

**HON 308W/310W/320W/WGS 300:
American Women and Their Voices, 1870-1920**

9:05-9:55 MWF CRNs: HON 308W 16145, HON 310W 16151, HON 320W 16170, WGS 300 16616

12:20-1:10 MWF CRNs: HON 308W 16146, HON 310W 16153, HON 320W 16172, WGS300 16617

Faculty:

Dr. Chris Taylor, Department of History

Office: 325 Keith, 622-1288

Email: chris.taylor@eku.edu

Office Hours: M & W 10:30-12. T & R 1-2:30

Dr. Charlotte Rich, Department of English and Theatre

Office: 499 Case Annex, 622-3178

Email: charlotte.rich@eku.edu

Office hours: M & W 2:00-3:30; T 10:30-12:30

Catalog Course Descriptions:

HON 308W Special Topics. Honors Seminar in the Humanities (3)A. Prerequisite: Admission to the Honors Program or instructor approval and ENG 102 or 105(b) or HON 102. A topics course in the humanities meeting the goals of the Honors Program. May be retaken with different topics to a maximum of six hours. Honors Core. Gen Ed. Element 3B.

HON 310W Special Topics. Honors Seminar in History. (3)A. Prerequisite: Admission to the Honors Program or instructor approval and ENG 102 or 105(b) or HON 102. A topics course in history meeting the goals of the Honors Program. May be retaken with different topics to a maximum of six hours. Honors Core. Gen Ed. Element 5A.

HON 320W Special Topics. Honors Seminar in Diversity of Perspectives & Experiences. (3) A. Prerequisite: Admission to the Honors Program or instructor approval and ENG 102 or 105(b) or HON 102. A topics course in diversity of perspectives and experiences meeting the goals of the Honors Program. May be retaken with different topics to a maximum of six hours. Honors Core. Gen Ed. Element 6.

WGS 300. Topics in Women and Gender Studies. (3)A. Intense study of selected topics related to recognizing and validating the experience of women and their contributions to society. May be taken for a maximum of six hours provided the topics are different.

General Education Goals for Element 3: Arts & Humanities

Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions (GE Goal 2)
2. Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works (GE Goal 6)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, social sciences, history, and social or behavioral sciences (GE Goal 7)

4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (GE Goal 8)

General Education Goals for Element 5: Historical/Social Science

Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions (GE Goal 2)
2. Analyze the historical and social contexts of cultural, economic, political, religious, and scientific developments (GE Goal 3)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, social sciences, history, and social or behavioral sciences (GE Goal 7)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (GE Goal 8)

General Education Goals for Element 6: Diversity of Perspectives & Experiences

Students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions (GE Goal 2)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, social sciences, history, and social or behavioral sciences (GE Goal 7)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (GE Goal 8)
5. Recognize perspectives from other cultures and/or historically marginalized groups (GE Goal 9)

Student Learning Outcomes for HON 308: Honors Seminar in the Humanities (Element 3B)

Students who successfully complete this course will:

1. Gather, synthesize, and critically analyze information and present it in a well-written format.
2. Verbally articulate complex information in an interesting presentation.
3. Comprehend the major concepts of the course.
4. Express ideas about the arts and humanities through sentences that are clearly formulated, grammatically correct, and stylistically competent.
5. Accurately locate particular works and/or cultural movements in relation to relevant contexts.
6. Understand the methods used in the arts and humanities.
7. Integrate relevant information, concepts, perspectives, and principles.
8. Demonstrate a writing process that produces effective documents appropriate to course level.

Student Learning Outcomes for HON 310: Honors Seminar in History (Element 5A)

Students who successfully complete this course will:

1. Critically analyze historical primary sources.
2. Evaluate and critique historical information from textbooks, monographs, and scholarly articles.

3. Create thesis statements, evaluate arguments, and resolve issues in historical context.
4. Communicate effectively orally and in writing the conclusions derived from historical materials.
5. Illustrate the connections between history and the humanities.
6. Demonstrate a writing process that produces effective documents appropriate to course level.

Student Learning Outcomes for HON 320: Honors Seminar in Diversity of Perspectives and Experiences (Element 6)

Students who successfully complete this course will:

1. Comprehend the major concepts of the course.
2. Gather, synthesize, and critically analyze information and present it in a well-written format.
3. Verbally articulate complex information in an interesting presentation.
4. Understand the methods used in the analysis and/or expression of the experiences and perspectives of historically marginalized or underrepresented groups.
5. Consider the role(s) played by relevant social, economic, literary, and historical forces in the depiction and positioning of historically marginalized or underrepresented groups.

