2014

233 WOMEN IN AMERICAN HISTORY

M. Christine Anderson
Xavier University - Cincinnati, andersoc@xavier.edu

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HISTORY 233: XAVIER UNIVERSITY, FALL 2014
WOMEN IN AMERICAN HISTORY – Dr. Christine Anderson

Dr. Christine Anderson  Office: 512 Schott Hall
Phone: 745-4246  E-mail: andersoc@xavier.edu
Office Hours: M/W/F 11:00 a.m. - 12:30 p.m. and by appointment

REQUIRED TEXTS:
- Kerber, et al., Women’s America: Refocusing the Past, 7th ed.
- Gunlog Für. A Nation of Women: Gender and Colonial Encounters Among the Delaware Indians.
- Jeanne Theoharis. The Rebellious Life of Mrs. Rosa Parks.

THIS COURSE COUNTS FOR THE DIVERSITY CURRICULUM REQUIREMENT.

COURSE LEARNING OBJECTIVES:
1. Understand the past on its own terms
   Students will be able to articulate how early societies differed, sometimes fundamentally, from contemporary societies.
2. Change over time and historical processes
   Students will be able to comprehend the significance of change over time and be able to explain the historical processes that have transformed the past into the present world we inhabit.
3. Interpret sources
   Students will be able to work individually and in groups to analyze and interpret a variety of texts, images, objects, and artifacts within their historical context.
4. Oral and written expression
   Students will be able to express historical and historiographical arguments clearly and persuasively orally and in writing.
5. Articulate trends and make historiographical arguments
   Students will be able to articulate and explain major trends in historical thought and thereby craft historiographical arguments.
6. Understand why diversity is an important concept for the study of history
   Students will become acquainted with ways that diversity has been defined at different points in time and ways that sex, gender, racial, and ethnic diversity has shaped the experiences of groups and individuals in American society.

READINGS AND DISCUSSIONS: On your "Schedule of Assignments," assignments are listed for each class. Please be sure to complete each assignment before the class for which it is assigned so that you will be prepared to participate in class. This class is an intellectual community; we will all have more fun and learn more if we meet our obligations to contribute to class activities and to listen respectfully to others. Disagreement is an essential part of academic discourse; in this class we will strive to take the viewpoints of others seriously, to encourage others to articulate their arguments fully whether we agree with them or not; and to express both disagreement and agreement constructively.

BOOK REVIEWS: Each student will write 4-5 page reviews of three of the four monographs by Für, Lyons, Hewitt, and Theoharis. Students will choose which of these books they wish to review. Instructions will be provided in a separate handout.

REVIEW ESSAY: Each student will also write a 10-12 page review of the ways that class readings have conceptualized a particular theme or topic in American women’s history. Instructions will be provided in a separate handout.

DISCUSSION LEADERS: Each student will work as a member of a team of two, leading discussion twice during the semester. You will have an option of which classes you would like to lead, and a sign-up sheet will be provided in class. Discussion leaders will post questions for discussion on Blackboard at least 24 hours before the class they lead.

DISCUSSION QUESTION SHORT ANSWERS: Each student will turn in a two or three-sentence answer to each of the discussion questions posted on Canvas for each class.
MAKE-UP POLICY:
If for any reason you miss a class, please contact me as soon as possible to find out what work you have missed. In the event that you absolutely cannot complete an assignment on the date it is assigned, please contact me immediately to discuss the problem and the possibility of making up the assignment. Late assignments are accepted at the discretion of the instructor, and grades on late assignments may be lowered.

You are responsible for all materials covered in readings, discussions, and lectures. If you do not understand a course requirement or material in readings or class discussions, please ask about it. I will be happy to meet with you to become better acquainted and to discuss any aspect of this course.

GRADES will be computed as follows:
- Book Reviews (15% each) 45%
- Review Essay 30%
- Leading Discussion (5% each) 10%
- Written Answers to Canvas Discussion Questions and Participation 15%

A NOTE ON ATTENDANCE AND PARTICIPATION: Please be considerate of other students and the instructor. Come to class prepared to stay until class is over. If you have a medical condition or emergency that requires you to leave class, please talk to the instructor in advance. You cannot receive credit for class participation if you are asleep, using your computer for unrelated tasks or leisure, or text messaging.

PLAGIARISM:
All papers in this course will be submitted electronically to “turnitin.com” an online service that detects plagiarism. Students are also expected to turn in a paper copy of each paper in class the day that it is due. The Xavier University Handbook contains the following statement on academic honesty:

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.
SCHEDULE OF ASSIGNMENTS
HISTORY 233: XAVIER UNIVERSITY, FALL 2014
WOMEN IN AMERICAN HISTORY – Dr. Christine Anderson

Mon., 8/25 Course Introduction


Mon., 9/1 LABOR DAY - CLASS DOES NOT MEET


Mon., 9/15 Gunlog Für. A Nation of Women: Gender and Colonial Encounters Among the Delaware Indians. REVIEW DUE IN CLASS


Mon., 9/22


Fri., 9/26

Mon., 9/29

Wed., 10/1 Clare Lyons. Sex among the Rabble: An Intimate History of Gender and Power in the Age of Revolution, Philadelphia, 1730-1830

Fri., 10/3


Fri., 10/10 FALL HOLIDAY, CLASS DOES NOT MEET


Wed., 10/15


Wed., 10/22

Fri., 10/24  Kerber, et al., Gilmore, “Forging Interracial Links in the Jim Crow South,” 368-377


Wed., 10/29  Hewitt, Nancy A. Southern Discomfort: Women’s Activism in Tampa, Florida, 1880s-1920s REVIEW DUE IN CLASS


Wed., 11/12

Fri., 11/14  Kerber, et al., Horowitz, “Betty Friedan and the Origins of Feminism in Cold War America,” 577-590; Betty Friedan, “The Problem that has no name,” 691-694


Fri., 11/21


Wed., 11/26  THANKSGIVING HOLIDAY, CLASS DOES NOT MEET

Fri., 11/28  THANKSGIVING HOLIDAY, CLASS DOES NOT MEET


Fri., 12/5  Theoharis, Jeanne. The Rebellious Life of Mrs. Rosa Parks
REVIEW DUE IN CLASS


FINAL:  Review Essay Due 12:00 – 1:50, Friday, December 19