

**HIST 203: Women in American History**  
**Online: 3 credit hours**  
**Fall 2020 Mary Baldwin University**

**Dr. Clayton McClure Brooks**

[cbrooks@marybaldwin.edu](mailto:cbrooks@marybaldwin.edu)

540-449-8953

Office: ACA 402

Office Hours: Collaborate: Tuesdays noon-2:00PM

**Course Description:** This course focuses on the history of women in the United States from settlement through the present. Rather than a survey class, the class will consider key periods of transition and analyze how the roles of women changed over time, and continue to evolve. Within this context, students will evaluate how women shaped the history of the United States and how their contributions are often rewritten by historical memory. As an online class, success in this course requires not only self-discipline to keep up with the reading and assignments but also communication. Students are expected to check Canvas and email regularly for updates and potential revisions. If you have questions concerning the material, please be in contact with the professor.

**Learning objectives:**

- Identify key events in women's history in the United States.
- Understand transition points that helped reshape gender roles over time.
- Recognize the role of gender and racial diversity in shaping women's history.
- Evaluate the role of historical memory versus history, and the role of women as architects of history.
- Improve critical analysis and writing skills.

**Weekly expectations for success:** Successful experiences in online environments depend largely on self-motivation, communication, and organization (for both the student and the professor). For my part, you will find the class organized. I will keep in regular contact with students and start every week with an email detailing our course content for that week. I will also work with you to address any concerns about the material or course expectations. As a student, the following are some weekly goals to help you achieve success in this course: 1) *Do your reading.* The weekly schedule details each week's reading. Take notes on your reading. Let the professor know if you ever have any questions about the material, 2) *Read/view the posted lectures,* 3) *Complete your weekly assignments.* All assignments (except the final exam) are due Sundays at midnight.

**Course Resources:**

**Texts:**

- Sara Evans, *Born For Liberty*, Free Press, Second Edition, 1997.  
ISBN-13: 978-0684834986
- Jean H. Baker, *Sisters: The Lives of America's Suffragists*, Hill and Wang, 2006.  
ISBN-13: 978-0809087037

**Available free eBook via Grafton library:**

- Margot Mifflin, *The Blue Tattoo: The Live of Olive Oatman*, 2009

- Faith Holsaert, Ed. *Hands on the Freedom Plow: Personal Accounts by Women in the SNCC*, 2012 (Selected chapters)

**Other Resources:** Articles, primary sources, and other sources listed on syllabus will be available on Canvas. Four movies are required throughout the semester. Students are responsible for renting, borrowing, or copying these movies for their viewing. If available online, I will include links on Canvas.

Crucible (1996)

Cold Mountain (2003)

Iron Jawed Angels (2004)

Hidden Figures (2016)

**Lectures:** To guide your reading and learning, lectures will be posted to Canvas for each section.

### **Course Requirements and Assessment:**

**Quizzes:** Throughout the semester, there will be 5 online quizzes. Each of these short quizzes are composed of 10 multiple choice questions and based on the reading and written lectures assigned since the last quiz. These account for 15% of your final grade. These quizzes will be found on Canvas, and due on Sunday by midnight of the assigned week. Due dates are detailed on the weekly schedule.

*Purpose: To provide frequent benchmarks to ensure you are drawing the important points out of the reading and written lectures. As an online class, I find these assignments useful in keeping in contact with students.*

**Essay Question Sets:** Throughout the semester, you will need to complete 4 essay question sets. Each set will contain 2 discussion questions. Each question needs to be answered in a minimum of 300 words (approximately 1 page). Thus, each set will be total minimum of 600 words (or approximately 2 pages). Essay sets need to be submitted as .doc or .txt files through Canvas. It needs to be double-spaced and 12 point font. They will be due on Sunday by midnight of the assigned week. Due dates are detailed on the weekly schedule. An average of your four essay question grades will comprise 30% of your final grade. Questions will be drawn from the reading, lectures presentations, and primary sources. If you quote from the text, remember to cite the page number. If you choose to draw from other sources apart from the text or lectures, be sure to cite your source. Essays will be graded on: 1) correct information, 2) clear demonstration of your analysis, 3) and whether it is well-organized and well-written.

