Mondays and Wednesdays: 12:30 – 1:45 p.m.*
Room: B206
Professor June Melby Benowitz
Campus phone: 359-4344
Email: benowitz@sar.usf.edu
Office: C251
Office Hours: Mondays 5 – 6 p.m.: Wednesdays 10 – 11 a.m., and by appointment*

*Note: There will be no in-class meetings or office hours on Wednesday, September 3 and Monday, September 8, 2014. Assignments for those days will be given in class on August 25 and/or August 27, and also found on Canvas. See “Weekly Schedule” at the end of this syllabus.

This course will examine the goals, the achievements, the disappointments, and the realities associated with the history of American women from approximately 1877 to the present. We will explore the experiences of women by looking at individuals, groups, and American women as a whole. Students enrolled in the course should come away with an understanding of how women helped to shape American society, culture, and politics as well as how the American social, cultural, and political environment affected women and their undertakings. While the course focuses on women, be assured that men will not be overlooked.

Required Texts:

- Cather, Willa, *O Pioneers!*
- Coontz, Stephanie, *A Strange Stirring: The Feminine Mystique and American Women at the Dawn of the 1960s*
- Kessler-Harris, Alice, *Out to Work: A History of Wage-Earning Women in the United States*
- Terborg-Penn, Rosalyn, *African American Women in the Struggle for the Vote, 1850-1920*

CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for announcements, the posting of instructions for assignments, keeping track of attendance, and for grading.

Information on how to use Canvas is available at: [http://usfsm.edu/e-learning-services/student-resources/](http://usfsm.edu/e-learning-services/student-resources/)
Course Requirements and Grading:

Attendance and Participation:
Attendance and participation in classroom discussion is vital for the successful completion of this course. Much of the material that will be discussed in class is not readily available elsewhere. Participation means more than just sitting in class. To receive a high score for participation, students must actively join in discussions, ask questions, and offer insights relating to issues brought up in discussions, during in-class group projects, and in readings for the course. Poor attendance and non-participation would very likely have a negative impact on your understanding of the information covered, and would therefore adversely affect your grade. Class attendance and participation will count for 20% of your final grade. More than 8 hours of unexcused absences=F for attendance. Every student begins the course with 90 points out of a possible 100 for attendance/participation. Students who have no absences during the semester will automatically receive the 90 points, and a grade of A-. Regular participation in class discussions will raise those students’ grades into the solid “A” category. Absences will bring the grade down.

Examinations:
There will be three examinations--two mid-terms and a final. The mid-terms will each count for 10% of your grade for the course. The final exam will count for 20% of the total. The exams will be in short answer and essay format. If you do not take an exam on the scheduled date, there will be at least a 15% deduction from your exam grade.

Term Paper/Class Presentations:
The term paper and class presentation will count for 20% of your final grade. A typed, double-spaced paper of approximately 9-10 pages (2,500 words) plus title page and bibliography page, will be due on November 24, 2014. The paper must be on a topic appropriate to the course, and approved by the instructor. The class presentation will be based upon your term paper. Be sure to number your pages on all written assignments. Late papers will receive at least a 10% grade reduction. Students can expect at least a 20% reduction in their paper grade if it is more than five days late. Failure to give an oral presentation of the term paper will result in a 20% grade reduction for the paper.

Note: All written papers will be graded on content, grammar, and spelling. Students must cite sources in the term paper, using footnotes or endnotes. Citations in the term paper’s footnotes, endnotes, and the bibliography must conform to the Chicago Manual of Style.

High quality, “A” papers will do the following:
- Be well-written and in correct Chicago Manual of Style format
- Meet all the assignment specifications
• Demonstrate familiarity with significant scholarship on the topic
• Stay focused on a clearly articulated argument appropriate to the assignments
• Support claims with relevant data and reference to scholarly authorities

Groups Reports/Projects:
There will be miscellaneous group projects assigned throughout the course. Among the projects will be an assignment to read and report on one journal article. **Students will write individual papers (approximately 3 pages in length) on their assigned journal article.** They will then present those reports orally along with other members of their group. It is recommended that students working on the same article be in contact with one another in order that they can organize the oral presentation. Other group reports/projects – some of which will not be listed on your “weekly schedule” - will involve in-class readings and discussion. The group reports/projects will count for 20% of your final grade. **Note:** If you miss a class on a day of a group activity, you will not be able to make up the assignment.

In summary, your final grade will be determined on the basis of the following course requirements:

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<tr>
<th>Requirement</th>
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<tr>
<td>Midterm 1</td>
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<td>Midterm 2</td>
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<td>Final exam</td>
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<td>Term paper/class presentation</td>
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<tr>
<td>Miscellaneous group projects/reports</td>
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<tr>
<td>Attendance/participation</td>
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<td><strong>Total</strong></td>
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**Final Grade:**
Grading will be on the plus/minus system, and will use points that will be converted to a letter grade.

