**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** HS 283, U.S. Women’s History

**Home Department:** History

**Department Chair Name and Contact Information**: Alan Scot Willis (x1228; awillis@nmu.edu)

**Expected frequency of Offering of the course**: Winter

**Official Course Status**: Has this course been approved by CUP and Senate? YES NO

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content:

This is a broad survey of the history of women in the United States from the colonial period to the present. This class integrates women and issues of gender into the narratives of U.S. history, with emphasis on racial, ethnic, cultural, and other differences as factors of women’s identity and experience. It helps students understand the effects of social, economic, and political constraints upon women and their choices for action. Major topics include the legal and political status of women, women’s economic activity (including slavery, wage-earning, home-making, and unpaid voluntary social activities), women’s involvement in reform and social movements, women’s rights and suffrage, concepts of twentieth-century “feminism,” women’s health, and global women’s issues. A significant portion of the course involves the analysis of documents, which illuminate contemporaneous perspectives on issues of diversity, social conditions, civil rights, and reform activity.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:

**Perspectives on Society Dimension #1 Analysis of Society:** Students will write ten primary source document analysis assignments. Each assignment will include at least a one-page summary and analysis of the assigned primary source document. Students will synthesize information from the primary source document and other sources such as lecture material, regular textbook reading, and additional articles to explain the historical significance of social structures, processes, and events relevant to each document. They will also analyze social structures, processes, and events as they show change over time throughout American women’s history.

**Perspectives on Society Dimension #2 Ethical Issues:** Students will conduct an oral history interview and then write a 4-5 page paper, which requires students to analyze the life experiences of the interviewee with reference to the themes, events, and issues of the course. Students will critically examine the personal experience and ethical relationships between individual women and their society. In additional to intentionally exploring the ethical issues of the interviewee’s relationship to society, students must conduct the interview within the guidelines of ethical behavior appropriate for such an interview. Students will receive guidance and resources to ensure they meet ethical interview requirements.

**Perspectives on Society Dimension #3 Development and Context of Society**: The three tests include multiple choice and short answer questions covering themes and events in the development and context of human society through the lens of women’s history. The tests cover lecture material, textbook readings, and primary source documents. **These tests reinforce the learning in the dimension; the dimension itself will be assessed through the paper which will reflect the students’ ability to bring these materials together with the interviews they themselves conduct.**

**Critical Thinking Dimension #1 – Evidence:** Students must assess the quality of information that may be integrated into an argument for their ten primary source document analysis assignments and the oral history paper.

**Critical Thinking Dimension #2 – Integrate:** Students must integrate insight based on their textbook reading, course lectures, and primary source documents with previous understanding to reach informed conclusions and/or understanding as they demonstrate comprehension of how women’s history changed over time based on particular historic events and movements. This will be measured via **the course paper**.

**Critical Thinking Dimension #3 – Evaluate:** Students will evaluate information according to established ethical oral history interview principles and guidelines of how to conduct an oral history interview. Students will also evaluate information according to primary source analysis guidelines.

C. Describe the target audience (level, student groups, etc.):

This is a 200-level course with no pre-requisites.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.):

The course is component of the Gender Studies minor.

E. Provide any other information that may be relevant to the review of the course by GEC:

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type**: Written document analysis assignments; Oral history paper  **Frequency:** 10 times document analysis assignments; one oral history paper  **Projected Submission**: oral history paper and 1 late-in-the-semester document analysis assignment  **Projected Success Rate**: 85% based on past experience (students do slightly better on analysis assignments than the oral history project). |
| **Integrate** | Integrates insight and or reasoning with previous understanding to reach informed conclusions and/or understanding | **Task Type**: Oral History Paper    **Frequency:** One paper  **Submission:** Oral History Paper  **Projected Success**: 80% based on past experience |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type**: Written document analysis assignments; Oral history paper  **Frequency:** 10 times document analysis assignments; one oral history paper  **Projected Submission**: oral history paper and 1 late-in-the-semester document analysis assignment (  **Projected Success Rate**:85% based on past experience (Students do slightly better on the documents analysis than the oral history project) |

**PLAN FOR LEARNING OUTCOMES  
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Analysis of society** | Synthesis and analysis of social structures and processes or events | **Task Type**: Written document analysis assignments  **Frequency:** 10 times per semester  **Submission:** one late-in-the-semester document analysis assignment  **Expected Proficiency Rate**: 85% based on past experience |
| **Ethical Issues** | Addressing ethical issues in society | **Task Type:** Oral history paper  **Frequency:** one time  **Projected Submission:** Oral History Paper  **Expected Proficiency Rate** 80 % based on past experience. |
| **Development and context of society** | Explore themes in the development of human society | **Task Type:** Oral history paper  **Frequency:** one time  **Projected Submission:** Oral History Paper  **Expected Proficiency Rate** 80% based on past experience |

**U.S. Women’s History (HS 283)**

**Winter 2019**

**SYLLABUS**

Instructor: Rebecca J. Mead, Ph.D.

