San José State University  
College of Social Sciences/Department of History  
Hist 188 (01)—History of Women in the United States  

Course Code 49110  

Fall 2019

Instructor: Dr. Patricia Evridge Hill (for a brief biography, see  
www.sjsu.edu/history/faculty/patricia_evridge_hill/index.html)

Office Location: BT 558  
Telephone: (408) 924-5755  
Email: Patricia.Hill@sjsu.edu  
Office Hours: Tues. 10:45-11:45 am, Wed. 1:30-2:30 pm, Thurs. 10:45-11:45 am, via email, or by appointment  
Class Days/Time: Weds. 3:00-5:45 pm  
Classroom: DMH 167  
Prerequisites: Core GE, WST, and upper-division standing  
Completion of or current enrollment in 100W is strongly recommended.

GE/SJSU Studies Area S

MYSJSU Messaging  
You are responsible for checking regularly with the messaging system through MySJSU at http://one.sjsu.edu to learn of any updates.

Course Description  
from the University catalog—A multi-faceted history of women in the United States from colonial times to the present. 3 units.  
for this section—This course surveys American women’s history from the colonial period to the present. Through lectures, case studies, discussions, films, and music, we will consider historical contexts in which American women have shaped (and have been shaped by) social, economic, political, and cultural institutions. The class will focus on relationships between individuals, ethnic/racial groups, and cultural groups in order to better understand and appreciate the diversity of American institutions and cultures. In addition, course readings and materials presented in class will highlight historical and contemporary inequities and efforts by individuals and groups to further America’s unfinished journey toward a truly egalitarian society. The class is
especially appropriate for History majors and minors, students completing the social science subject matter preparation requirements prior to entering a teaching credential program, and undergraduates from any major seeking to satisfy SJSU Studies Area S.

**GE Learning Outcomes (GELOs) and Course Learning Outcomes (CLOs)**

Upon successful completion of this GE course, students will be able to:

1. analyze a variety of immigrant and migrant women’s experiences to describe how identities (i.e. gender, religious, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality,
2. analyze the nature of women’s lifestyle choices and opportunities in order to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.,
3. draw upon a variety of American women as role models in order to describe social actions that have led to greater equality and social justice in the U.S., and
4. cite specific examples of both change and continuity in the everyday lives of American women from the colonial period to the present in order to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

**Required Texts/Readings**

The three books *required* for this course are available at the University bookstore or may be ordered using the ISBNs below:


**Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week) for instruction, preparation/studying, or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Hist 188 (01) students will be asked to complete:

1) reading quizzes—worth 25% of the semester grade—through which students demonstrate mastery of learning outcome 3 described above. The reading quizzes will be taken without books, notes, and/or devices unless recommended by the AEC.

2) an in-class midterm examination of approximately four handwritten pages and a take-home midterm examination of approximately four typed pages—worth 30% of the semester grade—in which students demonstrate mastery of learning outcomes 1 and 4 above. Students may use hand-written or printed lecture and reading notes and the Block and Sewell books on the in-class portion of this exam. No laptops or other electronic devices may be used on the in-class portion of the exam unless recommended by the AEC.

3) an eight-page, typed take-home final examination/analytical essay—worth 30% of the semester grade—in which students demonstrate mastery of learning outcome 2 described above.

Fifteen percent of the semester grade will be based on students’ participation in class discussions of course reading materials. The discussions are designed to ensure that students can articulate their mastery of course learning outcomes. A sign-in sheet will be passed around during class meetings. The instructor will record whether or not each student contributed substantively to class discussions.
The instructor will provide substantive feedback on midterm examinations, addressing the quality and form of students’ writing and evaluating the rigor of students’ analyses.

The instructor will provide a handout explaining the format of the take-home final examination/analytical essay the week after students take the midterm exams. Late papers will be severely penalized (at least one full letter grade per day). The instructor reserves the right to refuse late papers after 3 days.

