HIST 3347 (Spring, 2018)

HIST 3347: Culture, Gender, and Reform in American History

Angelo State University
Spring, 2018
MWF, 0800-0850
Location: Academic Building, Room A227

Prof. Wongsrichanalai
E-mail: kwongsrichanalai@angelo.edu
Office Hours: Mondays and Wednesdays, 0900-1100 and/or by appointment
Office: Academic Building, Office A239D

Course Description:

This course will examine the development of American masculinity, femininity, sexuality, and gender relations from the colonial period to the present. Students will address the role of gender in society and politics, the changing styles of masculinity and femininity, the culture of honor in the American South, family relationships, romantic love and courtship, the challenging of gender boundaries in the Civil War and afterward, interracial and homosexual relationships, and reform movements such as those for women's rights and same-sex marriage. Students will also complete an individual research project.

I: Grading:

Participation: 30%
Exam 1: 20%
Exam 2: 20%
Paper Draft: 15%
Final Paper: 15%

II: Course Requirements

1. Examinations will take place over the course of two class periods and be comprised of two parts. On the first day of the exam, students will answer questions in a short answer format. On the second exam day, students are allowed to bring in one sheet of notes (8½ x 11 piece of paper). Students are required to write an essay for the second part of their examination.
2. Students are required to pick a topic within the broad field of gender studies to examine for an individual research project.
   a. Students MUST make their selection and receive instructor approval by Friday, February 2.
   b. Students will present a bibliography of sources they intend to consult (at least 1 monograph and 5 journal articles) by Friday, February 16.
      i. Students do not need to purchase any additional books and may use the Porter Henderson Library as well as the Interlibrary Loan system. For articles, students should find documents that are available through the Porter Henderson Library’s databases.
      ii. For help with finding sources, please consult the instructor or Mark Allan, Assistant Director for Research and Instruction Services at the Porter Henderson Library (mark.allan@angelo.edu).
c. Students will write a 10-12 page essay based on their individual research.
d. First drafts of the paper will be due Friday, April 6.
e. Papers will be due on Friday, May 4.
f. All papers MUST be paginated and all footnotes MUST be correctly formatted.
g. Students must submit a hard copy for all written assignments. Electronic submissions are not acceptable.
   i. All late papers will be penalized by the reduction of one letter grade per day. For example, if a paper is 1 day late, the maximum grade that one can get on that assignment will be “B.” If a paper is 2 days late, the maximum grade will be “C.”
   ii. No papers will be accepted 3 days after the deadline has passed.
h. Students MUST submit an electronic version of their paper via Turnitin (in Blackboard).
   i. Papers that have not been verified by Turnitin will not be graded and will be considered late.
   ii. This applies to both the first and final drafts of the paper.
i. Each student’s paper should consider how their chosen topic fits into one or more gender frameworks that we have discussed in class. How does studying this particular topic help advance what scholars know about gender in American history?

3. Note that there is a PARTICIPATION grade but no grade for attendance. Simply showing up to class does not count as participation. One must actively engage the material, contribute to discussion periods, and ask questions.

4. Paper grades will not be discussed until 24 hours after they are handed back.

5. Students who miss an examination will not be allowed to take it later.

6. There is one opportunity to receive extra credit in this class:
   a. Students who wish to receive 6 extra credit points must attend at least THREE public lectures at Angelo State and write a 1½ -2 page report (typed, double-spaced, standard margins) to be submitted within one week of the event. Some upcoming public lectures are listed in this syllabus.

7. Students are responsible for keeping current with the readings.

8. In class, students should listen to the instructor’s explanation of concepts as well as make notes of the slides (if available).

9. As regular attendance is necessary to achieve student learning outcomes it is the policy of the History Department that missing more than 20 percent of the course (6 absences in a 75-minute TTR course, 9 absences in a 50-minute MWF course) will result in a reduction of one full letter grade when calculating the final course grade.
   a. Excused Absence for Religious Holidays: Students may miss a class with no penalty in order to observe a religious holiday. Please inform the instructor in writing if you are unable to attend for religious reasons.
   b. There are NO other “excused” absences in this course.
   c. Each subsequent absence after missing 20 percent of the course (and after having the final grade reduced by 10 points) will result in the reduction of half a letter grade (5 points).

10. All questions about grades must be discussed in person and no scores will be transmitted via e-mail.

III. Grade Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>
IV: Required Texts:


V: Student Learning Outcomes: History 3347-010

- Students will be able to analyze the interrelationship among economics, politics, and social structures.
- Students will be able to synthesize assigned readings and lectures into a coherent, fact-based analytical narrative that demonstrates critical thinking skills.
- Students will develop a sophisticated understanding of the causes and consequences of cultural shifts over the course of American history.
- Students will be able to discuss, in a sophisticated manner, the connection between socio-economic changes and their effects on constructions of gender identity.

VI: Academic Integrity:

Academic work is built on trust. Plagiarism (failure to properly cite a source or presenting another individual’s work as your own) and cheating on any assignments (receiving unauthorized aid) will result in the student failing the course and may lead to other disciplinary actions. Lying to the instructor, aiding another student in committing a fraud, and falsifying documents are also among the other actions punishable by immediate course failure. For clarification on academic misconduct, discuss the issue with the course instructor. Also, see the ASU Student Handbook for additional information relating to the Honor Code. You may acquire a copy of the handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office in the University Center.

