in STEM (science, technology, engineering, and math) programs. It also addresses sexual harassment, gender-based discrimination, and sexual violence. Sexual violence includes attempted or completed rape or sexual assault, as well as sexual harassment, stalking, voyeurism, exhibitionism, verbal or physical sexuality-based threats or abuse, and intimate partner violence. If you feel you are the victim of sexual harassment, discrimination, or abuse, contact [Dr. Genice Sarcedo-Magruder](#) immediately (Title IX Deputy Coordinator) (213-891-2315). If you are in immediate danger call 911 or contact the campus Sheriff's Dept. at 310-233-4600.

In Case of Emergency: If for any reason class is canceled or the LAHC campus is closed for unforeseen emergencies, you will be notified via email (your assigned LACCD email) as well as Canvas Inbox.


This syllabus is subject to change at any time

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Calendar/Schedule of Class Readings, Topics, And Assignments

Semester Schedule		Topic	Reading Assignments (5 th ed.)	Writing Assignment
Week 1 Modules 1 & 2	April 11-17	Course Introduction	Survey Table of Contents + pp. xxii-xxxi (Introduction for Students)	
		America in the World to 1650	Chapter 1 + Two Sisters and Acoma Origins p. 9	
Week 2 Modules 3 & 4	April 18-24 <i>Last day to drop WITHOUT a 'W' 4/20</i>	Colonial Worlds, 1607-1750	Chapter 2 + Trial of Anne Hutchinson pp. 65-67; Letters, pp. 88-90	Primary Source Analysis (1) Due Sunday, 4/24
		Mothers and Daughter of the Revolution, 1750-1810	Chapter 3 + Education and Republican Motherhood, pp. 147-152	
Week 3 Modules 5 & 6	April 25-May 1	Pedestal, Loom, and Auction Block, 1800-1860	Chapter 4 + Beloved Children p. 177; Godey's Lady's Book pp. 204-209	Primary Source Analysis (2) Due Sunday, 5/1
		Shifting Boundaries	Chapter 5 (first half pp. 221-248); + I Am As Strong as Any Man, p. 248	
Week 4 Modules 7 & 8	May 2 -8	The Civil War	Chapter 5 (second half pp. 248-256); + Women on Civil War Battlefields, pp. 273-286	Primary Source Analysis (3) Due Sunday, 5/8
		Reconstructing Women's Lives North & South	Chapter 6 + chart 6.1, p.305; The New Woman, pp. 345-352	
 SMILE – YOU ARE HALFWAY THROUGH THE EIGHT WEEKS!!				
Week 5 Module 9	May 9-15	Women in an Expanding Nation	Chapter 7 +Representing Native American Women in the Late Nineteenth Century, pp. 390-400	Exam 1, due Sunday, 5/15
Week 6 Modules 10 & 11	May 16-May 22	Power and Politics	Chapter 8 +Parades, Picketing and Power, pp. 461-468	Essay outline/thesis statement due Sunday, 5/22
		Women in Prosperity, Depression, & War	Chapter 9 + Voices of Rosie the Riveter, pp. 542-546	

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Week 7 Modules 12, 13 & 14	May 23-29 <i>Last day to drop WITH a 'W' 5/23</i>	Beyond the Feminine Mystique Modern Feminism and American Society	Chapter 10 + Women in the Civil Rights Movement, pp. 611-618 Chapter 11 + Women's Liberation, pp. 672-684	Primary Source Analysis (4) Due Sunday, 5/1
Week 8 Modules 15 & 16	May 30- June 6	U.S. Women in a Global Age	Chapter 12 Completion of History 52 Final Thoughts!	ESSAY due FRIDAY, 6/3 FINAL EXAM due MONDAY, 6/6

Chronology: Studying history is much more than learning names and dates, but it is also having a basic understanding of the order of events in colonial history is a requirement of this course. In order to address Student Learning Outcome #2 which deals with colonial chronology we will be working on the following dates throughout the class. On each of your exams you will have multiple choice questions that ask you to identify "which of these events occurred first?" and "which of these events occurred last?" There will also be several chronology questions on the final exam. The events in correct order are listed below:

History 52- Chronology Assessment

- 1620-21 "tobacco brides" arrive in Jamestown
- 1692 Salem witchcraft hysteria
- 1765 Women begin to produce homespun
- 1776 Declaration of Independence
- 1788 U.S. Constitution adopted
- 1823 First textile mill opens - Lowell, Massachusetts
- 1848 Seneca Falls women's rights convention
- 1860-65 American Civil War
- 1874 Woman's Christian Temperance Union formed
- 1908 Supreme Court ruling Muller v. Oregon
- 1911 Triangle Shirtwaist Fire
- 1920 Nineteenth Amendment (woman's suffrage) ratified
- 1933 Initiation of New Deal
- 1942 Women recruited into World War II industries
- 1955 Rosa Parks arrest sparks Montgomery Bus Boycott
- 1960 Formation of Student Non-Violent Coordinating Committee (SNCC)
/ Birth Control Pill introduced
- 1972 Title IX of Education Amendments Act bans sex discrimination in federally funded education
- 1973 Supreme Court ruling Roe v. Wade
- 1991 Clarence Thomas-Anita Hill hearings