

HIST9/WSMT9 - Women in American History

Instructor Michelle Fabian

Fall 2024, CRN#27060 & 27061

De Anza Community College – Asynchronous Class (Online using Canvas)

Office Hours: Mondays 3:30pm to 4:30pm or by Appointment over Zoom

- **Use the De Anza Zoom Tab or [Click Here](#)**

Reach me by email - overtonmichelle@fhda.edu or by Canvas messenger on the left-hand side.

Course Objectives

To pass this course, all students are expected to meet the following learning outcomes:

- Evaluate a perspective of women's history from recent historical analysis and findings which will balance traditional male, elite historiography.
- Assess the patterns of change and continuity for women in American history through a critical analysis of the achievements, contributions, and distinctive roles played by notable women as well as ordinary women from diverse regional, ethnic, economic, and social backgrounds.
- Develop and demonstrate critical thinking skills and intellectual reasoning skills of historical analysis, using a multicultural diverse approach of the historical method to investigate problems and issues in American women's history.

Student Learning Outcomes

- Demonstrate and apply knowledge of colonial and U.S. women's history to construct defensible statements of meaning and evaluation about this period's developments.
- Identify, critically evaluate, and interpret colonial and U.S. women's primary documents to construct historical analysis.

Course Overview

A critical examination of the social, economic, cultural and political history of American women from the colonial times to the present. Emphasis on the movements which enhanced women's political and economic rights, the social roles which defined women primarily by their gender, and the legal realities that women faced. Significant moral, political, and economic issues will be assessed.

Course Readings and Materials

1. **This course has no required textbook. Instead, this course provides primary and secondary documents that'll be distributed through Canvas. You will follow this course's reading schedule.**
2. **Internet Connection, Canvas, and Zoom app. If you are unable to have a stable internet connection or unable to access Zoom, please email me.**

Assignments and Grading

- Research Project (4 Parts) = 230 points – Instructions on Separate Page – 38%**
 - Part One: Topic & Thesis Statement = 25 points
 - Part Two: Rough Draft (50 pts) w/two Primary Source Annotations (30 pts) = 80 points
 - Part Three: Final Paper = 100 points – 5-7 pages (1250 - 1750 words)
 - Part Four: Presentations = 25 points
 - Mini-Presentation Projects = 2 presentations x 25 points = 50 points**
 - Discussion Posts = 10 posts x 10 points each = 100 points**
 - Primary & Secondary Source Analysis/Assignments = 7 x 10 points = 70 points**
 - Video Lectures = 5 video lectures x 5 points each = 50 points**
 - Final Exam = 100 points**
- Total: 600**

Grading Scale

A (100-93%), A- (92-90%), B+ (89-87%), B (86-83%), B- (82-80%), C+ (79-77%), C (76-70%), D+ (69-67%), D (66-63%), D- (62-60%), F (59-0%), anything below a C is considered a less than satisfactory grade.

Dropping this Course

To avoid being dropped from this course, you will need to contribute to the first discussion post in the first week of the class. Remember, discussion posts are worth 10 points each and missing one or two will impact your grade. The final day for drops with a “W” is November 15, 2024.

Virtual Learning through Canvas

This course is fully online through Canvas. Please see <https://www.deanza.edu/online-ed/help.html> for information on how to access this course on Canvas. Please email me if you have any difficulties. Each week you will follow a module, such as Module 1, Module 2, etc.

Each Module is a week-long and begins on Tuesday and ends on Monday. This class is a fully asynchronous class, which allows you to work according to your schedule. You have flexibility on when you complete each module as long as the assignments are submitted by the correlating due date. Most assignments are due every Monday by 11:59pm.

Assignments Breakdown

Weekly Discussions – 10 Total x 10 pts. each

Participating in individual and group discussions will help strengthen the key objectives of this course. There are a total of 10 discussions throughout this course. There are three steps to completing your discussion. Each discussion is worth 10 points. There may be times when the discussions use Padlet or other discussion tools. Here is the general breakdown for completing discussions:

1. The first step is to respond to the discussion question in **at least** 100-250 words paragraph. Your response should showcase critical thinking skills and elaborate on what you've learned in that week's learning content (up to 5 points). See the discussion rubric on how the response will be graded.
2. The second step is to ask a question about that week's learning content or a related topic. Asking simple questions that are already answered in the learning content or state by me will receive a deduction of points. Questions that do not relate to that week's content will receive a deduction in points. (up to 2 points)
3. The last step is to answer/respond to a classmate's question. This response should be in at least 5-6 sentences and use credible reliable information. (up to 3 points)
4. *Late discussions are accepted up to 48 hours after the original due date. Each day the assignment is late 1 point is deducted. For example: 1 day is 1 point, 2 days is 2 points.*

This class provides a safe space for open discussions. You are invited to share your thoughts and ideas in a respectful and mindful way. Any discussions that violate this safe environment will be referred to the Dean of Students. We won't all agree, but we can be respectful with open minds.

