

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 19-03
Effective Summer 2019

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** HIS 5150
3. **Short title:** US Women and Gender History
4. **Long title:** History of Women, Gender, and Sexuality in the United States
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2019
8. **Catalog course description:** This seminar introduces graduate students to the historiography of women, gender, and sexuality in United States history. Topics include exploration of the theory and broad historiography of the study of American women and gender as well as chronological and thematic topics ranging from politics to motherhood/reproduction to manhood. Students also consider the evidentiary basis and nature of this sub-field of history.
9. **Course attributes:**

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active
10. **Instructional delivery**
Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☒ Other, specify: seminar

Mode(s) of Delivery:

☒ Face to Face ☒ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. Course(s) to be deleted from the catalog once this course is approved. N/A
12. **Equivalent course(s):** N/A
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. **Prerequisite(s):** N/A
 - a. Can prerequisite be taken concurrently? ☐ Yes ☐ No
 - b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: students in MA in History; MA in History-Online Option for Teachers

b. Degrees, colleges, majors, levels, classes which may not take the course: all others

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: N/A

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software N/A

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ____ Course is required for the major(s) of ____
____ Course is required for the minor(s) of ____
____ Course is required for the certificate program(s) of ____
X Course is used as an elective: students in MA in History; MA in History-Online Option for Teachers
2. **Rationale for proposal:** This course has now been taught three times under the auspices of HIS 51601 and HIS 51602, prefixes used for special topics in American history. As it will be a regular offering, it needs its own number.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: HIS 51601 and HIS 51602: Seminar in American History are special topics courses that are taught around specific themes in US history
Prerequisites: N/A
Co-requisites: N/A
Enrollment restrictions: This course is only suitable for students enrolled in the MA in History or the MA in History-Online Option for Teachers.
Writing active, intensive, centered: N/A
4. **General education assurances (answer N/A if not applicable)**
General education component: N/A
Curriculum: N/A
Instruction: N/A
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: The online version will be a summer offering and/or a requirement of the online History MA for Teachers option.

Instruction: This course will be offered through EIU's online learning management system (currently D2L/Brightspace) and will be supplemented as needed by other online learning technology. Faculty members will complete the OCDI training. Instructional materials, readings, activities, and assessments will work together in support of specified learning objectives and the learning goals of the Graduate School.

Integrity: As in the face-to-face version of this course, students will produce significant amount of writing and reflection via online discussion boards, book review, discussion facilitation, and a final project, and all work requires critical analysis and synthesis of historiographical and historical sources. Because assignments demand analysis of specific readings and sources, plagiarism is usually easily detected, and anti-plagiarism software will also be used.

Interaction: Students interact with each other and the professor through frequent discussions, via email, and in other ways via Padlet and other technologies for online collaboration and communication. Students receive feedback on assignments and discussion posts and are given rubrics outlining expectations for participation in rigorous, robust, and respectful online discussion.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

HIS 5150: History of Women, Gender, and Sexuality in the United States

2. Catalog description

This seminar introduces graduate students to the historiography of women, gender, and sexuality in United States history. Topics include exploration of the theory and broad historiography of the study of American women and gender as well as chronological and thematic topics ranging from politics to motherhood/reproduction to manhood. Students also consider the evidentiary basis and nature of this sub-field of history.

3. Learning objectives.

At the end of this course, students will be able to

1. speak and write coherently about the broad scholarly treatment and field of women's, gender, and sexuality history. (G1,2,3)
2. use critical reading and writing skills to analyze and engage critically with secondary sources. (G1,2,3)
3. write clear and concise book reviews that both synthesize and analyze critical secondary works. (G1,2,3)
4. systematically search for primary and secondary sources relating to a historical topic. (G2,4)
5. undertake historical research to produce evidence-based arguments well situated within historiography (G1,2,4)

Graduate School Learning Goals: (1) a depth of content knowledge; (2) critical thinking and problem solving skills; (3) effective oral and written communication skills; and (4) evidence of advanced scholarship through research and/or creative activity

4. Course materials.

Through Textbook Rental:

Rosemarie Zagarri, *Revolutionary Backlash: Women and Politics in the Early American Republic* (paperback University of Pennsylvania reissue, 2008)

Rachel Hope Cleves, *Charity and Sylvia: A Same Sex Marriage in Antebellum America* (Oxford, 2015)

Thavolia Glymph, *Out of the House of Bondage: The Transformation of the Plantation Household* (Cambridge, 2008)

Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (Harvard, 2012)

Other readings available on D2L and through I-SHARE/reserve at Booth Library

5. Weekly outline of content.

(this outline sample comes from an online version of this course offering in summer 2018)

Week	Module	Readings	Assignments
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1	Course Introduction	Nancy Hewitt, Introduction, <i>A Companion to American Women's History</i> , ed. Nancy Hewitt (Blackwell, 2002), xii-xviii	<input type="checkbox"/> Read the syllabus carefully and familiarize yourself with the D2L site <input type="checkbox"/> Post your introduction in the Introductions Discussion Board <input type="checkbox"/> Submit request sheet for Discussion Leadership via D2L dropbox <input type="checkbox"/> View Presentation: Women's and Gender History in the Academy (Hewitt as background for this)
2	<u>Module 1</u> Revolutionary America: Female Citizenship and Access to the Public Sphere	Rosemarie Zagarri, <i>Revolutionary Backlash: Women and Politics in the Early American Republic</i> (paperback University of Pennsylvania reissue, 2008) [TR] From <i>Journal of the Early Republic</i> Roundtable: Fredrika Teute and David Shields, "The Republican Court and the Historiography of a Woman's Domain in the Public Sphere," <i>Journal of the Early Republic</i> 35 (Summer 2015), 169-183 Fredrika Teute and David Shields, "The Court of Abigail Adams," <i>JER</i> 35 (Summer 2015), 227-235 Toby Ditz, "Masculine Republics and 'Female Politicians' in the Age of Revolution," <i>JER</i> 35 (Summer 2015), 263-269 Andrew Cayton, "The 'Rights of Woman' and the Problem of Power," <i>JER</i> 35 (Summer 2015), 295-301 Mary Beard, "Women in Power," <i>London Review of Books</i> 39 (March 2017), 9-14, https://www.lrb.co.uk/v39/n06/mary-beard/women-in-power	<input type="checkbox"/> Read Module 1 instructions and view Introduction <input type="checkbox"/> Graded Discussion
3	<u>Module 2</u> Marriage, Reproduction, and Sexuality	Mary Beth Norton, "Searchers Again Assembled: Gender Distinctions in Seventeenth Century America," in <i>Women's America</i> , ed. Kerber et al., 7 th edition, D2L Judith Leavitt, "Under the Shadow of Maternity," from <i>Brought to Bed: Childbearing in America, 1750-1950</i> (1986), D2L	<input type="checkbox"/> Read assignment, samples, and other materials in the Book Review Assignment portion of the Syllabus and Other Important Information tab, thinking about how you would construct a review of the Cleves

