History 201

The Historian's Craft: Women and Gender in US History

Spring 2023

Sterling 2301
W 2:25-5:25

Workshop sections: Humanities 2125
F 8:50-9:40
F 9:55-10:45
F 11-11:50

Professor April Haynes
Contact: april.haynes@wisc.edu or by Canvas message
Note: I check messages M-F 9a-5p; responses may take up to 24 hours
Office hours: Monday 9-10a via Zoom; Tuesday 3:30-4:30p in Humanities 4119

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This course equips students to discover the history of women and gender from colonial North America to the modern United States for themselves. Lectures and readings introduce students to an inclusive narrative of women's actions, experiences, and movements. They also provide context for exploring the long history of gender fluidity and transformation in North America. Above all, course material will prompt students to analyze gender as a system of power which has historically intersected with race, class, religion, and sexuality. Studying gender from a historical perspective builds critical thinking skills and prepares students to participate meaningfully in diverse professional, cultural, and political settings.

Learning women's and gender history is inspirational and full of surprises. It can spark joy and creative vision. Observing the historical construction of gender allows us to imagine how an inclusive and just future world can be constructed. Learning this history can also be uncomfortable. It means confronting hard realities, including sexual and gender-based violence, colonialism, slavery, and other forms of exploitation. It requires interpreting sources produced by people whose values may conflict with our own. More fundamentally, it involves searching for truth amidst competing historical accounts.

Historians don't just describe the past; we conduct ongoing research to check existing assumptions and produce new interpretations. Sometimes the best available evidence supports the least appealing version of events. Communicating new historical findings thus involves a good deal of professional and public debate. By practicing the skills of research and communication, you will not only meet your Comm-B requirement and fulfill a requirement for the history major—you'll also experience the excitement and rewards of doing original historical research and conveying the results of that work to others.

Through engagement with locally available or online archival materials, students will be empowered to ask and answer their own historical questions. Ultimately, you will be

prepared to contribute to ongoing discussions about women and gender. As a specialist in US women's history, I look forward to teaching the context you will need to inspire and inform your own investigations. In fact, two thirds of each class meeting will be spent learning historical content: first through lecture, then discussion and collaborative learning activities. The remainder of our time will be devoted to questions of how historians discover, interpret, and debate their findings—instruction that will guide your own research quest. Friday sections will function as small workshops in which you will practice implementing the skills of historical research and applying the concepts of gender and women's studies to your projects-in-process.

Course catalog description

Conduct original historical research and convey the results to others. Through engagement with archival materials, become historical detectives; practice defining important historical questions, collecting and analyzing evidence, presenting original conclusions, and contributing to ongoing discussions. Confer individually with and receive feedback from instructors to improve skills of historical analysis and communication in both written and spoken formats. May not be repeated for credit.

Course Learning Outcomes

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

1. Understand major developments in gender/women's history in the US
2. Evaluate historical sources: interpret primary documents and analyze secondary works
3. Approach historical research as an ongoing conversation (historiography)
4. Ask historically significant questions about gender/women's history in the US
5. Design a realistic research plan and, by executing it, identify related research questions that future researchers should pursue
6. Find appropriate sources using UW's vast resources
7. Select and synthesize appropriate primary sources to build a historical narrative
8. Develop an argument which could persuade a skeptical reader of the truth and significance of that narrative
9. Communicate conclusions drawn from evidence in open discussions, structured presentations, and a formal academic paper

Other key information about this course.

History 201 satisfies UW-Madison's Communications B requirement and counts for Humanities breadth in the College of Letters and Sciences. It also satisfies a core requirement for history majors. It is an intermediate course. Prerequisites: Communications A requirement. Mode of instruction: in-person.

The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit). In addition to one regularly scheduled three-hour class meeting and a one-hour workshop section each week, these include reading, writing, peer-peer engagement, self-evaluation, and other student work as described in this syllabus. *Please plan to spend at least **twelve hours** on this course per week outside of the classroom.* This is a standard workload as defined by the University.

Instructors will interact directly with students in face-to-face weekly lecture-class meetings and workshop-sections, barring any unforeseen catastrophe. We will give substantive feedback on student work in a timely manner (within 1-2 weeks of receiving the assignment or observing an assessed activity). We will also hold regular office hours and require each student to visit them at least once for personalized instruction.

We want all students to have a positive and productive learning experience. Please communicate with both instructors early in the semester about how we can best facilitate your learning, including any specific accessibility needs. If you find yourself struggling to learn, explain your ideas, or be acknowledged, please bring the issue to our attention as soon as possible. All students are welcome in office hours to ask historical questions, think through a research strategy, or ask for academic advice. You don't need an appointment, and you don't need to be facing any specific obstacles. Office hours are *your* resource to use whenever you feel that you would benefit from more student-instructor interaction.

Course Website and Digital Instructional Tools

- https://canvas.wisc.edu/courses/344552
- Please check Canvas for announcements before coming to each class.
- Online office hours will be conducted via Zoom. Here is the standing link.

