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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST 653
History of Women in America

3 Credit Hours
16 weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Course Description

This course is a study of the historical experience of women in America from the colonial period through modern times. Topics include the evolution of women's work, education, legal and political status, religious experience and sex roles as well as age, class, race, sexual preference and region as significant variables in women's experience.

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Course Scope

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This course covers women's history and experiences from early European settlement through the twentieth century in the United States. Students will focus on the significant concepts and events in women's history and their impact on American History. Students will explore women's changing patterns of family life, paid and unpaid work, political and social involvement, their sphere of influence, reproduction history, and attempts to change the shape of their world. The course will show the wide range of women's experiences--experiences that are affected by class, race, ethnicity, religion, location, age, and by each woman's individual circumstances. It is essential to understand the development of the status and role of women in America in order to fully appreciate United States history. This is a reading and writing intensive course.

Course Objectives

Upon completion of HIST 653, the student will be able to:

- Discern and assess the causes, consequences, and phases of women's involvement in American History. (LO 1)
- Outline and account for the evolution of the role of women in the American economic system. (LO 2)
- Explain the central events and issues concerning women in the American political sphere. (LO 3)
- Summarize the evolution of women in American society and public life. (LO 4)
- Assess the major actors in the evolution of women in American society and culture, in the economy, in government, in legislative changes, and in the reform movements. (LO 5)

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (located in Resources) and access to the online learning management system (Sakai) will be made available to each student. Online assignments are due by Friday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums) and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

Course Materials

REQUIRED TEXTS

- Berkin, Carol. *First Generations: Women in Colonial America*. New York: Hill and Wang, 1997. ISBN 9780809016068.
- Berkin, Carol. *Revolutionary Mothers: Women in the Struggle for America's Independence*. New York: Vintage, 2005. ISBN 1-4000-7532-7. This book is also available in the Online Library.
- Lunardini, Christine. *From Equal Suffrage to Equal Rights: Alice Paul and the National Woman's Party, 1910-1928*. San Jose: toExcel, 2000. ISBN 0-595-00055-X.
- Perdue, Theda. *Cherokee Women: Gender and Culture Change, 1700-1835*. Lincoln: University of Nebraska Press, 1999. ISBN 978-0-8032-8760-0. This book is also available in the Online Library.
- Yellin, Emily. *Our Mothers' War: American Women at Home and at the Front during World War II*. New York: Free Press, 2005. ISBN 0-7432-4516-4.

HIGHLY RECOMMENDED (For All History Majors)

Turabian, Kate L. *Manual for Writers of Term Papers*. 8th ed. Chicago: University of Chicago Press, 2013. Purchase optional but highly recommended.

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Additional Required Readings: In Resources or provided by the Instructor.

For those students who want a general textbook giving an overview of women's history in the United States, see for instance:

Evans, Sara M. *Born for Liberty*. New York: Free Press, 1997.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. **Citations will follow traditional footnote attribution. Do not use endnotes, parenthetical notes, MLA, or APA.** Make sure that your Microsoft Word is not set to create an extra line between paragraphs. This is not in accordance with the *Chicago Style Manual*. Also, make sure that Word creates one space after punctuation, which Chicago requires. Ensure that you change the preferences in Word before you turn in a written assignment. Historians use the Chicago bibliography style (not the reference style).

Copyright and Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Websites: In addition to the required course texts some websites might be useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note that web site addresses are subject to change.

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Evaluation Procedures

Forum Discussions: Each forum requires answers to questions listed in the forum. Use this opportunity to express critical analysis and deeply engage the course material. Adhere closely to the requirements in the Graduate Forum Grading Rubric found in Resources. Students will respond to [all](#) the questions in each forum, and to at least two fellow students. Each post must adhere to Chicago and include footnotes. These forum discussions are preparation for you to participate in professional online discussion forums.

- WEEK 1 of the module: No later than Friday, midnight EST, submit the initial posting of no less than 350 words to the required set of questions (all of them) in the forum area for your classmates to read.
- WEEK 2 of the module: By Friday, midnight EST, submit at least two responses of at least 250 words each to two different students.

