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Fall 9-1-2020

### HSTA 370H.50: Women in America from the Colonial Era to the Civil War (Online)

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#### Recommended Citation

Jabour, Anya, "HSTA 370H.50: Women in America from the Colonial Era to the Civil War (Online)" (2020).

*University of Montana Course Syllabi*. 11361.

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## **HSTA 370H: Women in America from the Colonial Era to the Civil War**

Prof. Anya Jabour

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*N.B.: I check e-mail regularly only during the work week (i.e., M-F, 8 a.m.-5 p.m.).*

*While I will respond to your queries ASAP, you should anticipate a wait time of 24-48 hours.*

### **Course Description:**

This course, the first half of a two-semester sequence on U.S. women's history, will acquaint students with the major issues and events of women's history in the United States from the colonial era through the Civil War. Students also will learn to interpret historical materials and to communicate their ideas effectively through speaking and writing.

This course counts toward the "Historical and Cultural" perspective for General Education requirements and fulfills one of the "U.S." courses required of history majors. It also may be used toward a Major or a Minor in Women's, Gender, and Sexuality Studies.

### **Course Text:**

Kerber, DeHart, and Dayton, eds., *Women's America: Refocusing the Past*, 8<sup>th</sup> edition, Vol. 1.

This text is available for purchase or rental in the UC Bookstore. If you choose to obtain it elsewhere, be sure to get the correct edition, as pagination and contents vary significantly. Use ISBN 978-0-19-934935-7.

### **Course Format:**

This asynchronous online class (with optional synchronous meetings) allows you maximum flexibility. You may choose to "fast-track" the class by completing the work on your own schedule (so long as you meet all the posted deadlines), or you may choose to complete the class week-by-week (and take advantage of the optional live Zoom review sessions and/or group activities, which will be posted to Moodle for relevant weeks). Regardless of the approach you choose, it is essential that you check both Moodle and your UM e-mail regularly for the most up-to-date information.

### **Course Assignments:**

#### **Participation: 20%**

You are expected to post to the Forum every week. Forum posts are due by 12 noon each Friday. In order to post strong responses to the questions posed, you will need to watch the week's pre-recorded mini-lectures and complete the week's reading in advance. See Moodle for Forum details and portals. For some weeks, you may substitute participating in a live discussion via Zoom or contributing to a crowdsourced group project for the weekly Forum post. These opportunities will be posted on Moodle.

#### **Exams: 80%**

There will be four exams in this class, one for each segment of the class. The exams will be T-F, multiple-choice, and/or matching and will be administered on Moodle. To perform well on these exams, you will need to pay close attention to (and take notes on) all the mini-lectures and assigned readings. See Moodle for exam details and portals. Prior to each exam, I will host an optional exam review/Q&A session via Zoom. Consult Moodle for details.

**Grade Distribution:**

Participation:	20 percent
Exam #1:	20 percent
Exam #2:	20 percent
Exam #3:	20 percent
Exam #4:	20 percent

**Grade Scale:**

Grades will be assigned according to the point system below. According to University policy, all courses taken for General Education credit must be taken for a traditional letter grade; students must earn a C-minus or better to count courses toward either General Education or their major or minor.

93-100 points:	A
90-92 points:	A-
87-89 points:	B+
83-86 points:	B
80-82 points:	B-
77-79 points:	C+
73-76 points:	C
70-72 points:	C- ( <i>lowest passing grade for General Education or degree requirements</i> )
67-69 points:	D+
63-66 points:	D
60-62 points:	D-
59 and below:	F

## Course Policies:

Because this is a fully asynchronous class, you have the option to “fast-track” your completion of the requirements by completing class activities prior to the posted deadlines. Consult the course schedule and Moodle for deadlines and assignments.

No late assignments will be accepted except in cases of a documented personal, family, or medical emergency, or in case of conflicts resulting from required academic or athletic events (i.e., Model UN) or mandatory civil or military service (i.e., jury duty). In other words, except in exceptional circumstances and with acceptable documentation, late assignments will receive a ZERO.

Incompletes are intended for use by students who have fulfilled all course requirements (including attendance) prior to a documented medical, family, or personal emergency that prevents the student from completing the remainder of the course. Incompletes will be granted at my discretion based on these criteria. Students must arrange incompletes as early as possible.

What’s an emergency? Routine appointments (annual physicals, dental cleanings, etc.) are not emergencies. However, symptoms of or exposure to Covid-19, time-sensitive medical procedures, and/or mental health crises are emergencies. Attending a wedding, or going on a family vacation, is not an emergency. However, attending a family funeral is an emergency, as is assuming responsibility for urgent health care for a family member or roommate. Changing your living situation due to a personal, medical, or financial crisis also is an emergency. Please consult with me as early as possible if you confront any major challenges. I will do what I can to connect you with helpful resources as well as providing reasonable accommodations for students in crisis.

Students must practice academic honesty. Plagiarism or cheating of any kind, including using non-course materials (i.e., another student, Wikipedia) to complete exams, will result in a failing grade in the course. More severe penalties, including suspension or expulsion from the University, may apply under the [Student Conduct Code](#).

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact them ASAP. I will work with you and Disability Services to provide reasonable and appropriate accommodations. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. “Appropriate” means that your DSS coordinator has recommended specific accommodations for your situation, as indicated in your letter of verification from DSS.

## Course Schedule:

This is the schedule of topics and exams for the semester. You should consult Moodle for reading assignments, links to recorded lectures and films, the weekly Forum, the four exams, and details on optional Zoom review sessions and discussions and optional crowdsourced group activities.

### I. Disparate Images: Women in the American Colonies

August 19-21: The First American Women

August 24-28: New Women in a New Land

August 31-September 4: Women Rebels

September 7-11: Women in Revolutionary America

**\*\*\*EXAM #1 due by 8 p.m. Sunday, Sept. 13\*\*\***

### II. Emerging Ideals: Woman's Sphere in Antebellum America

September 14-18: Defining Woman's Sphere

September 21-25: Living in Woman's Sphere

September 28-Oct. 2: Expanding Woman's Sphere

**\*\*\* EXAM # 2 due by 8 p.m. Sunday, Oct. 4\*\*\***

### III. Varieties of Experience: Women's Lives in Antebellum America

October 5-9: Working Women

October 12-16: Southern Women

October 19-23: Western Women

**\*\*\*EXAM #3 due by 8 p.m. Sunday, Oct. 25\*\*\***

### IV. Changes in Prospect: Women's Activism in Antebellum America

October 26-30: Abolitionism and Feminism

November 2-6: Women and the Civil War

November 9-13: Woman Suffrage

**\*\*\*EXAM #4 due by 12 noon on Friday, Nov. 20\*\*\***