

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Arts and Humanities**  
**Course Number: HIST213**  
**History of Women in the United States**  
**Credit Hours: 3**  
**Length of Course: 8-Weeks**  
**Prerequisite: None**

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### Instructor Information

### Course Description (Catalog)

An examination of the diverse experiences of different groups of women from the colonial era through the present. Three main themes are developed: the impact of race and class on women's lives, changes and continuity in the division of labor on the basis of gender, and the shifting definition of the family. Emphasis is on the relationship between ideals and realities in women's lives and alterations in their status within the family and society at large. [3 Semester Hours]

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### Course Scope

HIST213, Women in America, is dedicated to teasing out the common threads that link women and family life from the past with the present. Through this course students will begin to understand the vast changes in the status of American women throughout American history. Additionally they will learn how these shifts occurred and will see the continuity between past and present. Students will also learn how history is made, in two senses, by exploring the lives of women who--individually and collectively--shaped their own worlds and provided the foundations of ours. Students will also discover how historians approach the past, constantly refining their research methods to better comprehend and appreciate the ties and ruptures between past and present. The course emphasizes the diverse experiences of ordinary people--Native Americans and immigrants, slaves and free blacks, indentured servants and pioneer families--as it examines changes through the generations in both the ideas and the reality of American history.

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## Course Objectives

After successfully completing HIST 213, you should be able to:

- CO-1-describe the contributions of generations of women to U.S. history
- CO-2-explain the influence of race, class, and region on women's life experiences
- CO-3-compare and contrast changes and continuities in the popular images of women and families from the colonial era to the present
- CO-4-outline how women have exercised direct and indirect power in American society
- CO-5-demonstrate an ability to interpret primary documents and secondary sources and incorporate them in your assignments
- CO-6-demonstrate critical reading and thinking skills by evaluating historical interpretations of an event, a group of documents, or an historical period

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## Course Delivery Method

This course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and Forums.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

All written assignments are due by the last day of each week and are posted in your student folder and associated with the assignment. Do not copy and paste any written assignment into the assignment section. **Instructors at APUS do not search through student folders to find the assignments.** All Forum postings occur in the forums and specific due dates are in the Course Outline section of this syllabus. Do not place your discussion board answers in your student folder. Your instructor will only grade the forum postings from the Forums.

**All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments 1 week late are deducted 25% of the grade. Two weeks results in a deduction of 50%. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergency situations.**

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## Course Materials

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### Required Text

Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History with Documents*, 2d ed.

Web based readings for this class are located in the course under the tab "Resources" section of this class.

**IMPORTANT NOTE:** The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote / endnote attribution. **Do not use parenthetical (APA / MLA) variations. Students in History and Military History classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

### Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf)). **NOTE - The classroom only supports .doc, .docx, and .rtf files.**

Adobe Reader -- Go to <http://www.adobe.com/products/acrobat/readstep2.html> to download the latest version. This download is free.

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## Evaluation Procedures

Your final grade for this course based on the following grading instruments:

**Forum Postings** are a critical component of all History and Military History classes. Studies indicate that students who participate in discussion boards increase their retention on the particular subjects by over 40 percent compared to only reading the text. The requirements for your discussion board postings revolve around you answering question(s) posted in the forum by your instructor with a substantial posting of 250 – 300 words (minimum). During each forum, your instructor will reply back to one of your postings, either your primary answer to the question or a comment that you made to another student and you will be required to answer this question. Your grade on the forum posting therefore includes your initial answer and replying to your instructor's question. While composing your answer, use proper English. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word processing program and after you check it for grammar and spelling, copy it into the forum posting.

**Forum Participation** is key to helping you gain a greater comprehension of the topics. As such, you must read at least three postings by your fellow students and respond to them with a substantial posting of 125 to 150 words. If you have a question for another student in your response, you will note the question at the bottom of your posting separated by at least one line so that he/she can clearly see your question. It is your responsibility to check for comments made back to you by your classmates and answer any of their questions. Your grade on forum participation is from your comments to other students and the answers you provide to any questions that they have of you. You are also required to answer any questions the instructor may ask as well. As in the Forum Posting, English is important and your writing must be clear and free of errors.

A **Research Proposal Paper** is the beginning of the writing of your research paper. It is essential that you identify a topic early in the course that interests you and write a thesis statement, begin initial research for sources, and draft an outline. **You must submit this proposal to the instructor by the end of Week Four of the class for approval.** Without approval, you cannot begin writing your research paper and you cannot wait until the week before the Research Paper is due to submit the proposal, therefore it is essential that you submit it during week four. **Sample paper topics and an example of the format for the paper proposal are located in the Course Materials section of the classroom.**

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An **Internet Research Assignment** allows you, early in the course, to demonstrate your research skills to your instructor and to receive feedback that will benefit you when you write your research paper. With this assignment, you will learn how to do proper and adequate research online by finding five scholarly websites and providing an annotation for each. Discuss what is useful about the website, what is not, how it can be used in an academic setting, and the audience for whom the website is geared. As with all assignments, online encyclopedias such as Wikipedia or Encarta are not allowed. Your websites and your annotations will be posted in the forum for your fellow students to comment on.