Student Learning Outcomes for Women & Gender Studies Courses:

Upon completion of the course, students will be able to:

1. Comprehend the different aspects of identity in gender and sexuality associated with historical, social, cultural and political issues and events.
2. Evaluate and apply theories, ideas, arguments, and points of view to something real, tangible, political, and/or personal in our everyday lives.
3. Analyze and synthesize the values, cultural context, and/or aesthetic qualities of artistic, literary, media, and scientific works on women's issues, gender, and sexuality.
4. Analyze and synthesize the implications of biological, cultural, and social factors that shape our understanding of women, men, and gender roles.
5. Develop and explain their own informed perspectives about gender and sexuality.
6. Select relevant, accurate, appropriate, and significant sources.
7. Demonstrate effective and professional communication.

Course-Specific Student Learning Outcomes:

Upon completion of the course, students will be able to:

1. Explain how the cultural constructs of race, ethnicity, and class, and the physical construct of locale shaped women's experiences in late 19th and early 20th century.
2. (a) Describe in some detail the key changes in women's lives between 1860 and 1920 regarding: sexuality, dress, deportment, education, marriage/motherhood, employment, and involvement in public and political action, and (b) identify the key factors that led to these changes.
3. Analyze primary sources, particularly period literary works, and discuss orally and in written form, how these sources reflect the key aspects of late 19th and early 20th century women's lives.
4. Engage in independent research and synthesis of historical and/or literary materials to create an original product that demonstrates critical and creative thinking.
5. Demonstrate improvement in their analytic and written and oral communication skills.

Required Texts:

Historical Texts:

-Custom Text with Chapters 9-14 of Nancy Woloch, *Women and the American Experience*, coupled with related documents in Part I, "Modern Women in the Making, 1890-1920," from Susan Ware, *Modern American Women: A Documentary History* (McGraw Hill)

-A series of book excerpts and articles which will be PDFs accessible on the course Blackboard site. Excerpts will be drawn from the following:

Robert Atwan, Donald McQuade, John W. Wright, *Edsels, Luckies, and Frigidaires: Advertising the American Way*

John D’Emilio and Estelle B. Freedman, *Intimate Matters: A History of Sexuality in America*

Glenda Elizabeth Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*

Karen Haltunen, *Confidence Men and Painted Women, A study of Middle Class Culture In America, 1830-1870*

Bryan Holme, *Advertising: Reflections of a Century*

Jacqueline Jones, *Labor of Love, Labor of Sorrow: Black Women, Work and the Family From Slavery to Present*

Shelton Stromquist, *Re-inventing ‘The People:’ The Progressive Movement, the Class Problem, and the Origins of Modern Liberalism*

Literary Texts:

-Edith Wharton, *Summer* (1917)

-Edith Wharton, *The House of Mirth* (1905)

-Kate Chopin, *The Awakening* (1899)

-Pauline E. Hopkins, *Contending Forces: A Romance Illustrative of Negro Life North and South* (1900)

-Short stories and poem which will be provided as handouts or external links in Blackboard:

Anzia Yeziarska, "The Free Vacation House" (1915); "Soap and Water" (1919)

Sui Sin Far, "The Inferior Woman" (1912)

Kate Chopin, "Miss McEnders" (1892), "The Storm" (written 1898)

Charlotte Perkins Gilman, "The Yellow Wall-Paper" (1892), "With a Difference" (1914), "Women Do Not Want It" (Suffrage poem, 1895).

Evaluation Methods:

Four Unit Papers (100 points each)	400 points	(57%)
Individual Research Project and Presentation	200 points	(29%)
-initial proposal/working bibliography	10	
- annotated bibliography	20	
-complete draft	50	
- final product	100	
-presentation	20	
Class Participation	<u>100 points</u>	(14%)
	700 points total	

Grade Ranges: 630-700 points = A, 560-629 = B, 490-559 = C, 420-489 = D, 419 and below = F

Unit Papers must each be roughly four pages in length (1000 to 1200 words). For each one, the prompt will ask you to integrate historical material with a literary text or texts in exploring a range of thematic issues concerning American women's lives at the turn of the twentieth century. Later in the semester, unit paper assignments may include a creative option allowing you to demonstrate in writing your grasp of both disciplines' material and your ability to integrate that knowledge. Unit papers will be evaluated in accordance with a rubric we will share with you in advance of the first paper's due date.

