

U.S. Women's History HIST 330

Dr. Rebecca Hartman
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Office Hours, MWF 11-12 and by appt.

Required Texts:

Woloch, Nancy. *Women and the American Experience*, 4th ed.
A variety of on-line sources for women's history

Course Description:

This course surveys women's historical experiences in the United States from the American Revolution to the present. It is intended to introduce you to the methodology of women's history in addition to exploring the often hidden and forgotten gender dimensions of the American past. One major goal of this course, therefore, is to present women's history both as an integral part of United States history and as a unique subject of historical investigation. As with every other liberal arts class, this one should also sharpen your analytical skills, critical thinking skills, writing ability, and reading comprehension.

Course Expectations (Learning Outcomes):

Upon completion of the course, students should have an overview of women's experiences in U.S. history from the colonial period to the present. Students will have a beginning competency in using gender as a category of analysis and apply that analysis to a historical understanding of the experiences of women in US history. They will also gain a critical awareness of the ways in which race, class and sexual orientation have created differences among women's historical experiences. Students will be familiar with the historical struggles of women to gain political equality, their role in broader social reform movements, and the ways in which women have contributed to American culture. Students will also be able to describe the major historiographical trends in women's history, and formulate basic arguments concerning the debate between equality and equity.

Course Requirements:

The course is designed so that our study of women's history is collaborative and student-driven.. To that end, (nearly) every Wednesday we will begin with small group discussions of the assigned readings. Then a pair of you will lead the discussion of the assigned readings. During these student-led discussions, I will not say anything for the first fifteen minutes. Honest. We'll reserve the remainder of the class for further discussion, clarification, summation and a look ahead to Friday's work with primary sources.

To prepare yourself for the discussions, and to maintain your discussion grade, every Wednesday BEFORE CLASS you will turn in to me a list of four observations that occurred to you while you did the readings. These should be the points you want to make during the class discussion--parallels, discrepancies, questions that you have, reminders of past readings, connections to ideas from other classes, connections to your life experience--anything pertinent. Your observations will become more sophisticated as time goes by, so please try not to censor yourself or fret that your list is "silly." I will not grade these questions, per se, but I will take them into account when calculating your final grade. If you are missing one or more weeks' worth, it will affect your grade. If you are shy about discussions it will help you to have already written your ideas down on paper. (NOTE: Since these must be handed in before class, you will want to make a copy for you to keep as a prompt during the discussion.)

- Students must complete weekly readings in a timely manner. This course is reading-intensive and our success as a working group of scholars depends upon everyone's commitment to the work. In addition to the above-mentioned reading observations list, there will be eight brief (2-3 pp.) weekly papers due *summarizing and evaluating* the readings. These count for 30% of your total grade. No late weekly papers will be accepted. These are due Monday before the start of class.
- One research project will be required that involves research using major internet collections of women's history documents as well as the use of one additional monograph to be chosen by the professor and student. This will count for 40% of your grade. There will be two drafts of this project. The first draft will count for about 15 of the 40% and the final, graded draft will count for the rest. A significant portion of your grade will be based on the effective revision of your first draft, including demonstration of revision as specifically responding to peer review comments as well as professor's feedback on first draft.
- Leading discussion, discussion participation and peer review of research projects will count for 30% of the course grade. Class participation grade will be lowered by one letter grade for three absences, and by ½ letter grade for each subsequent absence. Exceptions will be made only for documented illnesses, required university-related events, or family emergencies.

Course Schedule (Subject to change):

(All assigned Woloch readings include Primary Source Investigator materials)

Week One: Colonial Women

Read Woloch, Chapters 1, 2, and pp. 66-80

Week Two: Revolutionary Women

Read Woloch, Chapters 3-4 (from p. 81)

Week Three: Moral Reform

Read Woloch, Chapters 5, 7, 8

Week Four: The Civil War, Race, and Labor
Read Woloch, Chapters 9-10

Week Five: The Rise of White Middle-Class Women
Read Woloch, Chapters 11-12

Week Six: Political Feminism
Read Woloch, Chapters 13-14; selections from Nancy Cott, *Grounding Modern Feminism*

Week Seven: “New” Women: 1920s, immigration, socialism
Read Woloch, Chapters 15-16

Week Eight: Women in the Great Depression and WWII
Read Woloch, Chapters 17-18

Week Nine and Ten: Cold War Womanhood to Women’s Lib
Second Wave Feminism, Global or Third Wave Feminism; from Equality to Equity
Read Woloch, Chapters 19-23

Statement on Academic Misconduct:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. Please see Student Handbook at: <http://www.eou.edu/saffairs/handbook/honest.html>

Statement on Americans with Disabilities:

If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone: 962-3081.