

San José State University
College of Social Sciences/Department of History
Hist 288.01; course code 49029
Seminar in the History of Women in the United States:
Writing Women into History
Fall 2020

This class provides 4 units of University credit and meets the Graduation Writing Assessment Requirement (GWAR).

Instructor:	Dr. Patricia Evridge Hill (for a brief biography, see www.sjsu.edu/history/faculty/patricia_evridge_hill/index.html)
Office Location:	BT 558 Note: I will not be on campus during the F20 semester
Telephone:	(408) 924-5755
Email:	patricia.hill@sjsu.edu
Office Hours:	Via email or telephone appointments
Class Days/Time:	Wednesdays 6:00-8:45 pm
Classroom:	On Line
Prerequisites:	Good standing in the History MA Program or instructor consent

MYSJSU Messaging

You are responsible for checking regularly with the messaging system through [MySJSU](http://one.sjsu.edu) at <http://one.sjsu.edu> to learn of any updates. I will not use Canvas for this seminar, but you may send email to me at patricia.hill@sjsu.edu throughout the semester to request an additional copy of this syllabus or course handouts. The syllabus will also be available from the History Department at www.sjsu.edu/history/ (see the link to current syllabi on the right side of the department's home page).

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. This class provides 4 units of University credit and meets the Graduation Writing Assessment Requirement (GWAR).

For this section: The theme of this fall's seminar will be WRITING WOMEN INTO HISTORY or historical biography. It will feature in-depth discussions of books and articles on American women's lives. Together, we will read remarkable biographies as well as analyses of women's traditional roles, activism, philanthropic and paid work, and assimilation into aspects of economic, social, and political life "gendered" to exclude them through much of U.S. history. 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 from a variety of class, racial/ethnic, regional, and religious backgrounds, immigration statuses, and sexual orientations,

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 Reading Materials

Alpern, Sara, Joyce Antler, Elisabeth Israels Perry, and Ingrid Winther Scobie, eds. *The Challenge of Feminist Biography: Writing the Lives of Modern American Women*. Urbana: University of Illinois Press, 1992. 9780252062926

Baker, Jean H. *Sisters: The Lives of America's Suffragists*. New York: Hill and Wang, 2006. 9780809087037
Brill, Marlene Targ. *Dolores Huerta Stands Strong: The Woman Who Demanded Justice*. Athens: Ohio University Press, 2018. 9780821423301

Downey, Kirstin. *The Woman Behind the New Deal: The Life and Legacy of Frances Perkins—Social Security, Unemployment Insurance, and the Minimum Wage*. New York: Anchor Books, 2010. 9781400078561

Heilbrun, Carolyn G. *Writing a Woman's Life*. New York: Ballantine Books, 1988; 2008. 9780393331646

Lee, Chana Kai. *For Freedom's Sake: The Life of Fannie Lou Hamer*. Urbana: University of Illinois Press, 1999. 9780252069369

Lytle, Mark Hamilton. *The Gentle Subversive: Rachel Carson, Silent Spring, and the Rise of the Environmental Movement*. New York: Oxford University Press, 2007. 9780195172478

Quigley, Joan. *Just Another Southern Town: Mary Church Terrell and the Struggle for Racial Justice in the*

Library Liaison

The History Department's Library Liaison is Nyle Monday who can be reached at nyle.monday@sjsu.edu or (408) 808-2041. While he is available during working hours for email inquiries, you should schedule appointments with him if you need extensive one-on-one research help using library resources.

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 three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

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 eight 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 use the Turabian/University of Chicago academic style favored by historians in the U.S. on both the annotated bibliography and the essay. There will be opportunities for students to draft annotated bibliography entries in the weeks before the assignment is due and receive the instructor's feedback on their preliminary work.

Students will be asked to complete:

- 1) a fifteen- to seventeen-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 30 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) an individually-graded seminar paper of approximately twenty-five pages (approximately 6250 words) on an American woman's life or on the lives of a specifically-defined and historically-associated group of American women, 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 weekly 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 20 points. These sessions will take place via Zoom on Wednesday nights beginning at 6:00 pm according to the calendar that follows. Some sessions will require students to volunteer as discussion leaders. All require substantive participation from each member of the seminar.

The instructor will provide handouts detailing the written assignments and substantive and stylistic feedback on draft bibliography entries, completed bibliographies, essay outlines, and essay introductions including thesis statements. 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.

Grading Policy

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

90 to 92 will be an A minus; 80 to 82 will be a B minus; 70 to 72 will be a C minus; 60 to 62 will be a D minus

93 to 96 will be an A; 83 to 86 will be a B; 73 to 76 will be a C; 63 to 66 will be a D

97 to 100 will be an A+; 87 to 89 will be a B+; 77 to 79 will be a C+; 67 to 69 will be a D+

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.

