

SUNY-INSTITUTE OF TECHNOLOGY ☼ SPRING SEMESTER 2007

AMERICAN WOMEN'S HISTORY

HIS 330-01 TTh 10:00AM-11:50AM DONOVAN G152

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COURSE DESCRIPTION:

This course provides the opportunity for an examination of the history of women in the United States from European colonization (ca. 1500) to the present, plus the opportunity to compare American women's experiences with those of their peers throughout the Western Hemisphere. We will address many different themes and observe the changes and similarities over time and space in women's lives, including: race and ethnicity in colonization and coexistence, labor (paid and unpaid) and class issues, health and sexuality, religion and spirituality, and legal and political struggles.

Our main goal in this class is to gain an understanding of women's actions and the social expectations and outcomes of gender roles in the history of the United States, relating more specific information to commonly identified benchmarks in US history (e.g. the Revolutionary War, the Civil War, waves of immigration, etc.). We should also be able to establish a preliminary basis of comparison with women in the history of Latin America and the Caribbean. In collecting and analyzing this information, we will also explore the techniques, methodologies, and vocabularies used in the research and writing of women's and gender history. We will debate and, where possible, identify what general principles are truly valid in women's and gender history versus what is put forth as universal but is actually derived from a more limited population (e.g. upper-class Mexicans, 19th century Americans, etc.).

ASSIGNED READINGS:

Gail Collins, *America's Women: 400 Years of Dolls, Drudges, Helpmates, and Heroines* (USA: Perennial, 2004). ISBN 0-06-095981-9

Susan Migden Socolow, *The Women of Colonial Latin America* (USA: Cambridge University Press, 2000). ISBN 0-521-47642-9

Elizabeth Dore and Maxine Molyneux, *Hidden Histories of Gender and the State in Latin America* (Durham, N.C.: Duke University Press, 2000). ISBN 0-8223-2469-5

Additional materials posted online or distributed in class. See <http://classes.sunyt.edu/> (select "Spring 2007"; then "HIS History"; then "HIS 330: American Women's History"; then "HIS330_WebResources_SS07.htm") for details.

The books are on sale at the bookstore and can be purchased online. They are also on reserve at the library. However, you should acquire your own as they will be used extensively throughout the class.

GRADING:

Your grade in this course is based on the following (maximum points possible appear after each item). It is *your* responsibility to keep track of your grades — you should keep all graded assignments on file *at least* until you receive your final grade. **Record your progress here as the semester progresses** — use the conversions to calculate how much each grade contributes to your total for the semester.

Participation/max. 100 points [0-5 scale, see instructors website] → your score * 20 =	_____
In-class Journal (due 24 Apr.)/ max. 100 points → your grade	_____
In-Class Presentation and "My Obituary" Project/500 points total	
Class presentation of readings and issues (my group's date: _____) / max. 100 points → your grade	_____
Individual summary of class presentation (my summary due: _____) / max. 100 points → your grade	_____
Life Story/My Obituary topic and annotated bibliography (20 Feb.)/ max. 100 points → your grade	_____
Life Story/My Obituary review paper (due 17 Apr.) /max. 200 points → your grade*2	_____
Film Review (due 13 Feb., 13 Mar, 10 Apr., or 24 Apr.)/max. 100 points → your grade	_____
Midterm Exam (1 Mar.)/max. 100 points → your grade	_____
Final exam (week of 30 Apr.-4 May, date TBA)/ max. 100 points → your grade*	_____
MY TOTAL/1000 points [divide total by 10, use scale on instructor's website to find letter grade]	_____

[EX. Extra Credit (add points as per description below, max. 100 points) _____]
[MY TOTAL WITH EXTRA CREDIT/max. 1100 points _____]

MY GRADE [divide total by 10, use scale on instructor's website to find letter grade] _____

COMMUNICATIONS:

Office hours are your opportunity to get individual, face-to-face help, with or without an appointment. I may be available at other times as well; make an appointment or come by and see if my office door is open. If I am not in when you telephone, please leave a message on Voicemail. I will try to respond phone and e-mail messages by the next business day at the latest.

Your effort to be clear and professional will contribute to a quicker, clearer, and more helpful response. On phone messages, please leave your complete name and clearly state your specific request. It is preferable for you to use your SUNY-IT account for all electronic communications and submissions. If you must use another, please be consistent! Regardless, always identify yourself by first and last name, followed by the class in which you are enrolled. Be specific in the subject line about the purpose of your message, and be specific in your message text.

