

HIST-213-01

Women and Gender in Early America Fall 2023

Instructor: Ms. Ashley Gilbert
Office Hours: Teams, by appointment
Email: angilber@uncg.edu

Course Description: This course investigates women and gender history in America up to 1865. It explores how social and cultural expectations for gender roles informed physical and reproductive labor, slavery, economics, politics, family dynamics, and education. Throughout this course, we will work to develop a more diverse and equitable understanding of how early American constructions of gender and values constructed structures of power and the diverse roles women held, and the ways women have created, maintained, worked within, and pushed against these structures of power in American societies.

History is much more than just memorizing facts. Students will practice thinking critically as historians by analyzing evidence and learning to ask questions that illuminate historical context. Students will learn to analyze different types of evidence—narratives, diaries, drawings, and photographs—and hone historical and critical thinking and reading skills applicable beyond the field of history.

Because of its broad historical sweep, the various topics covered in this course do not claim to be comprehensive. No single course can cover all the crucial issues involving women and gender over two hundred and fifty years of American history.

***A Note on Content:** I acknowledge that each of you comes to UNCG with unique life experiences. This contributes to the way you perceive several types of information. In HIS 213, we will discuss various topics, some of which may be triggering. These topics include racism, racial violence, dehumanization, offensive language and images, violence, sexism, rape, sexual assault, and trauma. Each time a potentially triggering topic appears in a reading—primary or secondary—or lecture, it will be noted.

If you encounter a triggering topic in this class, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. If you believe a lecture will be traumatizing for you, you may choose to forgo it. Should you decide to forgo the lecture, know that you are still responsible for the material; however, we can discuss if there are other methods for accessing that material and for assessing your learning of that material. Class topics are discussed to expand your intellectual engagement in the area of women and gender in early America, and I will support you throughout your learning in this course.

Online Course Disclaimer: This course is entirely online and asynchronous. There will be no set meeting days or times for class; students are responsible for logging in regularly and completing their coursework on time. There will be a Canvas Page published at the beginning of each week that details what students should read, watch, and submit for that week. Lectures for each week will be recorded, uploaded to Canvas, and either linked to or embedded within that week's Canvas Page.



“MAC” (Minerva’s Academic Curriculum) SLOs:

1. Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups (including groups with whom students may identify).
2. Describe how political, social, or cultural systems, in the past or present, have disempowered people through imposed ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.
3. Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.

Course Specific Student Learning Outcomes (SLOs):

1. Evaluate how women’s experiences shaped the history of colonial America and the early United States.
2. Assess and compare changes in various racial, ethnic, religious, and gender norms and expectations that shaped the United States from its founding through the Civil War.
3. Contextualize and interpret primary and secondary texts to determine validity and reliability and connect them to the larger themes in American history.

Course Facilitator Expectations:

- The instructor will provide feedback on all assessments within 24-48 business hours.
- The instructor monitors all discussion posts and provides feedback when appropriate.
- The instructor will answer all emails from students within 24 business hours on weekdays and 48 hours on weekends.
- Any course updates and new information will be sent via course announcement in Canvas as early in the week as possible.

Participant Expectations:

- Plan to spend at least 2-5 hours a week completing this course. This time includes reviewing the module, submitting your assessments, and participating in the discussions.
- If you are unable to meet a deadline or experience a personal issue, please notify the course facilitator immediately.
- Be respectful of others in your discussion posts and replies. Your feedback should be constructive and sensitive. Think about the replies that you would want to receive. Please review these netiquette guidelines (on Canvas) for the course.
- If you have a specific question about your course, email the course instructor. If you have a general question about the specific topic that week, use the Q & A Discussion Forum (on Canvas) so that everyone can share their answers. Your question and the answer may benefit others in the course.
- Abide by the University’s Honor Code in all the work you do for your courses.

Required Texts: Throughout the semester, we will examine a variety of sources, including videos, artwork, and primary and secondary source documents. All readings and source materials will be available on the course Canvas page.

Course Requirements:

Quizzes (MAC 1, 2, 3; SLO 1, 2, 3): Occasionally, the instructor will assign short quizzes of the lecture content and readings for a particular week. Reading quizzes allow the instructor to assess how well students are understanding and interpreting the historical content and historical thinking skills from the reading and lectures. Reading quizzes will be in short answer format. When assigned, reading quizzes will be published on Canvas at the beginning of the week. Students may take the reading quiz as many times as they would like up to the due date and time. The instructor will grade and provide feedback for the most recent submission. **When assigned, reading quizzes will be due on Sundays by 11:59 PM.**

Weekly Assignments (MAC 1, 2, 3; SLO 1, 2, 3): Most weeks, I will assign a short reading assignment to help you learn a specific historical skill. These measurable assessments will vary in instruction and format. Students will watch the necessary lecture that explains the historical skill for that week, read any accompanying notes or sections from their book, and perform the task themselves. Each assignment will explicitly link the week’s inquiry question to the textbook and primary source readings. The three larger primary source analyses for each module will be made up of similar types of questions as these weekly assignments. **Weekly Reading Assignments will be due on Sundays by 11:59 PM**

Discussion Board Reflections (MAC 3, SLO 3): Some weeks, I will assign a small-group discussion board assignment to help you engage in a critical reflection on the assigned primary sources and enhance student engagement with the course and with one another in an online setting. **When assigned, your initial post will be due on Wednesdays by 11:59 PM and responses to two classmates will be due on Sundays by 11:59 PM.** Please note: the days and times of the ‘Workshop’ discussion board in the last week of each Module are different.

