**KINGSBOROUGH COMMUNITY COLLEGE (CUNY)**

**DEPARTMENT OF HISTORY – WINTER 2020**

**HIS 6800 W06 (9283):** **WOMEN IN AMERICAN HISTORY**

**HISTORY AND WOMEN’S AND GENDER STUDIES**

Professor: Red Washburn, Ph.D.

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Pronouns: They/Them/Theirs

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**Catalog Description:** Examination of the status of women in the United States from colonial times to the present, the European precedents for the treatment of American women, the attempts to alter women’s opportunities and rights, and the nature of reform movements in America. Successful completion of this course satisfies one Civic Engagement interaction.

**Course Description:** In this course, we will study women’s history in the United States from the colonial period to the present. We will examine gender and the ways in which race, class, ethnicity, nationality, and sexuality shape personal and social realities historically. We will discuss many topics, such as the republican motherhood, womanhood in the new republic, the cult of true womanhood, suffrage, abolition, prohibition, labor, reproductive control, the flappers, the feminine mystique, women’s liberation movements, backlashes to feminism, and current movements like #MeToo, Black Lives Matter, Times Up, among others. You will learn that critical reflection of history is essential to feminist repositions of women’s lives. You will do close readings and analytical writings regularly in this class. In addition, you will engage in open discussion about the works read. You will do a group presentation about a class reading and an argumentative research paper about a period, trend, or movement in women’s history that interests you. This course is fulfills a civic engagement requirement and a Women’s and Gender Studies elective under Liberal Arts.

**Required Text:**

•Cott, Nancy. *No Small Courage: A History of Women in the United States*. New York,

 Oxford University Press, 2000.

•Additional writing and citation help available at: <http://owl.english.purdue.edu/owl/>

**Course Goals:**

• You will do close readings of several texts, understand historical contexts, center gender as a political category, and learn about women’s lives.

• You will create central arguments that include a clear topic, a solid stance, and provide support (including research) for your ideas by quoting, paraphrasing, and analyzing textual passages.

• You will recognize your writing processes, receive feedback from your peers, conference with me, and revise your major writing assignments.

• You will engage in rigorous discussion that fosters critical reflection about women’s lives, the world, and historical texts through collaborative interaction.

• You will write grammatically and mechanically correct papers and cite in MLA or Chicago format.

**Requirements:**

•A presentation (individual or group) on your research paper of approximately five minutes

•A final argumentative research paper, exploring a women’s and gender issue, period, trend, or movement that includes three scholarly peer-reviewed articles, goes through several revisions, and is approximately five to six pages

• Class attendance, participation, conferences, freewrites, and quizzes

**Grade Distribution:**

Research Paper 60%

Presentation 30%

Participation (Discussions, Freewrites, Quizzes, & Workshops) 10%

**Writing Procedures:**

• You will engage in a process of composing (i.e., prewriting, drafting, revising, editing, and proofreading) for all writing assignments.

• You will receive a wealth of feedback on your essays from your peers. You also will conference with me. Before you submit your final drafts, you will produce several drafts for each essay, including for peer review and professor review. You will present your papers to the class during writing workshops once during the semester for feedback. If you fail to complete your rough drafts on time, you will have a letter grade taken off for each day late.

• You will have the opportunity to revise your essays after your initial grade is recorded so long as you discuss your writing in informal conferences with me within one week. Other drafts also may be revised after the first revision, but again, only after you have met with me within one week. Essentially, you have unlimited revision possibilities. Revisions have the possibility of replacing the previous grade, but only if substantial improvement is evident. In other words, simply changing mechanical errors (i.e., commas) in essays will not raise grades.

• You will be given ample feedback on each essay before the next essay is due. This feedback will allow you to learn from the comments and apply the comments to the next essay.

**Discussion Procedures:**

• You will be well-prepared for all class discussions by doing all the assigned reading and writing prior to class.

• You will demonstrate your understanding and analysis of the readings by being fully engaged in class discussions.

• You will be respectful of your peers’ ideas and my ideas. (Being respectful also includes turning off cell phones and refraining from other disrespectful behaviors, such as sleeping, doing homework, and leaving class for food, coffee, or phone calls.) You will be expected to turn off your cell phones. Failure to do so will result in an absence for each time your phone rings, or I catch you texting.

**Civility:** Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment.  It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Acts of harassment and discrimination based on matters of race, ethnicity, class, gender, sexuality, religion, and ability, etc., are not acceptable. As the Director of Women’s and Gender Studies and as an ally of Safe Zone, I promote strict enforcement of these rules. All students, faculty, and staff have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

**Pronoun and Name:** I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your gender pronoun (i.e., she/her/hers, he/him/his, or they/them/theirs, etc.) or if you do not have a pronoun (i.e., name only). The gender-neutral bathrooms are located in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to contact me.

**Attendance:**

Attending class is imperative, for that is when much of the discussing, writing, and critiquing will take place. I expect you to attend class regularly and punctually. You are allowed eight hours of absence before you are given an Unofficial Withdrawal (WU) in the course. An “absence” is any time that you are not in class. There is no distinction between an “excused” and “unexcused” absence in college. Frequent lateness also counts towards absences. Absences do not allow extensions on papers. Late papers will receive one grade deduction, even if absent. I will not accept papers more than a week late.

**Academic Integrity:**

Plagiarism is the unacknowledged (intentionally or unintentionally) use of summary, paraphrase, direct quotation, language, statistics, or ideas from articles or other information sources, including the Internet. You must cite according to MLA or Chicago format, outlined in the required text. If you plagiarize all or part of a writing assignment, you will automatically receive an F on it, and it cannot be revised. If you repeat the offense, you will fail the course and be reported to Office of the Dean of Student Affairs. At Kingsborough Community College, plagiarism falls under the larger heading of Academic Dishonesty and is adjudicated by the Office of the Dean of Student Affairs. To read a detailed description of each form of Academic Dishonesty, as well as descriptions of sanctions that may be enforced, please see the Policy on Academic Integrity at <http://www.kingsborough.edu/subadministration/sco/Documents/CUNYAcademicIntegrityPolicy.pdf>.

**Access-Ability:** Kingsborough Community College provides accommodations to students with disabilities. If you have a documented disability and need supplemental accommodations in connection with this class, contact Access-Ability services directly; they are located in D-205 and their phone is: 718-368-5175. Please contact them as early in the semester as possible.

**Schedule of Assignments:** The following schedule is tentative and may change based on the needs of the class. All reading assignments must be done before the date on which they are scheduled in order to maximize engagement. Late papers will be penalized with a grade reduction, even if absent. Papers submitted more than a week late will not be accepted.

**Week One (1/6-1/8): Introduction to the Course and The Colonial Mosaic: 1600-1760**

M: Syllabus Distribution and Introductions

W: Read Ch. 2

**Week Two (1/13-11/15): The Limits of Independence: 1760-1800, Breaking New Ground: 1800-1848, and Unfinished Battle 1848-1865**

M: Read Ch. 3 & 4

W: Read Ch. 5

**Week Three (1/20-1/22): Laborers for Liberty: 1865-1890**

M: No Class

W: Read Ch. 6

**Research Topic and Proposal Due**

**Week Four (1/27-1/29): New Paths to Power: 1890-1920 & New Ballots to Breadlines: 1920-1940,**

M: Read Ch. 7 & 8

W: *Iron Jawed Angels* (film), Katja von Garnier

**Week Five (2/3-2/5): Argumentative Research Paper Review**

M: **Rough Draft of Research Paper** – Professor/ Peer Review

W: *She’s Beautiful When She’s Angry* (film), Mary Dore

**Week Six (2/10-2/12): Pushing the Limits: 1940-1961 & The Road to Equality: 1962- Today**

M: **Final Draft of Research Paper** – Professor/ Peer Review

Read Chs. 9 &10

W: No Class

**Week Seven (2/17-2/19): Presentations**

M: No Class

TU/M: **Presentations**

W: **Presentations**

**Kingsborough Community College, CUNY**

**History 68: Women in American History**

**Dr. Red Washburn – Winter 2020**

**Argumentative Research Paper**

**Proposal Due: 1/22**

**Paper Due: 2/3 (Rough Draft) and 2/10 Final Draft)**

**Overview**

Research is not a type of essay on its own. Research merely assistsin supporting a central argument. Many of you might feel overwhelmed by information and allow it to outweigh your own ideas. However, you should not rely exclusively on quoted passages. Instead, you should develop your own ideas and reasons. Your goal is not to string information together, but rather to write a coherent, argumentative essay for your joint capstone project—one that embodies your ideas about three scholarly peer-reviewed articles you find independently to support your ideas about a women’s and gender issue. You may wish to write an initial draft before you incorporate research, and then supplement your ideas with the information you have found and synthesized. You should research a women’s and gender issue or movement (i.e., suffrage, street harassment, flappers, equal pay, welfare, women during WWII, intimate partner violence, witches, cyberactivism, hip hop feminism, Bible feminism, abolition, Quaker women, riot grrl, trans healthcare, Women’s Liberation, Gay Liberation, Panther women, AIM women, sex work, #Black Lives Matter, #MeToo, incarceration, immigrant concentration camps, homelessness, sweatshops, environmental racism, and the media portrayals of women, among many others) about which you wish to know more. This issue should be examined within a historical context, i.e., World II or Black Lives Matter. If you care about your topic, your essay will be easier for you to write. Your scholarly peer-reviewed articles must be valid. It should come from one of the library journals or databases. It should have an author, journal title, volume, issue, and year. It should not be a newspaper article or a magazine article. You must be able to examine scholarly journal articles and determine their relevance to your capstone project. You must develop your own ideas and topics, follow your beliefs and passions, and strengthen your ideas with outside sources. You may pick any women’s and gender issue to research so long as you three scholarly peer-reviewed articles, make your own argument, and provide several reasons for your arguments. For instance, you may discuss intimate partner violence. You may argue about the prevalence of violence in the United States, reasons of control, and lack of prevention and put within a historical context like divorce laws and the women’s liberation movement. You should get assistance from librarians and come to me for help as you begin to work on your projects. All projects must be revised and proofread before handed in.If you plagiarize, the project will receive a failing grade. Your paper must be five to six pages. You should submit all drafts and peer reviews. It comprises 60% of your grade. Your paper should be double-spaced, typed and stapled, have one inch margins all around, be 12 point Times New Roman font, and have a proper heading with your full name, both of your professors’ full names, the full titles and sections for both classes, a date, and a title.

**Grading Checklist**

•This project has a clear argumentative statement. Each body paragraph raises a supporting point. Each body paragraph has a topic sentence that clearly encapsulates the point of the paragraph and connects it to the central argument.

•The research is smoothly incorporated into your project. Nothing seems to have been forced in arbitrarily. All quotes need to be introduced, explained, and connected to support the topic.

•Every piece of information has a clear citation within the text. You have not plagiarized.

•There is a Works Cited page that is formatted according to MLA or Chicago rules.

•The project has been proofread for errors.

You should submit all drafts and peer reviews. Late papers will be penalized.

**Grading Checklist**

•You should write an introduction that has a strong hook or captivating opening (i.e., quote, anecdote, or question).

• You should synthesize your central arguments and main ideas.

• You should write in a professional tone by removing or revising personal experiences and reflections. Instead, you should focus on historical commentary about the texts for your body/ middle paragraphs.

• You should save passages from the texts you enjoyed and used in your journals, yet locate additional passages that further support your critical insights.

• You should explain and analyze why the passages you chose are important. You should support your claims by adding additional topic paragraphs.

•You should smoothly incorporate the article into your critical analysis. All quotes need to be introduced, explained, and connected to support the topic.

•You should have a clear citation within the text. You should not have plagiarized.

•You should have a Works Cited or Bibliography page that is in MLA or Chicago format.

• You should include a conclusion that neither summarizes your introduction nor includes topics that you did not discuss in your essay.

•You should develop and organize your sentences and paragraphs coherently, with clear topic sentences, a clear focus, and strong examples.

•You should revise your essay and eliminate any grammatical and mechanical errors.

**Citation­­ Guide**

•Remember to include all drafts.

•Remember to include a proper heading.

•Remember to craft a creative title. (i.e., “Research Paper” or “Slut March” are not creative).

•Remember to do parenthetical references in MLA or Chiacgo format. For instance, according to MLA format, all references should have the author and the page from which you are citing in parentheses followed by a period. For instance, According to research, “. . .” (Smith 56). If “Smith” is in a sentence, just write the page number. For instance, Smith writes, “. . .” (56).

•Remember a passage that is more than four lines long needs to be indented.

•Remember that periods and commas always go in quotes and that only quotes within quotes have single quotes.

•Remember to do a Works Cited or Bibliography page.

For a book, the MLA citation is:

Brady, Evelyn et al. *In the Footsteps of Anne: Stories of Republican Women*

*Ex-Prisoners*. Belfast: Shanway Press, 2011.

For an article in a book, the MLA citation is:

James, Joy. “Framing the Panther: Assata Shakur and Black Female Agency.”

*Want to Start a Revolution?: Radical Women in the Black Freedom Struggle*. Ed. David F. Gore, Jeanne Theoharis, and Komozi Woodard. New York: New York University Press, 2009. 138-160.

For a journal article, the MLA citation is:

 Butler, Judith. “Critique, Dissent, Disciplinarity.” *Critical Inquiry*. 35.4. (Summer 2009):

773-795.

For a website, the MLA citation is:

 Goodman, Amy. “Deportations Continue Despite Review of Immigrants with Family

Ties.” *Democracy Now!* 7 June 2012. Headlines. <www.democracynow.org