New Course Request

Indiana University

Indianapolis Campus

Check appropriate boxes: Undergraduate credit ☑ Graduate credit ☐ Professional credit ☐

1. School/Division: School of Liberal Arts

2. Academic Subject Code: HIST - A 319

3. Course Number: A 319 (must be cleared with University Enrollment Services)

4. Instructor: TBA

5. Course Title: United States Women's History I

Recommended Abbreviation (Optional): US Women's History I

(Limited to 35 characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2011

7. Credit Hours: Fixed at 3 or Variable from _______ to _______

8. Is this course to be graded S-F (only)? Yes ☐ No ☑

9. Is variable title approval being requested? Yes ☐ No ☑

10. Course description (not to exceed 50 words) for Bulletin: The social, economic, cultural, intellectual, political, and demographic history of women in the United States from the period before European settlement to the present. Topics include the variety in women's experiences; the worlds in which women lived; the relationship between the private and public realms; and changes and continuities over time.

11. Lecture Contact Hours: Fixed at 3 or Variable from _______ to _______

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _______ to _______

13. Estimated enrollment: 25 of which ☐ percent are expected to be graduate students.

14. Frequency of scheduling: every other year Will this course be required for majors? ☐ ☑

15. Justification for new course: See attached

16. Are the necessary reading materials currently available in the appropriate library? Yes ☑

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature]

Date: 10/2/09

Department Chairman/Division Director

Dean of Graduate School (when required)

Approved by: [Signature]

Date: 12/18/09

Dean

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Special Notes: We have requested two consecutive numbers A3___ and A3___ for these two courses. (Ideally these would be in the upper 300s).

Students can take either or both (in either order) courses for credit. We have tried to make it clear that there are two classes. We can file this request as two separate requests if need be, but since the courses are related, one seemed appropriate.

Models for having a single description for two courses that cover consecutive time periods can be seen in:

**A301-A302 Colonial and Revolutionary America I-II (3-3cr.)**


Or

**A337-A338 American Frontier I-II (3-3cr.)**

I. Spanish penetration into Greater Southwest; developments in Louisiana Territory and Oregon Country prior to 1850. II. Economic, political, and social developments in trans-Mississippi West, 1850 to present.

For the reasons provided below (15 Justification), we are recommending NOT specifying when the chronological break will be in the description for the Course Bulletin. We are, however, attaching sample syllabi with the break at 1890 (one, but not the only possibility).

15 Justification (and 18 Possible Overlap):

We have been offering these courses under History’s variable topics number and wish to formalize the offerings. U.S. women’s history is now a topic sufficiently rich to permit offering it on a two semester basis.

We have resisted identifying the chronological break to allow for flexibility in the future (necessitated by both instructors’ expertise and the development of the historiography). There is a one semester version of this course offered on some other IU campuses as H260. Given the expectations for the courses we propose as well as IUPUI students’ needs, it makes more sense to offer each part as a 300-level course.

IUPUI does offer HIST H306, Sex Roles and Society in American History, but it is also only a one semester course.

Students can take either (or both) US Women’s History I and II; US Women’s History I is not a requirement to take US Women’s History II.

19 Given that this is a history course, there do not appear to be other departments, schools, or divisions which would need to be consulted.
United States Women’s History I

History A_--_ (3 credits)
Dr. Morgan

Office: CA 504N
Office Hours: Tuesday and Thursday 12-1 and by appointment
Telephone: 278-9020
Email: aashende@iupui.edu

Required Books:
Through Women’s Eyes by Dubois and Dumenil
Pocahontas and the Powhatan Dilemma by Townsend
The Devil in the Shape of a Woman by Karlsen
Seneca Falls and the Origins of the Women’s Rights Movement by McMillen

Other readings on Oncourse

The instructor may modify this syllabus at any time.

“Well-behaved women seldom make history.” Laurel Thatcher Ulrich

Course Description: This course will examine the lives of women in the United States from settlement by Europeans to the end of the nineteenth century by looking at the social, economic, and political worlds they lived in as well as by exploring the creation of socially-defined gender roles. Much like an introductory U.S. history course, this course should give students a framework for understanding how both the present and future unfold within structures largely defined by the past. History is not just a mountain of facts, but is instead a sequence of interconnected events. Understanding those connections and explaining them through the use of the facts is one way to sharpen your analytical skills, improve your ability to communicate with others, and, hopefully, to learn something to apply to your own life. These objectives are stated also in the IUPUI Principles of Undergraduate Learning: www.iupui.edu/~history/principlesundergradlearning.htm.