*Purpose: I have found written discussion questions to be extremely useful in guiding online students. Although you also will have the opportunity for discussion on the online discussion board, these assignments allow you to really expand on your thinking. I find that having students organize their analysis in writing helps clarify the readings. These assignments also give me the opportunity to respond to your work on a one-to-one basis, encouraging new ways to think about the material.*

**Class Discussion Board:** Students will also be asked to participate in 5 online conversations on Canvas's discussion board throughout the semester. Each discussion will last for a one-week period. I will post a discussion question(s) pertinent to the current reading assignments. Post your thoughts on the question, building upon the posts of your classmates or starting your own thread. I will be grading on your participation and contribution to building the class discussion. This will account for 15% of your grade. Rather than posting all your posts at once, keep up with the board and post on what interests you most. I believe these discussions can be wonderful assets to the virtual learning experience if students take the board seriously and are willing to engage one another. To this end, I am requiring one original post and two response posts to qualify as

minimum participation. You are certainly allowed to branch off from the original topic in your posts (including an original post), if you have a different question or something you want to discuss from the current reading. My questions are intended as conversation starters, rather than limits to the discussion. I am much more interested in a lively discussion rather than keeping to the original question. For detailed grading information, please refer to the rubric on Canvas. Remember to always be respectful of your classmates. It is perfectly fine to disagree with someone, but there is never any reason to be rude. We are here to learn together. I monitor the board closely, but I like to keep this a student discussion as much as possible and let you direct the course of the conversation. I will add occasional observations, but I am always happy to answer any questions directed to me on the board and join in if asked.

*Collaborate Meetings:* Our class will meet online twice during this semester. I will provide information on how to log into these sessions which will be an introduction and orientation to the course.

*Purpose: These conversations will be opportunities to bounce ideas off of your classmates. Diverse perspectives always help for a better understanding of what you are learning, particularly in the distance of a virtual classroom.*

**Exams:** The midterm and the final will be worth 20%. The midterm and final will be online and open book.

**Gradable Content:**

15% Participation in class discussions (5 total)

15% Multiple choice quizzes (5 total)

30% Essay question sets (4 total)

20% midterm exam

20% final exam

**Grading Scale:**

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

**ETs:** ETs will be considered on a case-by-case basis. Students must offer a compelling reason for seeking an ET.

**Plagiarism and Honor System:** Academic dishonesty is an offense that will not be tolerated. Plagiarism, which is presenting the words or ideas of another person as one's own without giving credit to the original author, is a form of lying, cheating, and stealing. Do not be tempted to copy someone else's work or paraphrase their ideas; it is wrong. All work for this course is done in accordance with the Mary Baldwin Honor Code.

**Student Accommodations:** Coordinating Student Accommodations through the Accessibility Services Program: In order to receive ADA accommodations in this class due to a documented disability, students must provide documentation from a healthcare provider to the Coordinator of Accessibility Services. The documentation must have been completed within 3 years of admission to postsecondary school, and must include an evaluation by an appropriate medical professional. The documentation must describe the current impact of the disability as it relates to the request for accommodation. Once the documentation is on file, students meet with the coordinator to create a Request for Accommodation, which is emailed to all of the

students' instructors each semester. The forms are signed and returned to the Academic Resource Center, 116A Grafton. Mary Baldwin University does not offer disabilities testing but can provide information on local testing services.

**The Academic Resource Center:** The ARC is your one-stop-shop for writing, math, and all other subject tutoring. Residential students meet face-to-face with tutors in the Center for Student Success, on the first floor of Grafton Library. Online students can work online with tutors on papers, assignments, and test-taking strategies.

