San José State University
College of Social Sciences/Department of History
Hist 288, Section 1, Seminar in the History of Women in the United States:
Women as Agents of Reform in the 19th and 20th Centuries
Fall 2014
This class provides 4 units of University credit.

Instructor: Dr. Patricia Evridge Hill
Office Location: DMH 134
Telephone: (408) 924-5755
Email: Patricia.Hill@sjnu.edu
Office Hours: Tuesdays 4:00-5:00 pm or by appointment through the department office at (408) 924-5500
Class Days/Time: Tuesdays 6:00-8:45 pm
Classroom: DMH 167
Prerequisites: Instructor consent

Faculty Web Page and MYSJSU Messaging
Copies of some course materials including the syllabus may be found on my faculty web page at http://www.sjsu.edu/people/patricia.hill or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for checking with the messaging system through MySJSU.

Course Description
From the catalog: An intensive study of a phase of the history of women in the United States. Individual research with oral and written reports.
For this section: The theme of this fall’s seminar will be WOMEN AS AGENTS OF REFORM. It will feature in-depth discussions of books and articles on American women’s activism in the 19th and 20th centuries. We’ll read some remarkable biographies as well as analyses of reform movements spearheaded by women. Afterward,
students will work individually with the instructor to prepare seminar papers based on both primary and secondary sources.

**Course Learning Outcomes (CLO)**

After completing the course, students will be able to use what they have learned about American women’s historical experiences to:

CLO1. identify and analyze examples of both traditional and contemporary approaches to the study of women in the United States,

CLO2. provide examples of and prioritize leading historiographical questions related to American women as agents of reform in the 19th and 20th centuries,

CLO3. conduct research on American women’s lives and activities using both primary and secondary sources, and

CLO4. demonstrate that they have shifted their focus from the simple acquisition of historical content/knowledge to the more complex processes associated with original research: historical interpretation, analysis, argument, choice of methodology, historiographical positioning, etc.

**Required Texts/Readings**


**Library Liaison**

Nyle Monday is the library liaison for History students. Contact him at (408) 808-2041 or Nyle.Monday@sj-su.edu.
Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu senate/docs/S12-3.pdf.

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Careful time management will be required to keep up with readings and assignments in an intensive course such as this one.

For this class students will read seven books as a group and additional books, articles, and archival sources in order to prepare seminar papers. In addition to the essay, they will prepare for weekly discussions and develop an annotated bibliography.

Students will be asked to complete:

1) a fifteen-page annotated bibliography of course readings through which they demonstrate that they have shifted their focus from the simple acquisition of historical content/knowledge to the more complex processes associated with original research: historical interpretation, analysis, argument, choice of methodology, historiographical positioning, etc.—worth a maximum of 25 points,

2) an outline for item 3 below that includes a thesis statement and a working bibliography—worth a maximum of 10 points, and

3) a seminar paper of approximately twenty-five pages on some aspect of 19th- and 20th-century American women’s roles as reformers/agents of social change/activists based on original research using both primary and secondary sources—worth a maximum of 40 points.

In addition, students will be evaluated on their contributions to class discussions during which they identify and analyze examples of both traditional and contemporary approaches to the study of women in the United States and provide examples of and prioritize leading historiographical questions related to women’s history—worth a maximum of 25 points.

The instructor will provide handouts detailing the written assignments. Late bibliographies or seminar papers will be severely penalized (typically, one letter grade for each late day with no credit on the assignment after the third day). Due dates are on the calendar that follows here. The instructor reserves the right to refuse late work. A sign-in sheet will be passed around during each class meeting.

Note that University policy F69-24 at http://www.sjsu.edu senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

When the points for each assignment are totaled, grades will be given based on the following:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grades</th>
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<tbody>
<tr>
<td>90-2-100</td>
<td>A-A+</td>
</tr>
<tr>
<td>70-2-89</td>
<td>B-B+</td>
</tr>
<tr>
<td>60-2-69</td>
<td>C-C+</td>
</tr>
<tr>
<td>50-2-59</td>
<td>D-D+</td>
</tr>
</tbody>
</table>

A student with fewer than 60 points will fail the course.

