

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: HSTY 233

Year: 2022-2023

Course Title: Women in U.S. History

Credit Hours: 3

I. Course Description:

This course emphasizes the experiences and activism of women from a variety of cultures within the U.S. from colonial times to the present. Among the topics discussed are women's familial roles; the changing nature of work, education, and sexual identities; racial and ethnic differences in women's experiences; and women's coalitions, political movements, and disputes. Note: For students scoring above 84 on the N.Y. State Regents U.S. History & Government Exam, this course fulfills the SUNY General Education American History requirement. Prior completion of, or concurrent enrollment in, ENGL 101 and RDNG 116 if required by placement. 3 Cr. (3 Lec.) Spring semesters.

II. Additional Course Information:

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| 1. This course is required for the Gender and Sexuality Studies AS degree. |
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III. Student Learning Outcomes

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

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| 1. Identify the major events, personalities, and ideas pertaining to women in the U.S.   |
| 2. Articulate the difficulty of defining women as a group and the problems relating to the full integration of women's experiences in the scope of American history. |
| 3. Connect historical events and movements to their effect on women's everyday lives.  |

IV. Tompkins Cortland General Education & SUNY Competency Goals

**Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

Students will examine possible remedies to the social, economic, and political problems that plague women and the LGBTQ community. Students will appreciate the lack of study in this area prior to the 1970's and gain an understanding of how scholars of women's and gender history have contributed to the field. Exclusion will show how complexities in the United States remain hidden. They will apply these critical thinking tools to other disciplines and to current reporting on political and social issues.

**Social/Global Awareness**

Students will begin to realize the ongoing oppression of women that elicited the women's movements as part of the broader struggle for civil rights. Black women's role in the suffrage struggle and the fight for equality will be examined in great historical detail. Students will begin to understand the institutional discrimination women have faced throughout U.S. history. Students will identify major social, economic, and political problems for women in the United States. Students will realize that women and the LGBTQ community still suffer from the differential treatment that has shaped their American past.

**Information Management**

Students identify online and print resources from which to glean information on problems of and lives of women in U.S. history. They will learn to assess a source not only by what is present but also by what is missing.

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

## V. Essential Topics/Themes

1. Colonial Women's Writings and Speeches
2. Cult of True Womanhood
3. Abolition Movement
4. Prohibition Movement
5. Women's Suffrage
6. Women's Labor Unions
7. Equal Rights for Same-Sex Couples and Marriage Debate
8. Equal Rights Amendment
9. Title IX & #MeToo

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Participation (attendance, in-class discussions, out-of-class written work, etc.)	20-35%
2. Biographical Presentation	15-20%
3. Historical Analysis Essay	20-30%
4. Quizzes and Exams	15-30%

## VII. Texts – Required    Recommended    Used for more than one course (list courses)

Instructor must use **ONE** of the following:

1. Vicki Ruiz, <i>Unequal Sisters: An Inclusive Reader in U.S. Women's History</i> , Routledge, 2007.
<b>OR</b>
2. Ellen Carol Dubois & Lynn Duménil, <i>Through Women's Eyes: An American History with Documents</i> , 5 <sup>th</sup> edition. Bedford/St. Martins, 2018.
<b>OR</b>
3. Linda Kerber, Jane Sherron deHart, Cornelia H. Dayton, <i>Women's America: Refocusing the Past</i> , 7 <sup>th</sup> edition. Oxford University Press: 2010.

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## VIII. Bibliography of Supplemental Materials

1. Karlyn Kohrs Campbell, ed. <i>Man Cannot Speak For Her</i> , Vols. 1 & 2
2. Joy Ritchie & Kate Ronald, eds. <i>Available Means: An Anthology of Women's Rhetoric</i>
3. Georganne Schriener, <i>Reading Women's Lives</i> , Pearson, 2005.
4. Alice Kessler-Harris, <i>Out to Work: A History of Wage-Earning Women in the United States</i> , Oxford University Press, 2003.

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## IX. Other Learning Resources

**Audiovisual:** None specified.

**Electronic:** None specified.

**Other:** None specified.

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*