For the forum discussions only, a bibliography is not necessary. Classroom discussion work must be posted to the forum during the module in which it is assigned. Classroom discussions will not be accepted through email. Postings unrelated to the module's discussion, as well as late postings, do not count as participation for grading purposes. There can be no extensions for forum postings because they are the equivalent of attending a face-to-face class. Part of the forum participation will include incorporating what students have learned from the discussions and reviews on the H-Net network they have joined. The first module every student will join an [H-Net discussion network](#). It can take time for an application to be approved, but the logs are public and all students should start reading them as from the first week.

Module 1 is different. You do not have to respond to anyone. You absolutely must post with at least 250 words by Sunday midnight of the first week in which, in one message, you respond to parts one through four. This is required, and is graded, to complete your registration as per Department of Education (DOE) regulations.

Analysis Essays: Each student is required to write two analysis essays on any two books or documents, not required reading, from the Course Bibliography found in Resources. They are each to be 1300 to 1400 words, and will be

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posted in the designated forum. The literature listed in the Course Bibliography is foundational to this field of study and is easily available. The essays comprise a short summary of the book (not more than two paragraphs), a historiographical analysis, and an explanation why this book or document is important for the study of the history of women in America. Remember that if the books you choose are sources for your research paper, then you can also use them in the literature review. If the book or document is too old for a proper historiographical analysis, or if such an analysis is not pertinent, then skip that part. Due Sunday midnight Weeks 4 and 8. You must use a minimum of 5 quality academic sources for each essay. These sources can be academic book reviews, literature reviews, or journal articles.

Journalist for a Day: By the last day of each module, you will post two paragraphs or so reporting on a person or event that lived or happened during the time frame of the module. Make sure it relates to the study of the history of women in America. This is intended to be a creative, fun exercise that will help us all learn more. Remember that journalists answer who, what, when, where, and why. Try to think out of the box about what you report on. This exercise is required, but graded in the breach. In other words, if you do not do it, points will be deducted from your module grade.

Research Proposal and Literature Review: The total essay, excluding, of course, front and back matter, will be 8-10 pages, and will comprise two parts. The research proposal is the first part. Include introductory remarks. State and explain your research problem or thesis. Provide the academic frame of reference for your research. What is its significance for the field? Where is it situated in the literature? Include a working bibliography that adheres to Chicago. This section does not have to be long; 2 pages suffice for the research proposal section.

The second part of this essay is the literature review on a subfield related to women in America related to your paper. The literature can include books, journal articles, websites, and other pertinent documents. For the review, you must use at least four academic secondary books or journal articles that are foundational to the subfield of your research paper. You will probably use considerably more. The literature review does not necessarily include material that you will use to argue your thesis. This is a historiography essay. Stand-alone literature reviews can be found in journals such as those recommended in the course bibliography. There are also samples in Resources. Remember that even if you review only four books or articles, you must still adhere to the graduate grading rubric for research and have a minimum of ten quality sources, that is at least six more (sources can be used for other essays). The research paper will include a summary of the literature review. Due Sunday midnight Week 12. Upload it in Assignments.

A literature review analyzes the foundational and most important published research and theories in the subfield in which you are working. It allows you, in the research paper, to situate your research in the context of existing knowledge. Are you building on a study or theory? To find the most important work on a theme, citation databases are often used. If you do not have access to one, Google Scholar can be used. Literature reviews are on secondary and tertiary source material, not on primary source documents. Yours will be solely on secondary source documents.

Research Paper (or family history research paper): Write a 15-20-page research paper. Your paper will be a review of the literature (summarized from your previous essay) and a critical analysis of your findings. It will focus on at least one primary source document. The topic is not assigned; it must simply analyze a research problem related to the study of women in American History and focus on at least one primary source document. If you write a family history research paper, your primary source data will probably be oral interviews that you help create (field research). Note that your research topic cannot extend beyond the year 2000. Due Sunday midnight Week 16. Upload it in Assignments. This essay must have at least 15 quality academic sources. Think journal articles, especially from Jstor.

