

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Section: \_\_\_\_\_

**United States Women's History**  
**Ms. Jennis \* 2008 - 2009**  
**11<sup>th</sup> and 12<sup>th</sup> Grade History Elective**

**Linden Hall**

**REQUIREMENTS AND OBJECTIVES FOR United States Women's History**

**Texts:** Inventing the American Woman: An Inclusive History, Riley, Third Edition.  
Portraits of American Women: From Settlement to the Present, Barker-Benfield and Clinton, 1998.  
Photocopies and printouts of various texts as class progresses

**Course Content:** This course will provide a balanced, thought-provoking examination of women in American history and society. We will follow the effect on women for and how women affected a number of themes through the year: the evolution of American institutions and culture from European institutions; the powerful reform impulse in American society; and, finally, how conflicts between freedom and order as well as individualism and conformism affect our history and culture.

**Course Objectives:** The Social Studies Department encourages each student to develop a critical and objective approach to events and issues as well as a critical approach to primary and secondary resource materials. The course will develop students' ability to analyze data, make comparisons, draw conclusions, and think and write clearly. This class has two objectives: one, to offer students a basic background in important documents and women of US history; and two, to allow the students to study certain questions and subjects with a more detailed, active focus. Papers, Class Discussion, and Projects of the class will address the second objective. To address the first, students will complete all Readings and keep a separate Binder for class.

**Academic Honesty:** At different times, I will ask you to work independently, collaboratively, and competitively. I will try to be clear about my expectations and I will expect you to be honest brokers. If you do not understand my expectations (when you can share information and when you cannot), ask me. When you use someone else's ideas or research or words without acknowledging their assistance, you are stealing from them. It's just not okay. When in doubt, cite your sources.

**Assignment Format:** Students must type all formal assignments in a 10-12 point font and then double-space them on a single-sided, standard page with a proper Heading and 1-inch top, bottom, and side margins. The proper

Heading is (from first line to third): your full name, class and section, the due date of the assignment. Students must turn in all assignments in final form (i.e. fully edited).

**Due Dates:** Students must turn in assignments at the beginning of the class noted on the Assignment Sheet. Except for pre-arranged extensions, students will lose a third of a letter grade for turning in an assignment after the class period starts and, then, a full letter grade (10 points) for each school day the assignment is late until the assignment reaches 50%. If the student does not turn in the assignment by the end of the trimester, it is worth zero (0) points. This will torpedo your average like nothing else.

**Active Readings and Active Listening:** Because United States' Women's History is an elective, students are not required to follow specific formats for their reading or class notes. Any student, however, who feels that she is not getting sufficient detail from her work (a good test for this is, well, test performance), can speak with me about some ways to reinforce her work through applied note-taking skills.

**Ink Policy:** Okay, without stepping on your constitutional right to enjoy the multitudes of gel pens, for United States' Women's History, please observe:

1. Anything you hand in must be in blue or black ink. I am too young to go blind by the flickering light of my lamp and the faint scratch of lightly applied and dutifully smeared number two lead.
2. And, most importantly, do not use red ink. I will scrawl out my comments to you in red ink. Remember, sometimes supportive, constructive, and congratulatory messages come in red ink.

**Readings:** All students must complete assignments given in class. Though students will certainly learn and complete assignments at different paces, on average, homework for United States' Women's History should take approximately thirty minutes per night per school week. (Please note, this approximation includes time for both short term and long term assignments; in other words, there should be VERY few nights where homework is significantly less than twenty minutes.) Class discussion generally will focus on a consideration of the significance of events studied and not a review of the events themselves. Therefore, students must come to class with as clear an understanding as possible of the events presented in the day's reading assignment.