A PDF copy of this syllabus is available on my website under “Current Courses” as well as our class-dedicated webspace (<http://classes.sunyit.edu>), so you can always check our reading and test schedule and assignment descriptions. From time to time I may post additional materials (e.g.: article links, blank copies of practice maps, class handouts, assignment details and rubrics, lists of journal entries) to the website; I will announce their availability in class.

COURSE REQUIREMENTS:

Class participation (max. 100 points toward your final grade):

While attendance will not be taken at each class *per se*, faithful attendance is important. We have a lot to cover! In the event that you must be absent for an extended period of time, I would appreciate seeing documentation of the reason as part of our arranging for you to make up the work. For class meetings with mandatory activities (e.g. the Midterm), absences for religious observances will be excused as will be those for *genuine* medical reasons, family/personal emergencies, and extreme weather conditions. You must provide written notice (e-mail or note) for these absences; keep a record of my reply. Absences for participation in campus athletics will be excused **ONLY IF** I receive documentation from the Athletics Office in advance. For every absence, students are responsible for all missed work.

Active **participation** in class discussions and preparation for them is required of all students. You are expected to come to each class having done the readings, having thought carefully about them, and being ready to work with them. Your goal should not be simply to talk as much as possible or regurgitate facts easily figured out from the reading. Rather, bring your insights to the attention of your peers and your instructor, and ask critical questions regarding the readings and other materials. Remember, though this material may be new to you, you also bring a new background, point of view, and intellect to it — so share your thoughts! Think about it — potentially, this class could be 40 times more interesting, if everyone participates actively.

I will keep track of students’ participation throughout the semester, and will evaluate it for points toward your final grade. A more detailed scale is available at my website, but here’s the overall idea:

- 5** = Student frequently contributes thoughtful comments and insights based on class materials and relevant current events; catalyst for other student comments and instructor response; **AND** listens to others with respect and attention.
- 4** = Student contributes relevant comments and insights fairly often, sometimes resulting in student/instructor response; **AND** listens to others with respect and attention.
- 3** = Student rarely contributes comments, generally only at instructor’s prompting, and not always with relevance to the readings and subject; polite but could be more engaged in class discussions.
- 2** = Student rarely or never contributes comments and insights of her/his own volition; little to no reference to class readings; needs to pay more attention to the contributions of peers and the instructor.
- 1** = Student does not contribute to class discussions; prompted comments minimal and/or disrespectful; often noticeably disinterested in instructor’s and peers’ contributions.
- 0** = Student never contributes to class discussions and/or has demonstrated frequent disrespectful behavior towards instructor and peers.

Please bring your books, copies of the readings for the day, and/or *really* good notes to each class meeting — we will use them. Additional structured discussions or group activities, films, images, music, and literature will be used in class, and other material may be recommended for further reading — it is your responsibility to ask about any missed content, should you miss a class.

IN-CLASS ASSIGNMENTS:

The in-class journal (max. 100 points toward your final grade):

Most classes will include a journal activity. This can consist of 10-15 minutes of individual writing or a group brainstorming topic relevant to the class reading assignment in the Course Schedule, a map activity, or a quiz on reading material or material recently covered in class. **YOU are responsible for filing and retaining the writings** from each class period. Please use a binder, pocket folder, or manila envelope to collect them.

If we have a quiz or use a handout, please complete the exercise and file it in your journal (if I collect the entry for grading, file it when it is returned; your grade will also be your journal score for the day). If the journal is an individual or group exercise, please use a piece of paper separate from what you will use to take notes during class. Be sure to write the topic and the class date clearly at the beginning of each entry. Then: set down your observations from the readings and the insights, questions, and comments that you can

develop on the topic; take notes that will help your group present the information required of you; complete the map exercise, answer the questions on the quiz; and so on. Please note: no credit will be given for submitting the notes that followed the journal activity.

This initial writing/quizzing will serve several purposes. First, it will help you get your thoughts together in order to better contribute to the class discussion or activity at hand, which we will begin by addressing the issues raised by the journal or quiz content. Second, this will serve as an indicator for you and for me of how critically you are reading the materials assigned for the class and how useful they are as a whole.

On Tuesday 24 April, you will submit your in-class journal writings and quizzes (in that folder, binder, or otherwise reasonably held together entity). Each journal activity will be worth 5 points each; there are 28 class meetings, so with some exceptions for full-class activities, I anticipate having 20 entries. I will distribute a list of the journal topics toward the end of the semester to help you prepare your journal. Please note — to receive credit for each entry, you **MUST** hand in the handwritten originals. Please do not re-type your journals, or submit a list with “took quiz on X date” — no credit will be given for these. I want to see your first reactions!