Engaging in a family history research paper is encouraged. It will still include a review of the literature and critical analysis of your synthesized findings. In other words, your family history will be used to support or disprove theories and analyses in the literature. If you are going to interview anyone for your paper, ensure that you start early enough to receive permission from the [Institutional Review Board](#). Attach a copy of the permission to the paper.

All essays should be double-spaced pages, with standard margins, in Times New Roman 12 pt font. Grading is based on the graduate grading rubric in Resources. Do not forget to include in each essay the required minimum number of academic sources. Remember that the Chicago style and footnotes are always used. All four essays will demonstrate excellent use of journal articles. To understand the quality of work you are

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expected to achieve in all your written work, it is highly recommended that you read some articles from the recommended journals in women’s history listed in the course bibliography. Do not forget, in each essay, your title page and bibliography.

COMPUTER FAILURE or other technological problems are not an excuse for late work. Save your work every few minutes. Purchase an external hard drive and back up your work. Alternatively, you can save your drafts and documents in a cloud. Google Drive and dropbox.com are free.

When submitting work, the proper file name is: Hist653SectionNumberLastNameFirstNameAssignmentName.doc or .docx. No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason.

Assignment	Weighted Percentage
Forums (8)	30
Analysis Essays (2)	15
Research Proposal and Literature Review	20
Research Paper	35
35	100 percent

Course Outline

Please see the [Student Handbook](#) to reference the University’s [grading scale](#).

NOTE: All reading assigned is due for discussion the following module. Refer regularly to Lessons. It includes your to-do list, lectures, and more. I use Announcements to remind you what module we are in, work due, and anything special I wish to announce. OL = Online Library.

Module	Topics	Learning Objectives	Readings and Activities	Assignments
1 (Weeks 1 and 2)	Orientation	<p>Develop the necessary skills to use Sakai and the Online Library.</p> <p>Create a learning community.</p>	<p>Required:</p> <p>1) Berkin, <i>First Generations</i> (all). 2) Perdue, <i>Cherokee Women</i>, pp. 1-85.</p> <p>Required (in Resources):</p> <p>3) <i>Blackstone’s Commentaries on the Laws of England</i>, Book 1, Chapter 15, “Of Husband and Wife.” 4) Virginia laws of servitude and slavery. 5) <i>Journal of Madam Knight</i>.</p> <p>Recommended (in Resources):</p> <p>1) Joan M. Jensen, “Native American Women and Agriculture: A Seneca Case Study.” 2) Natalie Zemon Davis, “Iroquois Women, European Women.”</p>	<p>Virtual introduction and other Week 1 work. Remember that DOE requires that you post 250 words by Sunday midnight Week 1 to maintain your registration.</p> <p>Required reading.</p> <p>Explore the course website.</p> <p>Explore the Online Library.</p> <p>Join a discussion network at H-Net.</p>