**Jeopardy and Study Guides:** Students will create their own Study Guides for each topic by participating in Jeopardy. In Jeopardy, students turn in five (5) Jeopardy-style questions (2 easy questions, 2 mid-difficulty questions, and 1 challenging question) for each chapter or article they read. Students will turn these questions (with answer proper citation) in on the same day that their readings or presentations are due. I will create a Jeopardy Study Guide from these questions. Everyone will then complete the Jeopardy Study Guide. At the end of the next week, I will give a Jeopardy Quiz based on the Jeopardy Study Guide. I will supplement student Jeopardy questions from time to time if I feel that there is an important theme, idea, event, or document that needs special attention within the chapter (or if you all ask and answer the same questions).

**Papers:** Writing, from the beginning steps of thesis creation through the idea gathering and organization stages that lead to drafting and editing and a final product, is a vital component of historical research. At the beginning of class, students will write a short diagnostic essay; the essay will require no outside research. Throughout the class, students will write formal five paragraph essays, sometimes with outline and drafts. These essays will become, in effect, short papers, some merely analytical and some both researched and analytical. For any work including outside research, students will properly document and cite their sources, internet or hard copy. We will discuss the proper

documentation process as part of the writing process and the students will have resources and guidelines for all writing expectations. These papers will be worth between fifty (50) and one hundred (100) points each.

**Research Projects:** During the each trimester, students will write an independent research paper on a topic chosen in consultation with the teacher. Each of the projects requires independent, out-of-class work, though we will take time during class to work on the processes of research and writing. At the completion of each research paper, students will present their findings to the class. These presentations should include a Note-Taking Handout for each class member (and me). Each Handout will be one page, double sided of typed, final form text (see Assignment Format) and will present the question being considered; summarize the background of the topic; give bullet point highlights of the key themes, people, and events; properly cite its sources; and at least partially answer the original question. For example, a Presentation might begin with the question: *How is Women's History different from other histories?* You would then include some background information and bullet points on what various scholars have said on the issue, on an example of a text or person or event that would be better understood through the lens of Women's History, on counter arguments, on themes that are vital to Women's History, and on anything else that seems relevant to you. You will cite the sources of your information (being sure to go beyond the textbook and class discussion) and you will be sure to summarize your findings. (You may decide that the Women's History is a vitally different form of history, that it should actually be included within other forms of history, or something in the middle.) You will give at least three pieces of evidence to support your findings. These projects will each be worth one hundred (100) points.

**Tests:** There will be approximately one Test per trimester. Tests might include multiple choice, short answer, matching, chronological, and fill-in-the-blank questions as well as interpretive essays. Each Test will be worth one hundred (100) points. There will also be an Exam at the end of the first and third trimesters. Exams are each worth two hundred (200) points.

**Binder for Jeopardy Study Guides, Notes, and Idea-Prompts:** As the trimesters progress, we will hand out various documents to help students actively read the main text and prepare for class. Students must complete and save all documents in one organized binder.

- **Jeopardy Study Guides.** (This is an important study tool.)
- **Notes,** Class and Reading, should be pretty self-explanatory.
- **Idea-Prompts** might ask the students to link concepts from various chapters and articles.
- **Students will also keep all of their Jeopardy Quizzes, Tests, Exams, Note-Taking Handouts, Papers, and Projects in the Binder!!**

**Class Discussion:** Students must actively participate in class discussion and must show courteous attention to the contributions of others. Participation and attitude (as part of the Effort grade) can make a difference.

**Attendance:** As per Linden Hall's attendance policy, "students who miss more than five classes, whether excused or unexcused, in any course during a trimester will have their trimester grade in that course reduced by two points per class missed in excess of five. Students who miss more than fifteen total classes in a given course may be required to repeat that course. Please note that three tardies or early dismissals count as an absence. These absences do not include religious holidays, school sponsored events, college visits, or snow days." (Student Handbook, 15)

**Grading Standards:** When writing your assignments, you might find it helpful to know how I will grade them. These are the standards I follow when reading your papers. They are from an article by Harry Edmund Shaw found in the text Teaching Prose.

