

HISTORY OF U.S. WOMEN SINCE 1890  
(History 5468-01 for Graduate Students)

Instructor: Cita Cook  
Office: 3210 TLC (770-836-4555)  
Office Hours: Monday, Tuesday, Wednesday, 2:00-5:00  
Other times, by appointment  
Class Meetings: Tuesday, 5:30-8:00, 204 Pafford

Fall Semester 2007  
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### LEARNING OUTCOMES

Students will learn basic developments in the history of women, as individuals and in groups, in the United States since 1890. In their essays, exams, discussions, and other work, they will demonstrate the ability to analyze what women (as individuals and in groups) did to affect the development of modern U.S. society, what problems they faced, what they did to try to overcome those problems, and how this all varied for women in different circumstances. Graduate students will also demonstrate in discussions and written assignments the ability to evaluate the strengths and weaknesses of how different scholars have researched and analyzed the history of American women.

### TEXTBOOKS

Nancy Woloch, Women and the American Experience, Third Edition  
Susan Ware, Modern American Women  
Anzia Yezierska, Bread Givers  
Barbara Ransby, Ella Baker and the Black Freedom Movement

There will also be frequent handouts of other readings, some for all students and some only for graduate students. It is highly recommended that everyone find and review regularly a second volume of any fairly recent textbook covering the history of the United States since 1865 as you will be expected to be familiar with the most significant developments in U.S. history.

### COURSE REQUIREMENTS

#### I. Class Attendance, Participation, and Short Assignments - 10% of the semester grade

A. Class Attendance: The typical class will involve a combination of lecture, discussion, and occasional videotapes. Some of the information and ideas of the course will be presented or explained only in class, so you should take some notes during the lectures. You are expected to arrive on time and to stay for the whole class. Inappropriate behavior, including any use of cell phones, ipods, etc. during class, can damage your participation grade. Regular attendance is required, but you may have one unexcused absence. If you have to miss a class, you are responsible for discussing with me whether it should be excused and for arranging to get any handouts, to find out what was covered in class, and to make up any missed assignments. In most cases, you can find new assignments on the class website, but the extra reading handouts will not be available on-line. You should average at least twelve hours of study a week for the class (four hours for every hour in class). If you are doing this and still feel confused or overwhelmed, it is a good idea to make an appointment to meet with me or to discuss your concerns by telephone. Too often instructors find out too late about problems that could have been solved fairly easily with earlier notification.

We shall set aside a special time each week when the graduate students will meet with

me as a group to evaluate the articles assigned only to you and to report on your progress in the review essay. You are required to make at least two appointments (which can be by phone) to discuss your special project with me. At least one meeting should be within the first two weeks of the semester and at least one within the first two weeks after the midterm exam.

B. Weekly Reading and Comment Sheets: Each assignment will include a list of study questions and identifications to indicate what you should be learning from the reading and what you need to study for the tests. **YOU DO NOT HAVE TO ANSWER THE STUDY QUESTIONS IN WRITING** and I do not have time to correct attempts to do so. The assignment sheets will include a list of the basic developments in American history that you need to know to understand the reading. If they are unfamiliar to you, refer to any basic text in American history and only then, if necessary, ask about them. The class discussions, including the separate meetings with graduate students, will be conducted on the assumption that everyone has read all of the material assigned for that day. Ask any questions or say what you had trouble understanding (after I have covered relevant aspects in class), but always be prepared to present some kind of reaction to the reading.

Everyone is required to hand in a Comment Sheet each week, indicating briefly in your own words any thoughts you have about the material covered in the reading and in class, and/or any questions you have about the reading or the class. Think of these as an informal journal you are sharing with me, not as a time to list specific information. I am more interested in your own reactions to the material, positive and/or negative. Teachers may add thoughts on how you might teach any of the material we have covered that week. There will be special instructions about how graduate students should also write about the extra reading assigned to them. Although the comment sheets will not be graded, **THE CREDIT YOU RECEIVE FOR PARTICIPATION WILL DEPEND ON WHETHER OR NOT YOUR COMMENTS SHEETS SHOW THAT YOU HAVE DONE THE READING AND EVALUATED THE ESSAYS ASSIGNED ONLY TO GRADUATE STUDENTS.** They will be handed back so you can receive feedback from me and use them for review.

C. Short Assignments: There may be a few graded homework assignments. This includes a family history due on September 4 that will be explained on a separate sheet.