		<p>Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village," <i>William and Mary Quarterly</i> 48 (January 1991), 19-49</p> <p>Janet Farrell Brodie, Intro & Chapter 1, <i>Contraception and Abortion in Nineteenth-Century America</i> (Cornell, 1994), D2L</p>	<p>book (this will be our group practice run)</p> <p><input type="checkbox"/> View Presentation: Reproduction and Sexuality</p> <p><input type="checkbox"/> Graded Discussion</p>
4	Module 2 Marriage, Reproduction, and Sexuality	<p>Rachel Hope Cleves, <i>Charity and Sylvia: A Same Sex Marriage in Antebellum America</i> (Oxford, 2015) [TR]</p> <p>Jonathan Ned Katz, "The Invention of Heterosexuality," in <i>Major Problems in the History of Sexuality</i>, ed. Kathy Peiss, 348-356</p> <p>Alex Myers, <i>Revolutionary</i> (Simon & Schuster, 2014), excerpts {note: this is a NOVEL, historical fiction}</p>	<p><input type="checkbox"/> Graded Discussion</p>
5	Module 3 American Slavery and Constructions of Gender and Race	<p>Thavolia Glymph, <i>Out of the House of Bondage: The Transformation of the Plantation Household</i> (Cambridge, 2008) [TR]</p>	<p><input type="checkbox"/> Review Assignment and Materials: How to Write a Scholarly Book Review</p> <p><input type="checkbox"/> Book Review on <i>Out of the House of Bondage</i> due</p>
6	Module 3 American Slavery and Constructions of Gender and Race	<p>Jennifer Morgan, "Some Could Suckle Over Their Shoulder": European Depictions of Indigenous Women, 1492-1750," in <i>Women's America</i>, ed. Kerber et al., 8th edition, D2L</p> <p>Kathleen Brown, "Engendering Racial Differences," in <i>Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia</i> (UNC Press, 1996), D2L</p> <p>Karen Fields and Barbara Fields, "Slavery, Race, and Ideology in the United States of America," in <i>Racecraft: The Soul of Inequality in American Life</i> (London: Verso, 2014), 111-148, D2L</p> <p>Ibram Kendi, Preface, <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i> (Nation Books, 2016), D2L</p>	<p><input type="checkbox"/> View Presentation: American Slavery and Race</p> <p><input type="checkbox"/> Graded Discussion</p> <p><input type="checkbox"/> Submit Final Project Overview – one-page description of what you will be doing with a preliminary bibliography</p>
7	Module 4 The Civil War: Gendered Analysis, Historical	<p>Stephanie McCurry, <i>Confederate Reckoning: Power and Politics in the Civil War South</i> (Harvard, 2012) [TR]</p>	<p><input type="checkbox"/> View Presentation: Gendered Analysis, Historical Narrative, and Historical Memory of the American Civil War</p>

	Narratives, and Memory		<input type="checkbox"/> Book Review on <i>Confederate Reckoning</i> due <input type="checkbox"/> Graded Discussion
8	<u>Module 4</u> The Civil War: Gendered Analysis, Historical Narratives, and Memory	<p>Gary Gallagher, Introduction, <i>The Confederate War: How Popular Will, Nationalism, and Military Strategy Could Not Starve Off Defeat</i> (Harvard, 1997), 1-15, D2L</p> <p>Lori Ginzberg, “Mainstreams and Cutting Edges,” <i>Journal of the Early Republic</i> 36 (Summer 2016), 319-325</p> <p>Caroline Janney, “Women and Reconciliation, 1880s-1910s,” in <i>Remembering the Civil War: Reunion and the Limits of Reconciliation</i></p> <p>Brian Jordan, Introduction, <i>Marching Home: Union Veterans and their Unending Civil War</i> (W. W. Norton and Co., 2015)</p> <p>David von Drehle, “150 Years after Fort Sumter: Why We’re Still Fighting the Civil War,” <i>Time Magazine</i>, April 7, 2011, http://content.time.com/time/magazine/article/0,9171,2063869,00.html</p>	<input type="checkbox"/> Graded Discussion
9	<u>Module 5</u> Women’s Rights, Suffrage, and the Power of Biography	Lisa Tetrault, <i>The Myth of Seneca Falls: Memory and the Women’s Suffrage Movement, 1848-1898</i> (UNC Press, 2014)	<input type="checkbox"/> Book Review on <i>The Myth of Seneca Falls</i> due <input type="checkbox"/> Graded Discussion
10	<u>Module 5</u> Women’s Rights, Suffrage, and the Power of Biography	<p>Lori Ginzberg, “The Pleasures (and Dangers) of Biography,” <i>Journal of Women’s History</i> 19, no. 3 (2007), 205–212</p> <p>Roundtable, “Historians and Biography,” <i>American Historical Review</i> 114 (June 2009), 579-651 (read Kate Brown, “A Place in Biography for Oneself”; Lois Banner, “Biography as History”; Alice Kessler-Harris, “Why Biography”)</p>	<input type="checkbox"/> View Presentation: The NAWSA Project – Historical Background and Instructions <input type="checkbox"/> Read NAWSA Project Instructions and the excerpts from <i>Through Women’s Eyes</i> textbook on suffrage <input type="checkbox"/> NAWSA Research Project: submit rough sketch
11	<u>Module 6</u> Manhood, Gender, and Anxiety	Gail Bederman, <i>Manliness and Civilization</i>	<input type="checkbox"/> View Presentation: Manhood and Anxiety <input type="checkbox"/> Book Review on <i>Manliness and Civilization</i> due
12	<u>Module 6</u> Manhood, Gender, and Anxiety	Linda Gordon, “Vigilantism and Manliness,” <i>The Second Coming of the KKK: The Ku Klux Klan of the 1920s and the American Political Tradition</i> (W.W. Norton, 2017)	<input type="checkbox"/> Graded Discussion <input type="checkbox"/> Submit draft of or updates on Final Project for feedback

