

HIST 2384.001
U.S. Women from Settlement to Present
Fall 2021 | M/W 4:00pm – 4:50 | ECSW 1.315
Prof. Anne Gray Fischer | AnneGrayFischer@utdallas.edu
Office hours: Mondays and Wednesdays 2:30-3:30, JO 5.610 and by appointment
[Course homepage \(eLearning\)](#)

Teaching Assistants:

Brecken Hunter Wellborn: brecken.wellborn@utdallas.edu

- Discussion sections: Thursdays at 10am and 12pm
- Office hours: Wednesdays, 12-1 pm and Thursdays 2-3pm and by appointment
- Office location: TBD

J. Holder Bennett: jason.bennett@utdallas.edu

- Discussion sections: Thursdays at 1pm and 3pm
- Office hours: Thursdays, 11am-12pm
- Office location: JO 5.608C and online

Zachary Marston Meyer: zachary.meyer@utdallas.edu

- Discussion sections: Fridays at 10am and 11am
- Office hours: Wednesdays, 5-6pm
- Office location: JO 5.608C and online

Kristin Bocchine: kristin.bocchine@utdallas.edu

- Discussion sections: Fridays at 1pm, 2pm, 3pm, and 4pm
- Office hours: By appointment (for both in-person and virtual meetings)
- Office location: JO 5.109 and online

Course Description:

How have women changed the world we live in today? This introductory course critically analyzes gender history through women's lived experiences, from colonial North America to the contemporary United States. We will examine the perspectives of Indigenous women and women of European, African, Latina, and Asian descent within the context of social and political change in the U.S. Working with primary sources—any material or written text produced by someone from the past—this course is organized around three key questions in women's history: What are the intersections of race, class, gender, and sexuality? How has the concept of citizenship been gendered? And how have diverse groups of women worked to influence the ideologies, culture, and policies that shaped their lives? The course will examine how women's history provides a crucial perspective on broader American history, and also how and why it is a dynamic, relevant, and unique area of study. We will study a variety of primary sources, including letters, political speeches, photographs, and artwork. In the process, you will hone your skills of written analysis and oral communication.

1. What This Course is Designed to Help You Do:

- This course is NOT about memorizing dates and names, but rather identifying historical connections and concepts.
- Develop a deeper understanding of how women's experiences—as well as ideas about sex and gender—in the United States are historically contingent, that is, dependent upon their historical moment for definition and meaning.
- Develop a deeper understanding of women as *historical actors*, that is, as people who sought to change their circumstances and shaped history in the process.
- Learn how to read, contextualize, interpret, and make well-informed claims about historical evidence.
- Engage a diversity of viewpoints in a civil and constructive fashion.
- Demonstrate in writing and conversation how to synthesize a broad range of sources and evidence.

2. Notes on How to Access and Read the Course Materials:

All course readings are available online in clearly marked folders on eLearning.

You will be reading “primary sources,” which are essentially any artifact from the past that can be contextualized and interpreted to make a historical argument: written documents, maps, art, music, film, newspaper articles, and material culture (pottery, clothing, furniture). Primary sources that we will investigate include letters, journal entries, political speeches, laws, newspaper ads, paintings, and more.

You will find that the readings are quite short. However, do not be deceived by the length! These short primary sources will require a good deal of concentration and active reading in order to understand the perspective of the historical actor that produced each document, what this piece of evidence can teach us about the past, and why this document matters in the broader sweep of history. We will discuss techniques to read primary sources in class.

3. How Should We Approach Each Other?

College offers you the unique opportunity to think deeply about what you believe and why. This can be an uncomfortable process, but it can yield lasting rewards, and a lifetime of inspiration and inquiry. In this course, you will develop the skills of inquiry and critical thought in the most challenging, yet essential way: in conversation with others. We learn best when we learn together.

This course necessarily involves issues of discrimination, political conservatism and radicalism, labor and capital, power struggles, and multiple forms of gender-based oppression, violence, and exploitation. Together, we are walking directly into some of the

most combusive and controversial issues in the U.S. today. How will we respond to these difficult issues—and to each other? What kind of democracy do we want to model?

Let's begin with honest intentions. A student might ask a question that offends or upsets another student. If the question was asked in a sincere effort to understand a concept or get clarification, then we are on the path to reducing harm and mending connections. As our brains expand, we will feel growing pains, and that is okay—we will live to face another day and come out on the other side stronger and smarter. However, if the question was asked to provoke hurt, shame, or hatred, then I will intervene. Deliberate efforts to troll, dehumanize, or degrade another human are not okay in our shared learning space.