Required Textbooks, Software, and Other Course Materials

- Linda K. Kerber, et.al., *Women's America: Refocusing the Past,* 9th ed. (Oxford University Press, 2020). This book is available to rent or buy as a paperback in the University Bookstore or as an e-book on redshelf.com. I have also requested a copy to be placed on reserve in College Library.
- Susan Stryker, *Transgender History: The Roots of Today's Revolution*, 2nd ed. (Seal Press, 2017). This book is available to rent or buy as a paperback in the University Bookstore or as an e-book via the publisher. I have also requested a copy to be placed on reserve in College Library.
- Recommended: Mary Lynn Rampolla, *A Pocket Guide to Writing in History,* any edition after the 8th. I have requested a copy of the 10th edition to be placed on reserve in College Library.
- **All students will need Microsoft Word and Adobe Acrobat** (part of the Creative Cloud suite of Adobe software) in this course. These resources can be freely downloaded via the Campus Software Library.

Assignments and grading

Course assignments provide opportunities to achieve the stated learning goals by giving each student practice demonstrating knowledge, taking the steps involved in successful research and writing, and communicating their ideas and discoveries. Detailed instructions and rubrics for each assignment type are posted within the course Canvas site, which is also where you'll submit your written or recorded work. These instructions will explain precisely how the assignments connect with learning goals. Assignment grades will reflect the extent to which the work meets the relevant learning goal(s).

Learning goal	Assignment	%	Assignment	%	Assignment	%	Assignment	%	Total
Knowledge	Weekly homework	20	Collaborative synthesis	10					**30**

	(weeks 2-9)								
Research & writing process	Annotated bibliography	10	Outline	2.5	Abstract	2.5	Peer review activity	5	**20**
Verbal communication	Course content debate	5	Research presentation	5	Workshop	5			**15**
Written communication	Research paper draft	10	Final research paper	20	Workshop	5			**35**
Total									**100**

Courses grades are not curved. The following grade scale will be used to indicate the degree to which general course objectives have been met.

A	92-100%	Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and free (or nearly free) of errors.
AB	87-91%	Work that demonstrates a very strong command of the material, but lacks some of the originality, detail, and finesse that characterizes work of A quality.
B	82-86%	Work that satisfies main criteria of the course/assignment, demonstrates a solid command of the material, and is reasonably free of errors.
BC	77-81%	Work that satisfies main criteria of the course/assignment with a command of some material and one or two weak areas (such as analysis, organization, or expression).
C	72-76%	Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the criteria, but which also shows weak logic, organization, and expression.
D	67-71%	Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.
F	0-66%	Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for assignment instructions or course goals. Disregard includes cheating, fabrication, and plagiarism.

Course Schedule

Note: please prepare the assigned material *before* class on the corresponding date

W Jan 25 Week 1 Course introduction
Read for Friday section: Stryker, Chapter 1
Workshop: working with gender concepts in historical inquiry

W Feb 1 Week 2 "Gender Frontiers"
Read for Wednesday class: *Women's America,* p. 3-26, 56-64
Homework due: 100 words on readings to use in Wednesday class discussion
Lecture: Native women and gender concepts before the European invasions
In-class activities:

- Most memorable bit of history (MMB) discussion
- Sources in women's history—interpreting colonial laws

Workshop: primary source interpretation, the foundation of historical writing

W Feb 8 **Week 3 Goodwives: norms and divergences**
Read for Wednesday class: *Women's America,* p. 28-56, 65-86
Homework due: 100 words on readings to use in discussion
Lecture: English colonies in the 17th century
In-class activities:
- Personal MMB & group takeaway
- Analyze Karlsen's methodology in *Women's America,* p. 66-74.

Workshop: secondary source research & analysis

W Feb 15 **Week 4 Women's Battles for Independence**
Read for Wednesday class: *Women's America,* p. 96-102
Homework due: 100 words on readings to use in discussion
Lecture: Did women have an American Revolution?
In-class activities:
- Personal MMB & group takeaway
- Source selection exercise

Workshop: read *Women's America,* p. 103-133 (Note: content includes sexual coercion); consider how to communicate sensitive historical findings to differently impacted members of the public; practice framing research questions with this in mind

W Feb 22 **Week 5 "The Personal is Political Economy"**
Read for Wednesday class: p. 103-177 (Note: content includes racial violence)
Homework due: 100 words on readings to use in discussion
Lecture: Gendered economies, 1780-1850
In-class activity: historiographical debates
Workshop: approach history as an ongoing, high-stakes conversation; practice framing research questions with this in mind

W Mar 1 **Week 6 Republic or empire?**
Read for Wednesday class: *Women's America,* p. 179-219
Homework due:
- 100 words on readings to use in discussion
- individual meetings with instructors

Lecture: Gender in social movements and US settler colonialism
In-class activities:
- Personal MMB & group takeaway
- UW Libraries Databases tutorial

Workshop: brainstorm research questions and search terms

W Mar 8 **Week 7 Civil War, Reconstruction, and the Rise of "Jane Crow"**
Read for Wednesday class: *Women's America,* p. 230-257; 265-282
Homework due: 100 words on readings to use in discussion; commit to a research question
Lecture: Civil War, Reconstruction, and the Rise of "Jane Crow"
In-class activities:

- Personal MMB & group takeaway
- WHS archives visit

Workshop: manuscript sources

W Mar 15 **Week 8** **Spring Break: no class**

W Mar 22 **Week 9** **New Women, 1877-1919**

Read for Wednesday class: *Women's America,* p. 258-262, 284-326, 334-351; Stryker chapter 2
Homework due: 100 words on readings to use in discussion
Lecture: New Women, 1877-1929
In-class activities:

- Personal MMB & group takeaway
- Annotation tutorial
- Guest speaker: Kacie Lucchini Butcher

Workshop: compose and annotate your bibliography

W Mar 29 **Week 10** **Gender and Modernity after Suffrage**

Read for Wednesday class: *Women's America,* p. 330-332, 353-380, 393-404; Stryker, chapter 3
Homework: **Annotated bibliography due** (4 pages—see Canvas for detailed instructions)
Lecture: From Flappers to Rosie the Riveter
In-class activities:

- Personal MMB & group takeaway
- Discussion: What might a future version of *Women's America* look like if the editors incorporated elements of *Transgender History?*

Workshop: outline an argument

W Apr 5 **Week 11** **Movements for Rights and Liberation**

Read for Wednesday class: *Women's America,* p. 414-421, 449-481, 504-517, 526-533, 546-560; Stryker, chapter 4
Homework: **Research paper outline due**
Lecture: Activists Left, Right, and Center
In-class activities:

- Personal MMB & group takeaway

Workshop: writing persuasive prose; correct citation practices

W Apr 12 **Week 12** **Wave after wave**

Read for Wednesday class: *Women's America,* p. 518-544, 569-625; Stryker, chapter 5
Homework: **Research paper drafts due via Canvas Monday Apr. 17**
Lecture: What did feminists achieve; where are we now?
In-class activities:

- Personal MMB & group takeaway

Workshop: draft an abstract—due at end of session

W Apr 19 **Week 13** **Project presentations**

Homework due: use your draft and abstract to plan your presentation

Workshop: peer review—what is it, why does it matter, and how can we do it well?

W Apr 26 **Week 14** **Peer review activity**
Homework due: prepare to debate your partner's thesis
Workshop: revise your draft in light of feedback, new findings, and/or historical context you have recently learned

W May 3 **Week 15** **Course conclusion**
Read for Wednesday class: Stryker, chapter 6
In-class activities
- Reading discussion
- Collaborative synthesis
- Group-annotated timeline due in class

Workshop: revise your draft; propose questions future researchers should pursue
Final research papers due May 10

Policies

- **Attendance.** This is a small, interactive class that meets only once per week. Your regular attendance is therefore imperative, and your absence will be noticed. We do not grade based on attendance; we also expect that you will not ask us to repeat lectures you have missed. **Please come to lecture on time**: walking in late is disruptive, especially when it means distracting a speaker—whether that speaker is an instructor or a fellow student. A pattern of disruptive lateness will significantly damage your communications grade.
- **Late work.** Every student in this version of History 201 may miss **one** due date without penalty, **provided** it is not an in-class verbal activity, rough research draft, or final research essay. It will be the student's responsibility to communicate with instructors about when and how to submit that one "free" late assignment. Late work beyond these parameters will receive 0 points. This is intended to keep every individual student moving forward—and to ensure that our group learning activities can function.
- **Mutual respect.** Debate is welcome and encouraged. Verbal abuse and violent or threatening behavior will not be tolerated. Communication includes listening as well as speaking: please allow speakers to complete their statements before you respond. Try to build trust by being mindful of the impact your words and body language can have on others' learning. Try also to trust that we're all here to learn, and mistakes can be part of the learning process for anyone.
- **Technology.**
    - Course policy: Laptops and tablets will be permitted for note-taking and research purposes only. You will be asked to close them during some interactive in-person activities. Phones must be silent and put away. Messaging and other non-course related screen activity is distracting and disrespectful. Our class meetings are long, but they will always include one long break or two short ones. During those breaks, you will be free to do all the personal screen stuff your heart desires. Challenge yourself to go 45-60 minutes without looking at your phone. If that seems impossible, please consider whether this is the right course for you.

- University policy: Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Other important University policies and statements for your reference:

- Teaching and Learning Data Transparency Statement
- Campus Resources for Academic Success
- Course Evaluations and Digital Course Evaluations
- Students' Rules, Rights and Responsibilities
- Diversity and Inclusion Statement
- Academic Integrity Statement
- Accommodations for Students with Disabilities
- Academic Calendar and Religious Observances