		<p>Michael Kimmel, “Playing for Keeps: Masculinity as Recreation and the Re-Creation of Masculinity,” in <i>Manhood in America: A Cultural History</i>, 3rd edition (Oxford University Press, 2012), 87-114</p> <p>Toby Ditz, “The New Men’s History and the Peculiar Absence of Gendered Power: Some Remedies from Early American Gender History,” <i>Gender & History</i> 16 (April 2004), 1-35, OR Nancy Cott, “On Men’s History and Women’s History,” in <i>Meanings for Manhood: Constructions of Masculinity in Victorian America</i>, ed. Carnes and Griffin (University of Chicago, 1990)</p>	
13	<u>Module 7</u> Civil Rights, Sexual Violence, and Agency (of Historical Subjects and Historians)	<p>Danielle McGuire, <i>At the Dark End of the Street: Black Women, Rape, and Resistance—A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power</i> (Knopf, 2011) [order via I-SHARE]</p>	<input type="checkbox"/> Book Review on <i>At the Dark End of the Street</i> due
14	<u>Module 7</u> Civil Rights, Sexual Violence, and Agency (of Historical Subjects and Historians)	<p>Ruth Feldstein, “‘I Wanted the Whole World to See’: Race, Gender, and Constructions of Motherhood in the Death of Emmett Till” in <i>Not June Cleaver: Women and Gender in Postwar America, 1945-1960</i>, ed. Joanne Meyerowitz (Temple, 1994), D2L</p> <p>Oprah Winfrey Speech, Golden Globes 2018, https://www.youtube.com/watch?v=fN5HV79_8B8</p> <p>Fernanda Zamudio-Suaréz, “Historians Want to Be Cited in the Media. Here’s Why It Matters,” <i>Chronicle of Higher Education</i>, April 10, 2018, D2L</p> <p>“Writing History for a Popular Audience: A Round Table Discussion,” <i>The American Historian</i>, August 2016, http://tah.oah.org/august-2016/writing-history-for-a-popular-audience-a-round-table-discussion/</p>	<input type="checkbox"/> View Presentation: Recy Taylor, Danielle McGuire, and Oprah <input type="checkbox"/> Graded Discussion <input type="checkbox"/> Submit final NAWSA sketch
15	<u>Module 8</u>	Meetings on Final Project	
16	<u>Module 8</u>	Final Exam	Final Project due via D2L

6. Assignments and evaluation, including weights for final course grade.

Weekly Discussion Boards (25%): All students should participate actively in the weekly discussion boards: this means thoughtfully considering the material at hand, asking pertinent

questions, participating enthusiastically, actively listening and responding to others, and doing your share to contribute to and even shape class discussion. It is a challenge to simulate the give-and-take of a face-to-face graduate seminar in a virtual setting (and to offer guidance, but not overstep, as professor), but we will do our best and adapt as needed. For each weekly module, there will be at least a graded discussion board. Each week one or two students will facilitate discussion, asking a series of questions to which you should respond with specific reference to the readings. You should also respond to each other, getting a back-and-forth going. Be sure to provide detailed examples and explanations, and cite the sources provided within or at the end of your post. Discussion boards will open near the beginning of each module (after book review submissions) and close at its end. After the close, the boards will remain open for viewing (just not posting) – you are **welcome** to make comparisons and follow up on a topic from one week in future boards, though, and I encourage you to find and make connections. As you respond to the prompt and to each other, make sure to follow the EIU Netiquette Guide. Your discussion board postings (your initial posts and responses) will be assessed using the Graded Discussion rubric. The week that you facilitate you will **not** receive a discussion grade.