- **A paper:** Detailed understanding of the text; sound organization; few or no mechanical mistakes; clear, unambiguous sentences, perhaps with a touch of elegance— in the best A papers, a lively and intelligent voice seems to speak; it has something interesting to say, says it clearly and gracefully to an appropriate audience, and supports it fully.
- **B paper:** Clear thesis, organization, and continuity; probably some minor mechanical errors, but no major ones; slightly awkward style at times; ideas that are reasonable and are anchored in the text— thought has obviously gone into the paper; it is solid, but not striking; the writer has a definite point to make and makes it in an organized and competent way, and to a definite audience.
- **C paper:** A weak, fuzzy thesis and perhaps illogical arguments to support it; a certain amount of confusion about what the text at hand actually says; many minor mechanical errors and perhaps some major ones (such as incomplete sentences); examples given for their own sake or to demonstrate that the writer has read the text, not to prove a point; organization rambles or disappears; words are misused; diction is inconsistent; proofreading is weak; the intended audience is unclear— there are some ideas here, but the writer needs help and work to make them clear to another reader.
- **D paper:** Thesis missing; major mechanical problems; poor organization; serious misreadings of the text; stretches in which the writer simply gives a narrative account of the essay for no apparent purpose; the paper is much shorter than the assigned length— the writer doesn't really have a point to make and has serious problems in writing and reading at an appropriate level.
- **F paper:** The paper is plagiarized in part or as a whole, or it shows general weaknesses even graver than those of a D paper.

**Requirements for Formal Writing:** These requirements conform to MLA standards.

- **FORMAT:**
  - Double-space your writing for me. Exceptions: do not double-space headings or titles.
  - Use one inch top, bottom, left, and right margins.
  - Left Align your writing for me. Exceptions: Center titles.
  - Use Times New Roman or Arial between 10 and 12 point. Courier is NOT an acceptable font.
  - Indent the first line of each paragraph (using the tab key) after the first at least three spaces. The standard tab on most word processors or typewriters is approximately five spaces.
  - Follow each comma or semi-colon by one space. Follow punctuation that ends a sentence (the period, question mark, exclamation mark...), colons, and double (or En) dashes by two spaces.
  - Present words from other languages in italics for most texts. Also use italics for titles and for text that would otherwise be placed inside quotation marks, such as speech or thought.
  - Underline book or journal titles. Use quotation marks around article (e.g. newspaper) titles.
  - Do not curse at (self-explanatory), assume familiarity with (either by direct address or 1<sup>st</sup> and 2<sup>nd</sup> person pronouns), or otherwise generally insult/infuriate your audience.
- **PROCESS:**
  - Always check for spelling errors, especially errors with homonyms or near homonyms, such as *reel* and *real* or *quest* and *guest*. Your computer cannot do this. You must actually read your own text.
  - Always read your text aloud. This is the best way to catch typos, tense errors, losses of subject-verb agreement, and plain convolutions. Do at least one reading each for tense and diction.

- Always remember your intended audience. Define it clearly before you write. In most of the assignments for this class, I will be your audience. In other words, your audience is a writing professional with a college background and a yen for grammar. If you have a question about your audience's background knowledge, ask. This will save you a lot of time and will keep you from wondering if you need more summary to add context to your argument.
- There is a difference between analysis and summary. In analysis, the author interjects her own thesis or argument into the mix. In other words, a summary of a text explains what originally happened. An analysis of the same text will include some summary employed to make a specific point for the author's argument. I am summarizing Gone with the Wind when I say, *In it, the reader follows a character, Scarlett O'Hara, as she weds several men.* My analysis of the text would be more like: *Through the course of the plot, a remarkable heroine experiences the chaos particular to war.*
- Remember the three rhetorical appeals: ethical, pathetic, and logical. The ethical appeal derives its strength from the reputation of the author. The pathetic appeal targets the audience's motivations and emotions. The logical appeal is won by obvious adherence to its own internal logical progression.
- Writing is a process, not a quick scrawl of words slapped together out of desperation. No first draft is also a final draft. Your reader can tell the difference, no matter what your sleep deprived mind says.