In almost all cases, you can make up a journal entry to earn the maximum number of points possible. If you have missed a class and thus a journal activity, by all means ask a classmate for the entry, and contact me if you need an alternative to a group activity. Having said that, make-up quizzes and alternate assignments will be given at my convenience and discretion.

Please note: for the individual and group brainstorming, you will NOT be graded on writing style, grammar, spelling, citations, or more than minimal coherence. You can jot down words, phrases, incomplete sentences, draw pictures or diagrams – this is your opportunity to be creative, brainstorm, and experiment. However, you **MUST** produce something relevant to the question at hand in each entry to be awarded the full 5 points. I will grade and return some quizzes, while we will review others together in class.

If for some reason (e.g. a university-recognized learning disability) you feel that you cannot produce writing, however informal, on demand like this, please speak with me privately by the second week of the semester so that we can arrange an alternative.

Reading Summary and Life Stories presentation (max. 100 points toward your final grade):

This relates to the larger “My Obituary/Life Story” project described in “Prepared Writing Assignments.” In short form, small groups of students will be assigned a presentation on the readings assigned on various days from **week 4** through **week 15**. Both the subject of your group presentation and your Individual Summary (due one week after your presentation—see “Prepared Writing Assignments”) AND the subject of your Life Story/My Obituary paper will be limited to the time period and material covered in that day’s readings.

On **Tuesday 23 January** you will sign up for a date for a small-group presentation along with several of your classmates. You are to work together to prepare a brief (10-15 minute) presentation on the readings assigned for that day (some leeway will be allowed for prior topics covered on days with no presentations). You may decide as a group whether to give an overview of the readings or to focus on a specific aspect or aspects of the readings. Also, you may offer illustrative examples from the life stories you are writing for the “My Obituary” paper (see “Prepared Writing Assignments”) to the extent that they are developed; be sure to integrate the themes of various group members into your overall presentations. It is a requirement to get the audience involved — you should design and integrate an interactive activity or exercise for the class (instructor included!), since points will be awarded for this aspect. You are welcome, but not required, to use multimedia in your presentation (e.g. computer + projector, brief VHS or DVD clips, music). Be fact-based, *and* be creative!

A grading rubric for this presentation and summary will be distributed and posted online before the presentations begin. All members of the group will receive the same grade for the presentations. However, individual contributions and points of view can be reflected in the Individual Summary, which will earn individual grades. Still, if you are having problems working together as a group, please arrange to speak with me at least one week in advance of your presentation. Any student who misses her/his presentation without approved written documentation (medical, emergency) will receive zero (0) credit for the group presentation; these students also will be assigned additional writing for the Individual Summary (instructions will follow as necessary).

MIDTERM AND FINAL EXAM (@ 100 points; max. 200 points toward your final grade):

The midterm exam (**Thursday 1 March**) and final exam (**week of 30 April**) will cover, respectively, Contact and European Colonization of the New World through the U.S. Civil War, and the Mid-19th Century through the late 20th century. A study guide will be distributed and posted online in anticipation of each exam. Exam questions may include exercises derived from maps and/or graphics used in class, and will include questions from quizzes and journal entries, so definitely study from your notes and exercises that you have completed and filed. Also, questions will be derived from your classmates’ presentations, so pay attention to them! Finally, there will be a short (2-3 paragraphs) essay section; you will be given the essay topics beforehand and will have the opportunity to review them in class.

A NOTE ON PREPARED WRITING ASSIGNMENTS IN GENERAL:

Each writing assignment is listed with a due date in the Course Schedule. These due dates are real; firm due dates enable you – and me – to plan. Writing assignments prepared outside of class must be turned in using Turnitin.com (see below) on the days listed. Note: the paper is due by 11:59pm of the due date, and any paper handed in after that point (and all papers submitted by other methods without prior permission) will be counted as **late**. Without an approved extension from me **in writing**, late assignments will be penalized a half letter grade (3.5 points, e.g. from A to A-, B- to a C+) per class overdue. I will continue to deduct 3.5 points per class from the grade the paper would receive according to its quality, even if it drops below F (=64 points). **No assignments will be accepted after the last day of class (27 April) unless you have written permission from me to do so.**

Good, documented writing is what being a scholar is all about. For all writing assignments prepared outside of class you **MUST** document all information that is not your original thought, interpretation, analysis, or synthesis. This includes both direct quotes (phrases or sentences taken from another source, surrounded by quotation marks: “blah blah blah”) and paraphrases (rewordings and summaries of ideas or analyses that are not yours).