Discussion Facilitation (10%): Students will be assigned to lead discussion in one module, either alone or with a partner. You will first lead a discussion of the book, asking questions and engaging other students in discussion the thesis/argument, evidence, and significance as well as what we learn about the past. You will then shift to the other readings, fleshing out the week's theme and adding to our historical knowledge as well as assessment of the pieces as scholarly writing. You may bring in a link to two to a related primary document if you would like. I will intervene if discussion veers off course or if important materials/questions are overlooked, but I'd like this to be as student-generated as possible – just like in the ideal seminar room in a face-to-face classroom. Please use my discussion boards/threads in week 1 as a model.

Written Book Reviews (25%): Writing a concise and thoughtful book review is an **essential** skill for historians, and we will work on developing your review-writing skill throughout the course. On five occasions, you have the option to write a book review of the monograph for the week. Book reviews should be between 750 and 1000 words, with 1000 words as the maximum allowable length (no exceptions). I will provide samples and instructions via D2L. Book reviews will be graded on a scale of 1-15, and they will be returned with feedback each week. At the end of the semester your top **three** scores will be counted towards your grade for the course, meaning that you can submit only three reviews or work to improve your early scores. See the longer description posted on D2L and the informational presentation in the Book Review module for more information.

NAWSA Project (10%): As a class, we will research and create biographical entries for four Illinois women who belonged to the NAWSA. Much more information and guidance will be provided via d2l. Students will work in pairs/trios for the research segment, and we will do writing/editing/revising as a group. Points will be awarded for both the research effort and final written product.

Final Project (30%): Choice 1. Syllabus and Reflection: If you choose this option, you will design a one-semester syllabus for one of the following courses: a high school American women's history elective course; a high school U.S. history course showing infusion of women/gender history; a college-level syllabus on American women's, gender, and sexuality history. The syllabus must include a course description, course learning goals, course assignments (complete descriptions), and a substantial course outline/schedule that includes both primary and secondary source readings and is divided into units with essential or other questions for students to consider. In addition students will write a 2-3 page rationale explaining the course and their choices and a bibliography of works consulted. Choice 2. Prospectus for Long-Term Project: If you choose this option, you will explore a topic of your choice related to the history of women, gender, and/or sexuality and design a research prospectus. The prospectus will consist of

the following components and should be 10-12 pages (typed and double-spaced, not counting the cover page or bibliography in the page length): a cover page with project title; a one-paragraph introduction (this is the first paragraph of your prospectus); a one-paragraph statement of your research topic (this is the second paragraph of your prospectus); an historiographical essay (or intellectual context); project description; you may need a one or two paragraph historical context for your project – if so, please put that before the historiographical section; and an annotated bibliography of well-chosen secondary and primary sources.

7. Grading scale.

100%-90% A

89.5%-80% B

79.5%-70% C

69.5%-60% D

below 60% F

8. Correlation of learning objectives to assignments and evaluation.

	Discussion Board Participation (25%)	Discussion Facilitation (10%)	Book Reviews (25%)	NAWSA Project (10%)	Final Project (30%)
speak and write coherently about the broad scholarly treatment and field of women's, gender, and sexuality history. (G1,2,3)	X	X			X
use critical reading and writing skills to analyze and engage critically with secondary sources. (G1,2,3)	X		X		X
write clear and concise book reviews that both synthesize and analyze critical secondary works. (G1,2,3)			X		
systematically search for primary and secondary sources relating to a historical topic. (G2,4)				X	X
undertake historical research to produce evidence-based arguments well situated within historiography (G1,2,4)				X	X

Date approved by the department or school: 11-29-18

Date approved by the college curriculum committee: 1-16-19

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: