



Department of History, Philosophy and Legal Studies

History for Teachers (Online)

HIS 680

Studies of Gender and Women in American History

Summer II 2011

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This course is designed to cover methodologies, debates, and topics from the colonial period to the twentieth-first century through readings of scholarly work about gender and history in order to supplement and encourage these methodologies in the public classroom.

Jim Lowen, in *Lies my Teacher Told Me: Everything Your American History Textbook Got Wrong* notes that social studies subjects score as students least favorite topics. His book dissects secondary history texts and suggests that the reason for much of this disinterest is that many history textbooks offer a bland, elitist, and primarily white male narrative of history. This prevents women, minority, or lower class students from making personal connections with history. This course aims to offer the public school teacher some topics and spaces in which to bring gender, class, and race relations into the classroom.

Main themes include: 1) The effects that social factors have had on constructions of gender, including race and class and their affects in shaping broader history. 2) Women as active social agents and their attempts to define, maintain, or gain power in times of change. 3) The shifting social constructions of manhood and womanhood and how they have shaped and been shaped by society.

These issues continue to shape our world today, affecting our understandings of politics, marriage, family, religion, labor, the female body, sex, and parenting.

There is no occasion for women to consider themselves subordinate or inferior to men.

[Mohandas K. Gandhi](#)

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills needed to make an optimal contribution to “whole” student learning in education settings;
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning;
- 3) Demonstrate professional dispositions;
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students; and
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO’s):

One defining characteristic of the effective teacher is his or her desire and ability to deeply reflect upon his or her own teaching and learning; through reflection, the effective teacher designs instruction, assesses student performance, and then modifies instruction accordingly. This course will ask those who are currently teaching to analyze closely their teaching and learning situation, and to reflect upon how they better can incorporate methodologies, issues and topics related to gender and history into their own lessons and practice. This course will ask those who are in the teaching profession to analyze their personal experiences with gender, teaching and learning in order to historically, philosophically and practically consider the intersection between these considerations, and the impact that gender has both in the curriculum and instructionally.

Specifically:

1. Students will be able to reflect critically upon topics and issues from the Colonial period through the 21st century pertaining to gender and history, and to consider how these may be incorporated into the public school curriculum
2. Students will familiarize themselves with methodologies, issues and topics pertaining to gender and history, and develop their own lesson plan that analyzes critically a particular issue/theme in pertaining to gender and history.

ASSIGNMENTS AND GRADING:

Required text:

Linda K. Kerber, *Women’s America* (Oxford University Press, 2004). [Hereafter WA]

Other readings will be available on Blackboard [Hereafter BB] or via web links [provided in the syllabus/schedule].

Please Note: *For readability each day has a reading, however, you can go through each unit at your own pace, as long as all items are complete before the essay is due. As well, the discussion forum questions will be posted on the dates indicated in the schedule.*

General: This class is broken down into thematic units. For each unit, you will be assessed on one or more of the following: discussion forum, a 4-5-page historiography paper using the readings to answer a question. **Please note that failure to complete an essay will result in a**

failing grade for this course. All papers must be completed in order to receive a passing grade.

Formatting Guidelines:

All papers must be double spaced, in black ink, Times New Roman 12-point font, and have reasonable (at least 1-inch) margins. Assignments that do not meet the formatting requirements will be returned and considered late until corrected.

Assignment Descriptions:

Program:		EDSE 633
Assessment (point value)	Description	
Blackboard Forum posts/discussions (100 pts each)	You will participate in various conversations on the Discussion Board that will be designed to take the discussion beyond the readings and/or experiences – e.g., these will require that you think reflectively on the question posed. The instructor may also solicit feedback regarding various issues. <u>You will need to post at least 2 times in the discussion board for that topic.</u> Two is the minimum, feel free to post beyond that amount. Each post needs to include a discussion of the point you are making or responding to and a critical response. Although there is no length requirement, the post must be thoughtful and relevant. Since these are contemplative answers, I expect you to use proper spelling, grammar, and punctuation. Personal attacks will not be tolerated.	
Gender in the classroom paper (100 points)	This 2-3 page paper focuses on your own experiences with gender in the social studies classroom. I expect that you will reflect critically upon those experiences. Stating that “it wasn’t an issue” will NOT be sufficient. Some points for consideration include teacher classroom management focus (e.g., “good girl” “rowdy boy” differences, and how this shapes classroom environments and student identities); populations within the classroom; comments overheard or made about gender (this can include homophobic slurs, as this certainly is a gender issue); curriculum in-/ex-clusion(s). You may consider the binary male/female heteronormative story; in fact, the extent to which this was re-ified/normed in your classroom likely reflects a re-creation of a certain historically privileged identity. In this class, I’ll expect that you problematize that history.	
Historiographical essays (100 pts each)	<p>You will read required material and then write and submit a historiographical essay to Blackboard. A historiographical essay examines a limited body of historical writings and offers the author’s own analysis on how those writings describe the past. The historiographical question for each unit appears in the learning unit introduction. In a 4-5-page analysis you will answer the question using the readings assigned in the class, with appropriate citations, to support your arguments. In a historiographical essay, it is necessary to introduce each author’s viewpoint and the context in which they made their arguments. Use their points as building blocks to create your own answer. For each essay please <u>underline</u> your thesis statement.</p> <p>Essay one question: Why do some historians consider the colonial period of American history as a time of fluidity in regards to gender and racial roles? Support your argument with specific examples.</p> <p>Essay two question: What were the implications of the system of slavery for southern white and black women? What were outcomes of this system during the Civil War?</p>	
Revised lesson plan, 200 points	<p>Your final project will be a revised lesson plan of your choice. It consists of FOUR PARTS:</p> <p>PART ONE: In the first week, you will be asked to submit the LP as it currently stands (for those of you not yet teaching, write a rough, brief draft of one you would like to teach).</p> <p>PART TWO:</p>	