**Grading Policy**

The grading scale for this course will be:

- 90-2=A minus
- 80-2=B minus
- 70-2=C minus
- 60-2=D minus
- 93-6=A
- 83-6=B
- 73-6=C
- 63-6=D
- 97-100=A plus
- 87-9=B plus
- 77-9=C plus
- 67-9=D plus

A student with a semester average below 60 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.

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C minus not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

**Classroom Protocol**

This is a reading- and writing-intensive class that combines lectures and discussions for credit. It is especially important that you attend. Be polite. Turn off cell phones and ensure laptops do not make noise. If you arrive late or need to leave early, please sit near the door.

**University Policies**

Per University Policy S16-9 [http://www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf), university-wide policy information relevant to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on the Office of Graduate and Undergraduate Programs’ Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/). Make sure to review these university policies and resources.
# Hist 188/History of Women in the U.S./F19 Schedule

This schedule is subject to change with fair notice via in-class announcement or email. Reading assignments should be completed by the Wednesday with which they appear on the calendar.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Reading Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 21</td>
<td>Introduction—Feminism, Theory, and History</td>
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<tr>
<td>2</td>
<td>Aug. 28</td>
<td>Women in Colonial America&lt;br&gt;READ Block Chs. 2 &amp; 3</td>
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<tr>
<td>3</td>
<td>Sept. 4</td>
<td>Colonial Lifestyles and Revolutionary Acts&lt;br&gt;READ Block Chs. 4 &amp; 5</td>
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<td>4</td>
<td>Sept. 11</td>
<td>Antebellum Inequities and Reform&lt;br&gt;READ Block Chs. 6 &amp; 7</td>
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<td>5</td>
<td>Sept. 18</td>
<td>Changes Wrought by the Civil War and Westward Expansion&lt;br&gt;READ Block Chs. 8 &amp; 9</td>
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<tr>
<td>6</td>
<td>Sept. 25</td>
<td>Work, Activism, and Suffrage during the Gilded Age and Progressive Era&lt;br&gt;READ Block Chs. 10 &amp; 11</td>
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<td>7</td>
<td>Oct. 2</td>
<td>Victorian Sexuality/“Modern Sexuality”&lt;br&gt;San Francisco Women and Urban Life in the Gilded Age and Progressive Era&lt;br&gt;READ Sewell Introduction &amp; Chs. 1-4</td>
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<tr>
<td>8</td>
<td>Oct. 9</td>
<td>READ Sewell Ch. 5 &amp; Epilogue&lt;br&gt;&lt;strong&gt;In-class Midterm Exam on Oct. 9&lt;/strong&gt;</td>
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<td>9</td>
<td>Oct. 16</td>
<td>Eleanor Roosevelt I: Women’s Roles and Work Revisited&lt;br&gt;READ Youngs Prologue &amp; Chs. 1-5&lt;br&gt;&lt;strong&gt;Take-home Midterm Exam due in class Oct. 16&lt;/strong&gt;</td>
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<tr>
<td>10</td>
<td>Oct. 23</td>
<td>Eleanor Roosevelt II: Women during the Great Depression&lt;br&gt;READ Youngs Chs. 6-10; Block Ch. 12</td>
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<td>11</td>
<td>Oct. 30</td>
<td>Women and World War II&lt;br&gt;READ Block Ch. 13</td>
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<td>12</td>
<td>Nov. 6</td>
<td>A Return to Domesticity?&lt;br&gt;READ Block Ch 14</td>
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<td>13</td>
<td>Nov. 13</td>
<td>The Civil Rights Movement with the Women Left “In”&lt;br&gt;READ Block Ch 15</td>
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<td>14</td>
<td>Nov. 20</td>
<td>New Waves of Feminism since the 1960s</td>
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<td>READ Block Ch 16</td>
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<td>15</td>
<td>Dec. 4</td>
<td>Silicon Valley as the Future?</td>
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<td>WRITING WORKSHOP</td>
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<td>Final Exam</td>
<td>Dec. 17 (Tues.)</td>
<td>Take-home Final Examination/Analytical Essay due Dec. 17</td>
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<td>in BT 558 by 2:30 pm</td>
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