Office: 244 Gries Hall; 227-1365

Office Hours: TTh 2-4pm and by appointment

e-mail: rmead@nmu.edu

Class Hours: MW 10-11:40am; J 3311

**Course Description and Learning Objectives**: The objectives of this class will be 1) to integrate women and issues of gender into the narratives of U.S. history; 2) to appreciate racial, ethnic, cultural, and other differences as factors of women’s identity and experience; 3) to understand the effects of social, economic, and political constraints upon women and their choices for action; and 4) to analyze concepts of twentieth-century “feminism.”

Upon successful completion of this course, students should be able to:

* Identify and describe the significance of major events in U.S. women’s history.
* Integrate the contributions of women and their issues into the broader field of U.S. history.
* Understand how “gender as a category of analysis” operates to affect people of all genders.
* Understand the complicated racial, ethnic, class, cultural, and other interactions among the many groups of women who have lived in the diverse area which constitutes the present United States.
* Analyze how people as historical actors make and implement decisions, and how historians find and use evidence of these activities, emphasizing the use of primary source material to develop critical thinking and information processing skills.
* Appreciate the contemporary effects of historical issues, processes, and decisions.

Evaluation of these learning outcomes will be done through class activities and discussion, journal submissions, exams, and an oral history paper assignment.

EduCAT will be used as for posting information, assignments, instructions, and announcements, so check regularly for information and updates. **IT IS UP TO YOU TO LEARN HOW TO USE EduCAT EFFECTIVELY. If you are not familiar with the system, guidelines are available on-line.**

**Required Texts:**

* Ellen DuBois and Lynn Dumenil, eds., *Through Women’s Eyes,* 4thed.Bedford-St. Martin’s Press, 2015.
* Ellen Skinner, *Women and the National Experience: Sources in Women’s History,* 3rd ed. Prentice Hall, 2011.

**Assignments and Grades:**

Three tests, including the final exam (3@ 100 pts) 300 pts. Weekly document analysis assignments (10 @10 pts) 100 pts.Oral history paper 75 pts.

Attendance and participation 25 pts.

500 pts.

**Tests**: The tests consist of multiple choice and short-answer questions. Technically, the tests are NOT cumulative, since they will cover the material since the previous test, but be aware that history IS cumulative, so if you don’t know what happened before, you’re not likely to understand subsequent events. On test days, class will resume once the test is finished.

**Weekly Document Analysis Assignments:** Students will submit a short weekly writing assignment based on the primary sources assigned to their specific group and post it on-line. **Students must do 10 of these during the course of the semester. Students must read the document assigned to their group for the week and be prepared to discuss it in class, even if not doing an official write-up for that week!** To receive full credit, journal assignments must be posted on Monday before class starts. Fuller instructions are available on EduCAT, as well as resource guides for evaluating various kinds of sources.

**Oral History paper:** Students will prepare and conduct an oral history interview with any female individual 60 years or older relating to issues covered by this class. The final product will be a 4-5 paper analyzing the information obtained. Further instructions will be provided in class and posted on EduCAT.

**Deadlines and Extensions.** Grades on material turned in after the due date without prior permission will automatically lose points unless the delay is serious, unavoidable, and accompanied by documentation (e.g., from medical or law enforcement agencies). **Nothing will be accepted more than a week late.** Similar documentation will be necessary to excuse more than two class absences. Try to anticipate any problems and inform me well in advance, although notification is not the same as being excused.

**Preparation for Class and Classroom Activities:** For our general discussions in class, **students must prepare by reading the assigned material for the week *before* the first class period of the week.** Students are not expected to have mastered the material at this point, but enough to ask questions, engage in discussion, and use the information during class activities.

**Attendance, Participation, and Courtesy.** Regular attendance and preparation is important, but beyond that, it is simple courtesy to be on time, remain for the entire class period, and refrain from private conversations, text messaging, and other distractions.