	<p>On the last day of class, you will be asked to upload the revised plan. The revised plan should include gender specific concerns that initially either were present and could be developed, or that were not included in the original LP. What I'll be looking for is a well developed LP for use in your classroom that specifically addresses a topic in women's history.</p> <p>PART THREE: You will be asked to include where and how this particular LP fits into the previous and subsequent lesson – i.e., explain what would precede and follow this particular lesson in the unit in which it is included.</p> <p>PART FOUR: You will be asked to write a brief (minimum one FULL page) reflection about what you changed in the LP, and why, as well as what you learned in the development of the plan.</p>
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Communication

Because of the nature of this course, it is essential that an effective communicative relationship exist between the students and the instructor. Students should find the instructor's email address and cell phone number, both of which are listed in the heading of this syllabus. **Students should feel free to inform the instructor about specific issues that may impede their effectiveness in the class.** The instructor understands that individual situations arise that require individual attention, and she will always act in order to provide students with the best possible opportunity for success.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

HIS 680
Summer II 2011 Tentative Schedule

Date	Topic	Readings	Assignments
Tuesday, 5 July	Gender in the classroom		Online discussion forum (introductions)
Wednesday, 6 July	Surveying gender	WA, Introduction, 1-24	
Thursday, 7 July	Surveying gender	Frederickson, M. "Surveying gender: Another look at the way we teach United States history" available at http://www.historycooperative.org/journals/ht/37.4/frederickson.html	Submit lesson plan that will be revised for final
Friday, 8 July	Women and gender in the classroom	Woysner, "Picturing women..." Available at: http://findarticles.com/p/articles/mi_hb6541/is_6_70/ai_n29305373/	Gender in the classroom paper due by 5pm
Monday, 11 July	Unit One: Gender theory	WA, Scott, J. "Gender: A useful category of analysis" on BB	Online discussion forum open
Tuesday, 12 July	Unit two: Colonial America African American women in Colonial America	WA, Berkin, "African American women in colonial society" (59-68)	
Wednesday, 13 July	Gender distinctions in Colonial America	WA, Norton, "Searchers again assembled..." (69-78)	Online discussion forum open
Thursday, 14 July	Sex and marriage in Colonial America	WA, Dayton, "Taking the trade..." (97-113)	
Friday, 15 July	Republican motherhood	WA, Kerber, "The republican mother and the woman citizen..." (119-128)	
Monday, 18 July	Unit three: Antebellum American and the Civil War Northern women	WA, Boydston, "The pastoralization of housework" (153-168)	Essay one due by 12pm/noon Online discussion forum open
Tuesday, 19 July	Women's bodies	WA, Mohr, "Abortion in America" (183-192)	
Wednesday, 20 July	Slave and White Women	WA, Block, "Lines of color, sex, and service" (135-144)	
Thursday, 21 July	White Southern women in the Civil War	WA, Faust, "Enemies in our households..." (220-232)	

Friday, 22 July	Unit four: Waves of feminism <i>First wave feminism</i>	Cott, "Feminist politics in the 1920s..." (BB)	
Monday, 25 July	Women's bodies	WA, Brumberg, "Fasting girls..." (390-398)	Essay two due by 12pm/noon
Tuesday, 26 July	<i>Second and third wave feminism</i> Second wave feminism	Friedan, "The feminist mystique" Chapter 1 available at http://www.h-net.org/~hst203/documents/friedan1.html	Online discussion forum open
Wednesday, 27 July	Sexual revolution and the Pill	WA, Bailey, "Prescribing the pill..." (560-568)	Online discussion forum open
Thursday, 28 July	Sexual revolution and the Pill	WA, De Hart, "Second-wave feminists and the dynamics of social change" (598-623)	
Friday, 29 July	Women of the '90s	WA, Fancke, "Women in the Gulf War" (647-656) WA, Bordo, "'Material Girl'..." (660-664)	Final project due by 5pm

REMINDER:

Please Note: *For readability each day has a reading, however, you can go through each unit at your own pace, as long as all items are complete before the essay is due. As well, the discussion forum questions will be posted on the dates indicated above.*