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HSTA 371H.50: Women in America - From the Civil War to the Present

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HSTA 371.50H: Women in America from the Civil War to the Present

Professor Anya Jabour

Contact: anya.jabour@umontana.edu

Class Hours: Online/Asynchronous via [Moodle](#)

Office Hours: T 1-2 p.m. and by appointment via [Zoom](#)

Course Description and Class Materials

This online, asynchronous course uses a mix of pre-recorded mini-lectures, essays, documents, blog posts, films, videos, podcasts, and exhibits to acquaint students with the major issues and events of women's history in the United States from the Civil War to the present. While the class offers broad chronological coverage, it is organized thematically rather than according to strict chronology (date order). This means that there is some chronological overlap among thematic units and weekly topics. See p. 5 for the class schedule.

Many class readings are contained in Linda K. Kerber, Jane Sherron DeHart, Cornelia Hughes Dayton, and Judy Tzu-Chun Wu, eds., *Women's America: Refocusing the Past, Volume 2* (8th ed.), Oxford University Press, 2016, ISBN 978-0-19-934936-4). It is essential that you purchase the correct volume of this book. Additional readings, as well as mini-lectures, films, podcasts, etc., will be posted on Moodle.

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 and minors. It also may be used toward a Public History Certificate, or a major or minor in African American Studies and/or in Women's, Gender, and Sexuality Studies. If you are interested in pursuing a degree or certificate in History, African American Studies, and/or Women's, Gender, and Sexuality Studies, please let me know!

Course Requirements and Grading:

Time Commitment and Timing:

In general, you should dedicate approximately 3 hours per credit hour to class activities each week, over and above time spent "in" class. For this class, this means that you should plan to devote 9-12 hours each week to classwork (viewing lectures and videos, listening to podcasts, completing reading, posting to the Forum, reviewing Powerpoints, etc.). You are welcome to "work ahead" in the class, so long as you complete all assignments by the due dates indicated on the syllabus and on Moodle.

Participation (40%):

Weekly participation is required. In most cases, this involves posting to the weekly Forum, which you must do before midnight the Friday of the relevant week. Deadlines are indicated on Moodle. Each week, you will have a choice of "discussions" to join. I will "star" especially insightful or thorough posts, so if you want an example of an excellent post, look for the starred ones! Otherwise, please follow this rubric:

Forum posts (10 points each) should:

- Be 250-500 words long (word count is displayed at the end of your post)
- Be written in the form of complete sentences, with correct spelling and grammar
- Answer all the parts of the selected question
- Include at least one specific example or quotation from class materials
- Cite the source (page # or URL).

For some weeks, you will have a creative and/or crowdsourced option to a traditional Forum post. See Moodle for further details. The regular deadlines and guidelines apply to these options, although word count may not be pertinent to those based on visual materials.

While you are expected to contribute to the Forum each week, I will drop the 3 lowest Forum scores when calculating your course grade. Thus, your participation grade will be based on your best 12 posts.

You may earn extra credit (up to 1 point per week, or 15 points total) by posting a thoughtful response (approx. 100-200 words) to a classmate's Forum post by midnight the Sunday following the relevant week (i.e., over the weekend after the initial posts are up). Extra credit points will be applied to your Participation score at the conclusion of the semester.

To count this course toward a Public History Certificate, you should complete a minimum of 10 posts marked "PH" over the course of the semester.

Exams (60%):

There will be four exams in this class, one for each class unit (as indicated on the class schedule on the final page of the syllabus). Exams measure your understanding of all class material (lectures, readings, exhibits, films, podcasts, etc.) covered in that unit. While historical knowledge builds on what has come before, the fourth exam is a unit exam rather than a comprehensive final exam.

Exams are open book and open note, and include True/False, Multiple Choice, and Matching questions. The tests are not tricky, but they are thorough, and they are timed. Be sure to read the questions carefully and completely! If you complete your exam before your time has expired, use the extra time to return to questions you were unsure of, and/or to double-check your answers.

I suggest that you use the Powerpoints posted to Moodle as an aid in exam preparation and completion as well as an aid in note-taking. However, you should not treat them as a substitute for viewing and taking notes on the mini-lectures, which contain much more information than the slideshows. Exam questions are based on all reading/viewing/listening assignments (i.e., essays, blog posts, films, exhibits, podcasts) as well as on lectures, so be sure to complete all the class activities!

You should answer exam questions based on class material (not outside sources or your own opinion). If you wish to appeal for credit for responses marked incorrect, it is your responsibility to provide me with class material in support of your request.

Grade Distribution:

Participation:	40 percent	
Exams :	60 percent	
		First Exam: 15 percent
		Second Exam: 15 percent
		Third Exam: 15 percent
		Fourth Exam: 15 percent

Grade Policy:

UM requires that courses taken for General Education credit must be taken for a traditional letter grade; students must earn a C-minus or better (as indicated below) to count courses toward either General Education or their major or minor.

<u>Percentage Earned</u>	<u>Letter Grade</u>
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

Course Policies

Internet, Moodle, and Zoom:

Because this is an online class, it is essential that you have access to a computer and reliable internet service in order to access class materials and submit class assignments. Mansfield Library and the CHS Dean's Office have a limited number of laptops available for checkout. Internet services are available on campus at [these locations](#).

This class is delivered on Moodle; all assignments are posted there. It is essential that you are conversant with Moodle prior to the start of the semester. If you are not familiar with Moodle, complete the tutorial, [Moodle 101](#). This class uses the "Clean" theme, which has its own [tutorial](#).

