Course Description: This course surveys American history through the words and work of women. Broad in chronological scope, the course is not intended to be comprehensive. Rather, we will utilize primary and secondary sources to explore how women experienced important moments and events in U.S. history as well as how women’s historical experiences have been shaped by social categories such as race, class, sexuality, and religion. Lectures, discussions, and assignments will further encourage students to consider questions about the practice and politics of studying women’s history.

Required Reading: Students will read some combination of articles, book chapters, and/or primary sources before each class session. This weekly reading will be available on Blackboard, so students do not need to purchase this material.

Grade Breakdown:

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<th>Percentage Range</th>
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<tr>
<td>94-100%</td>
<td>A</td>
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<tr>
<td>90-93%</td>
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<td>87-89%</td>
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<td>83-86%</td>
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<td>80-82%</td>
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<td>77-79%</td>
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<td>73-76%</td>
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<td>70-72%</td>
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<td>67-69%</td>
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<td>63-66%</td>
<td>D</td>
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<td>60-62%</td>
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Assessment: An overwhelming majority of your grade will be derived from writing. We will talk more in class about what constitutes a good paper, but at this point it suffices to note that I expect students to submit polished, well-organized work. I encourage students to visit me during office hours to brainstorm essays, work through problems, and, if necessary, discuss strategies for improvement. Additional writing assistance is available through the U of R Writing and Speaking Center. Learn more about this resource here: [http://writing.rochester.edu/tutoring/index.html](http://writing.rochester.edu/tutoring/index.html).
Students will write three short essays (approximately 3 pages) that analyze and synthesize the material covered in class as well as required reading. Students should approach these essays with the same preparation and seriousness with which they would approach a formal in-class exam. I will post a prompt on Blackboard one week before each due date, and essays should be submitted via Blackboard at the dates and times indicated on the below schedule.

Two additional papers, both 4-5 pages in length, give students an opportunity to practice doing the work of a historian. The Primary Source Paper asks you to examine a sample of archival sources on nineteenth-century suffragists and write a paper that analyzes these primary sources. I have selected the sample that will be available to students at the library, which we will visit as a class Monday, Oct. 22. This paper will be due via Blackboard at the start of class on Monday, Nov. 6. For the Oral History Paper, each student will conduct an oral interview with a woman (family member, friend, colleague, neighbor) who was born before 1970 about some aspect of women’s lives in the last two decades of the twentieth century. Please consult with me regarding your topic before conducting the interview. You will then use this source material to write an analytical paper on your chosen theme, which will be due via Blackboard at the start of class on Wednesday, Dec. 12. See instruction sheets with specific guidelines for both papers on Blackboard, and we will also discuss these assignments at greater length in class.

The remainder of a student’s grade will be based on attendance and participation. Students are expected to attend each class session, and absences will only be excused if I am notified beforehand and for reasonable causes. More than three unexcused absences will result in a notable decline in the participation grade. Be aware, however, that regular attendance is only the bare minimum. To be adequately prepared for class, students need to have completed the assigned reading listed on the schedule below. Class sessions will be a mix of lecture and discussion, and students are expected to participate regularly in these discussions.

Participation: 15%
Short Essays (3): 45% (15% each)
Primary Source Paper: 20%
Oral History Paper: 20%

Course Policies and Expectations:

Late Assignments: Assignments incur a 10-point penalty for every 24-hour period or portion thereof that passes from the deadline until the assignment is submitted. If an assignment is due at the start of class on September 13 and it is not turned in until the evening of September 13, ten points will be automatically deducted. If it is not turned in until the afternoon of September 14, twenty points will be deducted.
Accommodation Policies: I’m happy to make accommodations as recommended by UR Disability Services. Should you need accommodations, I encourage you to make these arrangements sooner rather than later.

Academic Integrity: Academic honesty is at the core of the historical discipline, and you’ll find that it is something I care deeply about. All work submitted must be your own, prepared especially for this course. Unacceptable breaches of your obligation as a student include: submission of the same work or portions of the same work to more than one class, turning in work prepared by another person as if it were your own; and the unattributed use of text of any length from any source, including websites. I will report all suspected cases of academic dishonesty to the University’s Board on Academic Honesty. That said, I am happy to discuss any and all questions you may have about what does and does not constitute plagiarism, provided this conversation occurs before you submit the assignment.

Schedule:

Week 1:
W Aug 29: Why Women’s History?

