

# Syllabus for HIST-11: History of Women in the U.S. to 1877

## Course Information

Semester & Year: Fall 2022

Course ID & Section #: HIST-11-V3496

Instructor's name: Abigail Queen

Day/Time of required meetings: Asynchronous

Location: Online, Canvas

Proctored exams: None

Course units: 3

## Instructor Contact Information

Office location and hours: TBA

Contact: Canvas message or email, [abigail-queen@redwoods.edu](mailto:abigail-queen@redwoods.edu)

## Catalog Description

An in-depth historical study of the social, cultural, political, and economic developments in North America from the perspective of women, from the period just prior to European contact through the end of Reconstruction. Special emphasis is placed upon the varying ways in which women of diverse classes, races, and ethnicities have both contributed to and been affected by the larger historical patterns in U.S. history. The course will introduce students to the nature of historical interpretation, enable students to interpret sources written during the historical time periods investigated in the class, and familiarize students with gender-related issues in the American past.

## Course Student Learning Outcomes

1. Analyze and assess the merits of various historical interpretations.
2. Analyze significant historical developments (social, cultural, political, economic, religious, technological/scientific, ideological) through the application of the historical concepts of process, context, and/or difference.
3. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

## Prerequisites/co-requisites/ recommended preparation

None

## Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

## Required Texts

1. L. Kerber et al., *Women's America: Refocusing the Past. Ninth Edition*. New York: Oxford University Press, 2020. ISBN 9780190945756.
2. A. Queen, ed., *HIST-11 Primary Source Anthology* (online and free on our Canvas class website)

## Communication

The best way to reach me is with a message in Canvas. You can also use my CR email (abigail-queen@redwoods.edu). I will reply as soon as possible, definitely within a few business days.

## Participation

If you have excessive absences you may be withdrawn from the class up to the tenth week of the semester. The CR catalog states that absences may be considered excessive when cumulative absences exceed the total number of hours that the class meets during one week. In an online classroom, this means that if you have not submitted any work or contacted me for one week, you may be withdrawn from the class roster. I will send you a message before taking that step. If you miss class, ***please stay in touch*** by sending me a quick message.

## Late submissions

Assignments may be submitted up to ***one week*** after the due date. Points will be deducted for lateness each day. Discussion posts may *not* be submitted late. ***No coursework may be submitted after the last day of the semester.***

## Plagiarism

Academic dishonesty such as plagiarism will result in a score of 0 for that assignment. Repeated offenses will result in serious disciplinary action at the college level. ***Plagiarism is copying directly from another source, word for word, without using quotes and citing the source. Do not copy. Use your own words.*** It is a violation of college policy to “recycle” work, for example, submitting a paper for credit in this class that you have submitted or will submit for credit in another class. If you are not sure what counts as plagiarism, please ask me for some guidance.

## Detail of coursework

Each week you will need to:

1. Complete the reading quiz about the required reading in the Kerber textbook
2. View online lecture videos and take notes for reference on the midterm and final exams
3. Contribute three discussion comments

## Lecture videos

Each week you will view online lecture videos. Viewing the lectures is not a “graded” assignment, but you’ll need to do it in order to participate in discussions and succeed on the exams. One great thing about online learning is that we can go to class at home in our pajamas at 3 AM if we want to. Or you can listen to a lecture on your phone as you take a walk or do chores, and then re-listen to refresh your memory before a test. You can pause, fast-forward, and rewind; it’s pretty convenient. But it also requires self-discipline. Try not to fall behind.

## Reading Guides (~18 points each)

A “reading guide” quiz about the required reading in the Kerber textbook is due each **Wednesday**. You can easily answer the questions as you complete the reading. Reading quizzes are untimed, with unlimited submission attempts.

## Discussion

Post at least three comments in the weekly discussion forum:

- One comment in reply to a “Lecture” topic (100 words min.)
- One comment in reply to a “Primary Source” topic (100 words min.)
- One reply to another student (80 words min.)

Try to make your first contribution early in the week so that others have a chance to respond. Reply to other students whenever possible – this is a fun part of online learning! *Please contribute more than the minimum requirement!* Extra comments don’t have to be 80 words long or even 100% on topic: you can contribute brief remarks, personal responses, stories and anecdotes, just something like “I agree, that’s what I thought too!” or “This reminds me of ....”. The more we share, the more we learn. Thanks in advance for your energy and insights! I really do look forward to hearing your thoughts. See Canvas for full instructions and grading rubric.

## Source Analysis Paper (80 points)

Choose a primary source relevant to women’s U.S. history through the American Revolution. Write approximately 800 words using the source as a window onto the past: discuss how the source reflects, enriches, and/or challenges what we know about women’s U.S. history. Use your knowledge of its historical context (such as the political, economic, cultural etc. background) to explain what the source meant to people in its own day, and what it can tell us about their world.

Find full instructions, sample papers, and grading rubric on Canvas. I am happy to give you feedback on rough draft material if you send it to me well ahead of the due date.

