

# HISTORY 127 – Women in U.S. History

Spring 2023 Section 20517 (MCHS)

FULLY ONLINE - CANVAS

This course studies women of European, African, Native, Hispanic, and Asian backgrounds in the U.S. from 1607 to the present. Emphasis will be placed on individuation, social status, family, reproduction, child care, slavery, jobs, and political activism. We will also delve into legal impacts and theories of patriarchal oppression. Come and let's learn *her*story together!

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. You may be required to work in assigned groups on a regular basis, participate in presentations and discussions, but certainly you will be required to be an active learner in this class –

yes, even online! There is a LOT of reading and writing required for this course, so expect to spend a lot of your time in both activities. 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.

*You should expect to write the equivalent of 15-20 pages (3750-5000 words) for this course in variety of assignments that may include: short or long answer essay exams/quizzes, research projects, identifications and/or historical reflections/journals throughout the duration of the course.*

*“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



Dream Defenders & 18 Million Rising  
Yoni Kochoyants from Blackout Civil History Month, 2014. Digital print

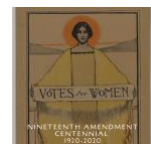


## Instructor Contact Information:

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**COLLEGE MISSION:** Santa Ana College inspires, transforms, and empowers a diverse community of learners.

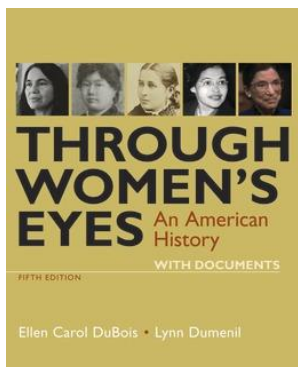
## Course Student Learning Outcomes:

Upon completion of this course you will be able to:

- 1) Critically analyze and interpret primary documents and secondary sources, and will be able to interpret qualitative and quantitative data in order to evaluate historical events;
- 2) Develop communication skills through oral and written exercises, and develop analytical skills by critically interpreting historical events;

- 3) Analyze how local, national, and international policies and practices developed in the past continue to impact your contemporary lives.

### 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. There is one required course text:

***Through Women's Eyes: An American History with Documents, 5th. ed.* by DuBois and Dumenil, ISBN 978-1-319-10493-1**

I highly recommend and encourage you to purchase the text, as it makes classroom discussion assignments that much easier. There are two copies of *Through Women's Eyes* on reserve in the Nealey Library (one 4<sup>th</sup> ed., one 5<sup>th</sup>). PLAN ACCORDINGLY.

### Canvas

HIST 127 is fully online using CANVAS as the learning platform. You can access Canvas through the SAC website, or by going directly to <http://rscdd.instructure.com> –use your Webadvisor username and password to login and choose “HIST 127” from your course list to access our course shell. If you attempt to login but are unable to do so, try changing your Webadvisor password.

If you have other questions about Canvas and how it works, you can ask me or you can call their Help Desk at 1-844-612-7428 - save this number!

**Direct ALL questions related to schedule and course content to me, using the “Inbox” tool embedded in Canvas (it works just like email).**

Is this your first fully online course? Great! I highly recommend that you complete the [Quest for Online Success](#) as well as the [training module](#) available to all SAC students. Even if you are not new to online, you may be new to SAC or to Canvas, and these two training components will help you get prepared for a semester online at Santa Ana College. I will award 3pts of Extra Credit for proof of completion of each/either of these training courses.

### Course Policies:

Learning is the goal of this course; as such the classroom space is a safe and open space, conducive to learning. 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. I will jump into discussions from time to time to add probing questions or to clarify information that was posted.

### Attendance/Class Participation:

Since we do not meet face to face in a classroom, the guidelines for attendance differ slightly. I will however still monitor your comings and goings in the course, as well as time spent on some activities, made possible by Canvas. I encourage you to log in to our course shell daily, at least for the first few weeks while you get a feel for the weekly schedule and flow.