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			<p>3) <i>Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson.</i></p> <p>4) <i>A Narrative of the Life of Mrs. Mary Jemison.</i></p> <p>5) Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village."</p> <p>6) Marylynn Salmon, "The Cultural Significance of Breastfeeding and Infant Care in Early Modern England and America."</p> <p>7) Juliana Barr, "From Captives to Slaves: Commodifying Indian Women in the Borderlands."</p> <p>Recommended:</p> <p>8) Michelene E. Pesantubbee, <i>Choctaw Women in a Chaotic World.</i></p>	<p>Choose a book from the course bibliography to read for the first analysis essay and read it.</p>
<p>2 (Weeks 3 and 4)</p>	<p>The Colonial Era.</p>	<p>Examine the gender patterns in the colonial era. LO 1, 4.</p>	<p>Required:</p> <p>1) Berkin, <i>Revolutionary Mothers</i> (all).</p> <p>2) Perdue, <i>Cherokee Women</i>, pp. 86-113.</p> <p>Required (in Resources):</p> <p>3) Judith Sargent Murray, "On the Equality of the Sexes."</p> <p>4) James Brooks, "'This Evil Extends Especially . . . to the Feminine Sex.'"</p> <p>5) Marilyn Blackwell, "The Republican Vision of Mary Palmer Tyler."</p> <p>6) Laurel Thatcher Ulrich, "'The Living Mother of a Living Child': Midwifery and Mortality in Post-Revolutionary New England."</p> <p>7) Sylvia Van Kirk, "The Role of Native Women in the Fur Trade Society of Western Canada, 1670-1830."</p> <p>8) Jan Lewis and Kenneth Lockridge, "'Sally Has Been Sick': Pregnancy and Family Limitation among Virginia Gentry Women, 1780-1830."</p> <p>Recommended (in Resources):</p> <p>1) Thomas Tweed, "An American Pioneer in the Study of Religion: Hannah Adams (1755-1831) and Her <i>Dictionary of All Religions.</i>"</p> <p>2) Video lecture, "The Last Mantua Maker: Women in Boston's Clothing Trades."</p>	<p>Required reading.</p> <p>Forum discussions.</p> <p>Write and post your first analysis essay by Sunday midnight Week 4. Start researching your paper.</p> <p>See Module 2 lesson.</p>
<p>3 (Weeks 5 and 6)</p>	<p>The Revolutionary War Era.</p>	<p>Recognize the effect the American</p>	<p>Required:</p> <p>1) Perdue, <i>Cherokee Women</i> (finish).</p> <p>Required (in Resources):</p>	<p>Required reading.</p> <p>Forum discussions.</p>