The Individual Research Project and Presentation is divided into the five steps noted in the course outline. For this project, you will choose a topic of interest to you to explore in greater depth, and you will work closely with one of us as your faculty mentor. We will provide a list of possible topics along with detailed instructions and expectations for each step of the project.

Class Participation will include a variety of types of participation such as large and small group discussion, participation in Blackboard forums, informal in-class writings, and reading question sheets.

Extra Credit Opportunities: twice during the semester, near the end of the second and fourth units of material, a film will be shown in the evening: a film version of Edith Wharton's *The House of Mirth*, and a film about the American women's suffrage movement, *Iron Jawed Angels*. If you attend the screening and do a critical write-up, you may earn up to 25 points (50 possible points total).

Student Progress:

A midterm grade will be provided via ECU Direct prior to the midpoint of the semester based on the first unit paper grade plus a few grades on smaller assignments such as in-class writings or question sheets. Grades will be recorded in Blackboard's Grade Center throughout the term so that students may monitor their progress.

Attendance and Due-Date Policy:

Attendance is required; you will sign an attendance sheet circulated at the beginning of each class. If you miss class, it is up to you to get notes on the discussion from a classmate and find out if there were announcements or handouts. Contact us if you have questions. As many absences seriously affect your chances of succeeding in the course, the attendance policy is as follows: **you may have four absences. For each absence after a fourth absence, a student's course grade will be lowered one letter grade.** Please "use" absences wisely, saving them in case of future illness or emergency. Students who use up absences for reasons other than illness or emergency and then experience such issues cannot expect to be excused from the above policy.

All assignments are due on the dates indicated on the course outline, and they must be uploaded via Safe Assignment in Blackboard as well as submitted as a hard copy in class (papers will not be graded

until they have been submitted via Safe Assignment). We reserve the right not to accept papers turned in late. If you are absent due to real illness or a family emergency on the date the paper is due, if you contact us via email at the time and can provide documentation for the reason, we may grant an extension.

Withdraw Policy:

The last day to withdraw from this class is Nov. 8 2013; withdrawing after Sept. 15 will entail a drop/withdraw fee of \$50 per credit hour (\$150 for this course). For additional information, consult the Colonel's Compass: <http://www.eku.edu/compass>.

Classroom Expectations:

Please be on time, having read the assignment listed on the course outline and ready to contribute to the class discussion each day. Cell phones are a wonderful convenience, but they can disrupt the classroom atmosphere, so we ask that you turn off phones and stow them out of sight during class time.

Academic Integrity Policy:

Students are advised that ECU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.eku.edu/>.

This statement is applicable to all ECU students in all courses regardless of whether it appears in the class syllabus.

Questions regarding the policy may be directed to the Office of Academic Integrity.

Disability Statement:

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA. If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format."

Course Outline: (subject to changes if necessary)

M 8/ 19	Course Introduction, student introductions
W 8/21	Snapshot of 1870-1920 in America (setting the stage)

Identity: Expectations vs. Desire (Behavior, the Home, Sexuality)

- F 8/23 Blackboard: Haltunen, "Sentimental Culture and the Problem of Fashion," and "Sentimental Culture and the Problem of Etiquette," *Confidence Men and Painted Women*
- M 8/26 Custom Text: "The Rise of the New Woman, 1860-1920," pages 66-95
- W 8/28 Custom Text: "Wages for Housework," pages 237-240; "The Fair Women, Chicago 1893," pages 163-167; "Frances Willard Equates Learning to Ride a Bicycle with Opening New Frontiers for Women," pages 173-176; In class hand-outs of period ads
- F 8/30 Begin Chopin, *The Awakening*, Ch. 1-11
- M 9/2 No class--Labor Day
- W 9/4 continue *The Awakening*, Ch. 12-25
- F 9/6** Finish *The Awakening* (Ch. 26-end); **sign up for Research Project topics on sheet outside Dr. Rich's office door (499 Case Annex); please have a first, second and third choice of topic**
- M 9/9 Gilman, "The Yellow Wall-Paper"
- W 9/11 Blackboard: D'Emilio and Freedman, "Civilized Morality Under Stress," *Intimate Matter*
- F 9/13 Blackboard: D'Emillio and Freedman, "Breaking with the Past," *Intimate Matters*
- M 9/16 Custom Text: "Margaret Sanger's Epiphany on Birth Control," pages 240-245; In-class Hand-out of period ads
- W 9/18 Begin Wharton, *Summer*, Ch. 1-6
- F 9/20** continue *Summer*, Ch. 7-12; **Research Project proposal and working bibliography DUE**
- M 9/23 Finish *Summer* (Ch. 13-end)
- W 9/25** **Unit Paper 1 DUE**; Chopin, "The Storm"; Gilman, "With a Difference"
(F 9/27 no class—Assurance of Learning Day)

