

Syllabus for
GEN 307 History of Women: The Journey to Empowerment
3 Credit Hours
Fall 2022

Coronavirus: All faculty members and students are expected to be face-to-face in the classroom except under conditions provided in the ORU Coronavirus Response Plan, which can be found at <https://oru.edu/campus-health/>.

I. COURSE DESCRIPTION

This course is a study of family, work, and community experiences of women in American history, including some history of European and African women in the United States. We will explore the various female ethnic groups and compare them to each other to establish how each group balanced their quest for empowerment.

Prerequisite: 3 hours of Humanities, and 3 hours of Civics

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Discuss the key role women have played in the development of American history.
2. Examine the interaction of gender and ethnicity in American history.
3. Examine the treatment of women in society from a Christian worldview.
4. Conduct undergraduate level historical and cultural research.
5. Communicate analytical information orally and in writing.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the General Education program.

III. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

Textbooks

1. Buhle, Mari, Murphy Teresa, Gerhard. *A Concise Women's History*. Pearson 2015, ISBN 12:978-0-205-90593-5
2. Other: None

B. Additional Materials: See below.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other

means.

2. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
3. Students are to be in compliance with University, school, and departmental policies regarding WPA requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically is a zero for the assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English department. Very few incompletes are granted.
3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities will assist the student in professional development.
 - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.

5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - a. inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - b. present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - c. obtain information covered during an absence. All work must be completed as scheduled.
 - d. not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
7. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures

Each student must complete the following:

 - a. Each student must complete:
 - (1) Exams required by the instructor.
 - (2) Research paper(s), adhering to accepted documentation technique.
 - (3) Various classroom assignments as determined by the instructor.
 - b. Individual papers will be evaluated for:
 - (1) Reading comprehension (accurate assessment of materials and their significance).
 - (2) Focus (consistent main idea; clear sense of purpose).
 - (3) Organization (orderly progression of facts and ideas).
 - (4) Sentences and diction (accurate use of language, sentence variety).
 - (5) Correctness (grammar, punctuation, spelling).
 - (6) Adequate research and appropriate use of documentation.
2. The grade in this course is based upon the following items:
 - a. Attendance and Participation (15%)
 - b. Short Research Papers (25%)
 - c. Oral Presentation (WPA) (15%)
 - d. Midterm (20%)
 - e. Final Exam (25%)
3. WPA Requirements
 - a. The Oral Presentation is required as a WPA artifact.

- b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

IV. COURSE CALENDAR

Week 1	Introduction
Week 2	Worlds Apart to 1700
Week 3	18 th Century
Week 4	Frontiers of Trade and Empire
Week 5	Family Business 1800-1860
Week 6	Religion and Reform 1800-1860
Week 7	Politics and Power
Week 8	Civil War
Week 9	New Women
Week 10	New Morality
Week 11	Great Depression
Week 12	World War II
Week 13	Civil Rights
Week 14	The Personal is Political
Week 15	Presentations
Week 16	Final Examination: Exam Week

Additional Recommended Resources:

Books:

Elizabeth Cady Stanton: A Radical for Woman's Rights

Author: Lois W. Banner

Eleanor Roosevelt: A Passion to Improve (Makers of America)

Author: Ray Spangenburg and Diane K. Moser

Quiet Strength: The Faith, the Hope, and the Heart of a Woman Who Changed a Nation

Author: Rosa Parks with Gregory J. Reed

Her Story: A Timeline of the Women Who Changed America

Author: Charlotte S. Waisman and Jill S. Tietjen

Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony

Author: Geoffrey C. Ward and Ken Burns

Hidden Figures

Author: Margot Lee Shetterly

Rise of the Rocket Girls: The Women Who Propelled Us, from Missiles to the Moon to Mars

Author: Nathalia Holt

The Firebrand and the First Lady: Portrait of a Friendship

Author: Patricia Bell-Scott

Sally Ride: America's First Woman in Space

Author: Lynn Sherr

The Highest Glass Ceiling: Women's Quest for the American Presidency

Author: Ellen Fitzpatrick

Journal Articles:

"Stepdaughters of History: Southern Women and the American Civil War"

<https://academic.oup.com/jah/article-abstract/104/2/498/4095480>

"The Relationship Between the "Invisibility" of African American Women in the American Civil Rights Movement of the 1950s and 1960s and Their Portrayal in Modern Film"

<http://journals.sagepub.com/doi/abs/10.1177/0021934717696758>

"Women and Politics in the Era of the American Revolution"

<http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-216>

"Sex Slavery and Sex Trafficking of Women in the United States"
<http://journals.sagepub.com/doi/abs/10.1177/0886109915616437>