WAYLAND BAPTIST UNIVERSITY

Virtual Campus

School of Behavioral and Social Sciences

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

HIST 3308 VC01

History of American Women

Spring 2014 (February 24-May 17)

**Instructor:** Dr. Estelle Owens

**Office phone:** 806-291-1171

**Email:** [owensest@wbu.edu](mailto:owensest@wbu.edu)

**Home phone:** 806-296-7820

**Office:** Plainview campus/Gates Hall 314

**Office hours:** M: 1:30-6:30

T: 1:30-4:00

W: 4:30-6:30

TH: 1:30-4:00

F: by appointment

**Administrative** Heather Gerszewski

**assistant:** [heatherg@wbu.edu](mailto:heatherg@wbu.edu); 806-291-1170

**Class time:** online/asynchronous via Blackboard

**Catalog description:** a survey of the female experience in the United States from the colonial period through the twentieth century.

**Prerequisites:** Students are expected to have enough knowledge of American history to understand how the female experience fits. In addition, all students must be at least sophomores. Since this is a junior level course, all are expected to have the writing and analytical abilities of third-year college students. Although students may be taking this class primarily to meet general education lower-level requirements, it is nevertheless a junior level history course. Upper level credit = upper level work.

**Textbook:** Glenda Riley, *Inventing the American Woman: An Inclusive History* (Harlan-Davidson, Inc.) Fourth edition. 2 vols: 978-0-88295-250-5 and 978-0-88295-251-2.

**Optional materials:** There are no optional materials for this class. All videos and reading assignments are required.

**Outcome competencies:** At the end of this class, students will be able to

--describe the lives of native American women prior to European immigration

--compare and contrast the “cultural baggage” of native, European, and slave

women

--explain the marriage, family, childbirth, and childrearing practices of

American women and how those practices have changed over time

--describe the contributions and role of women in the American Revolution and

the Revolution’s impact on women’s lives

--explain the concepts of “Republican mothers” and the “cult of true

womanhood” and analyze the impact of those concepts on antebellum women

--discuss the contributions of women to the antebellum reform movements and

to the Civil War and Reconstruction experiences

--compare the Gilded Age experience of women and men and analyze why they

were different

--describe the “New Woman” of the 20th century and discuss her contributions

to the Progressive reform movements and to World War I

--explain the “flapper” phenomenon and describe the lives of 1920s women

--discuss the contributions of women in the Depression era and World War II

and describe the impact of those events for America’s females

--understand the “home centeredness” of the 1950s and the feminist revolution

of the 1960s and 1970s

--describe the recent past of American women, from the *Roe* decision to the

present

**Attendance:** Attendance and participation in this course are essential to students’ success. Any student who cannot “attend” class and participate regularly should drop the course.

**Online Students** - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

1. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.
2. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.
3. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.
4. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.
5. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Students with disabilities:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765.  Documentation of a disability must accompany any request for accommodations.

**Course requirements and grading criteria:** Weekly reading assignments from the textbook and from materials loaded into the Blackboard course site, four unit exams, and weekly participation on a discussion board. The average of the unit exams is 75% of the grade for the course. The remaining 25% is comprised of the average of the ten weekly discussion board grades.

The University has a standard grading scale as follows: A = 90-100 (an excellent performance); B = 80-89 (good performance); C = 70-79 (average performance for college students); D = 60-69 (barely acceptable); F = below 60 (unacceptable); W = the student withdrew from the course before the deadline; WP = the student withdrew passing before the deadline; WF = the student withdrew failing before the deadline); and I = incomplete. A grade of “incomplete” is given only if circumstances beyond the student’s control prevented completion of work during the semester enrolled and any attendance requirements have been met. A grade of “incomplete” is changed if the deficiency is made up by midterm of the next regular semester; otherwise, it becomes F.

**Tests:** Each exam will contain a variety of objective questions (possibilities are multiple choice, true-false, listing, identification) and essay questions. Students may not use ANY outside source of help except prayer on these exams. Academic dishonesty which can be proved will result in a zero on that exam with no opportunity to make it up.

**Discussion board:** A discussion board question will be posted every week of the term except for week 11. Each question will remain open for two weeks and will time out each week on Monday night at midnight, Central Time. Once a DB question has timed out, it is too late to participate for credit. However, all discussion boards will be reopened once they have been graded. This enables students to see feedback and to continue the conversation if the class or individuals want to do so. The basic requirement is to answer the question yourself and to respond to at least three of your classmates’ posts with insightful, thoughtful answers—something more than “I agree” or “good post”. These four posts each week are the minimum for an 80 on the discussion board for that week. Anyone who wants a higher grade must be more responsive. Students who fare the best in this class are those who engage the material; active discussion board participation is a great way to engage the material.