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		<p>Revolution had on the role of women in society. LO 1, 4, 5.</p>	<p>2) Amanda Frisken, “Sex in Politics: Victoria Woodhull as an American Public Woman, 1870-1876.” 3) Charlotte Perkins Gilman, “The Yellow Wallpaper.” 4) Linda Kerber, “Separate Spheres, Female Worlds, Woman’s Place: The Rhetoric of Women’s History.” 5) Alice Fahs, “The Feminized Civil War: Gender, Northern Popular Literature, and the Memory of the War, 1861-1900.” 6) Nancy Hewitt, “Beyond the Search for Sisterhood: American Women’s History in the 1980s.” 7) Teresa Crisp Williams and David Williams, “‘The Women Rising’: Cotton, Class, and Confederate Georgia’s Rioting Women.” 8) Carroll Smith-Rosenberg, “The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America.” 9) Vron Ware, “‘To Make the Facts Known: Racial Terror and the Construction of White Femininity.’” 10) Barbara Welter, “The Cult of True Womanhood: 1820-1860.” 11) Gerda Lerner, “The Lady and the Mill Girl: Changes in the Status of Women in the Age of Jackson.” 12) Hazel Carby, “‘On the Threshold of Woman’s Era’: Lynching, Empire and Sexuality in Black Feminist Theory.” 13) Bethany Veney, <i>The Narrative of Bethany Veney, a Slave Woman</i>. 14) Sharon Johnson, “Sharing Bed and Board.”</p> <p>Recommended: 1) Ignatia Broker, <i>Night Flying Woman: An Ojibway Narrative</i>. 2) Chapter 5 by Lilikala Kame’eleihiwa, “<i>Na~Wa~Hine Kapu: Divine Hawaiian Women</i>,” in <i>Women’s Rights and Human Rights</i>, ed. by Patricia Grinshaw et al. in the OL.</p> <p>Recommended (in Resources): 3) Rebecca Berlend, <i>A True Picture of Emigration or Fourteen Years in the Interior of North America</i>. The four missing pages have been uploaded in Resources. 4) Willa Cather, <i>O Pioneers!</i> 5) Zitkala-Sa, <i>American Indian Stories</i>. 6) Elizabeth Bacon Custer, <i>Boots</i></p>	<p>Choose and read the second book from the course bibliography for your second analysis essay.</p> <p>Continue researching your paper.</p> <p>See Module 3 lesson.</p>
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			<p><i>and Saddles, or, Life in Dakota with General Custer</i></p> <p>7) Kate Chopin, <i>The Awakening</i>.</p> <p>8) Elizabeth Jameson, “Women as Workers, Women as Civilizers: True Womanhood in the American West.”</p> <p>9) Alice Jacobson, “Sticking in a Tough Country: Women in the Wyoming Frontier.”</p> <p>10) Sarah Orne Jewett, <i>The Country of the Pointed Firs</i>.</p> <p>11) Katherine Harris, “Sex Roles and Work Patterns among Homesteading Families in Northeastern Colorado, 1873-1920.”</p> <p>12) Mary Murphy, “The Private Lives of Public Women: Prostitution in Butte, Montana, 1878-1917.”</p> <p>13) Podcast about Sojourner Truth.</p> <p>14) Margaret Jacobs, “The Great White Mother: Maternalism and American Indian Child Removal in the American West, 1880-1940.”</p> <p>15) Corinne Fox, “Fannie Chamberlain: A Modern Woman and her Nineteenth Century Contemporaries.”</p> <p>16) Video Lecture: “Mary Surratt and the Plot to Kill Abraham Lincoln.”</p>	
4 (Weeks 7 and 8)	Women Move East, West, and Forward.	<p>Examine the forms of resistance used by women.</p> <p>Analyze the effect of the western settlement process and the Civil War on women.</p> <p>LO 1, 2, 3, 4, 5.</p>	<p>Required:</p> <p>1) Lunardini (all).</p> <p>Required (in Resources or the OL):</p> <p>2) Elizabeth Cady Stanton, “The Solitude of Self.”</p> <p>3) Ellen Carol DuBois, “Working Women, Class Relations, and Suffrage Militance: Harriot Stanton Blatch and the New York Woman Suffrage Movement, 1894-1909.”</p> <p>4) Jeanne Stevenson-Moessner, “Elizabeth Cady Stanton, Reformer to Revolutionary: A Theological Trajectory.”</p> <p>5) Chapter 8 by Nancy Hewitt, “Re-Rooting American Women’s Activism: Global Perspectives on 1848” in <i>Women’s Rights and Human Rights</i>, ed. by Patricia Grinshaw et al. in the OL.</p> <p>6) Linda Gordon, “Voluntary Motherhood: The Beginnings of Feminist Birth Control Ideas in the United States.”</p> <p>7) Evelyn Brooks Higginbotham, “In Politics to Stay: Black Women Leaders and Party Politics in the 1920s.”</p> <p>8) Timothy Meagher, “Sweet Good Mothers and Young Women out in the</p>	<p>Required reading.</p> <p>Forum discussions.</p> <p>Write and post your second analysis essay by Sunday midnight Week 8.</p> <p>Continue researching your paper.</p> <p>See Module 4 lesson.</p>