(You may view the university’s honor code at the following website: http://www.angelo.edu/forms/pdf/Honor_Code.pdf)

VII: Classroom Policies:

1. Students who arrive five (5) minutes after class commences will be marked absent.
2. Students must arrive on time and not interrupt others during class. Students must be respectful of the learning environment and are prohibited from sleeping, reading texts not related to the class, eating, or causing disturbances during class time. Computers are to be used for note taking only. Students with computers must also not distract others by browsing the Internet, chatting, or playing games. Students who disrupt class proceedings will be asked to leave the course.
3. Class style will vary. Some classes will be in a lecture format (questions and comments are still welcome). Other classes will be set up as a seminar. Since discussions are a vital component of a successful seminar, it is essential that all students actively participate. One important trait of being an
historian is the ability to discuss one’s work and ideas in a clear and respectful manner. Students who are uncertain about how to actively engage the material or participate in class should see the instructor. We can work together to develop your discussion skills in class.

4. Cell phones, beepers, and other such devices are prohibited during class time. Please turn off all such devices before the beginning of class. If a student is caught texting or using an unauthorized device during class time, they will lose five (5) points per each occurrence. The points will be deducted from their final grade.
   a. If a student has a special need to use such a device, they must consult with the instructor by the end of the second class period (Friday, January 19).
   b. The use of any cellular devices during examinations is strictly prohibited. Anyone caught violating this rule will receive an “F” in the exam. Again, if a student is found to have cheated on any assignment, they will fail the course and face other disciplinary action.

5. Communications
   a. E-mails should be treated as official communications. When writing an e-mail to the instructor, students must properly address the recipient. For example, one should always open with a salutation (“Dear Prof.” or “Dear Dr.”). E-mails that are not properly addressed might not receive a response.
   b. Additionally, in the subject line of your e-mail, you should specify which class you are taking with the instructor. For example, a proper subject heading should read: “History-3347: Question.”

6. Audio and video recording is not permitted in the classroom. If a student has questions about a slide or anything in the lecture, he or she should contact the instructor.

7. Any visitors to the classroom must be approved by the instructor before the period begins. Unauthorized visitors will be asked to leave the class.

8. Persons with disabilities who require an accommodation in course activities must contact the Student Life Office in the University Center. Students must then discuss any accommodations with the instructor by the end of the second week of classes (Friday, January 26).

9. Students with any questions or concerns about the class should contact the instructor after class, via e-mail, or during office hours (by appointment in the Academic Building, Office A239D).

VIII: Formatting Papers:

All documents must be typed, double-spaced, and have 1-inch margins on all four sides. You must use 12-point Times New Roman for a font. All pages must be numbered (preferably in the bottom, right hand corner) and stapled. Students must cite all sources used. Please refer to Turabian’s A Manual for Writers of Research Papers, Theses, and Dissertations for formatting involved in citing different types of material. If you are still uncertain about how to insert a footnote, please see the instructor.

NOTE: Wikipedia is a completely unacceptable source for reliable historical information. Papers that use Wikipedia as a source will NOT be graded.

By remaining in the class, the student agrees to abide by the guidelines outlined in this syllabus. The instructor reserves the right to amend the syllabus at any point during the course of the semester in order to better respond to the changing needs of the course or unforeseen circumstances.
HIST-3347 (Spring, 2018)

Class Schedule:

1. Introduction (Wednesday, January 17, 2018)
   **Assignment:** Read Peiss, chapter 1 & Eaklor, chapter 1

2. What is Gender in American History? (Friday, January 19, 2018)

3. Discussion of Peiss (chapter 1) & Eaklor (Monday, January 22, 2018)
   **Assignment:** Read Peiss, chapters 2 and 3

4. Gender in the Colonies (Wednesday, January 24, 2018)
   **Assignment:** Read Eaklor, pages 13-19

5. Discussion of Peiss, chapters 2-3 (Friday, January 26, 2018)
   **Assignment:** Read Peiss, chapter 4

   **Assignment:** Read Eaklor, pages, 24-30

7. The Northern Man in the Nineteenth Century (Wednesday, January 31, 2018)
   **Assignment:** Discuss individual research project and receive approval from instructor.

8. Discussion of Peiss, chapter 4 (Friday, February 2, 2018)
   **DUE:** Topics for individual research.

9. The Northern Woman in the Nineteenth Century (Monday, February 5, 2018)
   **Assignment:** Read Peiss, chapter 5

10. The Southern Man in the Nineteenth Century (Wednesday, February 7, 2018)
    **Assignment:** Read Eaklor, pages,

11. Discussion of Peiss, chapter 5 (Friday, February 9, 2018)
    **Assignment:** Read Peiss, chapter 6

12. The Southern Woman in the Nineteenth Century (Monday, February 12, 2018)
    **Assignment:** Read hand out and prepare to discuss the code of honor.