\*\***Policy on the Use of Computers and other Devices in the Classroom.** ***LAPTOPS (or other personal computing devices) ARE TO BE USED FOR CLASS WORK EXCLUSIVELY!* Please turn off cell phones and put them away before the class period starts.**

Students may miss up to two class periods without affecting their grade, so you don’t need to contact me to tell me you were sick or whatever. If you are absent and miss an in-class activity, however, there will be no opportunities for making up that work. **Students are responsible for all material and announcements if they miss class.** I am happy to work with you during office hours to get caught up, and I also recommend establishing relationships with fellow students who can share notes and insights.

**Office Hours, Study Groups, and Study Aids.**  I urge you all to take advantage of my office hours to get acquainted, catch up on missed material, clarify confusions, or discuss assignments. I’m here to help you, but I can do little for students who wait until the end of the term to address poor performance in class or other problems. If you arrange an appointment then find that you cannot make it, however, please let me know promptly! We will schedule a review session before each test, but since it is never possible to find a time that suits everyone, I also urge you to form study groups with fellow students. In addition, the publisher of the textbook has provided a lot of supplemental material on-line, including study guides and sample tests as well as numerous links to documents, images, web sites, research and writing guides. Links to these sites are listed on EduCAT.

**Academic Honesty.** Plagiarism is never acceptable and it’s not hard to detect. Willful dishonesty, such as plagiarism, will result in zero credit for that specific assignment, and could lead to university disciplinary procedures. **Ignorance is no excuse!** For clarification and further information, see the NMU policy on academic dishonesty in the Student Handbook, Section 2.2.3 (<http://www.nmu.edu/dso/handbook/Code.htm#Academic%20Dishonesty>). It is also a topic we will discuss more thoroughly in class.

**Disability Services**. If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services office at 2001 CB Hedgcock (227-1700; TTY 227-1543). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Veterans Services.** If you are a veteran and need assistance with your benefits or are experiencing complications with your education due to military service connected issues, contact the Veteran Resource Representative in 2101Hedgcock (227-1402 or mrutledg@nmu.edu). The Veteran Resource Representative can advocate for you before the Veterans Administration and can also help you solve any veteran specific issues you may have. See also: <http://www.nmu.edu/veterans/veteran-student-services>

**SCHEDULE AND READING ASSIGNMENTS**

**Winter 2019**

**WEEK ONE (Jan. 14-18): Introduction; Indigenous Women and Contact**

Readings:

* DuBois and Dumenil, Intro, Chapter 1, pp. 1-27, 35-46, Skinner, pp. 149-151

**WEEK TWO** **(Jan. 21-25): Colonial Worlds**

Readings:

* DuBois and Dumenil, pp. 27-34, 47-121
* Skinner

2.A I. Filomena, 149ff

2.B E. Perez, 147ff

2.C E. Callis, 24ff

2.D M. Jemison, 11ff

2.E Assembly of Virginia, 8ff  
2.F Anne Hutchinson Trial, 3ff

**MONDAY: Dr. King Day: No Class**

**WEEK THREE** **(Jan. 28-Feb. 1): Revolution and the New Republic**

Readings:

* DuBois and Dumenil, Chapter 3, Chapter 4, pp. 186-195, 232-239
* Skinner:

3.A Reed, 18ff  
3.B Adams Family, 21ff  
3.C Gannett, 29ff  
3.D Murray, 28ff  
3.E Willard, 31ff  
3.F Abbott, 32ff

**WEEK FOUR** (**Feb. 4-8): Antebellum Women and Work**

Readings:

* DuBois and Dumenil, Chapter 4, 195-231, 240-251
* Skinner:

4.A Robinson, 38 ff

4.B Female Labor Reform Association, 43ff

4.C Cowles, 52ff

4.D Dall, 62ff

4.E Burwell, 93ff

4.F Tubman, 80ff

**WEEK FIVE** (**Feb. 11-15): Reform and Women’s Rights**

Readings:

* DuBois and Dumenil, Chapter 5, 262-279, 296-303
* Skinner:

5.A Stewart, 97ff

5.B Emery and Abbott, 100ff

5.C Beecher, 122ff

5.D Pastoral Letter, 105ff

5.E S Grimke, Reply, 106ff

5.F Davis, Letter to Convention, 66ff

+ DECLARATION OF SENTIMENTS, 120ff

**WEEK SIX** **(Feb. 18-22):** **Civil War and Reconstruction**

Readings:

* *America: A Narrative History*, Chapter 14, 15
* Group readings as assigned on EduCAT DuBois and Dumenil, Chapter 5, 279-286, 304-323, Chapter 6, 324-337, 358-362
* Skinner:

6.A Barton, 166ff

6.B Anthony, 176ff

6.C Collins, 126ff

6.D Harper, 172ff

6.E Cooper, 187ff

6.F Wells-Barnett, 201ff

**MONDAY: FIRST TEST**

## WEEK SEVEN (Feb. 25-21): Women in the Expanding Nation

Readings:

* DuBois and Dumenil, Ch 5, 252-262, 287-295, Ch 6, 337-343, Ch 7, 390-410, 422-426, 434-440
* Skinner:

7.A Wilson, 153ff

7.B Ballou, 156ff

7.C Olsdatter, 145ff

7.D Tape, 226

7.E Wells, 224ff and Stenhouse, 225ff

7.F Massachusetts Bureau of Statistics of Labor, 234ff

**WEEK EIGHT (March 4-8): *SPRING BREAK!***

**WEEK NINE** **(March 11-15): American Women and the New Century**

Readings:

* DuBois and Dumenil, Ch 6, 343-357, 363-389, Ch 7, 410-421, 427-433, 441-453, Ch 8, 454-469
* Skinner:

8.A Barry, p. 236 ff

8.B Cleveland, p. 193 ff

8.C Willard, p. 197 ff

8.D Addams, p. 253 ff   
8.E NCW, p. 250 ff

8.F Schneiderman, p. 245 ff

**+** Muller v. Oregon*,* p. 258 ff

**WEEK TEN** **(March 18-22): The New Woman: Suffrage and Sexuality**

Readings:

* DuBois and Dumenil, Chapter 8, 469-519, Chapter 9, 520-535
* Skinner:

9.A Anthony, p. 233 ff

9.B Shaw, p. 262ff

9.C NAWSA, p. 263ff

9.D Catt AND Paul, pp. 263-264 ff

9.E Letter to Margaret Sanger, p. 283ff

9.F Page, pp. 270 ff

**WEEK ELEVEN** **(March 25-29): Depression, War**

Readings:

* DuBois & Dumenil, Chapter 9, 535-588
* Skinner:

10.A Women Streetcar Conductors, p. 275ff

10.B Le Sueur, p. 287 ff

10.C Pilcher, p. 291 ff

10.D Low, p. 292 ff

10.E Houston, p. 310 ff

10.F Roosevelt, p. 306 ff

**MONDAY: SECOND TEST**

**WEEK TWELVE** **(April 1-5): Happy Days, Cold War, and Civil Rights**

Readings:

* DuBois and Dumenil, Chapter 10, 588-609, 628-657
* Skinner:

11.A Collier, p. 317 ff

11.B Postwar Plans, p. 308 ff

11.C Scheinfeld, pp. 312 ff

11.D Farnham & Lundberg, p.315 ff

11.E Williams, p. 344ff

11.F Robinson, 319ff

12.B Moody, p. 321 ff

+ Friedan, p. 326 ff

**WEEK THIRTEEN** (**April 8-12)**: **The “Second Wave”**

Readings:

* DuBois and Dumenil, Chapter 11, pp. 670-694, 713-733
* Skinner:

13.A Redstockings, p. 362 ff

13.B Campbell, et al, 371 ff

13.C Rape, An Act of Terror, 366ff

13.D Chicana Demands, 368 ff

13.E National Black Feminist Organization, 369 ff

13.F Lorde, 382ff

+ Lesbian Feminist Liberation, 370 ff

+ *Roe v. Wade* excerpt, 376 ff

**WEEK FOURTEEN** **(April 15-19):** **Women in Modern American Society**

Readings:

* DuBois and Dumenil, Chapter 11, pp. 694-712, Chapter 12, pp. 734-748, 766-770
* Skinner:

14.A Brownmiller, p. 386ff

14.B Letter from a Battered Wife, p. 380ff

14.C Segrest, p. 384 ff

14.D Faludi, 390 ff

14.E Wolf, 396 ff

14.F Hill, 387 ff

+ Schlafly, 378 ff

**WEEK FIFTEEN** **(April 22-26): Current Issues and Challenges; the “Third Wave”**

Readings:

* DuBois and Dumenil, Chapter 12, pp. 749-797
* For the weekly write-up, students may locate and analyze a current primary source (e.g., a news article) about an important contemporary issue facing women

**WEDNESDAY: ORAL HISTORY DUE**

**FINAL EXAM: Tuesday, April 30, 10 am**