

**History B25, Section 50448**  
**Introduction to Women in American History, Summer 2015**  
**Online**

Instructor: Erin Miller

Office: Humanities 39 (I am not on campus during the summer. All of my "office hours" are virtual.

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Phone: 661-395-4350 (office), 574-532-6963 (mobile). Feel free to text me, but identify yourself.

**Virtual Office Hours** (Text, Email, or By Phone): Daily: 8:00 am to 10:00 pm.

\*\*\* This entire course is conducted through the online learning system, Moodle. You find this by logging into InsideBC, clicking on the tab for "My Courses," and clicking on Intro to Women in American History. Please call me if you have any questions.\*\*\*

**COURSE DESCRIPTION**

This course is a survey of Women in American history from the arrival of Europeans in the New World to the modern era. We will explore the so social, economic, and political developments in America during the Colonial, Revolutionary, antebellum and Civil War periods, as well as the post-Civil War era, through a gendered lens. Throughout the course we will attempt to view these developments from a variety of perspectives, focusing not just on the wives of politicians and statesmen but also on the experiences of "ordinary" American women of diverse backgrounds in all regions of the nation. There are many ways to examine the history of Women in the United States—in this course, we will put women at the center of the story. The course traces a number of different interrelated themes from the early 16th century to the present: the changing conditions and ideas about women; relations between different groups of women and the way relations of power have shaped these interactions; the ongoing political struggle to gain increased civil and political rights; and changing notions of "proper" roles for women, especially regarding sexuality. We will consider which ideas and assumptions within American culture have changed and which have stayed the same, how these cultural factors have related to the material conditions through which people experience their daily lives. Finally, we will seek to understand who has gained and who has lost from these changes and continuities.

**REQUIRED COURSE MATERIALS (See end of syllabus for photos)**

- DuBois, Ellen Carol and Lynn Dumenil. *Through Women's Eyes: An American History with Documents*, 3<sup>rd</sup> edition. Required.
- Required textbook is also on hold at the reserve desk in the BC Library and can be borrowed for an hour at a time, as long as you keep the book in the library.
- Please obtain a Bakersfield College email address, which can be forwarded permanently to your personal email if you wish, for our class email list. Please let me know if you do not have access to a computer and/or the internet. You are responsible for logging into InsideBC, accessing our class, and printing required articles. Thanks!

**SUGGESTED MATERIALS**

- Hacker, Diana. *A Pocket Style Manual*. Suggested/Optional. ISBN: 9780312664800.
- Strunk and White, *The Elements of Style*. Suggested/Optional. ISBN: 9780205309023.
- Graff, *They Say, I Say*. Suggested/Optional. ISBN: 9780393065459. Three to six blue books for midterms and final exam purchased in the campus bookstore.
- Class Packet. Available on my website.
- Additional articles not included in this list will be available on my website, will be emailed to you, or will be linked directly through Moodle.

## Habits of Mind



How will you succeed at BC this semester? What determines success is not circumstance, but habit. **Habits of Mind, It's POSSIBLE at BC** has many free tools intended to help you accomplish your goals in school. Only you can overcome the challenges you face this semester and in life. Start out successfully with these steps:

- Visit the Habits of Mind website: [www.bakersfieldcollege.edu/habits-of-mind](http://www.bakersfieldcollege.edu/habits-of-mind) .
- Download the app for Habits of Mind at BC for power in your palm.
- Ask for help, do the work, and refuse to quit.

Success takes energy, planning, and strategies for both the expected challenges in school as well as the unexpected twists life can take. Ask your professor for more information. Now is the time to develop new habits.

### IMPORTANT DATES

**June 16<sup>th</sup> (Tuesday):** Last day for refunds for six-week classes.

**July 6<sup>th</sup> (Monday):** Last day to drop semester-length classes without receiving a “W”. Students can no longer repeat a class more than three times within the Kern Community College District, whether they receive an F or a W. Think hard about whether you plan on doing the work to finish the class successfully. I believe you can do it. Resist the W! Anything you quit now, you just have to finish later.