Video Lecture with In-Video Quizzes – 5 Total x 10 pts. each

There are 5 video lectures throughout this course. These video lectures will provide additional information on a variety of topics covered in this course. Embedded in each video lecture, there are pop-up questions that you'll need to answer. These questions are solely based on what is being discussed by me in the video lecture to ensure you are understanding the content. Each video lecture quiz is worth 10 points. 5 video lectures x 10 points = 50 points. All video lecture submissions are due by the assigned Monday by 11:59 pm. *Late video lectures are accepted up to 48 hours after the original due date. Each day the assignment is late 1 point is deducted each day is late. For example: 1 day is 1 point, 2 days is 2 points.*

Primary & Secondary Source Analysis - 10 worksheets x 10 pts. each

Throughout this course, you will read primary and secondary documents in addition to the weekly module lecture content. You will then complete a source analysis worksheet. Analyzing primary & secondary sources will help observe and reflect on different types of sources.

Thinking critically about sources will encourage you to identify the credibility and reliability of the source. This will be graded on a scale from 1-10 (1 being the least effort and 10 being the most effort). Points can be deducted for lack of specific details, organization, grammar and for not including specific quotations. Each worksheet is roughly 100-200 words. *Late assignments are accepted up to 48 hours after the original due date. Each day the assignment is late 1 point is deducted each day is late. For example: 1 day is 1 point, 2 days is 2 points.*

It is important for you to take notes on the lecture content for two reasons: taking notes is critical in understanding and remembering information and the final exam will have questions pertaining to the module lecture content. You will also have an extra credit opportunity in which you may submit your lecture notes for additional points.

Final Exam - 100 points – Week of Dec. 9 to 13. Final Exam due December 13 by 11:59pm.

The final exam will consist of identifying and explaining the significance of specific terms, events and issues described throughout the course. You will answer multiple-choice, short-answer questions and other test methods regarding the assigned primary & secondary sources and the lecture content. You will also write two short essays (min. of 300-500 words for each question x 2 = 500 - 1000 words). This is why it is important to take notes! You will have 2 hours to complete your exam. **The information for this exam will come from the assigned pages of the sources and lecture content only. Answers outside of the assigned reading pages will be marked down.** You will receive a study guide before the exam. Detailed information about the final exam will be posted near the end of the term. *Late final exams will not be accepted and may not be retaken or moved.*

Mini-Presentations – 2 presentations x 25 points = 50 points

There are two mini-presentations in this course. One presentation is the “History of US,” which is an introductory presentation that’ll encourage us to get to know one another and show appreciation for the women in our lives. The second presentation is called “Women of Today,” in which you will create one to two slides on influential women in our present history. More information will be provided.

Additional Research Project instructions will be provided on a separate page.

There is one research paper for this course that consists of four parts. You'll be graded on the paper's content in relation to your chosen topic and how you incorporate the history of women. In addition, you will be graded on readability, grammar, proper word usage and spelling. Bringing a draft to De Anza's Student Success Center - <https://www.deanza.edu/studentsuccess/>

The due date for the Final Paper is Monday, November 18th by 11:59pm. *Late papers will be accepted up to 48 hours after the due date with a deduction of three points each day 1 day = 3 pts., 2 days = 6 pts. Failure to submit the paper will result in a zero for this portion of the class.*

For this research paper, you will choose a specific issue, theme, group or event that took place throughout American history and relates to women's history. Your topic must include something about women and women's history. This includes pre-colonial history. You can cover topics, such as comparing women's roles in different cultures, comparing rights such as abortion rights, women of the Suffragist movement, women who were enslaved, the feminist movement of the 1960s, specific women who created change and more. Pick a topic that you are personally curious about. A topic that you want to research on. Choosing a topic that interests you will make researching this topic not as daunting as research can be at times. Get excited about conducting research!

Part I: Topic & Thesis Statement due Monday, October 7th by 11:59pm

Part II: 2–3-page Rough Draft w/Two Source Annotations due Monday, October 28th by 11:59pm

Part III: Final Draft (1250-1750 words) 5-7 pages due Monday, November 18th by 11:59pm

Part IV: Presentation due Monday, December 2nd by 11:59pm

More information on these four parts is provided in a separate document.

Free Assignment Pass

You all have lives outside of your educational journey, and sometimes things happen where you cannot complete an assignment (or you forget to). If you miss an assignment, you have ONE free pass. This means you can receive full credit on one assignment that you miss. You may use your free pass on one of the following:

- Source Analysis Assignment
- Discussion
- Video Lecture w/Quiz

You cannot use your free pass on extra credit, research project parts, mini-presentations or final exam.

To use your free pass, simply email me within 24 hours from the original due date. You may also email me ahead of the assignment's due date if you know you'll miss it. After 24 hours have passed from the original due date, you cannot use the free pass anymore.

Academic Integrity and Academic Dishonesty will be discussed in the first week.

Please see De Anza's "Academic Integrity" page on what your academic responsibility is.
https://www.deanza.edu/policies/academic_integrity.html

Using ChatGPT (AI and the likes)

I (your instructor) am familiar with ChatGPT and many of the AI programs out there. I strongly believe you are capable of using your own unique mind to complete the work in this course without using any outside help. I understand that times are changing (I'm not that old) and understand that incorporating ChatGPT is most likely something that'll become unavoidable. I cannot stop you from looking at these websites, but I want you to be aware that these "tools" have limitations and can provide faulty information, so please be mindful.

I highly value the ability to research and find credible and reliable sources, especially in deciphering between what is credible and what can be considered "fake." This is a skill that we should and need to be using in our daily lives. Being able to research and write your own papers is a huge accomplishment because of the time, creativity and dedication you put into it. You can use this skill in your future, especially with knowing it's all your own work. If you are using outside help such as AI, plagiarizing from a source or copying from a classmate, what are you learning and why are you here? You should be here to expand your own knowledge and prove to yourself you can do this. If you are in this class just to get a passing grade, I cannot provide much insight on that. I only hope you leave my class learning something new.

Anyways...anyone found cheating on a test, quiz or writing assignment or receives more than 35% on Turnitin (using AI, copying from classmates or others, copying from websites without

citing, etc.) will first receive a warning and the opportunity to redo the assignment. If cheating or copying occurs a second time, you will receive an “Incomplete” or “Zero” for the assignment and will be referred to the Dean of Student Services. Please see De Anza’s “Academic Integrity” page on what your academic responsibility is.

https://www.deanza.edu/policies/academic_integrity.html

Plagiarism

It is important for you to acknowledge sources that are used for completing classroom assignments. Plagiarism is a form of academic dishonesty. As mentioned before, you have an amazingly brilliant mind, so why not use it? Being able to critically think and assess assignments on your own is a skill that you will carry with you throughout your education and career. No one and nothing can replace your ability to think critically and creatively. This is something special only to you and the human brain.

Plagiarism may be any one of the following:

1. Verbatim copying without proper documentation of the source(s).
2. Paraphrasing without proper documentation of the source(s).
3. Unacknowledged appropriation of information or ideas from someone else.
4. Purchasing or using artificial intelligence (ChatGPT) or other automated writing tools to write, edit or brainstorm ideas.

If students have any questions about these forms of plagiarism or about an assignment they are preparing, they should ask their instructor for clarification rather than risk unintentional plagiarism.

Cheating

Students need to act in an honest and trustworthy manner. Work performed on examinations or other forms of evaluation must represent an individual’s work, knowledge and experience of the subject matter. Students are expected to follow the classroom rules established by the instructor.

Cheating may be any one of the following:

1. Unauthorized looking at or procuring information from any unauthorized sources or from another student’s work during an examination or from any work that will be graded or given points.
2. Unauthorized acquiring, reading or learning of test questions before the testing date and time.
3. Changing any portion of a returned graded test or report and resubmitting it as an original work to be regraded.
4. Presenting the work of another as one’s own for a grade or points.
5. Knowingly assisting another student in cheating.

This list is not all-inclusive and the list itself is not meant to limit the definition of cheating to just these items mentioned.

Consequences

The disciplinary action for cheating or plagiarism is up to the discretion of the instructor. The instructor may select one or more of the following options:

1. Issue an oral or written notification and warn the student that further acts of this sort will result in additional disciplinary action. Student will be given the opportunity to redo the assignment.
2. If an occurrence of this situations happens a second time, see #3 & #4 below.
3. Issue an “NP” or a failing grade (“F”) or “0” for the assignment in question.
4. Refer the student to the Vice President or Dean of Student Services for disciplinary action.

ADA and Accommodations & Student Success

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Disability Resource Center to coordinate reasonable accommodations for students with documented disabilities. *Please contact the Disability Support Programs and Services (DSPS) by visiting: <https://www.deanza.edu/dsps/index.html> or by calling 408-430-7681 or emailing dss@deanza.edu.*

The DSPS requests that you contact your professor about this within the first two weeks of the quarter to schedule exams or discuss your needs. Delays in this process could make meeting last-minute accommodations difficult, so please meet with your professor and file the required paperwork as soon as possible.

De Anza provides amazing tutoring and academic support services for your success! Please visit the Student Success Center for more information: <https://www.deanza.edu/studentuccess/>

****This syllabus is subject to change at any time and an amended syllabus will be provided at the earliest opportunity.**

****Please Read! Important! ****

Creating a Safe Classroom Environment

Creating a safe classroom environment is immensely important to me. Please be considerate and respectful of your classmates, me, and yourself. To create and promote a safe learning environment, I and you, the student, will not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, socioeconomic status, or any basis proscribed by law. There'll be uncomfortable discussions and content and I expect the highest amount of respect and maturity from you.

Something to Consider

We cannot ignore what is going on presently in America concerning racial disparities, social injustices, politics, environmental issues, and the impacts of COVID-19. What we can do is create a place to hold safe and open discussions around these topics and find ways to empower individual and collective action. We will relate past historical events and movements to our current history and continually ask ourselves how can we learn from our past and How do we see ourselves creating change?

Critically thinking about the foundation of the United States is essential to bringing about change. Collectively and individually, we can create change. This is why I value history as a vital role in learning from the past to understand and empower the future.

Important Take Away from Me

We as individuals are responsible for our own actions. The amount of effort you dedicate to your education will reward you back. I will be here to guide you in the best direction, but it is up to you to fulfill that path and cross the finish line. Keep your head up, contribute to class, rest when needed, be kind to others, and keep pushing yourself.

****Please take care of yourself and your family. Practice Mindfulness. Stay informed and engaged with friends, family, and colleagues. We all need support virtually and mentally right now.**

- If you need somewhere to vent or someone to talk to, please use De Anza's Mental Health and Wellness Center by visiting <https://www.deanza.edu/mhwc/>.
 - This service is free and available 24/7
- Check out 10 Percent App (the basic free level is good) to practice mindfulness and/or the Headspace App.
- **Please read this syllabus over!**

Helpful Resources (Please Use)!

- De Anza Library - <https://www.deanza.edu/library/>
- Article, eBook & Video Database - <https://www.deanza.edu/library/articledata.html>
- Student Success Center – Free Tutoring - <https://www.deanza.edu/studentsuccess/>

Modules open on Tuesdays @ 9:00am and close on Mondays @ 11:59pm, except for Week 1, Week 11 & Week 12 along with Indigenous Day (Oct. 14) & Veterans Day (Nov. 11)
Office Hours - Mondays @ 2:00pm to 3:00pm or Wednesdays by appointment

Color Key: **Mini-Presentations**, **Research Projects Parts**, **Change of Due Dates**

	Week	Assignments	Due Date
Mon., Sept. 23rd - Mon., Sept. 30th	Week 1 - Introductio n Week	<ol style="list-style-type: none"> 1. History of US Presentation - 25 points 2. Discussion#1 - 10 points 3. Video Lecture w/Quiz#1 - 10 points 	Mon., Sept. 30th
Tues., Oct. 1st. to Mon., Oct. 7th	Week 2 - Indigenous Women	<ol style="list-style-type: none"> 1. Read Krogmeier, Jackie. "Native American Women: A Silent Presence in History." PDF Online 2. Brown, Kathleen. "The Anglo-Indian Gender Frontier." In <i>Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia</i>, 42-74. Williamsburg, VA: Institute of Early American History and Culture, 1996. Provided on Canvas. 3. Part 1: Topic & Thesis Statement - 25 points 4. Source Analysis#1 - 10 points 5. Discussion#2 – 10 points 	Mon., Oct. 7th
Tues., Oct. 8th to Tues., Oct. 15 th *Assignments due Tues., Oct. 15 th - Indigenous Day on Monday*	Week 3 - European Settlers & Gender	<ol style="list-style-type: none"> 1. Read Brown, Kathleen M., "The Anglo-Indian Gender Frontier" From Book <ul style="list-style-type: none"> • Read Norton, Mary Beth. "An Indentured Servant Identifies as 'Both Man and Woeman' Jamestown 1629." In <i>Women's America: Refocusing the Past</i>, edited by Linda Kerber, Jane Sherron De Hart, Cornelia Hughes Dayton and Karissa Haugeberg, 37-46. Oxford University Press, 2019. Provide on Canvas. 2. Source Analysis#2 - 10 points 3. Discussion#3 - 10 points 4. Video Lecture w/Quiz#2 - 10 points 	Tues., Oct. 15th
Tues., Oct. 15th to Mon., Oct. 21st	Week 4 - Republican Motherhoo d & the Civil War	<ul style="list-style-type: none"> • Read Kerber, Linda K. "Introduction." In <i>Women of the Republic: Intellect and Ideology in Revolutionary America</i>. 7-11. Williamsburg, VA: University of 	Mon. Oct. 21st

