San José State University
College of Social Sciences/Department of History
Hist 188—History of Women in the United States, Section 1

Course 27469, Spring 2016

Instructor: Dr. Patricia Evridge Hill
Office Location: DMH 134
Telephone: (408) 924-5755
Email: Patricia.Hill@sjsu.edu
Office Hours: T & R 2:45-3:45 pm for students in this class only, or by appointment through the history department staff at (408) 924-5500
Class Days/Time: T & R 1:30-2:45
Classroom: DMH 163
Prerequisites: Core GE, WST, and upper-division standing
Completion of or current enrollment in 100W is strongly recommended.

GE/SJSU Studies Category: SJSU Studies Area S—Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department.

Faculty Web Page and MYSJSU Messaging

The University has recently migrated faculty web pages to a new platform. As soon as I am trained to work with the new system, copies of course materials such as the syllabus, major assignment handouts, etc. will be available on my faculty web page at www.sjsu.edu/people/patricia.hill. You are responsible for checking regularly with the messaging system through MySJSU.

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 reading 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 and Course Learning Outcomes

Upon successful completion of this 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 four books required for this course are available at the University bookstore or may be ordered using the ISBNs below:

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.

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.
   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.
   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 post a handout providing a format for 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.

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**

The grading scale for this course will be:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>A-</td>
<td>80-89</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
</tr>
<tr>
<td>B-</td>
<td>60-69</td>
</tr>
<tr>
<td>C</td>
<td>50-59</td>
</tr>
<tr>
<td>C-</td>
<td>40-49</td>
</tr>
<tr>
<td>D</td>
<td>30-39</td>
</tr>
<tr>
<td>D-</td>
<td>20-29</td>
</tr>
</tbody>
</table>

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.

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- 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.” See University Policy S14-5 at http://www.sjsu.edu/senate/docs/S14-5.pdf.

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**

This is a reading- and writing-intensive class that combines lectures and discussions. It is especially important that you attend. Be polite. Turn off cell phones and ensure laptops do not make noise.

**University Policies**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.
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. 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 Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections has three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

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 and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at http://www.sjsu.edu/counseling.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 28</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Feb. 2 &amp; 4</td>
<td>Women in Colonial America, READ Block Chs. 2 &amp; 3</td>
</tr>
<tr>
<td>3</td>
<td>Feb. 9 &amp; 11</td>
<td>Colonial Lifestyles and Revolutionary Acts, READ Block Chs. 4 &amp; 5</td>
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<tr>
<td>4</td>
<td>Feb. 16 &amp; 18</td>
<td>Antebellum Inequities and Reform, READ Block Chs. 6 &amp; 7</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 23 &amp; 25</td>
<td>Changes Wrought by the Civil War and Westward Expansion, READ Block Chs. 8 &amp; 9</td>
</tr>
<tr>
<td>6</td>
<td>Mar. 1 &amp; 3</td>
<td>Work, Activism, and Suffrage during the Gilded Age and Progressive Era, READ Block Chs. 10 &amp; 11</td>
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<tr>
<td>7</td>
<td>Mar. 8 &amp; 10</td>
<td>San Francisco Women and Urban Life in the Gilded Age and Progressive Era, READ Sewell Introduction &amp; Chs. 1-3</td>
</tr>
<tr>
<td>8</td>
<td>Mar. 15 &amp; 17</td>
<td>Victorian Sexuality/“Modern Sexuality” READ Sewell Chs. 4, 5 &amp; Epilogue <strong>In-class Midterm Exam on Mar. 17</strong></td>
</tr>
<tr>
<td>10</td>
<td>Apr. 5 &amp; 7</td>
<td>Eleanor Roosevelt II: Women’s Roles and Work Revisited, READ Youngs Chs. 6-10</td>
</tr>
<tr>
<td>11</td>
<td>Apr. 12 &amp; 14</td>
<td>Women during the Great Depression, READ Block Ch. 12; Matthews Introduction &amp; Chs. 1 &amp; 2</td>
</tr>
<tr>
<td>12</td>
<td>Apr. 19 &amp; 21</td>
<td>Women and World War II, READ Block Ch. 13; Matthews Ch. 3</td>
</tr>
<tr>
<td>13</td>
<td>Apr. 26 &amp; 28</td>
<td>A Return to Domesticity? READ Block Ch. 14; Matthews Ch. 4</td>
</tr>
<tr>
<td>14</td>
<td>May 3 &amp; 5</td>
<td>The Civil Rights Movement with the Women Left “In”, READ Matthews Chs. 5 &amp; 6</td>
</tr>
<tr>
<td>15</td>
<td>May 10 &amp; 12</td>
<td>New Waves of Feminism since the 1960s, READ Block Ch. 15 Silicon Valley as the Future? READ Matthews Ch. 7 &amp; Afterword</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 19</td>
<td><strong>Take-home Final Examination/Analytical Essay Due</strong></td>
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