SJSU mandates that a grade of Incomplete be granted only when a student has satisfactorily completed a
substantial portion of the course requirements and is unable to complete the course because of an accident, illness, or some other event beyond the student's control.

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol
When classes include discussions and presentations for credit, it is especially important that students attend. Be polite. Turn off cell phones. If you arrive late or plan to leave early, sit as close as possible to the door.

University Policies

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
Hist 288(1): Seminar in the History of Women in the United States:
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Fall 2014, Course Schedule

This schedule is subject to change with fair notice via in-class announcements, email, or a post on the instructor’s website. Reading assignments should be completed the week they appear on the syllabus.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 26</td>
<td>Course Introduction&lt;br&gt;A Context for Women’s History</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 2</td>
<td>The Lives of America’s Suffragists&lt;br&gt;&lt;strong&gt;Read and discuss Baker collective biography.&lt;/strong&gt;</td>
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<tr>
<td>3</td>
<td>Sept. 9</td>
<td>Women’s Associations in American History&lt;br&gt;&lt;strong&gt;Read and discuss Scott monograph.&lt;/strong&gt;</td>
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<tr>
<td>4</td>
<td>Sept. 16</td>
<td>Ida B. Wells and the Difference That Race Made/Makes&lt;br&gt;&lt;strong&gt;Read and discuss Royster volume.&lt;/strong&gt;</td>
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<tr>
<td>5</td>
<td>Sept. 23</td>
<td>Mother Jones and Working-Class Women’s Activism&lt;br&gt;&lt;strong&gt;Read and discuss Gorn biography.&lt;/strong&gt;</td>
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<tr>
<td>6</td>
<td>Sept. 30</td>
<td>The Challenge of Feminist Biography I&lt;br&gt;&lt;strong&gt;Read and discuss Alpern, Antler, Perry, and Scobie anthology.&lt;/strong&gt;</td>
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<tr>
<td>7</td>
<td>Oct. 7</td>
<td>The Challenge of Feminist Biography II&lt;br&gt;&lt;strong&gt;Read and discuss Alpern, Antler, Perry, and Scobie anthology.&lt;/strong&gt;</td>
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<tr>
<td>8</td>
<td>Oct. 14</td>
<td>Explore Seminar Paper Topics&lt;br&gt;&lt;strong&gt;Class will not meet.&lt;/strong&gt;</td>
</tr>
<tr>
<td>9</td>
<td>Oct. 21</td>
<td>Models of Mid-20th-Century Activism: Rachel Carson&lt;br&gt;&lt;strong&gt;Read and discuss Lytle biography.&lt;/strong&gt;</td>
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<tr>
<td>10</td>
<td>Oct. 28</td>
<td>Models of Mid-20th-Century Activism: Betty Friedan&lt;br&gt;&lt;strong&gt;Read and discuss Oliver biography.&lt;/strong&gt;</td>
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<tr>
<td>11</td>
<td>Nov. 4</td>
<td>Individual Meetings with the Instructor&lt;br&gt;&lt;strong&gt;Annotated bibliographies due in DMH 134 by 6:00 pm.&lt;/strong&gt;</td>
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<tr>
<td>12</td>
<td>Nov. 11</td>
<td>Veteran’s Day&lt;br&gt;&lt;strong&gt;Campus closed—class will not meet.&lt;/strong&gt;</td>
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<tr>
<td>13</td>
<td>Nov. 18</td>
<td>Individual Meetings with the Instructor</td>
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<tr>
<td>14</td>
<td>Nov. 25</td>
<td>Reading and Research&lt;br&gt;&lt;strong&gt;Class will not meet.&lt;/strong&gt;</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>15</td>
<td>Dec. 2</td>
<td>Individual Meetings with the Instructor</td>
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<td><strong>Outlines due in DMH 134 by 6:00 pm.</strong></td>
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<tr>
<td>16</td>
<td>Dec. 9</td>
<td>Final Seminar Meeting to Discuss Research Experiences</td>
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<tr>
<td>Final</td>
<td>Dec. 16</td>
<td><strong>Seminar papers due in DMH 134 by 6:00 pm.</strong></td>
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