**July 6<sup>th</sup> (Monday): Midterm Exam Must Be Completed by 11:00 p.m.**

**July 7<sup>th</sup> (Tuesday):** Last day to withdraw and receive a “W” in six-week classes.

**July 23<sup>rd</sup> (Thursday): Final Exam Must Be Completed by 11:00 p.m.**

## GUIDELINES

The following rules apply to everyone equally. This promotes a sense of fairness, learning, and professionalism.

- All assignments will be submitted early, but they must be completed no later than the date they are due and by the assigned time. In emergency instances, I may allow a student to submit late work, but they will lose a letter-grade per day it is late.
- Assignments must be **online through Moodle** and must be turned in when due. Do not email assignments. They will not be accepted. (Our email doesn't have the capacity for this.)
- Be sure to drop the course if you are not participating and completing your work. Doing so is your responsibility.
- History is a debate. Everyone will listen, be respectful, and use appropriate language.
- **Cheating and plagiarism will not be tolerated.** A failing grade on the assignment and expulsion are the consequences of either behavior. Besides, you have what it takes! You can do this work on your own! I believe in you.

## FOR STUDENTS WITH DISABILITIES OR SPECIAL NEEDS

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Supportive Services (661-395-4334), Student Services Building 1<sup>st</sup> Floor, Counseling Center, as soon as possible to better ensure such accommodations are implemented in a timely fashion. See the following website for additional information and links: <http://bakersfieldcollege.edu/student/dsps/>

## EXPECTATIONS

The history of women, gender, sexuality, rights, freedom, and oppression in the United States provokes sensitive discussions about race, sex, equality, tolerance, and diversity. This sensitivity, I believe, arises from the imperative to continue to grow beyond the current *status quo*, from the desire to be a people who truly embrace equality, but are uncertain at times about how to do so, uncertain about how to overcome the consequences, responsibilities, and promises of our country's past and present, uncertain about how to balance freedom and equality. This class will be and must be a safe place to engage these ideas, ask questions, and express vulnerable opinions. Gender, race, class, and sexuality are tough subjects in the U.S. It is my hope that everyone will respectfully express themselves, listen to others, and keep their minds open to learn from each other's perspectives.

## COURSE GOALS AND STUDENT LEARNING OUTCOMES

1. A main goal of this course is to teach you how to ask and answer your own questions about Women's History in America from prior to European encounter, through Colonial America, Revolutionary America, the Early Republic, the antebellum South, the Civil War, and Reconstruction in America, and through to the modern era.
2. Use gender as an analytic category in the study of US History to the present.
3. Compare and contrast the experiences of women from diverse cultures in US History to the present.
4. Identify and explain the major contours of women's history in the US up to the present in regard to matters such as: work, education, sex and sexuality, reproduction and health, religion, race and ethnicity, socio-economic status, culture, economics, social organization, and politics.
5. We will demonstrate knowledge of how women helped to shape and were simultaneously shaped by major historical episodes in US History beginning with the pre-colonial America and extending to the present, including such key periods as those of the American Revolution, the Industrial Revolution, the Civil War, the Gilded Age, World Wars I and II, the Great Depression, Post-war America, the 1960s, and beyond.
6. We will engage in the reading of contradictory sources, primary and secondary, enabling you to decipher arguments and evidence, as well as to defend the subsequent position you take on the debate.

## COURSE GOALS AND STUDENT LEARNING OUTCOMES (continued)

7. Identify essential individual women and organizations that substantially affected the history of women in the US to the present and critically analyze their contributions to women's history within the context of US history.
8. Identify the various movements for reform and change that American women became involved in.
9. **You will have rigorous opportunities to develop essential skills; the ability to critically analyze arguments about the past, the capacity to consider the perspective of all of those involved, the confidence and skill to articulate your ideas and arguments orally and in writing in an organized, convincing, engaging, and professional manner, to manage your time and resources, to lead, and to respect the work of your peers by engaging them and defending your own ideas.**
10. Provide an African, Indian, European, diverse ethnic, and gender context and background to women in American history.
11. To that end, this syllabus is designed to help you learn a number of historical skills, frameworks, and methods that have been developed by historians. **By the end of the course, you should be able to: analyze primary source documents (including Hollywood movies) in light of the frameworks that historians of Women's History, US History, African American History, Native American History, race, slavery, and gender have developed; identify the subject, thesis, organization, and sources used in primary and secondary source articles; assess the strengths and weaknesses of those articles.**
12. Write critical, analytical essays utilizing the methodologies and vocabulary of the history to express your own thoughts and ideas about the materials we have studied.
13. Develop useful strategies of asking and answering your own questions about American History by using the above skills.