Zoom Discussion Protocol

A seminar is very different from a lecture course, and I want to retain its distinctiveness in spite of the physical and psychological distances inherent in on line instruction. I will not record seminar discussions, so they will not be posted on Canvas. You should not record them either since, according to University Policy S12-7, recording requires the permission of each individual involved in a class, and I will not provide that permission. As has been the case in academic seminars through centuries, the discussions will be ephemeral—they will exist in real time and then become memories with fragments chronicled in our written notes. This format has proven itself to facilitate a climate in which we can explore jointly ideas whether complex or trite and formulate analyses whether significant or premature. A seminar depends on the commitment of its members as much as on the skills and organization of its leader. You should ensure that your cameras are turned on and become familiar with muting yourself when others are speaking to minimize background noise. Seeing each other and listening carefully are the only ways that we can cohere as a group kept apart by these strange times. I ask your patience with the technology and have designed sessions that will last typically no more than ninety minutes through the first two-thirds of the semester.

Much of this is new to many of us (myself included). At the risk of stating what is already obvious to some and will soon become obvious to all:

Be Mindful of Background Noise and Distractions

Because this is not a lecture course and your microphone will be on when you speak, avoid setups where people may be walking behind you, talking, practicing the tuba, etc.

Position Your Camera Properly

Be sure it is in a stable position at eye level—too high and we will be distracted by the cute dog, cat, or baby in your lap and learn too much about your at-home/on line attire; too low and we will learn too much about your nose.

Avoid Multitasking to Limit Distractions

It will be easier to focus on the seminar if you turn off notifications, close or minimize running apps, and put your phone away (unless you are using it to access Zoom).

Use Appropriate Real and Virtual Backgrounds

Note carefully what is behind you or within view of your camera. A home setup or public space does not need to mimic an office, but it should not include items that a professional audience would find offensive nor should it display items that demean others. If using a virtual background, it should be professional and should neither suggest nor include content that is objectively offensive or demeaning.

Technology Requirements

Students are required to have an electronic device (laptop, desktop, or tablet) with a camera and microphone. SJSU has a free equipment loan program for students. See <https://www.sjsu.edu/learnanywhere/how-tos/access-hardware.php>

Students are responsible for ensuring that they have access to reliable Wi-Fi. See the Learn Anywhere web site for current Wi-Fi options: <https://www.sjsu.edu/learnanywhere>

University Policies

Per University Policy S16-9 (<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 Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to review these university policies and resources.

Hist 288.01 Seminar in the History of Women in the United States: Writing Women into History Fall 2020 Course Schedule

This schedule is subject to change with fair notice via announcement during Zoom sessions or email. Reading assignments should be completed by the Wednesday seminar session of the week they appear on the syllabus.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 19	Introduction: A Context for American Women's History Beyond "Famous Firsts" and "Contribution Histories" Read Hill's "Overview of Women's History"
2	Aug. 26	Crafting New Models that Account for Women's Lives as Lived Read and discuss Heilbrun's <i>Writing a Woman's Life</i>
3	Sept. 2	What Difference Does Gender Make? I Read and discuss Alpern and coeditors' <i>The Challenge of Feminist Biography</i> Introduction and cases 1-4 (Florence Kelley, Emma Goldman, Molly Dewson, and Mary Heaton Vorse)
4	Sept. 9	What Difference Does Gender Make? II Read and discuss Alpern and coeditors' <i>The Challenge of Feminist Biography</i> cases 5-10 (Belle Moskowitz, Lucy Sprague Mitchell, Mabel Dodge Luhan, Jessie Daniel Ames, Freda Kirchwey, and Helen Gahagan Douglas)
5	Sept. 16	American Prosopography—Or the Suffrage Story for Everyone Read and discuss Baker's <i>Sisters</i> (Lucy Stone, Susan B. Anthony, Elizabeth Cady Stanton, Frances Willard, and Alice Paul)
6	Sept. 23	Civil Rights History and Urban History with a Woman at the Center Read and discuss Quigley's <i>Just Another Southern Town</i> (Mary Church Terrell)
7	Sept. 30	"Behind Every Great Man . . ." Read and discuss Downey's <i>The Woman Behind the New Deal</i> (Frances Perkins)
8	Oct. 7	Sympathy and Science: Rachel Carson's "Conventional" Life Read and discuss Lytle's <i>The Gentle Subversive</i>
9	Oct. 14	What Does a Hero Look Like? Nobody's Choice for a Role Model Read and discuss Lee's <i>For Freedom's Sake</i> (Fannie Lou Hamer)
10	Oct. 21	What Shall We Tell the Children? Read and discuss Brill's <i>Dolores Huerta Stands Strong</i>
11	Week of Oct. 26-30 Oct. 28	Individual meetings with the instructor to identify sources, review drafts, and provide feedback Annotated bibliographies due as Word email attachments to patricia.hill@sjsu.edu by midnight
12 & 13	Weeks of Nov. 2-13	Individual meetings with the instructor to identify sources, review drafts, and provide feedback
14	Week of Nov. 16-20 Nov. 18	Individual meetings with the instructor to identify sources, review drafts, and provide feedback Outlines due as Word email attachments to patricia.hill@sjsu.edu by midnight
15	Dec. 2	Final seminar meeting to discuss research experiences
16	Dec. 9	Seminar papers due as Word email attachments to patricia.hill@sjsu.edu by midnight