

US Women's History
Spring 2009
BHSEC
Professor Katina Manko

Class time/location: Monday/Tuesday/Thursday 10:50-11:40 Rm. 413
Monday/Tuesday/Thursday 1:35-2:25 Rm. 504
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Office: 408

COURSE DESCRIPTION:

This 3-credit college course examines the relationship between the roots and issues in US Women's History from the era of the American Revolution to second wave feminism of the 1970s. Through readings, discussions, and film, students will focus on the most important intellectual and ideological influences and social movements that have structured women's lives, and spurred and supported the fight for (and against) women's rights. Readings explore the ways in which women have approached power dynamics within American culture and the problems of differences and inequalities based on race, ethnicity and class among women fighting for equality in an unequal society.

BOOK LIST:

- Laurel Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary: 1785-1812* (NY: Vintage Books, 1990)
Harriet Jacobs, *Incidents in the Life of a Slave Girl* (unabridged) (NY: Dover Thrift, 2001).
Nancy Walker, ed., *Women's Magazines 1940-1960: Gender Roles and the Popular Press* (NY: Bedford St. Martins, 1998).
Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era* (NY: Basic Books, 1988.)
Ruth Rosen, *The World Split Open: How the Modern Women's Movement Changed America* (Viking: 2000).
Anne Moody, *Coming of Age in Mississippi* (NY: Delta, 2004)

Additional articles, chapter excerpts and documents will be handed out in class.

GRADING POLICY

Grades will be based on the following:

- Active and informed classroom participation and discussion (20%)
- 2, 5-7 page thematic papers based on class readings (20% each)
- Short, in-class document response/analysis (10%)
- Research Paper (30%)

COURSE REQUIREMENTS

Student Etiquette:

Attendance is compulsory because it is the only way to participate in active and engaged discussion, which will help your understanding of materials. Missing classes or arriving late is a sure way to achieve a sense of frustration, confusion, and low grades. Excused absences must be documented. If you are absent on the day of an exam or quiz, it must be documented in order to take a make-up.

eChalk

This syllabus, readings, assignments and other useful information will be posted throughout the semester on the course site on eChalk. You do not need to login to the site – it is available to the public.

Examinations and Papers

Communicating clearly through writing is both an important part of the study of history and a vital skill for all students. Papers are due on the day specified. I will consider granting an extension only if you speak with me at least 24 hours before the deadline, and then for no more than one week after the original deadline. Late papers (unapproved extensions) will lose one letter grade for every day that they are late. Late assignments in case of illness or family emergency will be excused if accompanied by a doctor's note or a note from the Dean of Students. It is the student's responsibility to inform me in such an event.

POLICY ON ACADEMIC INTEGRITY

Students are expected to read and understand Bard High School Early College's academic integrity policy, which can be found in the College Catalog. Students in the BHSEC community are expected to be honest and forthright in their academic endeavors. Violations of the policy will be sanctioned.

Turn-it-In. Students are required to submit their papers and take-home exam essays electronically to me as email attachments. I reserve the right to upload these essays to Turn-it-In, the internet system that scans for plagiarism. In order to ensure fairness, if I determine that one paper is suspicious, I will submit ALL papers to Turn-it-In. I will do my best to instruct you about proper quotation and citation techniques to avoid unintentional plagiarism, but it is your responsibility to uphold academic honesty. Ask if you are unsure about citing quotations or ideas.

Students may NOT cite Wikipedia (ever!) Now that you're in college, doesn't it seem immature to cite the Encyclopedia Britannica? Then why cite Wikipedia? Furthermore, Wikipedia's founder admits that it's an unreliable source.

Wikipedia's Chief: Don't Quote Us (BusinessWeek Online, December 14, 2005)

[From an interview with Jimmy Wales, Founder and President of Wikimedia]

“Do you think students and researchers should cite Wikipedia?”

No, I don't think people should cite it, and I don't think people should cite Britannica, either -- the error rate isn't very good. People shouldn't be citing encyclopedias in the first place. Wikipedia and other encyclopedias should be solid enough to give good, solid background information to inform your studies for a deeper level. And really, it's more reliable to read Wikipedia for background than to read random Web pages on the Internet.