You may choose the system of citation you would like to use (Modern Language Association, American Psychological Association, University of Chicago/Turabian, etc. — while grading, I will follow the examples in Gordon Harvey’s *Writing with Sources*) as long as you are **CONSISTENT** and **THOROUGH**. All papers **MUST** utilize **in-text citations** (footnotes, endnotes, or parenthetical references within the text) **AND MUST** include a works cited list (a.k.a. bibliography) at the end. Any paper handed in without some form of in-text citations and Works Cited list will receive no higher grade than a D, regardless of the quality of the writing.

Plagiarism — passing off someone else’s work as your own — is not just a violation of academic integrity or ethics: *it is a crime*. The *SUNY-IT Student Handbook*, available in print and online (http://web2.sunyit.edu/pdf/student_handbook.pdf), states clearly that the instructor may assess a reasonable penalty for plagiarism and other violations of the Code of Academic Conduct (pp. 17-19). Reasonable penalties can include failure for the assignment, the permanent placement of a letter describing the incident in your file, or even failure for the course (note: students may challenge these decisions before the Academic Conduct Board). To be clear, my procedure for dealing with violations of academic integrity is as follows:

1. For the first violation of academic integrity, e.g. an assignment found to contain significant amounts of copied material (more than the occasional missed quotation mark or forgotten footnote) or cheating on a test, the student will receive an F grade for that assignment, equaling 0% in the final grade tally. In general I do not allow re-submission of the assignment or re-taking of a quiz or test; remember I have the right to decide this, based on my judgement of the extent and intent of the dishonesty. A letter describing the incident will be sent to the student’s folder and to the Dean of Arts and Sciences.
2. If a second incident of plagiarism or violation of the Code of Academic Conduct should follow, the student will receive an F for the course, and a letter describing the incident will be sent to the student’s folder and to the Dean of Arts and Sciences.

But please do not despair — proper documentation (like ethical conduct in general) is not hard to do, and strengthens your writing! Guides for different systems can be found in the SUNY-IT library at the reference desk, and are also available online at the Learning Center’s website (http://web2.sunyit.edu/learning_center/). We’ll discuss documentation issues in class, too. I encourage you to seek advice from the campus librarians or from the Learning Center (Donovan G155, x7310) as you write your papers. Of course, I also encourage you to contact me — by e-mail or telephone call (I’ll try to respond by the next business day at the latest), or come by my office — whenever you have questions about your sources or would like to show me a draft of some writing.

For that matter, the Learning Center offers workshops on plagiarism several times throughout the semester; I will announce the dates in class. I encourage you to attend one if you are not familiar with humanities-style writing or documentation. Should you need additional assistance or support, I also encourage you to utilize the facilities at the campus counseling center (Campus Center 208, x7160, <http://web2.sunyit.edu/counseling/>). The counselors there can offer advice on dealing with the pressure of long-term and voluminous assignments along with other classes, jobs, and/or family; suspected learning disabilities, how to work with them, and how to notify your instructors about them while maintaining confidentiality; and other issues that might interfere with your studies. Official communications from the director, David Garrett, have official weight for faculty, including me.

USING TURNITIN.COM

All prepared writing assignments **MUST** be submitted online to the Turnitin.com website (www.turnitin.com) in MSWord or RTF format. A 3-point bonus will be offered for **combining** online submission with submission of hard copy of your paper (i.e., in class on the day the paper is due — not one or the other, and no exceptions). You also **MUST** keep a print copy and an electronic copy of the paper for your own records.

TURNITIN.COM INSTRUCTIONS:

1. When you log on to the website for the first time, click on “Create a user profile” (upper right hand corner). Select “Student.” Make a note of the e-mail address you will use for this site (you must be consistent): _____
And your password: _____

2. Then, enroll in our class. (If you already have a Turnitin account, skip step 1, login, and start here.)

Write our Class ID here (not posted online for security reasons): _____

Write our Class Enrollment Password here (not posted online for security reasons): _____

3. You will be directed to your own “student homepage.” Click on the link for the class, and follow the instructions to submit your written work online.

4. For subsequent submissions, log in using your e-mail address and password; options will follow from your student homepage.

