



The Social History of American Women
HIS 310 – 3 Credits

Semester:
Day(s):
Time(s):
Classroom:
Instructor:
Office Hours:
Office Location:
Phone Number:
Email:

INSERT
Professional
Headshot Here

Prerequisite/Co-Requisites: None

Course Description

This course covers the social history of American women from colonial times through modern times. A diversity of women's and ethnic groups will be studied in terms of their specific experiences and how they have been affected by the cultural ideals and basic institutions of American society, including European Americans, Native Americans, African Americans, Latinos, and Asian Americans. The course also covers the history and present-day trends involved with topics such as women and work, women and education, alternate gender orientations/sexualities, and female-headed households.



Course Goal

The Social History of American Women explores the social history of women in the United States from the colonial era through the present, including a discussion of women of various ethnic backgrounds, and the history of feminism.



Required Text

DuBois, E. C. and Dumenil, L. 2019. *Through Women's Eyes: an American History with Documents*. Boston: Bedford/St. Martin's.

Student Learning Outcomes

Analyze how major movements for equality, freedom, and justice have affected American women's status.

Evaluate how gender has interacted with race, ethnicity, and status to shape American women's different experiences.

Assess how economic, social, political, legal, and cultural forces have interacted to influence American women's different experiences.

Apply gender perspectives to interpret primary and secondary sources relating to American women's history from colonial times through modern times.



Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

Discussion Boards (9)	25%
Midterm (Week 4)	10%
Weekly Assignments	25%
Annotated Bibliography for Research Paper	10%
Research Paper	30%
Total:	100%



Coursework Expectations

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. ***Additional instructions and related scoring guides or rubrics are posted to Blackboard.***

Blackboard



Discussion Boards: There will be Discussion Boards posted each week. Students are expected to respond to the questions posed for discussion in a minimum of 2-3 complete paragraphs by Wednesday of each week. Additionally, students must read their peers' contributions and respond, for a total of 4 posts per week by Sunday at midnight. Students are required to engage in the discussions on Blackboard on *at least* three different days per week.

The discussions are an important aspect of this online course and a significant portion of the overall grade. Discussion posts need to be more than chatty, and be substantive reflections on the readings, lectures and films assigned for each week.



Weekly Assignments: Each week, students will be required to complete an academic assignment relating to the course lecture and readings. Assignments will vary from personal essays to critical analyses of journals. As the course progresses, academic assignments will begin to connect to the final research project.



Midterm: The midterm exam is given during Week 4 and questions will primarily focus on Week 4 readings/lecture. You will choose one of two essay questions to answer. This exam is timed (students will have 4 hours) and students are encouraged to use their notes and their textbook to inform their essay.

Annotated Bibliography: You will be asked to create an annotated bibliography of four sources used in your research paper. An annotated bibliography provides annotations of 4-5 sentences for each source. This assignment must be formatted in APA.

Research Paper: In 6-8 pages, you will provide an analytical discussion regarding an American woman or organization that has shaped American history. The paper must demonstrate historical research methods and include primary sources.

Course Outline / Class Schedule*

Date	Topic(s) Covered	Assignments/Reading to be completed	Assessment Schedule
WEEK 1	Women in the Early America	<p>DuBois, Ellen C. and Lynn Dumenil. 2019. <i>Through Women's Eyes: an American History with Documents</i>. Boston: Bedford/St. Martin's.</p> <ul style="list-style-type: none"> Chapter 1 and 2 <p><u>Watch Week 1 PowerPoint Lecture</u></p>	<ul style="list-style-type: none"> Week 1 Discussion Boards (Please complete both the introductory discussion board AND the Week 1 discussion) In a short, 2-3 page typed essay, please discuss what "Women's History" means to you. Additionally, address your previous understanding of colonial women in America, and how the lecture and readings this week have altered or contributed to your understanding of the role women played during this time period. Please reference the lecture and assigned readings as necessary, citing appropriately. This assignment may be written in first person. Please format all assignments in APA style.
WEEK 2	Women in Revolutionary America & the New Republic	<p>DuBois, Ellen C. and Lynn Dumenil. 2019. <i>Through Women's Eyes: an American History with Documents</i>. Boston: Bedford/St. Martin's.</p> <ul style="list-style-type: none"> Chapter 3 and 4 <p><u>Watch Week 2 PowerPoint Lecture</u></p>	<ul style="list-style-type: none"> Week 2 Discussion Board Assignment: In a 2-3 page informal essay (please make sure to use formal APA style, though), discuss your own experience in the work force. What types of jobs have you held in your life, and what opportunities and/or challenges did you face? Do you think your gender made it easier or more challenging for you to find work? Consider the women in your family and discuss what types of jobs they have had—how does education level/immigration status/socio-economic background affect work opportunities for you and the women in your family? If you have not worked outside the home, discuss your experience in the domestic sphere, and what types of work experiences you hope to gain as you pursue a college degree. Please feel free to incorporate content from the course readings/videos as necessary - just don't forget to cite!
WEEK 3	Early Women Reformers in America	<p>DuBois, Ellen C. and Lynn Dumenil. 2019. <i>Through Women's Eyes: an American History with Documents</i>. Boston: Bedford/St. Martin's.</p> <ul style="list-style-type: none"> Chapter 5 and 6 	<ul style="list-style-type: none"> Week 3 Discussion Board ASSIGNMENT: For the Week 3 assignment, students choose a primary source document from the 19th century that is related to women in some way (see Blackboard for a list of primary sources to choose from). Please answer the questions to complete a formal summary and analysis of the source. Your summary should be no more than one full typed page, and the analysis should be 1-2 typed pages (Guiding questions are provided to help you analyze—see assignment details on

