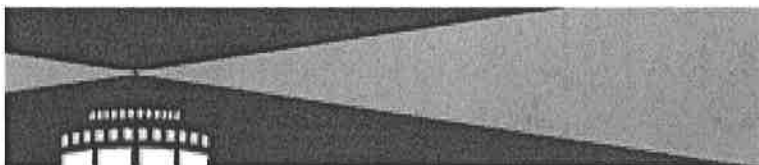


# KINGSBOROUGH



**Kingsborough Community College  
Of the City University of New York**

**History 6800 – Women in American History**

**3 hours, 3 credits**

Professor:

Office:

Office Hours:

Email:

## **Course Description**

This course examines the status and experiences of diverse groups of women in the United States from colonial times to the present, the European precedents for the treatment of American women, the attempts to alter women's rights and opportunities, and the nature of social change movements related to women and gender in the United States.

**Flexible Core: U.S. Experience in Its Diversity**

## **Learning Outcomes:**

In writing for this class, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments from primary and secondary sources critically and analytically.
- Produce well-reasoned written and oral arguments using evidence from primary and secondary sources to support conclusions.
- Explore U.S. history using gender as an analytic framework.
- Compare and contrast the historical experiences of women from diverse racial, ethnic, cultural, and socioeconomic backgrounds.
- Examine the different ways women have organized to raise awareness about and address the issues that impact their lives and the lives of their communities.

## Course Requirements

### Required Textbook

*Through Women's Eyes: An American History With Documents* by Ellen Carol DuBois and Lynn Dumenil, THIRD EDITION, (Bedford St Martin's Publishers, 2012). \$69.95. Get the COMBINED VOLUME which covers all of US History. You can also buy or rent it less expensively on amazon.com but please get the full volume with documents.

### Grade Requirements

Homework assignments, quizzes, a midterm and a final exam will test understanding of weekly readings, key concepts, and issues discussed in class. Participation in class discussions and a five-minute presentation on a homework question are an important demonstration of your learning and commitment to this class. The first research project will be to conduct an oral history interview with an immigrant woman and write a profile of her based on your interview. The final research project and Power Point presentation will demonstrate your history and contemporary analyses of an issue of your choice, agreed upon in consultation with your professor. Both of the longer writing assignments will be evaluated for coherence, ability to link historical and contemporary aspects of gender and women's experiences, and ability to draw conclusions based on the evidence gathered.

Students will be graded on their performance in class and in all written assignments:

Participation, attendance, homework, one class presentation, and quizzes	25%
Interview of Immigrant Woman and Narrative Profile	15%
Midterm Exam	15%
Research Project and Power Point Presentation	25%
Final Exam	20%

### Attendance Policy

You are expected to attend every class. If you must miss a class, it is your responsibility to find out from a classmate what you missed. At Kingsborough, students who miss more than 15% of class meetings are considered excessively absent and may receive a "WU" at the instructor's discretion. Additionally, lateness may be taken into account when assessing your class participation grade. There is a direct relationship between excellent attendance/class participation and your final grade.

Classroom Etiquette and Non-Discrimination Policy

All electronic devices—cellphones, laptops, tablets—must be switched OFF and put away during class. Texting and leaving the class to make a phone call are prohibited. Civility in the classroom and respect for the opinions of others are vital to learning. Therefore, in this classroom, prejudice and disrespect will not be tolerated. In keeping with CUNY policy, all students will be treated equally and fairly, regardless of race, ethnicity, gender, gender identity, sexual orientation, religion, national origin, age, ability, veteran status, etc. (See <http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/finalnondeiscrimpolicy121213.pdf>).

### **Academic Integrity Statement**

CUNY has very strict policies defining cheating and plagiarism—copying material without crediting the source of the information in your writing. These are serious breaches of conduct that may endanger your grades in the course and your academic career at KCC and beyond. (See <http://www.cuny.edu/about/info/polics/academic-integrity.pdf>).

### **Accessibility Statement**

CUNY provides accommodations for those with disabilities and/or special needs. Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from KCC's Access-Ability Services in Room D 205. Please contact them immediately for assistance.

### **Topical Course Outline**

#### **SYLLABUS AND SCHEDULE SUBJECT TO CHANGE**

#### **Week 1: WHY STUDY WOMEN'S HISTORY?**

Read: handouts about the history of the field

#### **Week 2: BEGINNINGS: HOW DID NATIVE WOMEN AND AFRICAN WOMEN SLAVES EXPERIENCE EUROPEAN CONTACT?**

Read Chapter 1: America in the World: To 1650

#### **Week 3: WHAT ROLE DID GENDER PLAY IN THE AMERICAN REVOLUTION?**

Read Chapter 3: Mothers and Daughters of the Revolution, 1750-1800

**Week 4: HOW DID EARLY 19<sup>TH</sup> CENTURY WOMEN—MILL GIRLS, MOTHERS, SLAVES, & PROSTITUTES—EXPERIENCE THEIR WORK?**

Read Chapter 4: Pedestal, Loom and Auction Block, 1800-1860

**Week 5: WHAT ROLES DID WOMEN PLAY IN THE ABOLITION MOVEMENT AND THE CIVIL WAR?**

Read Chapter 5: Shifting Boundaries: Expansion, Reform and the Civil War, 1840-1865

*Profile of An Immigrant Woman Due*

**Week 6: DID THE US WELCOME LATE 19<sup>TH</sup> CENTURY WOMEN IMMIGRANTS?**

Read Chapter 7: Women in an Expanding Nation: Consolidation of the West, Mass Immigration and the Crisis of the 1890s

*Midterm Exam*

**Week 7: HOW DID WOMEN FIGHT FOR CHANGE IN THE PROGRESSIVE ERA?**

Read Chapter 8: Power and Politics: Women in the Progressive Era, 1900-1920

**Week 8: DID THE DEPRESSION AND WORLD WAR II LIBERATE WOMEN?**

Read Chapter 9: Change and Continuity: Women in Prosperity, Depression, and War, 1920-1945

*One Paragraph Proposal for Final Research Project Due*

**Week 9: HOW DID WOMEN HELP LAUNCH AND LEAD THE CIVIL RIGHTS MOVEMENT IN THE 1950S and 1960S?**

Read Chapter 10: Beyond the Feminine Mystique: Women's Lives 1945-1965

**Week 10: WHAT NEW PERSPECTIVES DID THE WOMEN'S LIBERATION MOVEMENT INTRODUCE?**

Read Chapter 11: Modern Feminism and American Society, 1965-1980

**Week 11: HOW DID WOMEN IN SOCIAL MOVEMENTS OF THE 1960S AND 1970S ADDRESS WOMEN'S ISSUES?**

Read handouts/manifestos

*Final Research Project and Power Point Presentation Due*

**Week 12: HOW DOES THE U.S. WOMEN'S MOVEMENT FIT INTO THE GLOBAL WOMEN'S MOVEMENT?**

Read the section, "American Women in the World," on pages 789 – 803 and read handouts from the global women's movement and UN documents

**FINAL EXAM—DATE AND TIME TO BE ANNOUNCED BY KCC.**