**In addition, there are three preliminary milestones you need to meet in order to stay enrolled in the class:**

- 1. Log in to the course shell BEFORE TUESDAY, FEBRUARY 7; if I see you have not logged in by Tuesday you may be dropped from the course.**
- 2. Review the Course Information module in its entirety, and complete the introductory/syllabus quiz by MONDAY, FEBRUARY 13, 11:59pm.**
- 3. Post a reply to Discussion 1, Introductions -Week 1, by SATURDAY, FEBRUARY 11 as well as two responses to your peers by Tuesday, February 14, 11:59pm.**

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Failure to meet these deadlines may result in automatic exclusion from the course. Throughout the semester, if I see that you have not logged in or engaged with course material for over a week, this too may result in being dropped from the course. I encourage you to communicate with me early and often if you are experiencing difficulties (with technology, schedule or other) to avoid getting behind or being excluded. To facilitate this I have also made 2 different "check-ins" required throughout the semester, worth credit.

The last day to drop the course **without** a "W" is FEBRUARY 20, 2023; **with** a "W" is MAY 7, 2023.

### Grading Policy:

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

- Weekly Discussions (10 total) = 150 points (15 points each)
- Primary Source Analyses (PSA) (2 total) = 40 points (20 points each)
- Reading Responses (RR) (2 total) 40 points (20 points each)
- Current Event Presentation = 50 points
- Check In (completed via Zoom, Pronto, phone or in-person, 2 total) = 10 points (5 points each)
- Essay/Annotated Bibliography = 60 points (30 points each)
- Chapter Quizzes (12 total) = 120 points (10 points each)
- Exams (2 total) = 60 points (30 points each)
- TOTAL = 530 points

Your percentage achievement will be computed by dividing your cumulative point total by 530. **Please note that missing assignments will be automatically scored with half credit.** While this helps maintain accuracy in final grade calculation, it is certainly insufficient for a passing final score. I encourage you to aim to complete most, if not all, assignments – they are designed to help you learn the content more thoroughly and to become expert communicators!

Extra credit opportunities will be offered throughout the semester, but total point value will not exceed 5% (27 points) of total possible points. This **does not** include the Service Learning project. **All extra credit and late work must be completed and submitted by TUESDAY MAY 23 to be considered for credit.**

All assignments must be submitted TYPED – no handwritten papers will be accepted. You can check your grade at any time via Canvas GRADES.

The following grading scale will be applied

90-100 = A	=477+
80-89 = B	=424-476
70-79 = C	=371-423
60-69 = D	=318-370
59 OR BELOW = F	=0-317

**Late Work:** There is a lot to cover in this course, and it is important that you keep up with assigned deadlines and due dates. I do however understand that "life happens" and there may be some weeks or instances when you need a little extra time. For this reason, you will have the option to choose ten (10) of the available sixteen (16) weekly discussion posts to respond to - while I do not accept late discussion posts, if you miss a week, it doesn't count against you. Each initial post you provide for the discussion is due by Saturday night and your peer responses are both due Mondays. Any discussion forum that you participate in above the required 10 is worth 4pts Extra Credit.

Additionally, each week there is a chapter quiz (choose 12 of the available 14, orientation quiz is mandatory) for you to complete by Saturday, with an extension of two days per quiz for late submissions. A minimum of 10% will be deducted from all late submissions, with the exclusion of exams for which there is no late submission accepted. As mentioned previously, I encourage you to communicate early and often with me regarding issues you may experience with deadlines or keeping up with the course. Technology or Internet issues are not excuses for late work; as an online student you are expected to have regular and consistent access to the course site for the duration of the semester. [This may mean you need to visit the [Academic Computing Center](#) to submit assignments or finish exams, etc.] Plan ahead and plan accordingly.

A couple of good rules to follow: save your work in a document on your computer in addition to the submission field, and do not wait until the last second to attempt a submission (often everyone else is trying to submit at the same time and the system/site tends to be overwhelmed).

**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 or moving forward with your professional development. If you have not worked out an education plan with a Santa Ana College counselor contact the counseling office and schedule an appointment. Do it today!

<https://www.sac.edu/StudentServices/Counseling/3sp/Pages/Program-Description-Details.aspx>

**Academic Honesty – Cheating and Plagiarism:** From the current Student Catalog:

“Students at Santa Ana College are expected to be honest and forthright in their academic endeavors. To falsify the results of one’s research, to steal the words or ideas of another, or to cheat on an examination, corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. As institutions, we also consider academic dishonesty to include forgery of academic documents, intentionally impeding or damaging the academic work of others, assisting other students in acts of dishonesty or coercing students into acts of dishonesty.”

