

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

HISTORY 304: UNITED STATES WOMEN'S HISTORY

**Prepared by: Dr. Carli Schiffner
Updated by: Dr. Gaylynn Welch and Patrick LaPierre**

SCHOOL OF BUSINESS AND LIBERAL ARTS

SOCIAL SCIENCE DEPARTMENT

Fall 2021

A. **TITLE: UNITED STATES WOMEN’S HISTORY**

B. **COURSE NUMBER: HIST 304**

C. **CREDIT HOURS: 3 lecture hours per week for 15 weeks**

D. **WRITING INTENSIVE COURSE: NO**

E. **GER CATEGORY: GER 4**

F. **SEMESTER(S) OFFERED: FALL and SPRING**

G. **COURSE DESCRIPTION:** In this course students will explore the social, economic, and political themes in United States Women’s History from pre-European contact through the twenty-first century. The diversity of women is emphasized and issues of class, race, national origin, activism, work, and the role of motherhood will be explored. Citizenship and the status of women in relationship to government will be discussed and analyzed. Three hours of lecture per week.

H. **PRE-REQUISITES/CO-REQUISITES:**

30 credit hours, Composition and the Spoken Word (ENGL 101) and a 2.50 cumulative GPA, or permission of the instructor.

I. **STUDENT LEARNING OUTCOMES:**

SLO	GER	ISLO
Understand and use gender as a system of analysis and consider ways women’s history contributes to and alters our understanding of American history	Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society	2 – Critical Thinking [CA]
Identify and discuss factors that contribute to the social construction of gender by place and change over time	Knowledge of common institutions in American society and how they have affected different groups	1 – Critical Thinking [IA]
Examine diversity of women and identify common experiences	Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society	4 – Social Responsibility [IK]
Use primary sources to identify and discuss the significance of the goals, strategies, and results of social movements	Knowledge of common institutions in American society and how they have affected different groups	5. Industry, Professional, Discipline-Specific Knowledge and Skills
Analyze conflict and coalition among women activists from different background	Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society	1 – Critical Thinking [IA]

J. **APPLIED LEARNING COMPONENT:** Yes _____ No X _____

K. **TEXTS:** To be determined by the instructor.

DuBois, Ellen Carol and Lynn Dumenil. *Through Women's Eyes: An American History with Documents*, 2nd Edition. Boston: Bedford/St. Martin's, 2009.

Kerber, Linda, Jane Sherron De Hart, and Cornelia Hughes Dayton. *Women's America: Refocusing the Past*, 7th Edition. New York: Oxford University Press, 2010.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 6th Edition. Boston and New York: Bedford/St. Martin's, 2010.

L. **REFERENCES: Primary Sources:**

Argersinger, Jo Ann. *The Triangle Fire: A Brief History with Documents*. Boston and New York: Bedford/St. Martin's, 2009.

Cohen, Rose. *Out of the Shadow: A Russian Jewish Girlhood on the Lower East Side*. With an Introduction by Thomas Dublin. Ithaca, New York: Cornell University Press, 1995.

Cook, Blanche Wisen. *Eleanor Roosevelt: Volume One, 1884-1933*. New York: Vintage Books, 1992.

Fleishner, Jennifer, Ed. *Incidents in the Life of a Slave Girl*, Written by Herself. Boston and New York: Bedford/St. Martin's, 2010.

Friedan, Betty. *The Feminine Mystique*. New York: Norton Publisher, 1963.

Godbeer, Richard. *The Salem Witch Hunt: A Brief History with Documents*. Boston and New York: Bedford/St. Martin's, 2011.

Larsen, Nella. *Quicksand and Passing*. New Brunswick, New Jersey: Rutgers University Press, 2009.

MacLean, Nancy. *The American Women's Movement: A Brief History with Documents*. Boston and New York: Bedford/St. Martin's, 2009.

Murray, Pauli. *The Autobiography of a Black Activist, Feminist, Lawyer, Priest, and Poet*. Knoxville, Tennessee: University of Tennessee Press, 1987.

Salisbury, Neil, Ed. *The Sovereignty and Goodness of God*, by Mary Rowlandson, with Related Documents. Boston and New York: Bedford/St. Martin's, 1997.

Silko, Leslie Marmon. *Gardens in the Dunes: A Novel*. New York: Simon & Schuster, 2000.

Sklar, Kathryn Kish. *Women's Rights Emerges within the Antislavery Movement, 1830-1870*. Boston and New York: Bedford/St. Martin's, 2000.

Yeziarska, Anzia. *The Bread Givers*, 3rd edition. Introduction by Alice KesslerHarris. New York: Persea Books, 1999.

Secondary Sources:

Armitage, Susan, and Elizabeth Jameson, eds. *Writing the Range: Race, Class, and Culture in the Women's West*. Norman: University of Oklahoma Press, 1997.