## II. Open Book In-Class Essay - 5% of the semester grade

On September 18, you will answer in class an essay question using any books or notes that you wish. This is to give you a chance to gain feedback on the kinds of essay questions that will be asked on the (closed book) exams.

## III. Essays - 45% of the semester grade

A 5-8 page essay (typed, unless you have special permission to handwrite it) will be assigned on the book by Yeziarska (due October 2 and counting 15%) and a 2-3 page one by Ransby (due December 4 and counting 5%). You will receive a handout with specific directions at least two weeks before each essay is due.

You will also write a 12-15 page review essay of at least three books by different authors on a particular topic (due December 4 and counting 25%). You will receive a handout of extra directions for it. After a discussion with me, each student should report on a chosen topic and tentative bibliography by September 11. You will also prepare oral and written reports on the reading you have done for September 25 October 23, and November 6. A preliminary draft of the essay is due November 20 which will be corrected and returned to you for rewriting. Five

percent of your essay grade will reflect the extent to which you followed the required schedule, meaning that you gave clear evidence of having read and thought about at least one book or its equivalent for each report and handed in a preliminary draft showing conscientious work.

Every spring the History Department awards the Elizabeth L. Parker Prize for the best paper on the history of Georgia, with an award of \$100. Students who wish to submit a paper for this award may substitute for the review essay a research paper of 20-30 pages on the history of twentieth century women in Georgia based on an approved list of primary and secondary sources, one of which must be a journal article. Anyone wishing to do such a paper should make an appointment within the first two weeks of the semester to discuss a possible topic and to be given specific requirements set by the contest.

#### IV. Exams - 40% of the semester grade

There will be a midterm (on October 16) and a final examination (on December 11) based on both the reading and the class lectures, with each counting 20%. The final exam will include some choice between questions covering the whole semester and questions covering just the second half of the semester. The exams will not require any specific information that was not covered in the study questions, but you may have to think about the information in a new way. Each test will involve a combination of identifications and essay questions of varying lengths. If you miss a test because of a validated excuse and prior permission of the instructor, you are responsible for arranging a time to make it up.

#### V. Extra Credit Points

You can receive up to three extra credit points for your final semester grade by writing reports on activities that teach you more about the history such as approved movies, lectures, or museum exhibits, but only about activities you have done this semester. There will be a special sheet listing some recommended extra credit activities and explaining what needs to be done to gain the credit. I reserve the right to determine if any report is or is not worthy of extra credit.

#### VI. Academic Honesty

All work handed in at the State University of West Georgia should reflect only the work of an individual student. This does not mean that students should not study together, only that they need to work alone when doing the final version of an assignment. Any use of the ideas, information, or words of anyone else, including paraphrasing of the words and ideas, without crediting them is plagiarism and is a crime. A direct quote of the words (even only a few words) of someone else must be in quotation marks as well as have a note of its source. Any clear evidence of plagiarism or any other kind of cheating on a test or any other graded assignment (after consultation with the student) will result in a permanent zero for that assignment. See the section on Academic Honesty in the Catalog or Uncatalog.

## SCHEDULE FOR U. S. WOMEN SINCE 1890

This schedule is tentative. Pay attention to the weekly assignment sheets and class announcements for any changes, as well as for the details of what you are expected to read.

August 21 - Introduction

1. August 28 - American Women at the Turn of the Century

2. September 4 - Women in the South and West

FAMILY HISTORY DUE

3. September 11 - Immigrant Women

REPORT ON TOPIC AND TENTATIVE BIBLIOGRAPHY FOR REVIEW ESSAY

4. September 18 - Progressive Reformers

IN CLASS OPEN BOOK ESSAY

5. September 25 - Organizations of Working Women

FIRST WRITTEN AND ORAL REPORT ON THE REVIEW ESSAY

6. October 2 - Radical Women

ESSAY ON YEZIERSKA'S BOOK DUE

7. October 9 - World War I and Women's Suffrage

October 16 - MIDTERM EXAM

8. October 23 - Women in the Twenties

SECOND WRITTEN AND ORAL REPORT ON THE REVIEW ESSAY

9. October 30 - Women in the Thirties

10. November 6 - Women in World War II

THIRD WRITTEN AND ORAL REPORT ON THE REVIEW ESSAY

11. November 13 - Women after World War II

12. November 20 - Women in the Civil Rights Movement

PRELIMINARY DRAFT OF REVIEW ESSAY

13. November 27 - Women in the Sixties

14. December 4 - Women in the Seventies and Since

ESSAY ON RANSBY'S BOOK AND REVIEW ESSAY DUE

December 11 - FINAL EXAM