Limited sanctions include an academic action such as assigning a lower grade or a grade of "F" for the assignment, project, or test. College-wide sanctions include any sanction that will affect a student's standing with the college-at-large, up to and including suspension or expulsion from the college. **I will not give you credit for work that is not your own. This also includes copy/paste from online translators or paraphrasers.** If you need assistance understanding what constitutes plagiarism, I am more than happy to work with you.

**When in doubt, cite your source.** We will practice using Chicago-Style citations in this history class, a standard for the history discipline.

**Available Support Services (Tutors, Writing Lab):** If you require extra academic support at any time throughout the semester, contact me. The SAC Learning Center offers remote tutoring to assist you with your reading and writing skills. See their [webpage](#) for more details. In addition, I am more than happy to help you with supplementary study resources. NetTutor is also available, accessible through our course shell. I will grant 5pts of extra credit with proof of your first (and only the first) visit with a tutor, either through the Learning Center or NetTutor.

**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 [Disabled Students Programs and Services](#) (DSPS) as soon as possible to ensure that such accommodations are implemented in a timely fashion (714-564-6295; hours: M-TH 8:00am-5:00pm, F 8:00am-12pm by appointment only). Please meet with DSPS Staff to verify your eligibility for any classroom accommodations and for Academic assistance related to your disability. DSPS is located in the Johnson Student Center (JSC-108).

**Sexual Harassment:** [It is the policy of the Rancho Santiago Community College District](#) to provide an educational, employment and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by State and Federal law. The Rancho Santiago Community College District forbids any form of sexual harassment. Prompt disciplinary action will be taken against any student or employee engaging in sexual harassment. If you feel that you have been the victim of sexual harassment please contact Dr. Brenda Estrada, the Deputy Title IX Coordinator, at (714) 564-6212 OR if you are the victim of sexual assault call 9-1-1 OR visit the campus Wellness Center.

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**Students with Undocumented Status:** I am an unapologetic and unafraid trained ally to undocumented students and their families. Please do not hesitate to contact me should you have questions or concerns about your status or would like guidance toward resources to ensure your success while at Santa Ana College. Check out our [college website dedicated to informing the community about undocumented-related resources \(i.e. AB540, DACA, financial aid, etc.\)](#).


**No Trolls:** Learning is the goal of this course; as such the classroom space is a safe and open space, conducive to learning. 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, however, in the online environment is not permitted and will be subject to disciplinary action, including but not limited to removal of remarks, exclusion from discussion(s) or zero points. 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 (and will!) disagree, but let’s do so respectfully.



**In Case of Emergency:** Download the [Rave Guardian](#) app to easily communicate your whereabouts and other safety concerns with campus staff. In addition, follow directions on text and email notifications sent by the school. We will review exit or shelter-in-place strategies.

**\*\*\*This syllabus is subject to change at any time\*\***


**Calendar/Schedule of Class Readings, Topics, And Assignments**

DATE	TOPIC	TEXT READINGS (5 <sup>th</sup> ed.)	ASSIGNMENT(S) due at 11:59pm on Monday unless otherwise noted
WEEK 1 MODULE 1 February 6-13	Introductions/Orientation  <i>Who are the women we will study? Where were they from? How did they live? What social and cultural aspects impacted their decisions and choices?</i>	Plagiarism module  Survey Table of Contents & pp. (xxiii-xxx)	<b>Profile Update</b>  <b>Introduction Discussion Week 1</b> (required – choose 9 more throughout the semester for full credit)  <b>Syllabus Quiz</b> (choose 11 more throughout the course for full credit)
WEEK 2 MODULE 2 February 14-20  THURSDAY & MONDAY HOLIDAY (2/17 & 2/20)  Feb. 20 is last day to drop without a “W”	America in the World, to 1650 <i>How were North American indigenous women’s lives distinct from European women’s lives?</i>  	chp. 1 + European Images of Native Women (pp.35-45)	<b>Reading Response 1, Brown, “The Anglo-Algonquian Gender Frontier”</b>
WEEK 3 MODULE 3 Feb. 21-27	Colonial Worlds 1607-1750 <i>What was life like for colonial women?</i>	chp.2 + Trial of Anne Hutchinson, (pp. 66-67); Letters, (pp.88-90)	<b>Primary Source Analysis (PSA) 1</b>
WEEK 4 MODULE 4 Feb. 28-March 6	Mothers and Daughter of the Revolution, 1750-1810	chp. 3 + Education and Republican Motherhood, (pp. 147-153)	