Analysis Assignments (MAC 1, 2, 3; SLO 1, 2, 3): In lieu of module exams, this course will have three analysis assignments that scaffold historical thinking skills—one for each chronological module, “Colonial America,” “Building America,” and “Changing America.” Each analysis assignment will consist of a variety of questions that will ask students to analyze primary and secondary sources based on historical thinking skills learned in each module. The grade weight percentage of each analysis assignment will increase slightly as students proceed through the course. **Please find module assignment due dates within the topical course schedule.**

Evaluation: Grades will be based on four different aspects of student performance: (1) quizzes, (2) weekly reading assignments, and (3) discussion board reflections (4) analysis assignments. The final grade will be determined according to the following calculation:

Quizzes:	10% total
Weekly Assignments:	40% total
Discussion Board Reflections	5% total
Analysis Assignments:	45% total
“Colonial America” Analysis Assignment	10%
“Building America” Analysis Assignment	15%
“Dividing America” Analysis Assignment	<u>20%</u>
	100% total

Grading Scale: Your overall course grade will be based on the above-listed tests and assignments, and will be determined on the following scale:

93-100:	A	73-76:	C
90-92:	A-	70-72:	C-
87-89:	B+	67-69:	D+
83-86:	B	63-66:	D
80-82:	B-	60-62:	D-
77-79:	C+	Below 59.5:	F

Late Policy: Assignments are due on the dates and at the times listed in the course schedule. A late assignment will receive 1 point off for each day it is late (including holidays and weekends). If you anticipate being unable

to turn in an assignment on time, you will need to contact me via email or Canvas **before** the day the assignment is due.

Communication and Importance of Reading the Syllabus: It is always important to read a course syllabus carefully. Students are responsible for understanding the content of the syllabus and adhering to the policies, expectations, and guidelines listed for the course.

Students should check their emails and Canvas frequently. In addition to in-class announcements, this is how information and updates about the course will be communicated. It is vital to check emails regularly to ensure information is not missed. *Please also make sure that you have Canvas set to send any course announcements to your school email automatically.*

Syllabus Modifications: I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to watch for any class announcements about alterations. **Subscribe to Canvas Announcements.**

Academic Integrity: All work must be your own. UNCG prohibits any and all forms of academic dishonesty. The university defines plagiarism as “Representing the words, thoughts, or ideas of another, as one’s own in any academic exercise.” For examples of plagiarism, see the following: <https://osrr.uncg.edu/academic-integrity/violations-and-sanctions/plagiarism/>. Students who engage in academic dishonesty (such as plagiarizing part of a paper or cheating on an exam) will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion. **Do not attempt it.**

It is the student’s responsibility to know what constitutes academic integrity and to be familiar with UNCG policies which can be found here: <https://osrr.uncg.edu/academic-integrity/>.

Diversity Statement: I consider this online classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

Name/Pronouns: Please advise me early in the semester so that I may make appropriate changes to my records.

Resources:

Americans with Disabilities Act (ADA): UNCG seeks to adhere to the ADA and provide equal access to a college education. Students with any questions or needs related to academic accommodations for disabilities should contact the Office of Accessibility Resources and Services (OARS), located in the Elliot University Center, Suite 215. For more information, please see <https://ods.uncg.edu>.

Health and Wellness: Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/>, or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

***In the case of a personal or family emergency, contact the Dean of Students office and they will contact all your instructors: deanofstudents@uncg.edu; (336) 334-5514.**

Contra Power Statement: As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms – both direct and indirect – and can occur in subtle or overt ways. Traditionally, harassment is seen from formal power-over structure. However, harassment can occur without a formal power structure. Contra power, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes and course evaluations. Both Contra power and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent) 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent) 336.334.4444 For more information on UNCG's policies regarding harassment, visit http://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf

Religious Holidays: It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit: https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing

Adverse Weather: In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates
- In the UNCG Mobile App: You can even set it to provide you alerts
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)
- Visit Spartanalert.uncg.edu or the UNCG homepage: UNCG posts up-to-date information on the main University web site (uncg.edu) and on the main Spartan Alert page (spartanalert.uncg.edu)

Other Resources:

Jackson Library Website: <https://library.uncg.edu>

Writing Center Website: <https://writingcenter.uncg.edu/>

Speaking Center Website: <https://speakingcenter.uncg.edu>

UNCG History Department:

Website: <https://his.uncg.edu/>

Facebook Page: <https://www.facebook.com/UNCGDepartmentofHistory/>

Instagram: <https://www.instagram.com/uncghistory1/>

YouTube: https://www.youtube.com/channel/UCCmAM-qIz-IVzKR_YmoHq4A