

HISTORY 127 – Women in U.S. History

Spring 2024 Section 35085

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 *herstory* 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 –

Dream Defenders & 14 Million Rising
Yoni Kochoyants from Blackout Civil History Month, 2014. Digital print



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 work of the historian is not the work of the critic or of the moralist; it is the work of the sleuth and the storyteller, the philosopher and the scientist, the keeper of tales, the sayer of sooth, the teller of truth.”

— [Jill Lepore](#), *These Truths: A History of the United States*.

Instructor Contact Information:

Megan Lange

CANVAS INBOX PREFERRED

714.564.6543 OR 424-477-2104

lange_megan@sac.edu

Office Location:

D-407

Office Hours:

by appointment – phone/Zoom/Pronto/in-person

Website:

www.langemegan.com



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

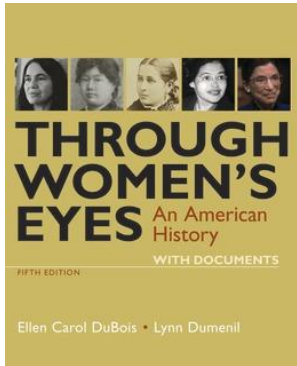
Course Student Learning Outcomes:

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 4th ed., one 5th). 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 Self-Service login credentials 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 following [the steps outlined by the Distance Education Office](#).

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 13; 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 TUESDAY, FEBRUARY 20.**
- 3. Post a reply to Discussion 1, Introductions -Week 1, by SATURDAY, FEBRUARY 17 as well as two responses to your peers by Tuesday, February 20, 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.

The last day to drop the course **without** a "W" is FEBRUARY 25, 2024; **with** a "W" is MAY 12, 2024.

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) = 60 points (30 points each)
- Reading Responses (RR) (2 total) 60 points (30 points each)
- Current Event Presentation = 50 points
- DLA/DOTA (completed through Learning Center) = 15 points
- Annotated Bibliography = 50 points
- Chapter Quizzes (12 total) = 120 points (10 points each)
- Exams (2 total) = 60 points (30 points each)
- TOTAL = 565 points

Your percentage achievement will be computed by dividing your cumulative point total by 565. **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% (28 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 28 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	=508+
80-89 = B	=452-507
70-79 = C	=395-451
60-69 = D	=339-394
59 OR BELOW = F	=0-338

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.

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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!

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.

Additionally, you are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools. My job is to assess your learning of historical content and production, not your ability to effectively input AI prompts. Remember, **I will not give you credit for work that is not your own.**

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-5:30pm, W 5:30-7:00pm for appointments only & F 8:00am-12pm). 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

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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 [Jennifer De La Rosa](#), Interim District Administrator for Institutional Equity, Compliance, and Title IX [pronounced “nine”], at (714) 480-7404 OR if you are the victim of sexual assault call 9-1-1 OR visit the campus Wellness Center.

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 \(i.e. AB540, DACA, financial aid, etc.\)](#).



SAC Pride!: now has a dedicated faculty liaison as well as a dedicated counselor and a Pride! student space is coming soon too! You can get contact information as well as access to additional resources through the [SAC Pride! home page](#) and you can always ask me for more information as well. I am proud to affirm LGBTQIA2S+ students!

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 if we are in a physical classroom together.

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


Calendar/Schedule of Class Readings, Topics, And Assignments

DATE	TOPIC	TEXT READINGS (5 th ed.)	ASSIGNMENT(S) <i>Quizzes & initial discussion posts due Saturdays, peer replies & all other assignments due MONDAYS by 11:59pm (unless otherwise noted)</i>
WEEK 1 MODULE 1 February 12-19 <i>FRIDAY & MONDAY HOLIDAY (2/16 & 2/19)</i>	Introductions/Orientation 	Plagiarism module Survey Table of Contents & pp. (xxiii-xxxi)	Profile Update Introduction Discussion Week 1 (required – choose 9 more throughout the semester for full credit) Syllabus Quiz (choose 11 more throughout the course for full credit)
WEEK 2 MODULE 2 February 20-26	America in the World, to 1650	chp. 1 + European Images of Native Women (pp.35-45)	Reading Response 1, Brown, “The Anglo-Algonquian Gender Frontier”

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<i>Feb. 25 is last day to drop without a "W"</i>			
WEEK 3 MODULE 3 Feb. 27-March 4	Colonial Worlds 1607-1750	chp.2 + Trial of Anne Hutchinson, (pp. 66-67); Letters, (pp.88-90)	
WEEK 4 MODULE 4 March 5-11	Mothers and Daughters of the Revolution, 1750-1810	chp. 3 + Education and Republican Motherhood, (pp. 147-153)	
WEEK 5 MODULE 5 March 12-18	Pedestal, Loom, and Auction Block, 1800-1860	chp. 4 + Slavery a Curse to Any Land, (p. 188); Antebellum Slave Narrative, (pp. 201-203)	Primary Source Analysis (PSA) 1
WEEK 6 MODULE 6 March 19-25	Shifting Boundaries: Expansion & Reform, 1840-1865	chp. 5 (pp.222-248) + I Am As Strong as Any Man, (p. 247)	
WEEK 7 MODULE 7 March 26- April 1 MONDAY HOLIDAY 4/1	The Civil War	chp. 5 (pp. 248-256) + Women on Civil War Battlefields, (pp. 273-286)	DLA/DOTA (completed through the Learning Center) 
WEEK 8 MODULE 8 April 2-7	Reconstructing Women's Lives North and South, 1865-1900	chp.6 + chart 6.1 (p. 305); The New Woman (pp.345-352)	PSA 2
SMILE! SPRING BREAK April 8-14			
WEEK 9 MODULE 9 April 15-22	Women in an Expanding Nation	Chapter 7	MIDTERM EXAM (Chapters 1-6)
WEEK 10 MODULE 10 April 23-29	Power and Politics	chp. 8 +Parades, Picketing and Power, (pp. 462-469)	Current Event Summary/Presentation Planning
WEEK 11 MODULE 11 April 30-May 6	Change and Continuity: Women in Prosperity, Depression, & War, 1920-1945	chp.9 + Voices of Rosie the Riveter, (pp. 542-547)	Reading Response 2, Bolzenius, <i>Glory in Their Spirit</i> OR Ryan, <i>When Brooklyn was Queer</i> OR Escobedo, <i>From Coveralls to Zoot Suits</i>

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WEEK 12 MODULE 12 May 7-13 <i>May 12 is last day to drop with a "W"</i>	Beyond the Feminine Mystique: Family Culture & Gender Roles	chp. 10 (pp. 550-564) + Television's Prescriptions for Women, (pp. 590-605)	
WEEK 13 MODULE 13 May 14-20	Women's Activism in Conservative Times	chp. 10 (pp. 564-589) + Women in the Civil Rights Movement, (pp. 611-619)	Current Event Presentation
WEEK 14 MODULE 14 May 21-27 <i>MONDAY HOLIDAY (5/27)</i>	Modern Feminism and American Society, 1965-1980 	chp. 11 + Women's Liberation, (pp. 672-685)	Current Event Presentation Peer Review
WEEK 15 MODULE 15 May 28-June 3	U.S. Women in a Global Age	Chapter 12	Essay Annotated Bibliography / thesis statement
WEEK 16 MODULE 16 June 4-9	The Challenges of the Twenty-First Century; Course Final Thoughts		FINAL EXAM (Chapters 7-12) due SATURDAY, 6/8 NO EXCEPTIONS
*** SAC Commencement June 6 / SCC Commencement June 7. ***			