PREPARED WRITING ASSIGNMENTS:

By choosing to study history, you have the right and responsibility to reexamine versions of the past that are presented to you as “true.” Using the skills we focus on in this course, you will prepare **two research-based papers** of history as delivered to and understood by the general public. In the “Life Story/My Obituary” paper, you will use primary and secondary sources to construct a believable life story of a fictional person who lived during the time period to which you are assigned, and analyze how gender and other social roles would have affected that person’s life. In the second paper, you will examine a feature film used in class. We frequently see movie reviews in periodicals, on television, and online; however, your reviews will consist of more than a summary or comments on the writing style, design, acting, scenery, costumes, etc. Your aim here is to evaluate the film’s historical accuracy and the degree to which it is useful and illustrative for learning and teaching.

For each review, you are expected to use outside sources as support for your arguments (our class readings, books, journal articles (print or online), scholarly-grade websites, etc.). Please avoid citing commercial sites like the Internet Movie Data Base or Amazon.com. Instead, you should look up scholarly articles and reviews in academic journals (available on books, films, and sometimes on websites or articles). You can use these for information or as a model – but, you must provide a full citation (and a bibliographic listing) for each review used in your analysis.

To support these assignments, we will have a **LIBRARY SESSION** on **Thursday 1 February**. We will meet with a librarian in the computer lab of Cayan Library at our regular class time. There, s/he will introduce the variety of tools available at the library that you can use to investigate themes in American Women’s History, whether in films or in their presentation in scholarly and popular publications. **USE THIS TIME** to explore your options, to ask questions, and to learn the mechanics of looking up information from various media. We will also continue these discussions in class, especially the pros and cons of using books, articles, websites, and other sources, documentation methods, etc.

***Optional* Writing Assignment (extra credit worth up to 50 points toward your final grade [paper grade/2]):**

You have the option of “testing the waters” soon after the class begins; I encourage you to do so, and will award extra credit for the effort. This writing assignment can accomplish several goals: it will give you an idea of how I grade prepared writing assignments, it will give me an idea of how you write, and it will allow us to test Turnitin.com. For this writing assignment, you are limited to the sources listed below, and must cite them in your essay and in a Works Cited list. Please **DO NOT** research or use additional sources.

Topic: Following our discussion of initial colonization of the Americas and viewing the A&E biography about the “real” Pocahontas, read “Doña Marina’s Story” [handout]. Using these materials and our class readings to date, answer these questions as best you can:

- 1) What role(s) did Native American women play in the European colonization of the Americas?
- 2) Can you identify problems or objections people had (at the time) or have now (as scholars or commentators) to these women’s works of “translation”?
- 3) What kind of evidence do historians use to talk about Pocahontas’ actions? Do different sources or interpretations change our understanding of her? What kind of materials are available about Doña Marina? What kind of interpretations are there?

Approximate length: 1-2 double-spaced pages (300-600 words).

Due: **Thursday 23 January**

In-Class Presentation Summary and Life Story/My Obituary Paper (3 separate written assignments):

As stated above, small groups of students will be assigned a group presentation on the readings assigned on various days from week 4 through week 15. Along with the subject of your group presentation, the subject of your Individual Summary of the group presentation and your Life Story paper will be determined by which date and which chapter(s) you select.

Individual Summary of Group Presentation (max. 100 points toward your final grade):

You must write a brief summary of your group’s presentation (what you aimed to present, how well you think you achieved your goals, reactions from the class, etc.) and your own point of view on the subjects covered. This is your opportunity to express some individuality. You should include several specific citations from our assigned readings to explain and support your points. You can add additional information from other sources, to the extent that you’ve found them. Comment on the progress of your research and the construction of your hypothetical “life story” — how is it going? What interests you? What do you still need to find?

Approximate length: 1-2 double-spaced pages (300-600 words).

Due: **One week after your group's presentation (earlier is fine).**

Life Story Description and Annotated Bibliography (max 100 points toward your final grade):

Prior to signing up for a presentation on **23 January**, you should spend a little time looking through the textbooks trying to identify issues or events in the period that this class covers (1500-2006) that particularly interest you. However, you will sign up for the presentations on a “first come, first serve” basis, and must choose a research topic that relates to the material you will present.

As the semester progresses, you should look for a facet of the subjects covered in your group's assigned reading that you would like to investigate further. You will write a 1-2 paragraph **summary of the life story you will describe in retrospect**, clearly explaining who that person is and how s/he relates to the readings that you will be presenting (note: you can alter details subsequently, if your research yields different options or information). This summary must be accompanied by an **annotated bibliography**—this means that you give a full, bibliographic listing for each source you have found that gives you information necessary to construct this life story, followed by a brief (1-2 sentences) description of the source. Your annotated bibliography must include:

- A minimum of: either **two** articles from scholarly journals, or **one** article from a scholarly journal plus **one** book-length study (if you have used ILL to obtain the materials and have not yet received them, indicate this and write down your best guess as to their content in your annotations)
- A minimum of **one** and a maximum of **three** websites.
- At least **one** reference to a primary source (we'll discuss what these are in class).
- References to the selection(s) from at least one of our class textbooks that is (are) relevant to your Life Story.