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			<p>World: The Roles of Irish American Women in Late Nineteenth and Early Twentieth Century Worcester, Massachusetts.”</p> <p>9) Margaret Sanger, <i>Family Limitation</i>.</p> <p>Recommended (in Resources):</p> <p>1) Sarah Grimké, <i>Letters on the Equality of the Sexes</i>.</p> <p>2) Angelina Grimké, <i>Appeal to the Christian Women of the South</i>.</p> <p>3) Documentary, <i>Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony</i>.</p> <p>4) Documentary, <i>One Woman, One Vote</i>.</p> <p>5) <i>Muller versus Oregon</i>.</p> <p>6) <i>Lochner versus New York</i>.</p> <p>7) Podcast interviews of southern women who worked for suffrage.</p> <p>8) Andrea Tone, “Black Market Birth Control: Contraceptive Entrepreneurship and Criminality in the Gilded Age.”</p> <p>9) Sandra Holton, “‘To Educate Women into Rebellion’: Elizabeth Cady Stanton and the Creation of a Transatlantic Network of Radical Suffragists.”</p>	
5 (Weeks 9 and 10)	Reform and Suffrage.	<p>Identify why women became involved in reforms.</p> <p>Analyze why and how the suffrage movement succeeded. LO 1, 2, 3, 4, 5.</p>	<p>Required: Yellin (all).</p> <p>Recommended (in Resources):</p> <p>1) Helen Keller, “On Behalf of the IWW.”</p> <p>2) MacKenzie versus Hare.</p> <p>3) Evelyn Brooks Higginbotham, “African-American Women’s History and the Metalanguage of Race.”</p> <p>4) Annelise Orleck, “‘We Are That Mythical Thing Called the Public’: Militant Housewives during the Great Depression.”</p> <p>5) Judith Leavitt, “Birthing and Anesthesia: The Debate over Twilight Sleep.”</p> <p>6) Eileen Boris, “Regulating Industrial Homework: The Triumph of ‘Sacred Motherhood.’”</p> <p>7) Sydney Weinberg, “Jewish Mothers and Immigrant Daughters: Positive and Negative Role Models.”</p> <p>8) Listen to each of the following 1930s radio serial shows: Edgar Bergen and Charlie McCarthy, Fibber McGee and Molly, Burns and Allen, Jack Benny, and Little Orphan Annie. Mac uses will have problems with some of</p>	<p>Required reading.</p> <p>Forum discussions.</p> <p>See Module 5 lesson.</p> <p>Continue working on your paper.</p>

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			<p>them.</p> <p>9) Linda Gordon, “Black and White Visions of Welfare: Women’s Welfare Activism, 1890-1945.”</p> <p>10) Video of Margaret Spalluzzi on the homefront.</p>	
6 (Weeks 11 and 12)	The Era of the World Wars.	<p>Appraise how women working outside the home changed their role in society.</p> <p>Analyze the challenges women faced. LO 1, 2, 3, 4, 5.</p>	<p>Required, in Resources:</p> <p>1) Rima Apple, “Constructing Mothers: Scientific Motherhood in the Nineteenth and Twentieth Centuries.”</p> <p>2) Joanne Goodwin, “‘Employable Mothers’ and ‘Suitable Work’: A Re-Evaluation of Welfare and Wage-Earning for Women in the Twentieth-Century United States.”</p> <p>3) Lynn Y. Weiner, “Reconstructing Motherhood: The La Leche League in Postwar America.”</p> <p>4) Lisa Levenstein, “From Innocent Children to Unwanted Migrants and Unwed Mothers: Two Chapters in the Public Discourse on Welfare in the United States, 1960-1961.”</p> <p>5) Watch an episode each of <i>The Adventures of Ozzie and Harriet</i>, <i>The Guiding Light</i>, <i>Burns and Allen Show</i>, <i>I Married Joan</i>, and <i>Petticoat Junction</i>. One of each is in resources with more available at archives.org.</p> <p>6) Watch <i>The WAC Is a Soldier, Too and Nurses in the Army</i>.</p> <p>7) Watch <i>Salt of the Earth</i>.</p> <p>8) Watch the documentary <i>When Abortion Was Illegal</i>.</p> <p>9) Watch <i>Voices of Black Panther Women</i> (1990).</p> <p>10) Naomi Weisstein, “Psychology Constructs the Female.”</p> <p>11) Equal Rights Amendment.</p> <p>12) Title IX, Education Amendments of 1972.</p> <p>13) Anne M. Valk, “‘Mother Power’: The Movement for Welfare Rights in Washington, D.C., 1966-1972.”</p> <p>14) Anne Koedt, “The Myth of the Vaginal Orgasm.”</p> <p>15) Jo Freeman, “The Tyranny of Structurelessness.”</p> <p>16) Jo Freeman, “The BITCH Manifesto.”</p> <p>17) Mirta Vidal, “Chicanas Speak Out.”</p> <p>18) Judy Syfers, “I Want a Wife.”</p> <p>19) Gloria Steinem, “If Men Could Menstruate.”</p> <p>20) Angela Davis, “Racism, Birth Control and Reproductive Rights.”</p> <p>21) Schlafly Report.</p>	<p>Required reading and watching.</p> <p>Forum discussions.</p> <p>By now you should have read everything important for your paper. Write your research proposal-literature review and submit it no later than Sunday midnight Week 12.</p> <p>See Module 6 lesson.</p>