**Weekly Schedule:**

	<b>Reading</b>	<b>Assignment</b>
<b>1607-1815</b>		
<b>Week 1:</b> August 24-30	Read: <ul style="list-style-type: none"> <li>• Evans, Chapter 1</li> </ul>	Discussion #1: Introduction Board
<b>Week 2:</b> August 31- September 6	Read: <ul style="list-style-type: none"> <li>• Evans, Chapter 2</li> </ul> Movie: <i>Crucible</i> (1996)	Quiz #1  Collaborate Session, Tuesday, September 1st 8:00 PM
<b>Week 3:</b> September 7-13	Read: <ul style="list-style-type: none"> <li>• Evans, Chapter 3</li> <li>• Judith Sargent Murray, Selection from <i>On the Equality of the Sexes</i>, 1790</li> </ul>	Discussion #2
<b>1815-1870</b>		
<b>Week 4:</b> September 14-20	Read: <ul style="list-style-type: none"> <li>• Start Mifflin, <i>The Blue Tattoo</i></li> <li>• Angelina Emily Grimke, Selection from "Appeal to Christian Women of the South," 1836</li> <li>• Sojourner Truth, "Ain't I a Woman?" December 1851</li> </ul> Movie: <i>Cold Mountain</i> (2003)	Quiz #2  Essay Set #1
<b>Week 5:</b> September 21-27	Read: <ul style="list-style-type: none"> <li>• Evans, Chapters 4-5</li> <li>• Continue Mifflin, <i>The Blue Tattoo</i></li> <li>• Declaration of Sentiments</li> </ul>	Discussion #3
<b>Week 6:</b>	Read:	Quiz #3

September 28- October 4	<ul style="list-style-type: none"> <li>• Finish Mifflin, <i>The Blue Tattoo</i></li> <li>• Drew Gilpin Faust, “Altars of Sacrifice: Confederate Women and the Narrative of War”</li> </ul>	<p>Essay Set #2</p> <p>Collaborate Session: Monday, September 28th 7:00 PM</p>
<b>Week 7:</b> October 5-11 Midterm Week	<p>Read:</p> <ul style="list-style-type: none"> <li>• Start Baker, <i>Sisters</i> (not covered in midterm)</li> </ul>	Midterm
<b>1870-1945</b>		
<b>Week 8:</b> October 12-18:	<p>Read:</p> <ul style="list-style-type: none"> <li>• Evans, Chapters 6-7</li> <li>• Continue Baker, <i>Sisters</i></li> <li>• Susan B. Anthony, “Women’s Rights to the Suffrage,” 1873</li> </ul> <p>Movie: Iron Jawed Angels (2004)</p>	None
<b>Week 9:</b> October 19-25	<p>Read:</p> <ul style="list-style-type: none"> <li>• Evans, Chapter 8</li> <li>• Finish Baker, <i>Sisters</i></li> <li>• Alice Paul Describes Force Feedings</li> </ul>	Discussion #4
<b>Week 10:</b> October 26- November 1	<p>Read:</p> <ul style="list-style-type: none"> <li>• Evans, Chapter 9</li> <li>• Interview with Pearl James Hill, an ammunition worker and ship welder during World War II</li> </ul>	Quiz #4
<b>1945-Present</b>		
<b>Week 11:</b> November 2-8	<p>Read:</p> <ul style="list-style-type: none"> <li>• Evans, Chapters 10-11</li> <li>• Betty Frieden, “The Problem That Has No Name,” from <i>The Feminine Mystique</i>, 1963</li> </ul>	Essay Set #3
<b>Week 12:</b> November 9-15	<p>Read:</p> <ul style="list-style-type: none"> <li>• Evans, Chapters 12-13</li> <li>• Holsaert, Ed. <i>Hands on the Freedom Plow</i>: Introduction, Parts 2&amp;10, postscript (on Canvas under Further Resources)</li> </ul> <p>Movie: Hidden Figures (2016)</p>	<p>Quiz #5</p> <p>Discussion #5</p>
<b>Week 13:</b>	Read:	Essay Set #4

November 16-22	<ul style="list-style-type: none"> <li>• Evans, Chapter 14</li> <li>• Excerpt: statement on the Equal Rights Amendment by the US Commission on Civil Rights, 1978</li> <li>• Phyllis Schlafly, “What’s Wrong with ‘Equal Rights’ for Women?” (1972)</li> </ul>	
<b>Week 14:</b> November 23-29	Review for Final Exam	None
<b>Week 15:</b> November 30- December 2 Exam week	None	Final Exam due midnight, Wednesday December 2nd

*Syllabus is subject to revision.*