**Creative, critical thinking is the ultimate objective!**

### THEMES

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1. Gender                       | 9. Separate Spheres               |
| 2. Feminism                     | 10. Cult of Republican Motherhood |
| 3. Sexuality                    | 11. Conservatism and Feminism     |
| 4. Violence                     | 12. Pro-Life vs. Pro-Choice       |
| 5. Suffrage                     | 13. Women Today                   |
| 6. Suffering                    | 14. Beauty                        |
| 7. Equality                     | 15. Desirability                  |
| 8. Empowerment vs. Emasculation | 16. Interracial Relations         |

### REQUIREMENTS/GRADE BREAKDOWN

Participation in Online Forum: (20% or 100 points)  
 Quizzes: (20% or 100 points)  
 Essay Answers: (20% 100 points)  
 Midterm 1 (20% or 100 points)  
 Final exam (20% or 100 points)

### TIPS FOR SUCCESS

- Login Daily and complete work daily.
- Be organized and read assignments in advance of completing quizzes and essay answers.
- Take notes while you read, as well as from the online forums.
- Form study groups. You can email each other from InsideBc. Don't know how to do this? Google it. Still can't figure it out? Contact me.
- Regularly ask me or your fellow classmates question. They'll be a weekly discussion forum, so you can have online study groups.
- Contact me during virtual office hours, even if it's discuss something you saw on the news or in a movie you think relates to what we're learning.
- Take advantage of the Student Success, Writing, and Tutoring Centers.
- Listen to each other.
- Keep up with the reading and assignments!
- With all primary source documents and images in each chapter, you should do the following: first read the study questions printed before and after the document/image; then read the introduction to the document, create a timeline and list of characters, and last consider how you would answer the questions you read about the document.

**I expect three things from each of us: excellence (our best effort), attendance (illustrated in an online class by completing your assignments), and effort (do all of your work and seek help outside of class).**

### ATTENDANCE AND PARTICIPATION

Complete all required activities each week. **They all have an ultimate due date, but, beginning week two, all of the assignments will be open, so you can complete as many as you like early. YOU MAY NOT COMPLETE THEM LATE.** Be sure to participate frequently, as well as thoughtfully, in the forums. You bring individual insight that will help bring different aspects of the sources to light for the rest of us. So, do the reading, thinking, and sharing. We want to read what you have to say.

### WRITING REQUIREMENTS

**(All writing assignments must be completed with 1 inch margins, be double spaced, with size twelve Roman Times font.)**

Each student will complete at least ten-pages of writing for this class. I've organized the assignments so that once a week you write approximately a page-and-a-half worth of essay answers. Over the six week course, combined with your forum posts, you will write the required ten pages without doing additional research on top of all of the reading I've assigned. All of the essay answers emphasize context, argument, analysis, and examples. Your weekly essay answers combine for a total of 20% of your overall grade, approximately 16 points per week. The main objective is to combine all skills learned to date, reading, analysis, writing, time organization, general historical comprehension and context. You may earn 5% extra credit per paper by working with the free tutors in the Writing Center, Tutoring Center, or Student Success Lab. Attach an image of confirmation of your appointment with your post and alert me to this for extra credit.

## RECOMMENDED LINKS

The following sources allow you to do a key word, subject, or author search of primary documents.