Specific objectives for this course include: understanding the key role women played in colonization; learning how women participated in politics without an official role; analyzing why and how ante-bellum women felt that reform movements of all types were their particular domain of activity; and an examination of women’s participation in wars especially the American Revolution and the Civil War. Additionally, students will develop their skills with using primary and secondary sources by producing a paper or project on a topic of their choice.

Attendance: Attendance is required and will be taken at each class meeting. Consistent attendance will be used to determine borderline grades. Material covered in lecture is not necessarily covered in the required readings. Therefore, attendance at every class meeting will result in a better grade for the course.
Classroom procedures: Please arrive on time. If you must arrive late, please enter the room quietly. Place all cell phones on vibrate or turn them off for the duration of the class. Please do not leave class early for other appointments. Listening and note taking are important life skills, therefore, no tape recorders are allowed without special permission from the instructor. We will spend much time discussing the readings; our goal is civil academic debate.

Plagiarism and Cheating: Don’t do it. You will earn a zero on the work in question. We will discuss plagiarism on the first day of class. The IUPUI student code of conduct pertaining to this matter is found at http://life.iupui.edu/help/code.asp.

Other Services: If you have difficulties that might require accommodation for completion of the class, please contact me and Adaptive Educational Services at aes@iupui.edu. The staff can arrange assistance. The Student Advocate Office can guide you to departments and people, familiarize you with university policy and procedures, and give you guidance on a wide variety of problems. You may contact them at stuadvoc@iupui.edu.

Grading: Students will complete two examinations in this course. A study guide will be distributed one week prior to the exam. This guide will consist of possible identifications and possible essays. The actual exam will be taken directly from the study guide. Students will also complete critical book reviews on Pocahontas and the Powhatan Dilemma, The Devil in the Shape of a Woman and Seneca Falls and the Origins of the Women’s Rights Movement. A document memo and a short paper/project will complete the assignments. Guidelines for these assignments are found later in the syllabus.

- 2 exams @ 100 each 200 20% each 40
- 3 critical reviews @ 50 each 150 10% each 30
- Document memo 50 10% 10
- Paper/project 100 20% 20
- Total Points 500

Grading scale: 500-485=A+; 484-467=A; 466-450=A-; 449-434=B+; 433-416=B; 415-400=B-; 399-384=C+; 383-366=C; 365-350=C-; 349-334=D+; 333-316=D; 315-300=D-; 299 & under=F.

A zero has a greater negative impact on your final grade than at least some attempt to complete an assignment. Makeup examinations are strongly discouraged. No makeup examination will be given without documentation proving an extreme emergency. Documentation includes doctors’ forms, funeral notices, accident reports, and similar verifiable papers. The instructor reserves the right to refuse to grant a makeup exam if the documentation is not presented or is deemed invalid. If a makeup exam is approved it must be completed within one week of the original exam. Incompletes are given only in extreme emergencies and only if 75% of the coursework has been completed (as per guidelines established by the School of Liberal Arts). It is not fair to the rest of the class to request extra time to complete the work.
Course Schedule

August 21: Introduction to the Course
August 26: What is Women's History?
   Read: TWE: Introduction for Students
August 28: Native American Women
   Read: TWE: Chapter 1 pp. 2-13 and Visual Sources
September 2: Native American Women
   Meet at the Eiteljorg Museum
   Pocahontas Critical Book Review Due---BRING IT TO THE EITELJORG.
September 4: Native American Women/Women in the Colonial South
September 9: Women in the Colonial South
   Read: TWE: Chapter 1 pp. 14-23
   Read: "The Empire of My Heart": The Marriage of William Byrd II and Lucy
   Parke Byrd" in Portrait of America
   Read: Carol Berkin, "The Rhythms of Labor: African-American Women in
   Colonial Society," in First Generations
September 11: Goodwives and Witches
   Read: TWE Chapter 1 pp. 24-32
September 16: Goodwives and Witches
   Devil in the Shape of a Woman Critical Book Review Due
September 18: Meet at University Library to discuss library sources for paper/project
September 23: Women and the American Revolution
   Read: TWE Chapter 2 and Sources
September 25: Women and the American Revolution
September 30: Women and the American Revolution
   PAPER/PROJECT TOPIC AND BIBLIOGRAPHY DUE
October 2: The Cult of Domesticity
   Read: TWE Chapter 3 pp. 136-45 and Sources: Godey's Ladies Book
October 7: The Cult of Domesticity
October 9: Women and Work
   Read: TWE Chapter 3 pp. 146-53 and Sources: Early Photographs
October 14: Women and Work
October 16: EXAM I