			Blackboard).
WEEK 4	Progressive Women & American Education	<p>DuBois, Ellen C. and Lynn Dumenil. 2019. <i>Through Women's Eyes: an American History with Documents</i>. Boston: Bedford/St. Martin's.</p> <p>Chapter 8 and "The Invasion of the Flapper: How the College Women of the 1920s Transformed the American College Experience." by Katherine Kalagher (link to article in Blackboard</p> <p><u>Watch Week 4 PowerPoint Lecture</u></p>	<ul style="list-style-type: none"> • Week 4 Discussion Board • Midterm Exam: This week, you will take the HIS 310 midterm exam. This exam will need to be completed in one setting—please use course readings, notes, and lectures to inform your answers.
WEEK 5	Women at War	<p>DuBois, Ellen C. and Lynn Dumenil. 2019. <i>Through Women's Eyes: an American History with Documents</i>. Boston: Bedford/St. Martin's.</p> <ul style="list-style-type: none"> • Chapter 9 	<ul style="list-style-type: none"> • Week 5 Discussion Board <p>Research Project Pre-Writing Assignment: This week, you are required to select the topic for your final research project this week—due to the limited time frame of a 7 week, online course. Once you choose your topic <u><i>you will not be allowed to change it.</i></u> The assignment this week is to describe in no more than two paragraphs why you chose your topic and what you hope to learn. Below these paragraphs, please include 5 driving questions that will help aid your research. (<i>A driving question for someone writing a research paper on Margaret Sanger could be "How did Sanger become involved in nursing and, subsequently, efforts to develop and legalize birth control for women?"</i>) Attached to this assignment, students should include a Bibliography in proper APA format that includes the 4-7 sources they located using the Goodwin Library databases. (<i>Students may also use articles from the textbook as sources for their paper—please explore the essay that are not required reading this semester to see if any can relate to your chosen topic.</i>)</p>
WEEK 6	Women in the Movement	<p>DuBois, Ellen C. and Lynn Dumenil. 2019. <i>Through Women's Eyes: an American History</i></p>	<ul style="list-style-type: none"> • Week 6 Discussion Board (there are two discussion boards this week) • Research Project Annotated Bibliography: This week, students will choose three sources from their research project bibliography (completed in

		<p><i>with Documents</i>. Boston: Bedford/St. Martin's.</p> <ul style="list-style-type: none"> Chapter 10 & 11 <p>Required Videos to View:</p> <p>Please view the following YouTube.com video, titled, "Civil Rights Pioneer Gloria Richardson, 91, on How Women Were Silenced at 1963 March on Washington"</p>	<p>Week 5) and complete an Annotated Bibliography. Please see the guidelines for completing an annotated bibliography at the Purdue OWL website [https://owl.english.purdue.edu/owl/resource/614/03/]. Please scroll down past the MLA sample and review the APA sample.</p> <ul style="list-style-type: none"> Writing Assignment: Please turn in, at a minimum, the introductory paragraph to the final paper is. Students may turn in any length draft, though, to receive constructive feedback from the instructor. <p><i>**Please combine assignments one and two into one document to upload for Week 6**</i></p>
WEEK 7	Historical Influences on Contemporary Women/Research Writing	<p>DuBois, Ellen C. and Lynn Dumenil. 2019. <i>Through Women's Eyes: an American History with Documents</i>. Boston: Bedford/St. Martin's.</p> <ul style="list-style-type: none"> Chapter 12 <p>AND</p> <p>Required Videos to View:</p> <p>Please view the following YouTube.com video, titled: "The naked truth -- advertising's image of women: Jean Kilbourne at TEDxLafayetteCollege": https://www.youtube.com/watch?v=Uy8yLaoWybk</p>	<ul style="list-style-type: none"> Week 7 Discussion Boards (<i>there are 2 final discussion boards</i>) <p>Final Research Project is due by end of class session</p>

****This syllabus is subject to change at the discretion of the instructor.***



Class Policies



Discussion Board:

- Students are required to post a minimum of 3 times per week in each discussion board (most weeks there is only one discussion board, although sometimes there are two).
- Students must post their first, original post to each weekly discussion board by the Wednesday of that week—all other posts (responses to peers, additional posts) must be made by the end of the Week (Sunday at midnight). Each week runs from Monday through Sunday.
- Students are expected to engage in discussion boards with their peers in a respectful, collegial manner. It is perfectly acceptable to disagree with another student—or even the instructor!—but maintaining a respectful atmosphere is essential.
- Offensive, hateful, or intimidating language is unacceptable. Please refrain from using this type of language in both open discussion boards and in your written assignments.
- Please review the “Online Course Rules and Netiquette” guidelines for more information. This handout is located in Blackboard under the “Syllabus and Policies” tab.



Blackboard: Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to **check Blackboard often** to stay up to date on announcements, new course materials, and other important information. **All assignments must be submitted on Blackboard.**



Late Assignments: Deadlines are an integral part of all professional careers. You must manage your time and complete all coursework thoroughly and on time

(e.g., quizzes, exams, papers, projects, discussion board posts). Per department policy, any work submitted to the instructor after the due date will result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up assignments or exams, the format of the task is at the discretion of the instructor.



Communication and E-mail: Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please **check your Goodwin e-mail account regularly**.



APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. Academic Writer is also available at <https://goodwin.libguides.com/academicwriter> to help with APA formatting.



Expectations for Written Work: The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
 - ✓ Your full name
 - ✓ The date of submission

Goodwin College Policies and Services

This course adheres to all policies outlined in the Goodwin College catalog.

General academic policies of Goodwin College may be found on the college web site at and in the college catalog at <http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin College website at <https://www.goodwin.edu/student-affairs/> and <http://www.goodwin.edu/library/>.