Thursday, February 15—Great War Lecture Series: “A Texas Doughboy in the First Division: World War I & Beyond.” Presenter: Mr. Preston Lewis, former director of the Office of Communications and Marketing, Angelo State University. Location: C. J. Davidson Center, University Center. Time: 1900-2030.

14. Discussion of Peiss, chapter 6 (Friday, February 16, 2018)


   Assignment: Read Giesberg, introduction & chapter 1

17. Gender and the Civil War (Friday, February 23, 2018)
   Assignment: Read Giesberg, chapters 2-3

18. Discussion of Giesberg, introduction & chapters 1-3 (Monday, February 26, 2018)
   Assignment: Read Giesberg, chapter 4 & epilogue

19. Discussion of Giesberg, chapter 4 & epilogue (Wednesday, February 28, 2018)
   Assignment: Prepare for discussion with Prof. Giesberg

20. Discussion of Sex and the Civil War with Prof. Judith Giesberg, Villanova University (Wednesday, March 2, 2018)
   Assignment: Read Peiss, chapter 7

21. Gender in the West (Monday, March 5, 2018)
   Assignment: Read Eaklor, pages 31-40

22. The Crisis of Gender at the Turn of the 20th Century (Wednesday, March 7, 2018)

23. Discussion of Peiss, chapter 7 (Friday, March 9, 2018)
   Assignment: Read Peiss, chapters 8 and 9

Spring Break—Monday, March 10—Friday, March 16, 2018
24. The Twentieth Century Man (Monday, March 19, 2018)
   Assignment: Read Eaklor, chapter 3

25. The Twentieth Century Woman (Wednesday, March 21, 2018)

Thursday, March 22—Great War Lecture Series: “Entertaining with Troops: Female Impersonation in World War I”: Prof. Allison Robbins (Department of Music, University of Central Missouri). Location: C. J. Davidson Center, University Center. Time: 1900-2030.

26. Discussion of Peiss (chapters 8-9) & Eaklor (Friday, March 23, 2018)

27. Gender & Sport (Monday, March 26, 2018)

Monday, March 26—Great War Lecture Series: “Music During the Great War”: Prof. John Irish (Department of Visual & Performing Arts, Angelo State University). Location: C. J. Davidson Center, University Center. Time: 1900-2030.

28. Gender & Violence (Wednesday, March 28, 2018)

University holiday—Friday, April 3, 2018

29. The Great White Hope (Monday, April 2, 2018)

30. The Great White Hope (Wednesday, April 4, 2018)

31. Discussion of The Great White Hope (Friday, April 6, 2018)
   DUE: First drafts

32. Exam 2, part 1 (Monday, April 9, 2018)

33. Exam 2, part 2 (Wednesday, April 11, 2018)
   Assignment: Read Peiss, chapter 10
34. Gender & Work (Friday, April 13, 2018)  
   Assignment: Read Peiss (chapter 11) & Eaklor (chapter 4)

35. Discussion of Peiss, chapter 10 (Monday, April 16, 2018)  
   Assignment: Read Peiss (chapter 12) & Eaklor (chapter 5)

36. Discussion of Peiss (chapter 11) & Eaklor (Wednesday, April 18, 2018)

37. Discussion of Peiss (chapter 12) & Eaklor (Friday, April 20, 2018)  
   Assignment: Read Peiss (chapter 13) & Eaklor (chapter 6)

38. Philadelphia (Monday, April 23, 2018)

39. Philadelphia (Wednesday, April 25, 2018)  
   Assignment: Read Eaklor, chapter 7

40. Discussion of Philadelphia (Friday, April 27, 2018)  
   Assignment: Read Peiss (chapter 14) & Eaklor (chapter 8)

41. Discussion of Peiss, chapter 13 (Monday, April 30, 2018)  
   Assignment: Read Eaklor, chapter 9

42. Discussion of Peiss (chapter 14) & Eaklor (Wednesday, May 2, 2018)

43. Final Thoughts (Friday, May 4, 2018)  
   DUE: Final drafts of paper

DUE: Final drafts of paper
Rubric for Assessment of Student History Essays

Component 1: Thesis/Argumentation

Points Criterion
1. There is no thesis, there are multiple theses, or what there is of an argument is not developed.
2. There is the outline of a thesis or argument, but requires further elaboration.
3. There is a clearly developed argument.

Component 2: Supporting Evidence

Points Criterion
1. There are no specific textual evidence provided and no evidence of having done any reading and assimilating of secondary or—if applicable—primary sources.
2. There are a few textual examples given, but more specific evidence and citation is needed to develop paper fully.
3. There is ample textual evidence used where appropriate to bolster thesis.

Component 3: Clarity/Quality of Composition

Points Criterion
1. There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.
2. There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.
3. The written work follows the basic requirements of clear/quality composition.
Component 4: Organization of Paper

Points Criterion

1. The student hobbled together incoherent, rambling sentences and paragraphs with little consideration for organizing a clear, developed essay that could be easily followed by a reader.

2. The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.

3. The student has written a well organized, coherent, and logically flowing paper.

Component 5: Historical Sense

Points Criterion

1. The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.

2. The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.

3. The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.