Course Description
Women in United States history covers women from Reconstruction to the present. This course investigates how women’s issues and experiences changed based on not only when women lived but also their race, class, and location in the United States. Students will use primary and secondary sources to examine subjects in women’s history such as the women’s suffrage movement, women in the Civil Rights Movement, and the feminist movement.

Learning Goals for this Course:
- After this course, you should be able to:
  o 1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
  o 2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]
  o 3. Conduct original research by investigating and interpreting primary and secondary sources. [Historical Research]
  o 4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation]

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

Classroom Conduct
Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class,
unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the Disruptive Behavior in the Classroom Policy for additional information.

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. Contrapower, 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 Contrapower 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

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_J3Uix1B4eTV4Nk1vVFJoVFE/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).

Late Policy
Assignments are expected to be turned in on time or early. A late assignment will receive a penalty of 10 points off for every day it is late. If you have an issue come up, you are responsible for contacting me on email or Canvas before the due date.

**Communication**

Students are responsible for checking their emails and Canvas. It is highly recommended that you have Canvas set to email you announcements as that is the main way I will contact the entire class.

**Academic Integrity**

Plagiarism and academic dishonesty will not be tolerated. Enrollment in this course and submission of each written assignment constitute students’ acceptance of UNCG’s Academic Integrity Policy. You can find the full Academic Integrity Policy, here: [https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view](https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view). Do not cheat. If any of you are going into education, you will realize that we instructors can generally tell when you are submitting work that is not your own (And yes, that includes Chat GPT). Do not risk it.

**Academic Support & Disability Accommodations**

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must connect with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, (336) 334-5440, oars.uncg.edu.

**Writing Center**

UNCG has a Writing Center to help students at all levels. Since this is a writing intensive course, you should take advantage of the writing center to improve your writing assignments. Visit the Writing Center ([https://writingcenter.uncg.edu/](https://writingcenter.uncg.edu/)) to learn more.

**Speaking Center**

The Speaking Center provides support for both speaking in class and giving oral presentations. ([speakingcenter.uncg.edu](http://speakingcenter.uncg.edu))

**Office Hours**

Office Hours give you a time to speak to me about this class, history in general, or any other concerns you may have. Please let me know if these hours do not work for you and we can schedule something at another time.

**History Department’s Social Media**

Instagram: [https://www.instagram.com/uncghistory1/](https://www.instagram.com/uncghistory1/)
Facebook: [https://www.facebook.com/UNCGDepartmentofHistory](https://www.facebook.com/UNCGDepartmentofHistory)
Website: [https://his.uncg.edu/](https://his.uncg.edu/)
YouTube: [https://www.youtube.com/channel/UCCmAM-qIz-lVzKR_YmoHq4A](https://www.youtube.com/channel/UCCmAM-qIz-lVzKR_YmoHq4A)

**Assignments:**
- Reading Reflections (3 at 100 points each) (SLO 2)
- Digital Project (400 points all together) (SLO 3, 4)
Choosing a Topic (50)
- Annotated Bibliography of Primary and Secondary Sources (150 points)
  - Final Project (200 points)
    - In-Class Assignments (100 points) (SLO 1, 2, 3)
    - Participation (100 points) (SLO 1, 2, 3)

Course Schedule

Introduction

August 15:
  - Readings:
    - Historical Thinking Chart

August 17:
  - Readings:
    - Primary Sources Viewed in Class

Module 1: Learning Womanhood

August 22: Feminine Expectations in Late Nineteenth Century America
  - Readings:
    - Primary Sources on Canvas

August 24: Feminine Expectations in the American West
  - Readings:
    - Primary Sources on Canvas

August 29: The New Woman
  - Readings:
    - TBA
    - Primary Sources on Canvas and in Class

August 31: Teenage Girlhood
- **Readings:**
  - Primary Sources on Canvas and in Class

September 5: Girlhood and TV in the 20th Century
- **Readings:**
  - Excerpt from Douglass, *Where the Girls Are* (Posted on Canvas)
  - Primary Sources on Canvas and in Class

September 7: Girlhood and Moral Concerns
- **Readings:**
  - Primary Sources on Canvas
  - **Module Reflection Due September 8, 11:59**

**Module 2: Women and Activism**

September 12: Women’s Suffrage Part I
- **Reading:**
  - Faye E. Dudden, “The Fight over the Fifteenth Amendment,” in *Fighting Chance: The Struggle Over Woman Suffrage and Black Suffrage in Reconstruction America*
  - Primary Sources Posted on Canvas

September 24: Conservative Women in the New South
- **Readings**
  - Excerpts from Cox, *Dixies Daughters*
  - Primary Sources Posted on Canvas

September 29: Women and Progressive Social Movements Part I
- **Readings**
    (Posted on Canvas)
  - Primary Sources Posted on Canvas

September 21: Women and Progressive Social Movements Part I
- **Listen:**
  - Dig Podcast, “Julia’s Bureau: The Temperance Virtuoso, the Father of Journalism, and Life after Death in the Spiritualist Anglo-Atlantic”
- **Readings:**
  - Primary Sources Viewed in Class

September 26: Women’s Suffrage Part II
- **Listen:**
Dig Podcast, “100 Years of Woman Suffrage.”
- Primary Sources on Canvas

September 28: Women in the Civil Rights Movement
- Readings:
  - Ruth Feldstein, “I Want the Whole World to See.”
  - Primary Sources on Canvas

October 3: Women and Massive Resistance
- Readings:
  - TBD

October 5: Women’s Liberation
- Readings:
  - Winifred Breines, “Learning about Racism: White Socialist Feminism and Bread and Roses,” in *The Trouble Between Us*
  - Primary Sources on Canvas

October 12: Women in Republican Politics
- Readings:
  - Excerpts, Robin M. Morris, *From Goldwater Girls to Reagan Women*
  - Primary Sources in Class

October 17: Women and the ERA
- Readings:
  - Excerpts, Spruill, *Divided We Stand*
  - Primary Sources in Class
- **Module Reflection Due 11:59 pm, October 18**

**Module 3: Women and Labor**

October 19: Nineteenth Century Black Women’s Labor

October 24: Nineteenth Century Factory Labor
- Readings:

October 26: Nineteenth Century Farm Labor
- Readings:
  - Jenny Barker Devine, “Rural Women,” in *The Routledge History of Rural America*
October 31: What Is Reproductive Labor?
- Readings:
  o Excerpts from Laura Briggs, *How All Politics Became Reproductive Politics*

November 2: Legality of Childbirth
- Readings:
  o Felicity M Turner, “Freedom and the Reconstruction of Bodies,” in *Proving Pregnancy: Gender, Law, and Medical Knowledge in Nineteenth-Century America*
  o Primary Sources in Class

November 7: Birth Control Movement
- Listen:
  o Dig Podcast, “The Controversial Life and Legacy of Margaret Sanger”
- Read:
  o Primary Sources on Canvas

November 9: Birth Mothers and Middle-Class Expectations
- Readings:
  o Primary Sources Posted on Canvas

November 14: Suburban Life
- No Readings
  o “In the Suburbs” Class Video

November 16: Childcare
- Readings:
  o Excerpts from Dorothy Roberts, *Torn Apart*
  o Primary Sources Posted on Canvas

November 21: Domestic Labor
- Readings:
  o Primary Sources Posted on Canvas

  - **Digital Project Due**

**Wrapping up**

November 28
- No Readings
- **Module Reflection Due 11:59 November 28**
*It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via e-mail with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.*