If you wish to meet with me during the semester, you will do so via Zoom. Please ensure that you have Zoom installed on your computer and that you know how to use it prior to the start of the semester. You should be able to join the meeting simply by clicking on the link posted on Moodle and at the top of the syllabus, but you can learn more [here](#).

Forum and E-mail Etiquette:

Because this is an online class, most of your communication will be by way of the Forum or by way of e-mail. When posting to the Forum, please show courtesy to your classmates by using their preferred name and pronoun, and please express any disagreement in respectful terms. (In Moodle, you can update your Profile under the Dashboard to reflect your preferred name and pronouns.) Avoid any discriminatory and/or disparaging comments based on individual identity (i.e., gender, sexuality, class, race, ethnicity, religion). Posts that violate these principles may be removed and will not receive credit.

In addition to the required weekly Forum, there also will be a weekly Q&A Forum where you can post any questions or comments you may have about the week's material, much as you might speak up in a face-to-face class. If you wish to have a more in-depth interaction, please e-mail me and we can communicate via e-mail or set up a one-on-one meeting via Zoom.

For privacy reasons, you must use your UM e-mail to communicate with me. When e-mailing me, you should include a proper salutation (i.e., Professor Jabour or Dr. Jabour) and sign your full name (including preferred name if this differs from the one on the roster). Indicate the class (HSTA 371H) and topic (i.e., Exam #3, or Forum: World War Two) in the subject line. I check and respond to e-mail regularly M-F 8 a.m.-5 p.m., excluding holidays. It may take 24-48 hours for me to respond.

Deadlines:

No late assignments will be accepted except in cases of a documented personal, family, or medical emergency. In other words, late assignments will receive a ZERO. *What counts as an emergency?* Examples of personal emergencies include losing your housing or major interruptions resulting from loss of power or internet access. Examples of family emergencies include needing to care for an ill family or household member. Examples of medical emergencies include mental health crises or major illnesses. You may request extensions with documentation of these or similar situations. *What does not count as an emergency?* Routine medical appointments, family events, or lack of planning do not constitute emergencies. Because this class is online, exposure to COVID or quarantining does not constitute an emergency, unless you also are experiencing symptoms and/or interruptions to internet service that interfere with your ability to complete class assignments. *However, if you are experiencing symptoms and/or suspect a close contact, you should get tested immediately. Please e-mail me to inform me of the situation and you will automatically receive a 24-hour extension.* For any questions or concerns about assignments or deadlines, e-mail me at anya.jabour@umontana.edu.

Incompletes:

Incompletes are intended for use by students who have fulfilled all course requirements (including regular posts to the Forum) 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.

Academic Honesty:

Students must practice academic honesty. This means that students must complete their own work and must provide proper citations when using others' work. In this class, it also means that you must complete classroom assignments without outside assistance and based only on assigned classroom materials (not, for instance, by using Wikipedia). Plagiarism or cheating of any kind 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.

Accessibility:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity. For instance, students with physical or sensory disabilities are eligible for assistance in the form of sign-language translators or all-access classrooms, and students with learning disabilities are eligible for assistance in the form of note-takers or additional time for exams. Assigned materials for this class are designed for optimal accessibility. Lectures, podcasts, and videos include professional captioning and/or transcripts. If you have difficulty accessing any course materials, please let me know ASAP and I will find an alternative for you.

If you have a disability and wish to request reasonable accommodations in accordance with civil rights law and university policy, please register with the [Office for Disability Equity](#) and consult with me as soon as possible to make suitable arrangements. Note that "reasonable accommodations" must not "compromise the integrity of the course" or alter any "essential academic component of the class," and that any modifications must be arranged in consultation with the instructor in advance. UM does not permit fundamental alterations to academic standards or retroactive modifications.

Course Schedule

This course schedule indicates the weekly topics and the due dates for the four exams. For weekly assignments, see Moodle. **Both on the syllabus and on Moodle, deadlines are indicated in bold.** You should check Moodle and your UM e-mail regularly to ensure that you have up-to-date information!

I. "New Women": Education, Work, and Reform in Industrializing America

Jan. 17-21: The Origins of American Feminism(s) in Antebellum America
 Jan. 24-28: Promise or Threat? The "New Woman" in Turn-of-the-Century America
 Jan. 31-Feb. 4: New Women, New Work: Immigrant and Working-Class Women
 Feb. 7-11: New Visions: Women's Organizations in Progressive Era America
 Feb. 14-18: Race and Reform

Exam #1 Due Sun., Feb. 20, 11:59 p.m.

II. Suffrage and Beyond: Consensus and Conflict in the 19th and 20th Centuries

Feb. 21-25: Equality and Expedience: Feminism and Suffrage
 Feb. 28-March 4: One Woman, One Vote: A Winning Plan for Woman Suffrage?
 March 7-11: A Chastened Victory: After Suffrage

Exam #2 Due Sun., March 13, 11:59 p.m.

III. The New Domesticity: Home and Work in Twentieth-Century America

March 14-18: The Industrialization of Housework
 March 21-25: SPRING BREAK
 March 28-April 1: World War Two and The Transformation of the Workplace
 April 4-8: The New Domesticity

Exam #3 Due Sun., April 10, 11:59 p.m.

IV. Women's Liberation? The 1960s to the Present

April 11-15: The New Feminism(s): Defining Women's Liberation
 April 18-22: Second Wave Feminism: Progress and Problems
 April 25-29: From Post-Feminism to Third-Wave Feminism
 May 2-6: Women in Contemporary America

Exam #4 Due Sun., May 8, 11:59 p.m.