Respectful, civil interaction is required. We will not all see every issue the same way, and that’s fine. Name-calling and signs of disrespect will result in those posts being deleted and not counting in the required total. Such comments quickly illustrate the law of diminishing returns, so they must be avoided. We will not bash each other. The instructor is the only person in this class who is expected to read all posts. All students should be as active as possible and not wait until the last minute each week to post. Your classmates and I cannot interact with you if you consistently do that, and we are thereby missing the blessing of your insights. Post early and often.

Posts need to be in your own words and express your own insights. Do not parrot back the PowerPoint information, the textbook, or any other source. All that does is say that you can read and copy material; it doesn’t show that you understand and can analyze information, which is the goal.

TENTATIVE SCHEDULE OF COURSE ASSIGNMENTS/**NOTE: TIMES ARE *CENTRAL* TIME ZONE. SORRY, BLACKBOARD DOESN’T RECOGNIZE DIFFERENT STUDENT LOCATIONS. ITS CLOCK IS SET BY WHERE THE SERVERS ARE LOCATED, AND THAT’S CENTRAL TIME. PLAN ACCORDINGLY. MIDNIGHT YOUR TIME MAY BE 3:00 A.M. CENTRAL TIME, AND YOU JUST MISSED YOUR CHANCE TO SUBMIT ON TIME.**

|  |  |  |  |
| --- | --- | --- | --- |
| Week/Dates | Textbook assignment | Topic | Course assignment |
| 1/February 24-March 3 | Chapter 1 | Colonial women | Module 1; DB 1 available until midnight, March 10 |
| 2/March 3-10 | Chapter 2 | Revolution/New Nation | Module 2; DB 1 due midnight March 10; DB 2 available all week |
| March 10-14 SPRING BREAK |  |  |  |
| 3/March 17-24 | Chapter 3 | Age of expansion | Module 3; DB 2 due midnight March 17; DB 3 available all week  Test 1 (chs. 1-2) available all week; due midnight, March 24 |
| 4/March 24-31 | Chapter 4 | Antebellum women | Module 4; DB 3 due midnight March 31; DB 4 available all week |
| 5/March 31-April 7 | Chapter 5 | Civil War & Reconstruction | Module 5; DB 4 due midnight, April 7; DB 5 available all week  **Test II (chs 3-5) available all week; due midnight, April 7** |
| 6/April 7-14 | Chapter 6 | Gilded Age/  Progressivism | Module 6; DB 5 due midnight, April 14; DB 6 available all week |
| 7/April 14-21 | Chapter 7 | New Woman | Module 7; DB 6 due by midnight April 21; DB 7 available all week |
| 8/April 21-28 | Chapter 8 | Depression/WWII | Module 8; DB 7 due by midnight April 28; DB 8 available all week  **Test III (chs. 6-8) available all week; due by midnight April 28** |
| 9/April 28-May 5 | Chapter 9 | 1945-65 | Module 9; DB 8 due by midnight May 5; DB 9 available all week |
| 10/May 5-12 | Chapter 10 | Modern women | DB 9 due by midnight, May 12; DB 10 available all week  **Test IV (chs 9-10) available all week; due by midnight May 17** |
| 11/May 12-17 | No new assignment | No new assignment | DB 10 due by midnight May 17; Test IV due by midnight May 17 |
|  |  |  |  |

**Important dates: March 10-14 – Spring break**

**March 12 –** last day to withdraw without record

**April 25 —** last day to withdraw with a W

**May 2 –** last day to drop with WF/WF

**May 17 –** term ends; final exam and last discussion board

due by midnight Central time

**Academic dishonesty:** Academic dishonesty in any form will result in the student’s receiving a zero on that assignment. It is academically reprehensible and grounds for dismissal from the University. The message here is DON’T DO IT. A student who cheats in a class may actually get away with it, but that does not make him/her any less a liar and a thief. It is a character flaw that inevitably comes back to haunt one.

**Cautions:** Pay close attention to all announcements posted in the course site. If you’ve not already activated your Wayland email account, you need to do that immediately. The Wayland address is the only one Blackboard has and the only one to which most Wayland faculty have access. You will inevitably miss important information if you don’t check your Wayland email account frequently. Test your browser to be sure it supports Blackboard. You can do most of this from your login screen in the course site. Email me immediately if something goes wrong as you’re taking an exam and your browser fails. Most booboos can be fixed, but don’t wait until the last minute to begin an exam or discussion board. Electronic media can and do fail occasionally. If I’m not available, my administrative assistant, Heather Gerszewski, also has access to the course and could unlock an exam, for instance. Her email address and phone number are given at the top of page 1.