Next, let's add simple kindness to honest intentions. Students will surely disagree with each other and with me. This is a good thing, and it is necessary for our shared intellectual and analytical growth. Students should feel comfortable to challenge themselves, each other, and me. But we must disagree with each other as we would want to be disagreed with: with respect, honest intentions, and everyday decency. This is not about being “politically correct”—this is about learning to function in a diverse democracy where every day we encounter people who hold ideas and beliefs that are different from our own.

Together in class we will develop a culture of respect unique to our learning group that we will agree to honor. But let's start by practicing honest intentions and everyday kindness.

4. Note on Content and Language in This Course:

U.S. history necessarily involves written and sometimes visual depictions of physical violence and verbal expressions of hatred. We will also encounter primary sources produced by historical actors who used language that would be considered offensive today. If you are worried about the material troubling you, please reach out to me to discuss your concerns at any time. If you find any material especially upsetting during class, please feel free to step out of class for the duration.

5. Learning After Covid-19 and Mask Policy

What is a “normal” learning environment? Will we ever return to the “normal” as we knew it before Spring 2020? What is the “new normal”? None of us can say for sure.

As we transition out of quarantine, there is a tremendous amount of uncertainty as we reckon with what responsible public health measures will look like in a [contradictory context](#) of group immunity locally and rising rates of the Delta variant globally.

Marginalized people—people targeted because of their ancestry, country of origin, religion, or gender and sexual identity and people experiencing disabilities, addiction, mental illness, and homelessness—confront the most lethal and acute forms of vulnerability. This was true before, during, and in the aftermath of the public health crisis. The pandemic intensified and exacerbated existing vulnerabilities in this country: poverty; lack of access to housing, healthcare and childcare; and a glaring absence of any social safety net more broadly. What does a meaningful and accessible learning environment look like as we work to heal and recover from the trauma of the last nearly two years?

Texas state employees cannot require anyone to wear a mask. However, given the rising lethality of the Delta variant, I strongly encourage students to wear a mask for their health and the health of those most vulnerable to the virus. UTD's COVID policies for Fall 2021 are available here.

Some students thrived during online learning, while others struggled. Technology was both a barrier to, and a resource for, learning. But one thing is clear: we all made it to the end of Spring 2021 extremely burned out. I have designed the course to provide as accessible and smooth a transition back to in-person learning as possible. If you require any accommodations, please let me know and I will work to support your learning needs!

A recording of class lectures WILL be available. Your TAs will try, with the technology available, to make a livestream or a recording of discussion sections available. Attendance will NOT be required for lecture or discussion section.

If you experience disruptions of your health and wellness of any kind, please be in touch with me. You do not have to share details. But I cannot help you, provide support, or offer any accommodations in the course if I do not know what you are going through. Please stay in touch. I am available by email and Teams chat.

6. Course Assignments:

Discussion Section Questions (300 points, or 30% of total grade):

Discussion sections—which were instituted in this course due to student demand—are a crucial component of this course and an essential space for you to learn in conversation with your classmates.

Most weeks, you will post a question prior to your discussion sections to a discussion board on eLearning. **The discussion questions count as your participation in discussion sections.**

Discussion questions serve multiple functions:

- They are designed to help you stay accountable to the course reading and to your classmates.
- They are designed to make sure that discussion sections are useful for you—your TAs will read your questions before discussion section and use these questions to guide the agendas and focus for each conversation.
- Finally, discussion questions are a way to engage with the material if you do not attend discussion sections for any reason at all.

What kinds of discussion questions count for full credit?

- Clarification questions—what didn't make sense in that week's lecture or primary sources?
- Connecting questions—how we can connect different ideas or primary sources we are studying?

- Quiz or exam questions—you can also ask a question about the weekly quiz or the midterm and final exams.
- As long as your question can generate conversation and demonstrates that you are doing the reading, you will get full credit.

Discussion question grade and deadline policies:

- You can miss TWO discussion section questions and still receive full credit.
- After that, students will lose 12 points per question they miss.
- If you are unable to attend a discussion section and want an answer to your question, email me or your TA and we will answer your question!
- **The syllabus below has a suggested deadline of Wednesdays before midnight.** However, your TAs will give you their firm deadline to post questions for your section so that they have adequate time to read your question and incorporate it into the discussion agenda.

10 Weekly eLearning Quizzes (30 points each; 30% total): Most weeks, students will complete a short quiz on eLearning. Quizzes will cover the material we discussed in class that week. These quizzes are designed to help you stay on top of the course materials and check your weekly comprehension of key terms and concepts. If you have any questions about something on the weekly quiz, your discussion section is a great place to ask and get help on the quizzes—a question about the quiz could also count as a discussion question! All quizzes are due by Sunday at 11:59 p.m.

There are two amnesty deadlines to complete late quizzes: October 3 for quizzes 1-5 and December 5 for quizzes 6-10.

How the quiz amnesty deadlines work: You can submit quizzes 1-5 any time before October 3 and receive full credit with no penalties for lateness. You can submit quizzes 6-10 any time before December 5 and receive full credit with no penalties for lateness.

This amnesty policy is in place to give you flexibility if you miss a quiz. I do NOT recommend waiting until October 3 to submit the first half of all quizzes—you will miss helpful class checkpoints and accumulated learning opportunities. Moreover, students who have a stressful night of completing and submitting all quizzes at once typically do not score as high as students who stay on top of the course material.

Midterm and Final Exams (200 points each, 40% total): For the midterm and final exams, students will be asked to define key terms, interpret primary sources, and answer one short essay question of their choice. Both exams are open-book (you are free to consult course materials and your own notes as you complete the exams) and untimed.

Extra Credit Opportunities:

- **Make a Meme (2%):** Create a meme related to class. If you would like, you can share it with the class.
- **Make a TikTok (4%):** Create a TikTok related to class. If you would like, you can share it with the class.

- Each exam (midterm and final) has a bonus question for students to interpret additional primary sources we have discussed in class.

Grade Distribution:

Discussion section attendance	15%	150 points	Due Date:
Discussion section questions	15%	150 points	Thursdays or Fridays
Weekly quizzes	30%	300 points	Wednesdays by 11:59pm
Midterm exam	20%	200 points	Sundays by 11:59pm
Final exam	20%	200 points	October 10 by 11:59pm
			December 8 by 11:59pm

Grading Scale:

A+: 97-100% A: 93- 96% A-: 90-92%
 Strong demonstration of engagement with course materials; clear and specific analysis of materials; and independent arguments that are supported by historical evidence.

B+: 87-89% B: 83-86% B-: 80-82%
 Strong demonstration of engagement with course materials; vague or imprecise analysis of materials; independent arguments with unclear connection to historical evidence.

C+: 77-79% C: 73-76% C-: 70-72%
 Occasional demonstration of engagement with course materials; vague or imprecise analysis of materials; arguments unsupported by historical evidence.

D+: 67-69% D: 63-66% D-: 60-62%
 Sporadic demonstration of engagement with course materials; unclear analysis of materials; arguments with factual errors or contrary to historical evidence.

F: ≤59%
 No demonstrated engagement with, or knowledge of, course materials.

7. Everything You Submit MUST Be In Your Own Words

Occasionally, students will form study groups for exams in this class and collaboratively work on the questions—this is fine. But then they share answers with each other and submit identical answers on the exam—**this is cheating.** If you and your classmates submit identical answers, then, in accordance with University policy, I am required to report you to the [Office of Community Standards and Conduct](#). The OCSC has ruled that students who engage in this practice must fail the class, even if they did not realize they were doing anything wrong at the time.

Your TAs and I will check all work submitted in this class to ensure that each student is submitting work in their own words.

8. Useful Campus Resources:

Accommodations

If you require accommodations related to a disability please register with the Office of Student AccessAbility as soon as possible. You do not need to disclose anything to me. I will work directly with OSA to accommodate you as best as possible while still meeting the aims of the course. You can access the OSA here, independent of any conversation with me at <https://www.utdallas.edu/studentaccess/>

Student Success Center

Additionally, Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies. More information is available at <https://www.utdallas.edu/studentsuccess/>

Student Wellness

The Student Wellness Center assists and encourages students to adopt responsible behaviors related to various health topics through evidence-based educational programs, resources and individual consultations. Programs include alcohol and other drug education, sexual assault prevention, sexual responsibility, suicide prevention, tobacco education, bystander intervention and public health initiatives. The Student Wellness Center has a registered dietitian on staff to aid students in healthy meal planning and also coping with eating disorders. The Student Wellness Center is located in the Student Services Building, SSB 4.500, and can be contacted at 972-883-4275 or on the web at www.utdallas.edu/studentwellness

Mental Health and Counseling Services

The Student Counseling Center is staffed by licensed psychologists and counselors who are available to help students with personal and interpersonal problems. Services include individual counseling, couple counseling, group counseling, crisis intervention and special workshops/programs relevant to student needs. In addition, a psychiatrist is available to provide Student Counseling Center clients with medications when necessary. All counseling services and records are held confidential to the extent permitted by law. The Student Counseling Center is located in the Student Services Building, SSB 4.600. For more information call 972-883-2575 or go to www.utdallas.edu/counseling

Sexual Harassment and Assault Experiences

Title IX and UTD prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

The Student Wellness Center offers information about reporting options and support services available to students. The center refers students who need support to the Student Counseling Center, the Galerstein Gender Center, or off-campus organizations as needed. For more information, visit the Sexual Assault Prevention program of the Student Wellness Center at <https://www.utdallas.edu/studentwellness/sexual/sexualassaultprevention.html>

Other Links and Resources

- For a complete list of campus resources, please visit <https://catalog.utdallas.edu/now/undergraduate/resources/index>.
- A complete list of UT Dallas Syllabus Policies and Procedures—including the Academic Integrity Policy— is available at <https://go.utdallas.edu/syllabus-policies>.

Course Schedule:

Week 1: Course Introduction and Primary Source Ice-Breakers August 23 | August 25

What is due this week and when:

- Quiz #1 (Syllabus Quiz): Sunday, August 29 at 11:59 pm

Week 2: Patriarchy and Colonization

August 30 | September 1

Reading:

- Monday: “A White Woman’s Perspective on Indian Women’s Labor,” from *Narrative of the Life of Mrs. Mary Jemison*, 1824
- Wednesday: Letter from Hernán Cortés to King Charles V, 1519
- Wednesday: Bernal Díaz del Castillo, excerpt from *Historia verdadera de la conquista de la Nueva España*, volume 1, chapter 37, 1568

What is due this week and when:

- Post your discussion question by Wednesday, September 1 at 11:59pm
- Quiz #2: Sunday, September 5 at 11:59 pm

DISCUSSION SECTIONS START THIS WEEK

Week 3: Race and Sex in the Colonies, Part 1

September 8 (no class September 6 due to Labor Day)

Reading:

- M: Two Servitude primary sources: Lyrics to “The trappan'd maiden, or, The distressed damsel,” lyrics, ca. 1700 and “Runaway Servants,” ca. 1700s
- M: Thomas/ine Hall: Minutes of the Council and General court of colonial Virginia, 1629

What is due this week and when:

- Discussion Question: Wednesday, September 8 at 11:59pm
- Quiz #3: Sunday, September 12 at 11:59 pm

Week 4: Race and Sex in the Colonies, Part 2 & Whose Revolution?

September 13 | September 15

Reading:

- M: “A Report of a Comittee from an Assembly Concerning the freedome of Elizabeth Key,” 1656
- M: Virginia Slave Law, 1662
- M: “An Act Concerning Negroes and Other Slaves,” Maryland, 1664
- W: Ona Judge’s Escape

What is due this week and when:

- Discussion Question: Wednesday, September 15 at 11:59pm
- Quiz #4: Sunday, September 19 at 11:59 pm

Week 5: Separate Spheres and Women's Labor

September 20 | September 22

Reading:

- M: William Cullen Bryant's description of Charity and Sylvia's relationship, ca. 1847
- M: Two antiremoval petitions: Cherokee (1818, from Miles) and Circular to Benevolent Ladies, 1829
- W: Excerpt from Harriet Jacobs, "Incidents in the Life of a Slave Girl," 1861

What is due this week and when:

- Discussion Question: Wednesday, September 22 at 11:59pm
- Quiz #5: Sunday, September 26 at 11:59 pm

Week 6: September 27 | September 29

Moral Reform and Abolitionism

Reading:

- M: Elizabeth Cady Stanton, "To the American Anti-Slavery Society," 1860
- M: Maria Stewart, "Why Sit Ye Here and Die," 1832
- W: Compare two versions of Sojourner Truth's "Address at the Woman's Rights Convention in Akron, Ohio," May 29, 1851

What is due this week and when:

- Discussion Question (can also be a midterm question!): Wednesday, September 29 at 11:59pm
- No quiz: study for your midterm exam

MIDTERM EXAM DISCUSSED IN CLASS ON WEDNESDAY SEPTEMBER 29

**AMNESTY DEADLINE FOR INCOMPLETE QUIZZES 1-5:
SUNDAY OCTOBER 3 AT 11:59PM**

Week 7: Expansion and War

October 4 | October 6

Reading:

- M: ["From Enslaved to Entrepreneur: The Biddy Mason Story"](#) [4-minute video]
- W: Virginia currency, 1858
- W: Excerpt from *Scenes in the Life of Harriet Tubman*, 1869

What is due this week and when:

- Discussion Question (can also be a midterm question!): Wednesday, October 6 at 11:59pm
- Midterm Exam: Sunday, October 10 at 11:59 pm

MIDTERM EXAM DUE ON ELEARNING BY SUNDAY OCTOBER 10 AT 11:59 P.M.