I have read and understand this United States' Women's History Course Syllabus and Contract. I agree to abide by its terms and work to make this a great year and a thought provoking class!

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Student Name Student Signature

## Week Chapters Topics

### Trimester One:

1 R(ix-xii) Introduction; Mini-Presentations

2 R1(1-12; 35-47) Colonial Beginnings: Native American, African American, and Spanish Women

Presentations: Pocahontas

3 R1(12-35) CB: Anglo-American Women; Presentations: Anne Hutchinson

4 R2(52-58) Test; Resistance to Early Nation: Resistance

5 R2(58-77) RtEN: American Revolution and After the Revolution; Presentations: Phyllis Wheatley, Eliza Pinckney; Daughters of Liberty

6 R2(77-97) RtEN: Republican Women and Western Frontier; Presentations: Nancy Ward, Mercy Otis Warren, Abigail Adams

7 R3(102-114; 135-147) Test; True Women: The South and West

8 R3(114-135) TW: The North; Presentations: Catherine Beecher, Lowell Women

9 Catch Up & Research

10 Research Presentations

11 Review & Exams

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### Trimester Two:

1 R4(153-161; 191-199) Moral Women and the Coming War: The South and West; Presentations:

Maria Chapman, Grimke sisters, Harriet Tubman, Sojourner Truth

2 R4(161-191) MWatCW: The North; Presentations: Margaret Fuller, Lucretia Mott, Elizabeth Cady Stanton

3 R5(208-219; 242-252) Test; Womanly Strength: The Civil War; Women in the West

4 R5(219-242) WS: Reconstruction; Presentations: Louisa May Alcott, Mary Todd Lincoln, Harriet Jacobs, Harriet Beecher Stowe, Caroline Lee Hentz, Mary Howard Schoolcraft, Sarah Josepha Hale

5 R6(261-288) Test; Reordering Women's Sphere: The Gilded Age, Progressive Era

6 R6(288-297) RWS: Women's Employment; Presentations: Jane Addams

7 R6(297-308) RWS: The New South, the New West; Presentations: Willa Cather

8 R7(319-340) Test; The New Woman: Women during WWI, Women's Suffrage

9 R7(340-362) NW: 1920s, Racial Issues; Presentations: Carrie Chapman Catt, Alice Paul

10 Test; Catch Up & Research

11 Catch Up & Research

12 Research

13 Research Presentations

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### Trimester Three:

1 R8(370-396) Making Do: The Great Depression, Life during the 1930s; Presentations: Rosie the Riveter, Eleanor Roosevelt

2 R8(396-412) MD: WWII, Regionalism; Presentations: Betty Boop, Snow White

3 R8 Review MD: Review Discussions

4 R9(412-443) Test; The Feminine Mystique: Back-to-Home, Beyond Suburbia

5 R9(443-462) FM: Emerging Feminism, Women's Lives; Presentations: Betty Friedan, Gloria

Steinem, Phyllis Schlafly

6 R9 Review FM: Review Discussions

7 R10(468-488) Test; Modern American Women: The Feminist Movement

8 R10(488-517) MAW: Assessing Gains & Losses, Since 1985; Presentations: Geraldine Ferraro, Condaleeza Rice

9 R10 Review MAW: Review Discussions; Presentations: Hilary Clinton, Nancy Pelosi  
10 Test; Catch Up & Research

11 Catch Up & Research

12 Research Presentations

13 Review & Exams; Last Week of School

**Caveat... I may decide to lengthen some units. I will make this decision as I get to know the class itself.**

## United States' Women's History Outline

### I. Introduction

### II. Women in Colonial America

#### A. Native American Women

1. Eastern Indian peoples
2. Indian society farther west

#### B. European Women Arrive

1. Spanish--Florida
2. English--Jamestown
  - a. Pocahontas
  - b. Africans--Indentured servants
3. English--New England
  - a. Pilgrims
  - b. Puritans
4. English Women and Religion
  - a. Anne Hutchinson
  - b. Quakers
  - c. Catholics
5. Sectional Diversity
  - a. Southern life
  - b. New England life--Good Wives

