Moberly Area Community College  
Common Syllabus  

HST201H American Women, American Times Honors  

Current Term  

Instructor:  
Office number:  
Office hours:  
Contact information:  
Classroom number:  
Class days and time:  

Catalog Description:  HST201H American Women, American Times Honors (3-0-3)  
American Women, American Times (Honors) surveys the history and development of the role of women in American society, beginning with colonial times. While attention is given to the “great women” in America’s past, emphasis is strongly placed on the historical theme of women’s ever-changing positions in society as family members, workers, voters, and contributors to American culture. This course uses minimal lecture and emphasizes student participation/discussion.  

Prerequisite/Co-requisite:  Students must meet the criteria for admission into the Honors Program HST 105 and/or HST 106 encouraged.  

Text(s):  
Title:  Through Women’s Eyes, Combined Volume  
Author:  Dubois  
Edition:  3rd Edition  
Publisher:  Mac Higher  

Other required materials:  Per instructor’s policy  

Purpose of Course:  American Women, American Times is designed to provide a broader understanding of American history and culture by focusing on the role played by women in shaping this history and culture. Some attention is given to the “great women” of American history, but more time is devoted to exploring the female experience in America through the themes of women and family, women and work, and women in their socio-political roles. Through readings, short lectures, discussion, and video, students will develop analytical thinking, reading, and writing skills as they discover the vital role women have played in shaping America’s history.  

Course Objectives:  Upon successful completion of this course, students will be able to:  

• Demonstrate knowledge of the importance of studying the role of women in American history.  
• Explain reasons why women’s history has only recently become a viable historical field of study.
• Understand the difficulties in studying women’s history and how to critically examine historical evidence. Analyze women’s roles in key social, historical, and political events and movements in America.
• Demonstrate basic skills in critical thinking and reading.
• Write college-level English.

Course Content:
1. Introduction/What Is Women’s History?
2. Colonial and Revolutionary Women
4. From the Civil War Through the Attainment of Suffrage
5. American Women Since The 1920s

Assessment of Student Learning: Student outcomes of the above objectives will be measured through a research paper assignment (100 points), an interview paper (100 points), 4 unit examinations (100 points each), and a comprehensive final exam (100 points). Points will also be assigned to a number of student-led presentations/discussions throughout the class, so consistent attendance and participation is essential for success in this course.

Grading Scale:
90% = A
80% = B
70% = C
60% = D
Below 60% = F

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments / Projects:

Interview Writing Assignment (100 Points)

Your assignment is to interview a woman who is at least 70 years old and ask about her experiences. Experiences you might want to ask about include: the Great Depression, WWII, the women’s movement, the Korean and Vietnam Wars, recent achievements of women, etc. Be sure to include material specific to her life – was/is she rural, urban, married, divorced, etc. You might also question her about her thoughts/experiences with work, family, and the socio-political roles of women (the major themes we’ll discuss in class). There is not a specific format that your paper has to be written in – you may use a traditional question/answer format or integrate your material into paragraphs. Try to incorporate any historical background gained from class lectures and discussions. Also be sure to use quotation marks if you directly quote the person. A works cited page should be included which gives the respondent’s name and full information including date of interview, place of residence, age, and occupation (former/current). Any additional sources should be noted on this page also. You must use parenthetical citing if you quote directly (or use an author's ideas) from any of these outside sources. Your written paper should be 4 to 5 pages typed and double-spaced.
Most students find this to be a rewarding assignment. If you are having some problems structuring your interview, please ask for help.

**American Women, American Times / Research Paper (100 Points)**

The other major out-of-class assignment for this course will be an 8-10 page (double-spaced, typed) research paper. There will not be a list of topics for you to choose from, but all topics must be approved by me.

**Guidelines for Paper:**

1. Not Acceptable Topics include: Harriet Tubman, Elizabeth Cady Stanton, Susan B. Anthony, Harriet Beecher Stowe, Amelia Earhart, Clara Barton, Eleanor Roosevelt, Roe v. Wade/abortion or other current issues topics, or anyone currently living under the age of 70.
2. If you choose to do your paper on a person, it must not be a strictly biographical paper. You must relate that person to larger issues or trends in American women's history (and not just in 1 or 2 paragraphs at the end of the paper).
3. Your paper must have at least 3 sources other than your textbooks, and only 1 of these sources can be an encyclopedia or a dictionary. All sources need to be fully cited. Parenthetical citing is sufficient for the paper, but the paper should also include a works cited page in MLA format.
4. A note on plagiarism: If you use an idea promoted by an author, or quote something exactly, it must be cited. In the case of quotes, they must also be put in quotation marks. Plagiarism is serious business and is punishable by a zero grade on the assignment, flunking the course, or even being dismissed from school.

**Schedule of Student Assignments / Activities:**
This is a tentative schedule. The list of topics is only a general description of what will be covered. Chapter references are from the Woloch book. Other readings will be assigned from the other two textbooks as well.

**Unit 1 -- Colonial and Revolutionary Women**
Introduction -- What Is Women's History?
Chapters 1 and 2
Early Colonial Women -- The Struggle for Survival
Women and Religion
Chapters 3 and 4
Changing Economic and Social Conditions
Legal Status of Women/Revolutionary America?
EXAM # 1

**Unit 2 -- Early 19th Century Women: 1800 - 1860**
Chapters 5 and 6
Educating Women
Early Women in The Work Force
Promoting Women's Sphere
Chapters 7 and 8
Reforming Society with The Help of Women
Reform for Women?
EXAM # 2
Unit 3 – From Civil War Through the Attainment of Suffrage

Chapters 9 And 10
Effects of the Civil War
Changing Work Roles for Women

Chapters 11 and 12
Smaller Families
Professional Women -- Still a Rarity

Chapters 13 and 14
The Crusade for Suffrage
Suffrage vs. Society -- Women Being Political?

EXAM # 3

Unit 4 -- American Women Since The 1920s

Chapters 15 and 16
Issues of Sexuality, Marriage and Family
A Consumer Revolution

Chapters 17 and 18
Women and The Depression
The Impact of World War II

Chapters 19 and 20
Reviving Feminism After WWII
Issues Beyond the Vote

Chapters 21 and 22
New Economic Roles for Women
Changing Families / Changing American Demographics
The Continuing Gender Gap

EXAM # 4

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
• **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook, M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>Course Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>In Seat Course</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| Hybrid Course   | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  • Completion of quizzes or exams during class meetings and online  
  • Submission of assignments during class meetings and online  
  • Participation in discussions during class meetings and online |
| Online Course   | Active participation in an online course includes the following:            |
|                 |  • Completion of quizzes or exams                                          |
|                 |  • Submission of assignments                                               |
|                 |  • Participation in threaded discussions                                    |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy

**Extra-credit work:** Per instructor’s policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).
Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.