PART 1: FAMILY AND WORK IN EARLY AMERICA

Week 2:
M Sept 3: Labor Day—NO CLASS
W Sept 5: Native America
Reading: “Navajo Emergence Story”

Week 3:
M Sept 10: Settling the “New World”: Chesapeake
Reading: Shefveland, “Cockacoeske and Sarah Harris Stegge Grendon,” in Virginia Women
W Sept 12: Settling the “New World”: New England
Reading: Warren, “The Cause of Her Grief”

Week 4:
M Sept 17: NO CLASS
W Sept 19: Women and Religious Dissent
Reading TBA.

Week 5:
M Sept 24: Disorderly Women: The Salem Witch Trials
Reading: Excerpts from The Salem Witch Hunt: A Brief History with Documents
PART 2: THE DIFFERENCE A WAR MAKES

W Sept 26: Wartime Disruptions and Dislocations
Reading: Kerber, “Women Invited to War”; Carson, “Molly Brant: From Clan Mother to Loyalist Chief”

Week 6:
M Oct 1: Remember the Ladies!
Reading: Kerber, “The Republican Mother”
*Essay #1 due via Blackboard at the start of class.

PART 3: BONDAGE AND FREEDOM IN ANTEBELLUM AMERICA

W Oct 3: Cherokee Women and the Removal Era
Reading: Excerpted selections from The Cherokee Removal: A Brief History with Documents; Perdue, “Cherokee Women and the Trail of Tears”

Week 7:
M Oct 8: Separate Spheres?
Reading: Kerber, “Separate Spheres, Female Worlds, Women’s Place: The Rhetoric of Women’s History”

W Oct 10: Life on the Plantation
Reading: Jacobs, Incidents in the Life of a Slave Girl (excerpts)

Week 8:
M Oct 15: Fall Break—NO CLASS

W Oct 17: NO CLASS

PART 4: CITIZENSHIP AND SUFFRAGE

Week 9:
M Oct 22: Library Day—Meet in classroom as usual, and we will walk over together.

W Oct 24: From Abolition to Women’s Rights

Week 10:
M Oct 29: Citizenship for Whom?: Women’s Rights in the Reconstruction Era
Reading: Tetrault, “Woman’s Day in the Negro’s Hour,” in The Myth of Seneca Falls

W Oct 31: Citizenship for Whom?: The American West and American Empire
Reading: Hoganson, “As Badly Off as the Filipinos”

PART 5: PROGRESSIVES AND THE NEW WOMAN

Week 11:
  M Nov 5: Success!: The Nineteenth Amendment
  Reading: Giddings, “The Quest for Woman Suffrage” in *When and Where I Enter*; Lange, “We Can Do Better Than the Suffragists”
  *Primary Source Paper due via Blackboard at the start of class.*

  W Nov 7: Women and Work
  Reading: Woloch, “A Class by Herself”; Goldman, “The Tragedy of Women’s Emancipation”

Week 12:
  M Nov 12: Race Women
  Film: *Ida B. Wells: A Passion for Justice* (Watch 55-minute documentary online before class.)
  *Essay #2 due via Blackboard at the start of class.*

  W Nov 14: Popular Culture in Prosperity and Depression
  Reading: Ruiz, “The Flapper and the Chaperone,” in *From Out of the Shadows*

PART 6: SOCIAL MOVEMENTS, FEMINISMS, AND OPPOSITION

Week 13:
  M Nov 19: Hot and Cold Wars
  Reading: Friedan, “The Problem That Has No Name,” in *The Feminine Mystique*

  W Nov 21: Thanksgiving Break—NO CLASS

Week 14:
  M Nov 26: Rosa Parks, Pauli Murray, and the Movement for Civil Rights
  Reading: McGuire, “It Was Like All of Us Had Been Raped”

  W Nov 28: The World Split Open
  Reading: NOW Statement of Purpose; “No More Miss America!”; Mainardi, “The Politics of Housework”

Week 15:
  M Dec 3: Local History: Fighting Domestic Violence in Rochester
  Reading: TBA
W Dec 5: Womanism and Feminisms of Color
   Reading: Beal, “Double Jeopardy”; Combahee River Collective
   Statement; Green, “Diary of a Native American Feminist”; Yamada, “Asian Pacific American
   Women and Feminism”

Week 16:
M Dec 10: Suburban Warriors and the Reagan Revolution
   Reading: Schlafly, *The Power of the Positive Woman* (excerpts)
W Dec 12: Wrapping Up: Our Lives in Historical Perspective
   *Oral History Paper due via Blackboard at the start of class.*

*Essay #3 deadline TBA.*