October 21: Reforming Women
   Read: TWE Chapter 4 pp. 213-227
   Read: Nell Irvin Painter, "Representing Truth: Sojourner Truth's Knowing and
October 23: Individual Meetings about Papers/Projects ---Required!
October 28: Women and Politics
   Read: Elizabeth R. Varon, "Tippecanoe and the Ladies, Too: White Women and
   Party Politics in Antebellum Virginia," Journal of American History (September
October 30: Women and Politics
Read: TWE Chapter 4
Documents: Paulina Wright Davis and Declaration of Sentiments (back of textbook) and class handouts

_Seneca Falls Critical Book Review Due_

November 4: Women and Sexuality in the Nineteenth Century
Read: TWE Chapter 3 pp. 169-74
Read: "Notorious Home of Harlotry": Regulating Prostitution in the Ohio Valley, 1850—1860,” in _Ohio Valley History_

November 6: Civil War
Read: TWE Chapter 4 pp. 228-35
Read: Rebekah Weber Bowen, “The Changing Role of Protection on the Border: Gender and the Civil War in Saline County” in _Women in Missouri History: In Search of Power and Influence_

November 11: Civil War
November 13: Post War Changes
Read: TWE, Chapter 5

November 18: EXAM II

November 20: Individual Presentations
November 25: Individual Presentations
November 27: NO CLASS—THANKSGIVING

December 2: Individual Presentations
December 4: Individual Presentations
December 9: In lieu of a final examination, document memos will be due at my office by 10:00 a.m.—these may be submitted earlier in the semester if you desire but this is the last day they will be accepted.
Critical Book Analysis Assignments
Based on a similar project designed by Prof. Greg Monahan, Eastern Oregon University

Chemists and biologists perform much of their research in laboratories. The library is the historian's laboratory, and books are often the tools of our research. Part of succeeding in an upper-division history course is learning how historians work. The single most basic skill for any historian is to know how to read a historical monograph critically and thoroughly. That means knowing the parts of a book, grasping the arguments of its author, and understanding other historians' criticisms and analyses of that book. It also means that historians must be able to explain to others where they found the information or interpretations they use in their own work. Since historians are entrusted with the past, they carry a lot of responsibility for getting it right. They must check their sources for bias, confirm their information from as many sources as possible, try as hard as they can to be objective in their own work, and make sure someone else has checked their work before they publish it. This exercise is designed to help students develop some of those skills.

You must locate one scholarly review of the book (Pocahontas, Devil, Seneca Falls) before you begin reading it. Book reviews are an important aid in helping you analyze your monograph. The review must be complete. Good sources for reviews of books are the American Historical Review and the Journal of American History. You may also use the H-Net Review site (www.h-net.msu.edu/reviews). Please do not use other Internet review sites. Be sure to make a photocopy of the book review; you will need it for the assignment.

The exercise is divided into three parts: 1) Citation and Acknowledgments, 2) Arguments, and 3) Analysis and Critique.

PART ONE: CITATION AND ACKNOWLEDGMENTS

This portion of the assignment allows you to describe certain physical parts of the book and cite it properly. Answer the following questions and perform the following:

1. Type out a bibliographical citation (not a footnote or endnote citation) for your book using the format outlined in Kate Turabian, A Manual for Writers, available in the library or online.

2. Does it have an index? Is the index cross-referenced or is it not cross-referenced at all? (If you do not know what cross-referencing is, do some research and find out!)

3. How is the bibliography of the book organized? Is it annotated?

4. Approximately what percentage of the sources are primary? What percentage are secondary? Which archives and libraries did the author consult? Did the author use any online sources? Are they reliable?

5. Who read all or part of the book prior to its publication? What organization, if any, supported the author with money to do the research and/or writing of the book?
PART TWO: ARGUMENTS

This part is the most involved. It requires a thorough reading of the book. It demands that you comprehend the author's "arguments." Historians use that word to mean the author's interpretation, the case that he/she is making about the subject. When historians confront evidence, whether it's a large number of printed sources or archival records, they must try to make sense of those sources. The "sense" they make is their interpretation. The purpose of their monographs is to present their evidence and "argue" their interpretation of that evidence. Your purpose in this section is to summarize the author's arguments and indicate some of the evidence used to support those interpretations. Write three paragraphs on each chapter of the book.

1. For the first paragraph on each chapter, begin with the words, "The main subject of this chapter is" but do not include any words from the chapter title in your description.

2. For the second paragraph on each chapter, begin with the words, "The author's purpose in this chapter is to argue that."

3. For the third paragraph on each chapter, begin with the words, "One key piece of evidence that the author uses to support his/her case is."