		<p>North Carolina Press Chapel Hill. Provided on Canvas.</p> <ol style="list-style-type: none"> listen to Uncivil and/or read the story about the spies Source Analysis#3 - 10 points Discussion#4 - Rough Draft topic - 10 points 	
Tues., Oct. 22nd to Mon., Oct. 28th	Week 5 - Ideology of True Womanhood. Rough Draft Due	<ol style="list-style-type: none"> 1. Part 2: 2-3 page Rough Draft w/two primary source annotations 2. Read Fanny Fern & Harriet Beecher Stow with primary source analysis#4 3. Video Lecture w/Quiz#3 - 10 points 	Mon., Oct. 28th
Tues., Oct. 29th to Mon., Nov. 4th (Tuesday is election day. Please go vote! Women won the right to vote 104 years ago, while many Women of Color faced barriers and finally won the right to vote in 1965; only 59 years ago. So make sure your vote counts for these women and men found for this right!)	Week 6 - Votes for Women: The Suffrage Movement	<ol style="list-style-type: none"> Read the <i>Declaration of Sentiments</i>. Provided on Canvas Read the <i>Declaration of Independence</i>. Provided on Canvas Read the 19th Amendment. Provided on Canvas. Discussion: Choose a women of color who helped pave the way for women to win the right to vote even though they did not receive the right to vote. Research them and write a paragraph about their contributions to the suffrage movement. https://women.ca.gov/women-of-color-and-the-fight-for-womens-suffrage/ 5. Source Analysis/Interview#5 - 10 points 6. Discussion#5 - 10 points 	Mon., Nov. 4th
Tues., Nov. 5th to Tues., Nov. 12 th Last Day to Drop is Nov. 15 with a W *Assignments due Tues., Nov. 12 th – Veteran’s Day on Monday*	Week 7 - New Women & the Flapper. Women in WWI	<ol style="list-style-type: none"> Read Ruiz, Vicky. “The Flapper and the Chaperone.” In <i>Women’s America: Refocusing the Past</i>, edited by Linda Kerber, Jane Sherron De Hart, Cornelia Hughes Dayton and Karissa Haugeberg, 37-46. Oxford University Press, 2019. Provide on Canvas. Choose one primary source to read from <i>The Modern Woman</i>. The Twenties in Contemporary Commentary. Provided on Canvas. 3. Primary Source Analysis#6 - 10 points 	Tues., Nov. 12th

		4. Discussion#6 - 10 points	
Tues., Nov. 12th to Mon., Nov. 18 th Last Day to Drop is Nov. 15 with a W	Week 8 - Women in WWII - Last day to drop with a W	1. Part 3: Final Draft 2. Watch – Primary source videos on Japanese Women in Internment Camps & Women Working in WWII 3. Read Chinese Exclusion Act (ended 1943) & Excerpt 4. Discussion#7 - 10 points 5. Video Lecture#4 - 10 points	Mon., Nov. 18th
Tues., Nov. 19th to Mon., Nov. 25th	Week 9 - The Civil Rights Movements	1. Watch Minnijean Brown-Trickey’s primary source video on Civil Rights 2. Choose a women’s bio. 3. Primary Source Analysis#7 - 10 points 4. Discussion#8- 10 points	Mon., Nov. 25th
Tues., Nov. 26th to Mon., Dec. 2nd	Week 10 - Feminine Mystic w/the Feminism Movement & 1970s	1. Part 4: Presentations 2. Read Betty Friedman “The Problem that Has No Name.” 3. Read feminism & gender movements 4. Discussion#9 - 10 points	Mon., Dec. 2nd
Finals Study Week Tues., Dec. 3rd to Sun., Dec. 8th *Assignments due Sun., Dec. 8 th *	Week 11 - Current Event of Women of Today	1. Current Event on Women of Today Presentation - 25 points 2. Study Guide 3. Discussion#10 - Part 4: Presentation Feedback 10 points 4. Video Lecture#5 - 10 points	Sun., Dec. 8th
Finals Week Mon., Dec. 9th to Fri. Dec. 13th *Assignments due Fri., Dec. 13 th *	Week 12 - Finals Week	1. Final Exam	Fri., Dec. 13th