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	<i>How did women participate in the American Revolution?</i>		
WEEK 5 MODULE 5 March 7-13	Pedestal, Loom, and Auction Block, 1800-1860 <i>How were the lives of enslaved women similar and different from free women?</i>	chp. 4 + Slavery a Curse to Any Land, (p. 188); Antebellum Slave Narrative, (pp. 201-203)	<b>CHECK-IN #1 (1 of 2)</b>
WEEK 6 MODULE 6 March 14-20	Shifting Boundaries: Expansion & Reform, 1840-1865 <i>How did women get involved in radical social movements?</i>	chp. 5 (pp.222-248) + I Am As Strong as Any Man, (p. 247)	
WEEK 7 MODULE 7 March 21-27	The Civil War <i>In what ways did women participate in and impact the Civil War?</i>	chp. 5 (pp. 248-256) + Women on Civil War Battlefields, (pp. 273-286)	<b>PSA 2</b>
WEEK 8 MODULE 8 March 28-April 2 THURSDAY HOLIDAY 3/31	Reconstructing Women's Lives North and South, 1865-1900 <i>How were women's lives in particular affected by Reconstruction and industrialization?</i>	chp.6 + chart 6.1 (p. 305); The New Woman (pp.345-352)	<b>MIDTERM EXAM (Chapters 1-6)</b> 
<b>SMILE! SPRING BREAK April 3-9</b>			
WEEK 9 MODULE 9 April 10-17	Women in an Expanding Nation <i>"Head West Young Woman"?</i>	Chapter 7	<b>Current Event Summary</b>
WEEK 10 MODULE 10 April 18-24	Power and Politics <i>Who was the "New Woman"?</i>	chp. 8 +Parades, Picketing and Power, (pp. 462-469)	<b>CHECK-IN #2 (2 of 2)</b>
WEEK 11 MODULE 11 April 25-May 1	Change and Continuity: Women in Prosperity, Depression, & War, 1920-1945 <i>How did women live through the Roaring Twenties, the Great Depression, and the Good War?</i>	chp.9 + Voices of Rosie the Riveter, (pp. 542-547)	<b>Reading Response 2, Bolzenius, <u>Glory in Their Spirit</u> OR Ryan, <u>When Brooklyn was Queer</u> OR Escobedo, <u>From Coveralls to Zoot Suits</u></b>

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WEEK 12 MODULE 12 May 2-8  <i>May 7 is last day to drop with a "W"</i>	Beyond the Feminine Mystique: Family Culture & Gender Roles <i>What were the expectations for women in the post-war US?</i>	chp. 10 (pp. 550-564) + Television's Prescriptions for Women, (pp. 590-605)	<b>Current Event Presentation</b>
WEEK 13 MODULE 13 May 9-15	Women's Activism in Conservative Times <i>How were women involved in the fight for civil rights?</i>	chp. 10 (pp. 564-589) + Women in the Civil Rights Movement, (pp. 611-619)	<b>Essay Annotated Bibliography / thesis statement</b>
WEEK 14 MODULE 14 May 16-22	Modern Feminism and American Society, 1965-1980	chp. 11 + Women's Liberation, (pp. 672-685)	<b>Current Event Presentation Peer Review</b>
WEEK 15 MODULE 15 May 23-29  <i>MONDAY HOLIDAY (5/29)</i>	U.S. Women in a Global Age 	Chapter 12	<b>Essay</b>
<b>WEEK 16</b> <b>MODULE 16</b> <b>May 30-June 4</b>	The Challenges of the Twenty-First Century; Course Final Thoughts		<b>FINAL EXAM (Chapters 7-12) due SATURDAY, 6/3</b>  <b>NO EXCEPTIONS</b>
<b>*** SAC Commencement June 2 / SCC Commencement June 1. ***</b>			