Week 8: Reconstructing Women's Lives

October 11 | October 13

Reading:

- M: Three primary sources on the 15th Amendment Debates:
Elizabeth Cady Stanton letter to the editor, 1865
Frederick Douglass address to the American Equal Rights Association, 1869
Sojourner Truth address to the American Equal Rights Association, 1867
- W: Ida B. Wells, "A Red Record," 1895

What is due this week and when:

- Discussion Question: Wednesday, October 13 at 11:59pm
- Quiz #6: Sunday, October 17 at 11:59 pm

Week 9: Women and Empire

October 18 | October 20

Reading:

- M: Excerpt from "The Reason Why the Colored American is not in the World's Columbian Exposition," 1893
- M: Letter from Queen Liliuokalani to U.S. President William McKinley, 1897
- W: "Another Testimony," *The Indian's Friend*, 1890
- W: Excerpts from Zitkala-Sa, "School Days of an Indian Girl," 1921

What is due this week and when:

- Discussion Question: Wednesday, October 20 at 11:59pm
- Quiz #7: Sunday, October 24 at 11:59 pm

Week 10: Labor, Suffrage, and Sex in the Progressive Era

October 25 | October 27

Reading:

- M: *Muller v. Oregon*, 1908
- W: Nannie Helen Burroughs, "Black Women and Reform," 1915
- W: Lucy Parsons speech, 1905

What is due this week and when:

- Discussion Question: Wednesday, October 27 at 11:59pm
- Quiz #8: Sunday, October 31 at 11:59 pm

Week 11: Poverty, Welfare, and War

November 1 | November 3

Reading:

- M: Ella Baker and Marvel Cooke, "The Bronx Slave Market," 1935
- W: Two articles on the "Zoot Suit Riots"

What is due this week and when:

- Discussion Question: Wednesday, November 3 at 11:59pm
- Quiz #9: Sunday, November 7 at 11:59 pm

Week 12: Freedom Struggles Across Difference, 1945-1965

November 8 | November 10

Reading:

- M: Fannie Lou Hamer, “We’re On Our Way” 1964
- W: Excerpts from Audre Lorde, *Zami: A New Spelling of My Name*
- W: Gloria Anzaldua, *Borderlands/La Frontera*, Chapter 2

What is due this week and when:

- Discussion Question: Wednesday, November 10 at 11:59pm
- No quiz—semester slump breather!

Week 13: Modern Feminism and Reproductive Justice, 1965-1980

November 15 | November 17

Reading:

- M: *Roe v. Wade*, 1973
- W: Young Lords Party, “Position Paper on Women,” 1970
- W: WARN, “Theft of Life,” ca. 1979

What is due this week and when:

- Discussion Question: Wednesday, November 17 at 11:59pm
- Quiz #10: Sunday, November 21 at 11:59 pm

Week 14: The Rise of Sexual Conservatism, 1975-1995

November 22 (no class November 24 due to Fall Holiday)

Reading:

- M: Phyllis Schlafly, “What’s Wrong with ‘Equal Rights’ for Women?,” 1972
- M: “Lesbian Mothers in Court—Whose Best Interest?,” *Lesbian Tide*, 1976

What is due this week and when:

- No discussion sections due to Fall Holiday
- No quiz due to Fall Holiday

FINAL EXAM DISCUSSED IN CLASS ON MONDAY NOVEMBER 22

Week 15: Violence Against Women and Closing Reflections

November 29 | December 1

- “African American Women in Defense of Ourselves,” 1991
- Watch an [excerpt from an interview](#), “The Deadly Cost of Pipelines in Native Land: Winona LaDuke on Missing and Murdered Indigenous Women,” 2018

What is due this week and when:

- Discussion Question (can also be a final exam question!): Wednesday, December 1 at 11:59pm
- No quiz—study for your final exam.

AMNESTY DEADLINE FOR QUIZZES 6-10: SUNDAY DECEMBER 5 AT 11:59PM

FINAL EXAM DUE WEDNESDAY DECEMBER 8 AT 11:59PM