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			<p>Recommended reading and watching (in Resources):</p> <ol style="list-style-type: none"> 1) <i>Frontiero versus Richardson</i>. 2) <i>Griswold versus Connecticut</i>. 3) <i>Constructing a Postwar World: The G.I. Roundtable Series in Context</i>. 4) Roe versus Wade. 5) Kathryn Nasstrom, “Down to Now: Memory, Narrative, and Women’s Leadership in the Civil Rights Movement in Atlanta, Georgia.” 6) M. Rivka Polatnick, “Diversity in Women’s Liberation Ideology: How a Black and a White Group of the 1960s Viewed Motherhood.” 7) Laurie Mercier, “‘A Union without Women Is Only Half Organized’: Mine Mill, Women’s Auxiliaries, and Cold War Politics.” (This article gives the background for the <i>Salt of the Earth</i> movie.) 8) The Sixties, Gender Issues: Several short videos of women discussing their experiences in the 1960s. <p>Recommended reading (in the OL):</p> <ol style="list-style-type: none"> 9) Eileen Boris and Sonya Michel, “Social Citizenship and Women’s Right to Work in Postwar America” in <i>Women’s Rights and Human Rights</i>, ed. by Patricia Grinshaw et al. <p>Recommended watching:</p> <ol style="list-style-type: none"> 10) <i>The Seven Year Itch</i> with Marilyn Monroe, director, Billy Wilder. 11) <i>The Best Years of Our Lives</i>, director, William Wyler. 	
7 (Weeks 13 and 14)	The Postwar Era.	<p>Identify how the ideal for women changed in the postwar world, and on what it was based.</p> <p>Examine why and how women started to organize.</p>	<p>Required, in Resources.</p> <ol style="list-style-type: none"> 1) <i>United States versus Virginia et al.</i> 2) Laura Souder, “Feminism and Women’s Studies on Guam.” 3) <i>Rostker versus Goldberg</i>. 4) <i>Meritor Savings Bank, FSB, Petitioner versus Mechelle Vinson et al.</i> 5) Joan Mathews and Kathleen Zadak, “The Alternative Birth Movement in the United States: History and Current Status.” 6) Patricia Zavella, “The Impact of ‘Sun Belt Industrialization’ on Chicanas.” 7) Wendy Simonds, “Confessions of Loss: Maternal Grief in <i>True Story</i>, 1920-1985.” 8) Planned Parenthood of Southeastern Pennsylvania et al. versus Casey, 	<p>Required reading.</p> <p>Forum discussions.</p> <p>Write your paper.</p> <p>See Module 7 lesson.</p>

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		Assess if the activism was successful. LO 1, 2, 3, 4, 5.	Governor of Pennsylvania, et al.	
8 (Weeks 15 and 16)	The Contemporary Era.	Successfully conclude the course. Examine how women’s roles changed at the end of the twentieth century. LO 1, 2, 3, 4, 5.	None.	Forum discussions. Revise and submit your paper by Sunday midnight, Week 16. See Module 8 lesson.

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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 and Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

Citation and Reference Style

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007), which is the most readily available distillation of the *Chicago Manual*. See, also, the Chicago Style Manual in the Online Library.

The Chicago Style Manual for book-length works and its Turabian offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, appendices.

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

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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. 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 “emoticons” to help alert your readers: J☐ Points will be deducted from forum postings that do not adhere to Netiquette or professional standards.

Disclaimer Statement

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

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Online Library

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.

- **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 fifty thousand titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over twelve thousand journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** For help with writing, go to the Tutorial and Student Study Center Portal in the Online Library. If you have questions, you may email librarian@apus.edu. They are available seven days a week. Active duty military have a different area to use in Tutor.com.

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Selected Bibliography

See the course bibliography in Resources.

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