A+ = 98-100 points; A = 94-97 pts.; A- = 90-93; B+ = 88-89; B = 84-87; B- = 80-83; C+ = 78-79; C = 74-77; C- = 70-73; D+ = 68-69; D = 64-67. Less than 64 = F.

**History Mission Statement**
The curriculum for a bachelor’s degree in History at USF Sarasota-Manatee is designed to prepare students for a future in the history profession and other professions that require solid research, writing, and analytical skills. By the time History majors graduate, they should be able to write well organized and grammatically correct papers that contain clear thesis statements and evidence to support their arguments. Moreover, in each course, students will be trained in the evaluation of primary and secondary source materials, weighing the impact of historical context on the construction of documents – a
skill we label “thinking historically.” During their senior year, students will have the opportunity to demonstrate their acquired skills in the Pro-Seminar capstone course.

**Academic Dishonesty:**
Please note that any form of plagiarism (taking the ideas, writing, etc., of others and passing them off as your own) or cheating on exams, projects, or papers is unacceptable behavior. Students found to have plagiarized another’s work will receive an automatic F for the assignment. Software may be utilized to assess potential plagiarism. Sources must be properly cited. Please be sure to review the university’s policy in the student handbook or check:
http://www.sar.usf.edu/handbook/academics/ImportantAcademicPolicies.htm

The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

**Cell phones/Computers:**
Please be sure your cell phones are turned off while in the classroom. If you bring your computer to class, be sure that you use it only for note-taking and other activities that pertain to this course. If you do otherwise, you may be asked to leave. If you bring a laptop to class, be sure to keep the lid closed during all student and audio visual presentations.

**Recordings:**
All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved by the instructor in advance and may be used for personal use during the semester only; redistribution is prohibited.

*Note: This syllabus is subject to change at the discretion of the instructor*
Academic Dishonesty
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog and the USF Student Code of Conduct. Current and archived catalogs may be found at: http://usfsm.edu/academics/ and the USF Student Code of Conduct can be found at http://www.sa.usf.edu/srr/page.asp?id=88

Academic Disruption
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog and the USF Student Code of Conduct. Current and archived catalogs may be found at: http://usfsm.edu/academics/ and the USF Student Code of Conduct can be found at http://www.sa.usf.edu/srr/page.asp?id=88

Contingency Plans
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

Disabilities Accommodation
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; email: disabilitiesservices@sar.usf.edu and website: http://usfsm.edu/disability-services/

Fire Alarm Instructions
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See information available on the USFSM student and faculty webpages at www.usfsm.edu

Religious Observances
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf

Emergency Preparedness
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness. See information available on the USFSM student and faculty webpages at [www.usfsm.edu](http://www.usfsm.edu)

**Web Portal Information**
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore it is the student's responsibility to check their USF email regularly.

**Instructor Copyright**
Students may not sell notes or other course materials.
Course Goals and Objectives:
The goals for this course are:
1) To acquire the ability to think historically – to analyze and evaluate materials covered both in and outside of class.
2) To examine society’s attitudes regarding the place of women from the late 19th century to the present.
3) To study various individuals who influenced women’s history in America and ascertain why these people were important.
4) To explore the goals of American women – young, old, white, non-white, rich, poor, and in between – and the obstacles they faced in achieving their potential.
5) To examine the achievements of American women of the late 19th century and the 20th and early 21st centuries.
6) To acquire a feeling for American culture and society during the years 1877 onward and to understand where women fit in the broad picture of America.
7) To learn to research and write a paper using both primary and secondary sources, and in a format acceptable to the history profession.
8) To present an organized and coherent oral presentation based upon historical research.

By the conclusion of this course, the student should be able to:
1) Write a research paper on a topic relating to the course in a style appropriate to the history profession, using a variety of historical sources.
2) Identify and describe laws, traditions, and mores that affected the roles of women in American society.
3) Write an essay on women’s goals and expectations in their struggle for rights.
4) Compare and contrast the first women’s movement with the second women’s movement.
5) Compare and contrast problems faced by white women with those faced by minorities.
6) Describe how women’s work outside the home has changed since the last half of the nineteenth century.
7) Explain how United States’ involvement in wars affected the lives of American women.
8) Explain why the movement for the Equal Rights Amendment failed.
9) Write an essay comparing and contrasting the daily lives of women of the late 19th century and early 20th century with the lives of women today.
AMERICAN WOMEN II – AMH 3562

WEEKLY SCHEDULE – FALL 2014

NOTE: Reading assignments are due on the Monday of each week unless otherwise noted. Bring your books in preparation for discussion on both Mondays and Wednesdays.

