Course Description:
In this course we will examine women’s experiences in America from the colonial period to the present, significant issues and debates in U.S. Women’s history, and the ways that ideas about gender have shaped American life. We will pay special attention to how political, social, and economic changes influenced women’s lives and to the ways that race and class have shaped women’s experiences and notions of gender.

Expected Learning Outcomes:
Students will be introduced to major historical themes and controversies in U.S. women’s and gender history, strengthen analytical skills through critical reading and discussion of primary and secondary sources, and engage in writing assignments that require interpretation, evaluation, and analysis of these sources.

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<th>Learning Outcome</th>
<th>Evaluation</th>
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<td>Students will be able to explain and analyze the experiences of women in America from the colonial period to the present, the ways that ideas about gender have shaped American life, and significant issues and debates in U.S.</td>
<td>Students will complete two exams covering this material. Exams will include essay and short identification/significance components.</td>
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<td>Women’s history.</td>
<td>Students will be able to analyze, interpret, and evaluate primary sources.</td>
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<td>Students will be able to interpret and debate the meanings and historical value of primary sources with their peers.</td>
<td>Students will receive a score based partly on their participation in class discussions about primary source readings throughout the semester.</td>
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<td>Students will be able to analyze and create historical questions and place them in a historiographical context.</td>
<td>Students will demonstrate proficiency in using historical methods of research and in integrating data into a coherent argument expressed through a clear, well-written style.</td>
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| Students will be able to apply their understanding of American women’s history to current issues and events. | Students will write two short papers that connect current issues and events with topics/themes in U.S. women’s history. | This course is also designed to reflect the mission and aims of Brigham Young University. A BYU education, and this course, aim to be:  
  • Spiritually strengthening  
  • Intellectually enlarging  
  • Character building, and  
  • Leading to lifetime learning and service.  

**I believe in women, especially thinking women.**  
Emmeline B. Wells

**Readings:**  

Catherine Clinton and Nina Silber, eds., *Battle Scars: Gender and Sexuality in the American Civil War* (Oxford University Press, 2006).
Other articles and documents on electronic reserve or Blackboard as indicated on the syllabus.

**Assignments and Grading:**

**Quizzes, Reading Analysis Response, and Discussion Questions: 24%**
Short essay-style quizzes on readings/films will be given periodically in class or on Blackboard. Alternately, I may ask you to respond to readings and/or class discussions in short, analytical, after-class writing assignments (similar to quiz questions). These will be due by the start of the next class period. For some of our readings I will be asking you to turn in discussion-style questions before class. Your questions should reflect a thoughtful consideration of class readings and the themes they address and will potentially be used in our class discussions. Questions must be turned in by 9:30 AM the day they are due (via e-mail). We will talk more about what a good question looks like and proper submission format. You have one free day—meaning you can skip turning in questions, an after-class writing assignment, or bomb (or miss) a quiz once during the semester without incurring a penalty. Check Blackboard often to see when you need to turn in questions or after-class writing assignments, especially if you miss class.

**Women’s History in America Today Event Analysis: (2) 8%**
You will be required to attend two community/campus events that relate to women or meet with individuals/groups/organizations that address women's issues and write a short (1- 1½ single spaced pages) analytical reflection on the topic and/or organization that ties it to issues/themes in U.S. Women’s history. More directions for this assignment and sample topic ideas are available on Blackboard. You may turn these papers in anytime during the semester provided that the first paper is turned in by 5 PM the last day of the midterm (Oct. 25) and the second no later than 5 PM the last day of classes (Dec. 8).

**Young Woman’s Journal Analysis: 10%**
In 1889, under the direction of Susa Young Gates, the LDS church began publishing a monthly periodical directed to girls and young unmarried women. For this assignment you are to look at issues from at least three different years between 1889 and 1920 and write a 4-5 page double-spaced analysis. More directions for this paper are available on Blackboard.

**Due: Friday Oct. 14th** in class.

**Midterm: 14%**
The midterm, to be taken in the testing center, will include identification and essay questions. Take a blue book.
Available: **Oct. 24- 29** in the **Testing Center**. It is your responsibility to check operating hours. You should plan to spend approximately 2 hours on this exam.

**Women and Gender in 1950s Short Research Paper: 14%**
Historians have traditionally understood the late 1940s and 1950s as a time of conservative consensus. For American women, this era witnessed a return to domesticity
and subordination. After working bravely for their country during WWII, women left the labor force to be the housewives and mothers of the baby boom generation. They did not realize how suffocating postwar culture had become until Betty Friedan wrote *The Feminine Mystique* in 1963 and ushered in second-wave feminism. Or so the story goes. For this assignment you will need to read “Beyond the Feminine Mystique: A Reassessment of Postwar Culture, 1946-1958” by Joanne Meyerowitz in the *Journal of American History* 79 (March 1993) 1455-1483 (available on JSTOR via the HBLL’s website). Then you must find a combination of at least four articles written about women or written for women’s consumption in popular magazines of the era and popular films from the era that highlight gender roles (e.g. 2 films and 2 articles, 1 article and 3 films, 1 film and 3 articles). You will then write a 4-5 page double-spaced paper which analyzes the messages these media sources offered to American women and how they fit or don’t fit with Meyerowitz’s and Friedan’s interpretations of the postwar period. Papers should follow the “Writing with Style” guidelines (see Blackboard).

**Due: Friday November 11**th in class.

**Final: 20%**
Your chance to synthesize what you have learned this semester! Take home essay exam. Open book, open note. Exams must be typed. Page limits TBA.
**Due:** in hardcopy to my office or the department receptionist (2130 JFSB) no later than 5:00 PM Wednesday Dec. 14th (the time of our regularly scheduled final exam).

*Please note that your final and all papers must ALSO be submitted as Turn-it-in Assignments on Blackboard.*

**Late Policy:**
Papers will be marked down 10% every day they are late. In-class quizzes, after-class writing assignments, and discussion questions cannot be made-up; they must be turned in when they are due. The midterm must be taken one of the days it is offered in the testing center. Late final exams will not be accepted. Per BYU policy, please see me ahead of time to make arrangements in the case of University-excused absences.

*You don't know how hard it is to be a girl! . . . We want freedom.*
Kate Thomas (in the *Young Woman’s Journal*).

**Course Schedule:**

**Week 1** August 29-Sept. 2
Why Women’s History?
Women and Gender in America's Past and Present

For Friday discussion: *Major Problems* chapter 1

**Week 2** Sept. 5-9
The Lives of Native American Women
Cultural Baggage
No Class Monday


**Week 3 Sept. 12-16**
Migration, Forced Migration, and Life Cycle Patterns
Colonial Women, North and South


For Friday discussion: *Major Problems* chapter 3; Elizabeth Reis, “Gender and the Meanings of Confession in Colonial New England,” in *Spellbound* (electronic reserve).

**Week 4 Sept 19-23**
Women and the American Revolution
Women and Social and Economic Change

For Monday discussion: *Major Problems* chapter 5.


**Week 5 Sept. 26-30**
Race and Gender in the Antebellum South
Religion and Reform

For Wednesday discussion: *Major Problems* chapter 7; “Slave Husbands and Wives Correspond.”

*I recommend that you consider turning in your 1st Women’s History in America Today Event Analysis this week.*

**Week 6 Oct. 3-7**
The Origins of the Woman’s Rights Movement
Women, Gender, and America’s Civil War

For Monday discussion: *Major Problems* chapter 6, documents 4-6.

For Wednesday discussion: Clinton and Silber, eds., *Battle Scars*, and *Divided Houses* group chapter assignments TBA.
For Friday discussion: Clinton and Silber readings cont.; Katharina Vestor, “Regime Change: Gender, Class, and the Invention of Dieting in Antebellum America,” *Journal of Social History* (Fall 2010) (electronic reserve).

**Week 7  Oct. 10-14**
Women in the West
A New America and the New Woman

For Monday discussion: *Major Problems* chapter 9, documents 3-5 and essay by Judy Young.

For Friday discussion: *Young Woman’s Journal*

*Young Woman’s Journal paper due in class*

**Week 8  Oct. 17-21**
Women and Progressive Reform
World War I and the Fight for Women’s Suffrage


Midterm Review: Wednesday 1:30-2:30

Friday: *One Woman One Vote* part II (film in class—LRC VC 11387)

**Midterm in the Testing Center Oct. 20-Oct. 25.**

*1st Women’s History in America Today Event Response due* no later than Tuesday Oct. 25 at 5PM.

**Week 9  Oct. 24-28**
Women in the Jazz Age
Women and the Great Depression

For Friday discussion: *Eleanor Roosevelt* (film—LRC DVD 2916)

**Week 10  Oct. 31-Nov. 4**
World War II and America’s Women

Monday: *The Life and Times of Rosie the Riveter* (film) in class, please come five minutes early and stay five minutes late if possible.

For Wednesday discussion: *The Life and Times of Rosie the Riveter* (film); *Major Problems* chapter 13, documents 1-3.

For Friday discussion: *Major Problems* chapter 13, document 4 and essays by Valerie Matsumoto and Leisa D. Meyer.

**Week 11  Nov. 7-11**
Women in the 1950s


For Friday Discussion: Women and Gender in 1950s America (short research paper due in class).

**Week 12  Nov. 14-18**
Women in the Civil Rights Movement
The Modern Women's Movement

For Monday discussion: *Major Problems* chapter 14, documents 1 and 3; Cheryl Brown Henderson, “Lucinda Todd and the Invisible Petitioners of *Brown v. Board of Education of Topeka, Kansas*,” in *African American Women Confront the West* (Oklahoma University Press, 2003) 312-327 (electronic reserve); Ruth Feldstein “‘I Wanted the Whole World to See’: Race, Gender, and the Construction of Motherhood in the Death of Emmett Till” in *Not June Cleaver* (electronic reserve); Pauli Murray, “I had entered law school” (electronic reserve).
For Friday discussion: *Major Problems* chapter 15, documents 1-2.

**Week 13 Nov. 21-25**
Monday: *The Pill: The Untold Story of the Drug that Changed the World*

No class Wednesday or Friday; Happy Thanksgiving!

**Week 14 Nov. 28-Dec. 2**
Women and Women’s Issues in the 1970s


**Week 15 Dec. 5-9**
Contemporary Issues

For Monday discussion: *Major Problems* chapter 16, documents 1, 5, 7; Laura Taylor, *The LDS Church and Female Athletes: Trends and issues in LDS Women’s Sports From Title IX to the 21st Century* (Honor’s Thesis, BYU, 2009)—OR something on the Mormon woman blogosphere??

* Second Women’s History in America Today Event Analysis due by 5 PM
**Thursday Dec. 8th** (if you haven’t already turned it in).

Friday: Reading day. No Class.

**Final Exam:**
Take home, open book, open note essay exam. **Due no later than Wednesday Dec. 14 at 5 PM**
Review Session TBA

*I have spent many years of my life in opposition, and I rather like the role. It’s better to light a candle than to curse the darkness.*

**Eleanor Roosevelt**

**Please Note:**
In the interest of student learning, this syllabus and assignments are subject to change at any time at the discretion of the professor.
BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the **Honor Code** requirement to be honest but also to assist other students in fulfilling their commitment to be honest. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. And although rare, students have failed assignments and my classes because of honor code violations (I am also required to report any violations to the Honor Code Office for University disciplinary action). See [http://www.byu.edu/honorcode](http://www.byu.edu/honorcode) for specific examples of intentional, inadvertent plagiarism and fabrication, falsification. If a website suggests that “it's collaboration not copying,” don't believe it!

**Title IX** of the Education Amendments of 1972 (an important piece of legislation in the history of American women and something we will be discussing in class!) prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or [http://www.ethicspoint.com](http://www.ethicspoint.com); or contact the Honor Code Office at 801-422-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for **Students with Disabilities** Office (801-378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at (801)378-5895, D282 ASB.

BYU provides free **counseling** services to students. Our college’s liaison at the Counseling Center is Jim McArthur. BYU also provides 24 hour, seven-days-a-week emergency help. During regular business hours call the Counseling Center at (801)422-3035. After hours a counselor can be reached by calling (801)422-2222.