After you have written a trio of paragraphs for each chapter, write one more paragraph (at least) at the end of this entire section of your paper summarizing the author's argument as a whole about the subject of the book.

PART THREE: ANALYSIS AND CRITIQUE

In this section, you have two things to do. First, analyze the argument from the standpoint of the course. What did this book teach you that you did not already know about the subject? Was the argument convincing? Well-supported? (The professor does not care whether you found it well-written or interesting.) Secondly, analyze the review of the book. Did the reviewer mostly summarize the book or did he/she evaluate it critically? Did he/she agree with the author's interpretation? Why or why not? Did he/she have criticisms? What were they? Do you find the reviewer's criticisms, if any, germane to the arguments or peripheral? Do you agree with the reviewer's assessment? Why or why not? This section may be as long as necessary to answer the questions. Attach the review to your paper.

Reviews are due on the dates noted on the syllabus at the beginning of class. Papers will be docked 5 points for each day they are late.
Document Memo Assignment

Based on an assignment by Rebecca Tannenbaum

Imagine you are a research assistant to the editor of a textbook. Your task is to locate documents on the history of American women to 1890 for inclusion in the book. Using any approved database or written work (except your textbook), choose a document and write a 3-4 page memo to your boss explaining why it should be included. The memo should include the following:

a. A full citation, including author, title, place and date written or published, and the URL.

b. A brief synopsis of the contents of the document

c. A discussion of the larger context in which the document was written. This discussion might include factors such as recent events which influenced its creation, the audience for which the document was written, or the racial and class status of the author. These factors will vary, depending on the document you choose.

d. The important historical themes the document illustrates.

e. A set of “questions for discussion” for the use of professors and TAs who will be using the textbook (in other words, a set of potential discussion topics this document generates).

No memos will be accepted after December 9. You may use one of the primary sources from your paper/project or from another source.
Paper/Project Assignment

Every student will complete a paper or project on some aspect of U.S. women's history to 1890. The topic and bibliography will be due early in the semester to provide each student with ample time to produce a quality paper/project. These papers/projects may be based on primary sources or may be in the form of a historiographical treatment of a women's history topic (we will discuss the differences between these two on the first day of class). You will present your topic in a brief (about 10 minutes) presentation to the class at the end of the semester.

Paper requirements: Each paper should be typed, double-spaced, in 12-point font (no more or less), and should have one-inch margins (no more or less) on each side of the paper. You may submit a rough draft for early comments. Papers are due one week after the date of your presentation (those presenting on November 20 will need to have their papers to me the Tuesday before Thanksgiving and on December 4 on December 9). Late papers will be docked 5 points for every day they are late.

a. Topic and bibliography: Your topic and bibliography are due early in the semester. Your topic should have a working title and a brief thesis statement. Your thesis will probably change during the course of your research, but you need to have a thesis to start your research. There are no set requirements for the number of resources listed in your bibliography as the number will vary with your topic. Copies of any journal articles should be included with your bibliography.

b. Paper: Your paper needs to be at least 10 pages in length, but may be as long as you wish.

c. Grading: Topic and bibliography—20 points
Paper—60 points
Presentation—20 points

Project requirements: Projects may include video documentaries (similar to those put together by secondary students for History Day) or if you are an education major (I will verify) a detailed lesson plan/classroom projects at the high school level (examples of these types of projects will be distributed in class). Any other type of project will need to be cleared through me. Your project will be due on the date of your presentation since I assume that the project IS the presentation.

a. Topic and bibliography: Your topic and bibliography are due early in the semester. Your topic should have a working title and a brief thesis statement. Your thesis will probably change during the course of your research, but you need to have a thesis to start your research. There are no set requirements for the number of resources listed in your bibliography as the number will vary with your topic. Copies of any journal articles should be included with your bibliography.

b. Process paper: Your project will include a process paper. Tell me why you chose the topic, what the relevance is to women's history, the steps you went through to find the materials, any technical difficulties you encountered, and any other items you feel will help me to understand your project.

c. Grading: Topic and bibliography—20 points
Process paper—20 points
Final product including presentation—60 points

***Warning: I have very few computer skills and no video skills. I will be a terrific consultant for matters pertaining to the subject of your project and a lousy resource for any technical issues. Therefore, DO NOT come to me with last minute technical issues—I will not be able to help no matter how much I may want to help!

Presentations: You will have 10 minutes to present your paper/project to the class. If you have created a video project I will expect you to show it in class. For those who complete a paper, you may give a strictly oral presentation or you may enhance your presentation with Powerpoint slides.