### III. Resistance, Revolution, and Early Nationhood

#### A. Resistance to England

1. Daughters of Liberty
  - a. Phyllis Wheatley
  - b. Boston Tea Party
  - c. Taking charge of farms and businesses
  - d. Serving as soldiers
  - e. Eliza Lucas Pinckney
2. Loyalists
3. African American Women
4. Native American Women
5. Life after the war
  - a. Mercy Otis Warren
  - b. Voting
  - c. Role of early First Ladies-- Abigail Adams
  - d. Republican Motherhood-- Nancy Ward

### IV. Antebellum Culture

#### A. The South

1. Slave women
2. Free black women
3. The Southern Lady

#### B. The North

1. England and free black women
  2. White women as factory laborers-- Lowell Women
  3. The new leisure class
  4. "True" womanhood-- Catherine Beecher
  5. Discontent among ladies
  6. Improved female education
- C. The West
1. American Indian women
  2. Spanish-speaking women
  3. White women moving westward

- V. Reshaping American Life and Values
- A. Groups Women Formed in Early 1800s
1. Mutual-aid societies
  2. Temperance societies
  3. Anti-slavery
    - a. Grimke sisters
    - b. Maria Weston Chapman
    - c. Sojourner Truth
    - d. Harriet Tubman
  4. Woman's rights ideology
    - a. Seneca Falls convention
      1. Lucretia Mott
      2. Elizabeth Cady Stanton
    - b. Margaret Fuller

- VI. The Civil War and Reconstruction
- A. Divided Loyalties
1. Mary Todd Lincoln
  2. Virginia Howell Davis
- B. Women Writers
1. Harriet Beecher Stowe
  2. Caroline Lee Hentz
  3. Mary Howard Schoolcraft
  4. Sarah Josepha Hale
  5. Harriet A. Jacobs
- C. Forsaking Woman's rights
- D. Aiding the Union
- E. Assisting the Confederacy
- F. Reconstruction: Opening Doors for Women
- G. Gone With The Wind

- VII. Reordering Woman's Sphere
- A. The Gilded Age
1. Industrialization

2. Urbanization
3. Immigration-- Willa Cather
- B. Reform during the Progressive Era
  1. Women's club movement
  2. Settlement houses—Jane Addams
  3. Temperance

#### VIII. The New Woman

- A. Women during World War I
  1. United States' neutrality
  2. Women in war-related industries
  3. Return to a peacetime economy
- B. Woman Suffrage Triumphant
  1. Carrie Chapman Catt and the winning plan
  2. The Woman's Party—Alice Paul
  3. The Nineteenth Amendment
  4. League of Women Voters
- C. Change and Continuity during the 1920s
  1. Marriage and family
  2. The birth-control movement
  3. Woman aviators
  4. Female religious leaders
  5. Anti-lynching campaign

#### IX. Making Do and Pitching In

- A. The Great Depression—Eleanor Roosevelt
- B. World War II
  1. Rosie the Riveter
  2. Women in the military
  3. War correspondents
  4. Women at home-- Betty Boop, Snow White

#### X. The Feminine Mystique and Beyond

- A. Back-to-the-Home Movement
- B. Beyond Suburbs
- C. Emerging Feminism
  1. Betty Friedan, Gloria Steinem, Phyllis Schlafly
  2. Presidents Commission on the Status of Women
- D. Women's lives—The Early 1960s
  1. Consumerism
  2. Courtship, marriage, and divorce
  3. Popular culture

#### XI. Modern American Women

- A. The Feminist Movement

1. National Organization of Women
2. Abortion and gynecology
3. International Women's Year Conference
4. Antifeminism
- B. Assessing Gains and Loses
  1. Women in paid employment
  2. Education and the professions
  3. Women in politics-- H. Clinton, Condaleeza Rice, Geraldine Ferraro, Nancy Pelosi
  4. Feminization and poverty
  5. Eating disorders