Week 1:
Monday, Aug. 25
Introduction to the course
Begin lecture and discussion – Overview: American Women before the Civil War.

Wednesday, Aug. 27
Continue overview of American women in early to mid-19th century.
BEGIN READING O PIONEERS! BY WILLA CATHER. ENTIRE BOOK SHOULD BE READ BY WEDNESDAY, SEPTEMBER 10.

Week 2:
Monday, Sept. 1: NO CLASS – LABOR DAY HOLIDAY

Wednesday, Sept. 3: CLASS DOES NOT MEET IN CLASSROOM. GO TO CANVAS “Assignments” FOR FURTHER INSTRUCTIONS.

Week 3:
Monday, Sept. 8: CLASS DOES NOT MEET IN CLASSROOM. COMPLETE YOUR READING OF O PIONEERS! AND SEE FURTHER INSTRUCTIONS IN “Assignments” IN CANVAS.

Wednesday, Sept. 10:
Answers to questions on O Pioneers! Due today (See assignment in Canvas noted above.)
Lecture and discussion: Post-Civil War realities; emergence of a suffrage movement

Week 4:
Monday, Sept. 15:
Read and discuss: African American Women in the Struggle for the Vote, pp. 1-53
Lecture and discussion: Rivalries in the women’s movement; Victoria Woodhull

Wednesday, Sept. 17:
Continue discussion of rivalries in the women’s movement; women and religion.
Journal article reports: 1) “Victoria Woodhull, Anthony Comstock, and Conflict over Sex in the United States in the 1970s”.
2) “Black Market Birth Control: Contraceptive Entrepreneurship and Criminality in the Gilded Age.”
Week 5:
Monday, Sept. 22:
Read and discuss: *Women’s America*, pp. 341-348; 386-402; *Out to Work*, pp. 108-141
Lecture and discussion: Women in the work force – late 19th century

Wednesday, Sept. 24:
Lecture and discussion: Women in the work force.
In-class group project: Women and labor unions

Week 6
Monday, Sept. 29:
Read and discuss: *African American Women*, pp. 54-80; *Women’s America*, 349-378.
Be prepared to answer questions on pages 351, 356, 363, and 369.

Wednesday, Oct. 1:
Lecture and discussion: The rise of women’s organizations.
Read and discuss: *Women’s America*, pp. 402-419
In-class group project: Jane Addams and Settlement House

Week 7
Monday, Oct. 6:
Lecture and discussion: Unification of the Suffrage Movement; Carrie Chapman Catt

Wednesday, Oct. 8:
In-class group project: “Protecting Women Wage-Workers”

Week 8
Monday, Oct. 13:
**MIDTERM EXAM – Part 1**

Wednesday, Oct. 15:
**MIDTERM EXAM – Part 2**

Week 9
Monday, Oct. 20:
Read and discuss *African American Women*, pp. 107-135; *Women’s America*, pp. 420-431
Lecture and discussion: Victory for the Suffrage Movement; Women and World War I

Wednesday, Oct. 22:
Victory (cont’d)
Journal article reports: 1) “The Jurisprudence of Equality”
2) “The Leo Frank Case Reconsidered”
Week 10
Monday, Oct. 27:
Read and discuss: *African American Women*, pp. 136-166; *Women’s America*, pp. 441-459; 484-492.
Lecture and discussion: American Women in the 1920s.

Wednesday, Oct. 29:
The 1920’s (cont’d)
Journal article report: “The Manly Pursuit of a Partnership between the Sexes”

November 1 is the last day to withdraw from a course and receive a “W”

Week 11
Monday, Nov. 3:
Lecture and discussion: Women and the Great Depression.

Wednesday, Nov. 5:
The Great Depression era (cont’d); Eleanor Roosevelt
Journal article report: “Marriage and Women’s Citizenship in the United States, 1830-1934”

Week 12
Monday, Nov. 10:
Read and discuss: *Women’s America*, pp. 460-476
Lecture and discussion: Women and the movies; women and the media

Wednesday, Nov. 12:
Women and the movies (cont’d)

Week 13
Monday, Nov. 17:
Read and discuss: *Out to Work*, pp. 273-299; *Women’s America*, pp. 537-565
Lecture and discussion: World War II

Wednesday, Nov. 19:
Lecture and discussion: World War II and After

Week 14
Monday, Nov. 24:
Read and discuss: *A Strange Stirring*, pp. xv-186.
Lecture and discussion: The 1950s-1960s

Wednesday, Nov. 26:
Women’s “liberation” and the Equal Rights Amendment

**Term Papers due today**
Be prepared to present oral report

**Week 15**
Monday, Dec. 1
Presentation of oral reports

Wednesday, Dec. 3
Presentation of oral reports

**Week 16**
FINALS WEEK
Date, place and time TBA

*Note: This schedule is subject to change at the discretion of the instructor*