Due: **Tuesday 20 February**

Note: for the final version of your paper, I will not count as rigidly the number of each kind of source—but remember, your goal is to have a variety and a good distribution of types of resources.

Life Story/My Obituary Paper: A Detailed Life Story in Retrospect (max. 200 points toward your final grade):

In this paper, your goal is to construct a believable, detailed life story of a person who could have lived during the time period to which you have been assigned. Your person can be female or male, rich, middle-class, or poor, and of any race, class, and/or national origin, as long as s/he winds up in the Americas during your time period. Your person can also survive beyond a decade or two, as long as key events in that person's life occur during your assigned time period (e.g. a woman who died in 1975, but worked as a “riveter” in a weapons factory during WWII; or a Mexican peasant who died in 2000 and was one of the last surviving people who came of age during the Mexican Revolution) and are described in detail. In this obituary, describe who this person was, what the different stages of his/her life were like, and what historical events and gender roles of his/her time meant to him/her. This is a chance to be creative!

You will follow your life story with an analysis section, discussing how typical or atypical your character would have been, and what information from historical sources shows that your life history is plausible. In conclusion, comment on how focusing on this life story taught you about the era you specialized in and added to your understanding of gender and social roles in American history. A more detailed grading rubric will be distributed for this paper further on in the semester.

NOTE: The person you create **MUST BE FICTIONAL**; you cannot use a real person's life (not even a really obscure one!) as the narrative for your paper. For example: your paper should not be a fictionalized life story of Ida B. Wells-Barnett, but you could create another black woman who was born in the antebellum South, came of age during the late 1800s, and became involved in the anti-lynching and suffrage movements, working with Wells-Barnett and other activists. Papers found to be based on one real person's life will receive a zero grade.

We are familiar with brief summations of people's lives that appear in local newspapers — but this paper should be much more extensive than that. A good model for level of detail (though not for documentation — expectations are higher for you) is the annual “Lives they Lived” edition of the *New York Times Magazine*, available on the Proquest Database (for starters, see issues from 25 Dec. 2005 and 31 Dec. 2006; earlier editions are also available).

It may seem odd to use parenthetical references or footnotes in the middle of a description of a person's life, but in **both** sections of the paper, you **MUST** use some sort of in-text citations to demonstrate where your information comes from. For example, if Susie the Solderer worked at a factory in Milwaukee where airplane propellers were manufactured, that sentence or section should be followed with a reference to the source that told you such factories existed. If you learn that only about ten percent of African-Americans in Georgia in the late 1800s owned land, and the experiences of your character derive from being among that ten percent, indicate where that information came from when you use it in your writing.

Approx. length: 5-8 double-spaced pages (1500-2400 words).

Due: **Tuesday 17 April.**

Film Review Paper (100 points towards your final grade):

As stated above, we will watch four feature films in this class. I have selected them because they provide images that complement our readings and discussions — so pay attention! I will distribute a movie guide on the same day that we watch each film. When possible, I will put copies of the films on reserve in the library (you must watch the films in the viewing rooms at the library). These feature films all claim to be ‘reality-based.’ Based on a comparison with available sources, how accurate is each film, in your opinion? And, how good is each film for learning about the historical issue at hand, and the history of women and gender issues in the Americas in general?

You have the option of writing a critical, scholarly review of one of the films. This means that the review should consist of more than comments on the acting, scenery, costumes, writing style, etc. I have seen the films before, and do not need to read an extended summary of the events of the film. Your aim here is to evaluate the historical accuracy of the movie and the degree to which the movie is useful and illustrative to learn about historical issues.