## Research Paper (150 points)

Write approximately 2,000 words exploring a thesis of your choice relevant to the history of women in the U.S. through reconstruction. Cite at least 1 reliable primary source and at least 2 reliable secondary sources. List sources in a bibliography at the end of the paper.

A Research Paper workshop video and quiz will help you get started on this assignment. Find full instructions, sample papers, and the grading rubric on Canvas. I am happy to give you feedback on rough draft material if you send it to me well ahead of the due date.

## Midterm and Final Exams (150 points each)

The midterm and final exams will test your knowledge of material from lecture and the textbook. Each exam has two parts (75 points each): a timed multiple choice section and an untimed essay. The exams are **online** and open resource: you may refer to your lecture notes (your most valuable resource on the exams), your book, or the internet. Sample questions on Canvas will help you prepare. If you attend class regularly and participate, you will do well on the exams. **The exams may NOT be submitted late – NO exceptions.**

## Evaluation & Grading Policy

Grades are calculated on a simple point basis, as a percentage of (points you earned) out of (total points possible), and converted to a letter grade based on the following scale. No assignments are weighted.

A	93% and above
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82
C+	78-80%
C	70-77%
D	60-69%
F	59% and below

## Schedule of assignments

All of your coursework is listed in the following schedule. It can also be accessed in “Modules” on the Canvas class website. This schedule is subject to change.

<u>Week</u>	<u>Topics</u>	<u>Assignments due</u>	<u>Points</u>	<u>Due Date</u>
<b>1</b> <b>8/20 Sat - 8/28 Sun</b>	Welcome to HIST-11	Discussion	15	8/28 Sun
<b>2</b> <b>8/29 Mon – 9/4 Sun</b>	Indigenous North American Women c. 1600	Reading Guide: Brown, “The Anglo-Indian Gender Frontier”	~20	8/31 Wed
		Quiz: Smith	15	9/4 Sun
<b>3</b> <b>9/5 Mon - 9/11 Sun</b>	Seventeenth-Century Colonial Women	Reading Guide: Ulrich, “Three Inventories, Three Households”	~20	9/7 Wed
		Discussion	15	9/11 Sun
<b>4</b> <b>9/12 Mon - 9/18 Sun</b>	Witches	Reading Guide: Norton, “An Indentured Servant Identifies as ‘Both Man and Woeman’”	~20	9/14 Wed
		Discussion	15	9/18 Sun

5 9/19 Mon - 9/25 Sun	Colonial Women in Slavery	Reading Guide: Carney, “Toiling in the Carolina Rice Fields”	~20	9/21 Wed
		Discussion	15	9/25 Sun
6 9/26 Mon - 10/2 Sun	Eighteenth-Century Colonial Women	Reading Guide: “Two Eighteenth-Century Lives”	15	9/28 Wed
		Discussion	15	10/2 Sun
		Source Analysis Paper	80	10/2 Sun
7 10/3 Mon - 10/9 Sun	Women in the Revolutionary Nation	Reading Guide: Kerber, “Republican Mothers and Woman Citizens”		10/5 Wed
		Discussion	15	10/9 Sun
8 10/10 Mon - 10/16 Sun	Midterm Exam		150	10/16 Sun
9 10/17 Mon - 10/23 Sun	Inventing the Victorian Woman	Reading Guide: Smith-Rosenberg, “The Female World of Love and Ritual”	150	10/19 Wed
	Research Paper Workshop	Discussion		10/23 Sun
		Research Paper Workshop Quiz	11	10/23 Sun
10 10/24 Mon - 10/30 Sun	Women in the Antebellum South	Reading Guide: Glymph, “Women in Slavery: The Gender of Violence”	15	10/26 Wed
		Discussion	15	10/30 Sun
11 10/31 Mon - 11/6 Sun	The Age of Reform: How the Angel in the Home Got Out	Reading Guide: Boydston, “The Pastoralization of Housework”	~20	11/2 Wed
		Discussion	15	11/6 Sun
12 11/7 Mon - 11/13 Sun	Women in the Civil War	Reading Guide: Hunter, “Reconstruction and the Meanings of Freedom”	~20	11/9 Wed
		Discussion	15	11/13 Sun
13 11/14 Mon - 11/20 Sun	Indigenous Women in the Nineteenth-Century U.S.	Reading Guide: Stremmlau, “‘I Know What an Indian Woman Can Do’”	~20	11/16 Wed
		Discussion	15	11/20 Sun
** FALL BREAK ** 11/21 - 11/27				
14 11/28 Mon – 12/4 Sun	Women of the Wild West	Reading Guide: Faragher, “Men’s Work and Women’s Work on the Overland Trail”	~18	11/30 Wed
		Discussion	15	12/4 Sun

15 12/5 Mon - 12/11 Sun	Toward Suffrage	Discussion	15	12/11 Sun
		Research Paper	150	12/11 Sun
16 12/12 Mon - 12/16 Fri	Finals Week	Final Exam	150	12/16 Fri
		Extra Credit Source Analysis Paper (Optional)	(40)	12/16 Fri

## Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

## Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

## Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace. Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)

- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821