A **Research Paper**, by its very design, will test your ability to construct a well-written paper that shows your comprehension of the topic through analysis of various resources. For many students, writing a research paper can be one of the most intimidating assignments that they will face in a class. In reality, a research paper is only a series of tasks using several intellectual skills. Once you understand this assignment not as a large paper that requires weeks of research and writing, but a series of skills, the easier the paper will be to write. As addressed earlier, the initial step in writing the paper is choosing the topic, the second is choosing a bibliography (your sources), and the third step is creating an outline. You will complete all three of these steps in the Research Proposal Paper, which you should view as a work in progress. The next steps include gathering information from your sources to assist you in writing the paper, keeping notes of your sources, and writing a rough draft. As you write the rough draft, if you use any of the information from your sources word-for-word you must cite the source. If you read the information and write it in your own words and it is not common knowledge, then you must cite the source because you are paraphrasing someone's information. After you complete your rough draft, you need to read it again and revise the paper into your final draft. Once you have the final draft complete, proofread the paper and submit it to your instructor. The research paper must have a minimum of a 5-7 body and include a cover page with your name, course number and title (HIST101 – American History to 1877), instructor's name, and date. You must also include a bibliography at the end of your paper. The length requirement does not include your cover page or bibliography.

**Quizzes and Exams** are both assessment tools that APUS uses. The exams in this course are open book, meaning you do not have to have everything memorized. However, prior to taking any quiz or exam, you need to study for the test by concentrating on the important points covered in the class, combine information from different sources if needed, organize your materials for yourself so that when you are ready to study that you have all your materials together, and spread your study sessions over several periods (do not try to study for the test just hours before you take it). While taking the test, if it is a short answer or essay test, use standard English when composing your answers. If it is a multiple choice, true / false, or fill-in-the-blank question, then read the question very carefully and select the best answer.

The assignment / course breakdown is as listed below --- it looks more complicated than it really is and gives you multiple chances to earn points, not just a few all or nothing assignments.

<b>Grade Instruments:</b>	<b>% Final Grade</b>
Research Proposal (topic, thesis statement, sources, outline)	5 %
Internet Paper/Writing Assignment	10 %
Mid-Term Exam	15.00%
Forum Responses	25.00%
Comments on Fellow Student Forum Answers	10.00%
Research Paper	15.00%
Final Exam	20 %
<b>TOTAL</b>	<b>100%</b>

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### Grading Scale

Please see the [Student Handbook](#) (click here) to reference the University's [grading scale](#)

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**Course Outline**

<u>Week</u>	<u>Topic(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Discussion Boards</u>
1	America in the World, to 1650  Colonial Worlds, 1607-1750	Read the syllabus and review the folders in Course Materials section  <i>Through Women's Eyes</i> (TWE), Chaps. 1-2 (skim)	Post to the virtual introduction board – this will NOT count toward participation.
2	Mothers and Daughters of the Revolution, 1750-1800  Pedestal, Loom, and Auction Block, 1800-1860	TWE, Chaps. 3-4	Week 2 Forum by Friday at midnight and Response to other students by Sunday at midnight
3	Shifting Boundaries: Expansion, Reform, and Civil War, 1840-1865  Constructing Women's Lives North and South, 1865-1900	TWE, Chaps. 5-6	Response to instructor's follow up question for the Week 2 Forum by Sunday at midnight
4	ASSIGNMENTS DUE	As required for assignments due	Mid-Term Exam due Sunday night  Research Paper Proposal due Sunday night
5	Women in an Expanding Nation: Consolidation of the West, Mass Immigration, and the Crisis of the 1890s  Power and Politics: Women in the Progressive Era, 1900-1920	TWE, Chaps. 7-8	Week 5 Forum by Friday at midnight and Response to other students by Sunday at midnight
6	Change and Continuity: Women in Prosperity, Depression, and War, 1920-1945  Beyond the Feminine Mystique: Women's Lives, 1945-1965	TWE, Chaps. 9-10	Response to instructor's follow up question for the Week 5 Forum by Sunday at midnight  Internet Paper due Sunday night

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7	Modern Feminism and American Society, 1965--1980  U.S. Women in a Global Age, 1980-Present	TWE, Chaps. 11-12	Week 7 Forum by Friday at midnight and Response to other students by Sunday at midnight  Research Paper due Sunday at midnight
8	FINAL WEEK  As Required for Completion of Final Exam		Response to instructor's follow up questions for Week 7 forum by Sunday at midnight  Final Exam Due by Sunday evening.

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**Policies**

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)

**WRITING EXPECTATIONS**

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below. The APUS writing rubric, a breakdown of how all writing assignments will be graded in this course, is located in the Course Materials section of the classroom, and it is strongly suggested that you review the rubric before turning in any written assignments.

Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor). Arial or Times New Roman styles 11 or 12-point font. Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

**CITATION AND REFERENCE STYLE**

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

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## LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. **Please review the Course Assignment Policy within the Course Materials section of the classroom for more information.**

## DISABILITY ACCOMMODATIONS

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged email [registrar@apus.edu](mailto:registrar@apus.edu) to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section,
- identify the disability to the staff and/or faculty of the university,

provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional, and

- request specific accommodations or services.

## NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal

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papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emojicons” to help alert your readers: ;-), :), ☺

## DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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## Academic Services

### ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.  
**Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

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## Selected Bibliography

A list of recommended additional readings is in the Course Materials section of the classroom.

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