Berkin, Carol. *First Generations*. New York: Hill and Wang, 1997.

Crawford, Vicki L., Jacqueline Anne Rouse and Barbara Woods. *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965*. Bloomington: Indiana University Press, 1993.

Evans, Sarah. *Born for Liberty: A History of Women in America*. New York: The Free Press, 1997.

Glenn, Susan. *Daughters of the Shtetl: Life and Labor in the Immigrant Generation*. Ithaca, New York: Cornell University Press, 1990.

Gutierrez, Ramon. *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846*. Stanford, California: Stanford University Press, 1991.

Hunter, Tera. *To 'Joy My Freedom: Southern Black Women's Lives and Labors After the Civil War*. Cambridge: Harvard University Press, 1997.

Kessler-Harris, Alice. *Out to Work: A History of Wage-Earning Women in the United States*. Oxford: University of Oxford Press, 1982.

May, Elaine Tyler. *Homeward Bound: American Families in the Cold War Era*. New York: Basic Books, 1988.

Mead, Rebecca. *How the Vote was won: Woman Suffrage in the Western United States, 1868-1914*. New York: New York University Press, 2004.

Meyerowitz, Joanne, Ed. *Not June Cleaver: Women and Gender in Postwar America, 1945-1960*. Philadelphia: Temple University Press, 1994.

Norton, Mary Beth, ed. *Major Problems In American Women's History*, 2nd ed. Lexington, Massachusetts: D.C. Heath, 1996.

Orleck, Annelise. *Common Sense and a Little Fire: Women and Working-Class Politics in the United States, 1900-1945*. Chapel Hill: University of North Carolina Press, 1995.

Peiss, Kathy. *Hope in a Jar: The Making of America's Beauty Culture*. New York: An Owl Book/Henry Hold and Company, 1998.

Perdue, Theda. *Cherokee Women: Gender and Culture Change, 1700-1835*. Lincoln, Nebraska: Bison Books, 1999.

Rosen, Ruth. *The World Split Open: How the Modern Women's Movement Changed America*. New York: Penguin Books, 2000.

Ruiz, Vicki. *Cannery Women, Cannery Lives*. Albuquerque, NM: University of New Mexico Press, 1987.

Ulrich, Laurel Thatcher. *Good Wives: Images and Reality in the Lives of the Women of Northern New England, 1650-1750*. New York: VintageBooks, 1980.

_____. *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*. New York: Vintage Books, 1990.

Weigland, Kate. *Red Feminism: American Communism and the Making of Women's Liberation*. Baltimore: The John Hopkins University Press, 2001.

Yung, Judy. *Unbound Feet: A Social History of Chinese Women in San Francisco*. Berkeley: University of California Press, 1995.

Videos:

The American Experience: A Midwife's Tale (1998)

Ikwe (1997)

Iron Jawed Angels (2004)

Mona Lisa Smile (2003)

Nine to Five (1980)

Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony (1999)

Stepford Wives (1975)

Woman of the Year (1942)

Working Girl (1988)

M. EQUIPMENT: LMS

N. GRADING METHOD: A-F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Exams

Quizzes

Papers

Participation

The following is recommended: Reading-based quizzes, a paper based on the assigned class readings, a midterm exam and a final exam, class discussion, group presentations on social movements, and an Equal Rights Amendment (1920s) debate (with a written component).

P. DETAILED COURSE OUTLINE:

- I. Introduction to Women's History
 - A. Stages of Women's History
 - B. Gender as a Category of Analysis

- II. Early America, 1600-1820
 - A. Indigenous Women: Sexual division of labor; kinship systems; status of Women; fur trade; war
 - B. Colonial Immigrant Women: Work; birth cycle; family life; legal status
 - C. Women in the Revolution and New Republic

- III. The Many Frontiers of Industrializing America, 1820-1880
 - A. The Cult of True Womanhood
 - B. Social Movements
 - C. Civil War
 - D. Reconstruction

- IV. Creating the State in an Industrialized Nation, 1880-1945
 - A. Clubs
 - B. Education
 - C. The Nineteenth Century Woman Suffrage Movement
 - D. Work
 - E. Immigration
 - F. Middle-Class Progressives and Working-Class Labor Activists
 - G. The Twentieth Century Woman Suffrage Movement
 - H. Politics and Culture in the 1920s

- V. The Great Depression and WWII
 - A. Gender and Social Security
 - B. Women in the workplace and the armed forces
 - C. Internment

- VI. Struggles against Injustice, 1945-2010
 - A. Containment and Consumer Culture
 - B. Civil Rights
 - C. The Second Wave
 - D. Marriage
 - E. Work and Labor Legislation
 - F. Sexual Harassment and Violence against Women
 - G. The Third Wave and Popular Culture

Q. LABORATORY OUTLINE: n/a