Follow these guidelines as you write your paper:

- Your **introduction** should include:
 - Basic information about the film and its setting: you don’t have to list all the characters (I’m even less concerned with the names of the actors who played them); nor do you have to summarize the whole film. Instead, explain the context— where, when, and why are these events taking place? To what larger historical issues do they relate? E.g. for *Heartland*, explain when the Homestead Act was passed and modified, how that affected migration to the Wyoming area, etc.
 - Then, clearly introduce the issue or issues that you are going to analyze in your paper. Using *Heartland* again — citing available online sources, you could compare Eleanor Pruitt Stuart’s experience to other homesteaders’ experiences, and evaluate how typical it was for a woman to be involved in such activities.
- **Body**: Make comparisons of the details you have selected and the information you have found to gauge how well the film portrays the historical issue(s) at hand. This can include:
 - Identifying portrayals of characters and events that are accurate, matching the historical record closely.
 - Identifying places in the film where facts, events, or characters were combined or dispensed with, often to make for a better story line. How do you know this has happened?
 - Identifying whether the movie have a clear point of view or bias about the events described. How much does that matter for the history lesson it is trying to impart? For example, *Heartland* covers the experience of European-American homesteaders, but completely ignores the experiences of Native Americans — why? Can we learn about this period by watching the film, despite its omissions?
- Finally, **conclude**: is this film a good way to learn about the historical issue(s) you have identified? Why/why not? Would you recommend additional (or alternate) materials to learn about the historical issue(s)?

To write this paper, you MUST do some research: to evaluate the film as a useful piece for learning or considering history, you MUST compare the film to other sources. Primary or secondary sources relating to the historical issues in the films are best. On each film guide, I will list the relevant sections of our class textbooks and some high-quality resources (materials placed on reserve, available on our databases, or online). You MUST cite one of our textbooks at least once, and cite at least one additional source listed on the film guide, using in-text citations and a Works Cited list to demonstrate how they prove your points. Any film review submitted without proper documentation will receive no higher grade than a D; and any film review based solely on commercial or non-academic sources (e.g. popular press film reviews, RottenTomatoes.com, private internet postings of film reviews) will not receive credit. Remember, I want you to analyze the portrayal of history, not just the film’s story or “style.” You may, of course, use more than two of the sources listed on the film guide, and/or incorporate additional sources — just keep the quality of your sources in mind as you research and write the review.

Approximate length: 3-4 double-spaced pages (900-1200 words).

Due: This is, in one sense, up to you. The review of each movie is due about two weeks after we watch the movie in class (on **13 Feb., 13 Mar., 10 Apr. or 24 Apr.**).

Optional extra credit: if you prefer earning points by writing papers, and/or really enjoy more than one film, you may write a second review for extra credit (max. 100 points added to your final grade), to be submitted on the last day of class **ONLY (Thursday 26 April)**. However, one review **MUST** have been submitted on time in order to receive extra credit for a second.

Note: we will also use several shorter documentary films and film clips in class. You do not have to write reviews of these films, but pay attention — you will be tested on their content, and their information could come in handy for your papers and the final exam!

EXTRA CREDIT ASSIGNMENTS (max. 100 points toward your final grade):

I will announce opportunities to earn extra credit points toward your final grade. Writing an extra film review earns you that grade added to your points total (a maximum of 100 points). Other activities may include attending an on-campus or community event or watching a documentary, and writing a short commentary relating the contents to our class; these will be given 0-50 points based on their quality. A maximum of 100 extra credit points can be applied to your final grade.

COURSE SCHEDULE: READINGS, EXAM DATES, DUE DATES

Online readings may be added as the semester progresses: these will be announced, and you can check the class website for details.

WEEK	DATE	READING	IN CLASS ACTIVITIES AND ASSIGNMENTS DUE
1	16 Jan.	None yet!	Introductions and syllabus review.
	18. Jan.	Before Columbus, Dealing With Columbus Socolow, 16-51 Collins, 1-6	A&E/Biography, “Pocahontas: The Real Story”
2	23 Jan.	Europeans in the Americas Socolow, 5-15 and 52-59 Collins, 6-22	<i>Optional extra-credit piece on Malintzin and Pocahontas due to Turnitin.com by 11:59pm</i>
	25 Jan.	Women in New England Collins, 23-46 Socolow, 60-77 and 147-164	FILM: THE CRUCIBLE * Remember, Monday 29 January is the last day to add or drop a course without academic record. * * W grade begins Tuesday 30 January. *
3	30 Jan.	Daily Life in the Colonies, I Collins, 47-66 Socolow 78-111	FILM QUIZ: THE CRUCIBLE
	1 Feb.	LIBRARY SESSION	Meet librarian at the computer lab of Cayan library for an introduction to library facilities and research methods. This workshop has been designed to help you research and develop the TOPICS for your MY OBITUARY and FILM REVIEW papers.
4	6 Feb.	More Latin American Comparisons Socolow, 112-146	<i>Note: We will use concepts from Dore’s “One Step Forward” chapter (3-32) over the next few classes — you are not required to read the whole chapter, but may want to skim it over the next few days.</i>
	8 Feb.	Women, Revolution, and U.S. Independence—What were their contributions? Their benefits? Collins, 66-84 Socolow, 165-177 Earle (in Dore and Moluneux, eds., henceforth DM), 127-146	
5	13 Feb.	“Separate Spheres” Before the Civil War—Social Norms and their effects on women Collins, 85-139 Rodríguez S. (DM), 85-107	FILM REVIEW FOR THE CRUCIBLE DUE
	15 Feb.	African American Women in the 19 th Century Collins, 140-160 Chaves (DM), 108-126	
6	20 Feb.	U. S. Women and Abolition Collins, 161-187	LIFE STORY/MY OBITUARY PAPER TOPIC AND ANNOTATED BIBLIOGRAPHY DUE <i>Study guide for midterm distributed today.</i> <i>Midterm review.</i>
	22 Feb.	The US Civil War Collins, 188-207	
7	27 Feb.	Women Go West, and other ‘Revolutionary’ Shifts Collins 208-237 Dore (DM), 147-171	FILM: HEARTLAND (there will be about 25 minutes for discussion and additional midterm questions) Note: includes questions about HEARTLAND
	1 Mar.	MIDTERM EXAM	