Work and Independent Existence

- M 9/30 Custom Text: Chapters 9 and 10, "The Shirtwaist Strike of 1909" and "Women at Work, 1860-1920," pages 1-44
- W 10/2 Custom Text: "the Story of a Glove Maker," pages 215-219; "Working Women Write the *Jewish Daily Forward*," pages 219-221; "Girl Reporter Derring-Do," pages 161-163
- F 10/4 Yeziarska, "Soap and Water"; begin *The House of Mirth* (Book I Ch. 1-7)
- M 10/7 *The House of Mirth*, Ch. 8-14
- W 10/9 *The House of Mirth*, Ch.15 and Book II, Ch. 1-6

F 10/11 **Research Project annotated Bibliography and draft thesis DUE;** finish *The House of Mirth* (Book II Ch. 7-end)
(midterm grades posted by Sun. 10/13)

(M 10/14 no class—Fall Break)

W 10/16 no class meeting--RESEARCH PROJECT CONFERENCES

African-American Women

F 10/18 **Unit Paper 2 DUE;** Hopkins, *Contending Forces*, Ch. 1-5;

M 10/21 *Contending Forces*, Ch. 6-10

W 10/23 *Contending Forces*, Ch. 11-17

F 10/25 Finish *Contending Forces*, Ch. 18-end

M 10/28 Blackboard: Jones, "Between the Cotton Field and the Ghetto: the Urban South, 1880-1915" *Labor of Joy, Labor of Sorrow*

W 10/30 Blackboard: Jones, "To Get Out of this Land of 'Sufring': Black Women Migrants to the North, 1900-1930" *Labor of Love, Labor of Sorrow*

F 11/1 Blackboard: Gilmore, "Diplomatic Women," *Gender and Jim Crow*

M 11/4 Custom Text: "Harsh Conditions of Domestic Service," pages 208-212; "African American Women Enter the Teaching Profession," pages 196-199; "Black Women Plan to Lead Their Race," pages 167-170

Women's Rights and Reform

W 11/6 **Unit Paper 3 DUE;** Custom Text: Chapter 11 "The Founding of Hull House," pages 52-65; Blackboard: Stromquist, "Class Bridging and the World of Female Reform," *The Progressive Movement, the Class Problem, and the Origins of Modern Liberalism*

F 11/8 Finish Discussion of Stromquist

M 11/11 No Class – Research Project Work Day

W 11/13 Custom Text; Chapters 13 & 14 "The Crisis of the NWSA" and "Feminism and Suffrage, 1860-1920"

F 11/15 **Research Project Draft DUE;** Custom Text: "An Anti-Suffrage Monologue," "A Labor Organizer Speaks Out for Suffrage," and "Front Door Lobbying for Suffrage," pages 257-266

M 11/18 Gilman, "Women Do Not Want It"; Sui Sin Far, "The Inferior Woman"

W 11/20 Chopin, "Miss McEnders"; Yeziarska, "The Free Vacation House"

F 11/22 no class meeting--RESEARCH PROJECT DRAFT CONFERENCES

M 11/25 no class meeting—RESEARCH PROJECT DRAFT CONFERENCES

(Thanksgiving Break)

M 12/2 **Research Project DUE**; project presentations (five students per day, 6 to 8 minutes each)

W 12/4 continue presentations

F 12/6 continue presentations

Final Exam: Unit Paper 4 DUE (uploaded via Safe Assignment in Blackboard) at noon on Monday, December 9.

Conclude presentations during final exam periods: 9:05 class: Fri. Dec. 13, 8:00 a.m.; 12:20 class: Fri. Dec. 13, 10:30 a.m.