8	6 and 8 Mar.	SPRING BREAK!	No class — relax!
9	13 Mar. 15 Mar.	The Gilded Age and Reform Collins 238-257 Guy (DM), 172-193 Immigration (some of it) and Changes in Women's Lives Collins, 258-278	FILM REVIEW FOR HEARTLAND DUE
10	20 Mar. 22 Mar.	The "New" Woman Collins, 279-302 Suffrage, Temperance, and other Progressive Reforms, North and South Collins, 304-326 Gotkowitz (DM), 215-237	<i>Note: We will use concepts from Molyneux's "Twentieth-Century" chapter (33-81) over the next few classes — you are not required to read the whole chapter, but may want to skim it over the next few days</i>
11	27 Mar. 29 Mar.	How Effective Were Turn-of-the-century Social Changes? You decide. Begin Collins, 327-349 The 1920s, North and South Collins, 327-349	FILM: THE COLOR PURPLE FILM QUIZ: THE COLOR PURPLE <i>* Remember: Friday, 30 Mar. is the last day to officially withdraw (W Grade) from courses.*</i>
12	3 Apr. 5 Apr.	The Great Depression Collins, 350-370 Vaughan (DM), 194-214 Women and World War II Collins, 371-396 Roseblatt (DM), 262-290	
13	10 Apr. 12 Apr.	Women in the 1950s — Consumer Goods, Civil Rights, or both? Collins, 397-420 Varley (DM), 238-261 The 1960s — How Personal is the Political, and Vice-Versa? Collins, 421-442 Readings on Latin America TBA	FILM REVIEW DUE: THE COLOR PURPLE FILM: SALT OF THE EARTH FILM QUIZ: SALT OF THE EARTH
14	17 Apr. 19. Apr.	Continue discussing 1960s The 1970s and Beyond—To Keep Changing and How? Collins, 443-452 Fisher (DM), 322-345	LIFE STORY/MY OBITUARY PAPER DUE
15	24 Apr.	Women, Politics, and Society from the 1980s into the Millennium For the USA, we will select from: Vivyan C. Adair, "Branded with Infamy: Inscriptions of Poverty and Class in the United States," <i>Signs</i> , Vol. 27, No. 2. (Winter, 2002), pp. 451-471 [J-STOR]. Cynthia Nantais and Martha F. Lee, "Women in the United States Military: Protectors or Protected? The Case of Prisoner of War Melissa Rathbun-Nealy," <i>The Journal of Gender Studies</i> , Vol. 8, No. 2 (Jun. 1999), 181-191 [Proquest].	JOURNALS DUE FILM REVIEW DUE: SALT OF THE EARTH <i>Final study guide distributed.</i>

	24 Apr. cont.	Nancy Fraser, "Sex, Lies, and the Public Sphere: Some Reflections on the Confirmation of Clarence Thomas," <i>Critical Inquiry</i> , Vol. 18, No. 3. (Spring, 1992), pp. 595-612 [J-STOR]. For Latin America we will select from: Molyneux (DM), 291-321; Macaulay (DM), 346-367 Final discussions.	
	26 Apr.		<i>Final exam review</i> Extra credit film review due today only.
Finals	30 Apr- 4 May	Date to be announced (place: Donovan G152)	FINAL EXAM