Yale, Avalon Project: [http://avalon.law.yale.edu/subject\\_menus/major.asp](http://avalon.law.yale.edu/subject_menus/major.asp)

Documenting the American South: <http://docsouth.unc.edu/>

## COURSE STRUCTURE

Each week consists of four or five activities that including reading quizzes, forum discussion regarding key historical and political questions, and essay answers. Our course will be conducted in an online seminar/lecture format, which calls for the committed participation of all class members (including the instructor). Time will be devoted to three principle activities: (1) reading lectures, essays, and the textbook, (2) student-centered discussions, debates, and activities pertaining to assigned texts. Success in these areas (and so success in the course) will depend on steady participation and work. Good analysis of historical text and assimilation of historical arguments are acquired virtues, meaning that they are habits that must be learned and cultivated over time. I am eager to assist you in acquiring these habits, but ultimate responsibility falls to you; you must practice discipline and make the course a regular component of your daily routines and thinking. As you read, look for key moments that provide examples of the main themes that concern this class. Learning takes place everywhere, and each of you has many valuable insights to offer the rest of us.

## TIME REQUIREMENTS

Students should average about sixteen hours of reading, writing, testing, and posting for this class each week. If most students need much more time than that, let me know. The syllabus might need adjusting. Individuals who are unable to complete their work averaging sixteen hours per week should contact me--I will try to help you streamline your efforts.

**Final Exam: Thursday, July 23<sup>rd</sup>, Completed no later than 11:00 pm.**

## ATTENDANCE

Your contributions are important to this class. Your success and that of your classmates depends upon your regular online participation. Although this is an online course, at least one activity per week is discussion-based and discussion-driven. This means that for the course to work, people have to contribute to class.

## GRADING SCALE

90-100=A, 80-89.9=B, 70-79.9=C, 60-69.9=D, below 60= F. Failure to complete all formal assignments (especially the writing assignment) or to exceed the number of permitted absences could result in an F for the course.

<u>Overall Grade/Point Scale</u>				
<u>As</u>	<u>Bs</u>	<u>Cs</u>	<u>Ds</u>	<u>Es</u>
490-500=A+	440-449=B+	390-399=C+	340-349=D+	299 or Below
470-489=A	420-439=B	370-389=C	320-339=D	

450-469=A-

400-419=B-

350-369=C-

300-319=D-

*The assignments and requirements set forth in this syllabus are guidelines. I reserve the right to modify them as necessary. Dates for reading assignments may adjust as we focus on discussion and analyzing sources.*

### FREE ADDITIONAL HELP OUTSIDE OF CLASS

**To help you succeed in your classes and complete your degree!**

Document's web location (to use the embedded links): <http://www2.bakersfieldcollege.edu/nstrobels/student-announce/freeBCstudentresources.htm>

The [Writing Center](#) offers free help with all steps of the writing process, *except proofreading*. Professional writers help with anything from understanding an assignment, to thinking out your essay, to writing it. The Center is located in Student Services 133 and can be contacted at (661) 395-4735 or by email at [writingcenter@bakersfieldcollege.edu](mailto:writingcenter@bakersfieldcollege.edu). Walk-ins or pre-arranged appointments are welcome. Hours Mondays through Thursdays 8:00 am - 6:00 pm and Fridays 8:00 am - 12 pm (noon). You earn an extra 5% on your exams and writing assignments in my classes for working with any of the tutoring services on campus. All you have to do submit proof of it with your exam or paper.

The [Student Success Lab](#) offers FREE reading, writing and math guided tutorials. The lab is open Mondays+Wednesday at 8:00 am - 6:00 pm, Tuesdays+Thursdays at 8:00 am - 7:00 pm, and Friday 8:30 am - 12:20 pm. It is located in SS 143. The tutors are exceptional! New computer technology, upgraded PLATO software, and a friendly atmosphere are just some of the reasons to come to the Student Success Lab. Here's one more reason: It will improve your writing! Call for an appointment: (661) 395-4654 or email the Coordinator Kimberly Nickell at [knickell@bakersfieldcollege.edu](mailto:knickell@bakersfieldcollege.edu). Available for credit or no credit:

- **ACDV B201 abc** (0.5/1.0 unit or FREE no credit): Individualized/diagnostic math, reading, and English learning modules. Individually prescribed lessons in spelling, reading, vocabulary development, study skills, critical thinking and/or English. Supervised repetition and practice in the laboratory on assigned tasks which may range from general communication skills to specific problems.
- **ACDV B281 abc** (FREE no credit): Computer-assisted tutoring courses. Provides tutoring in various academic subjects, conducted in a computer lab, to augment classroom instruction. Open entry/open exit.

The [Tutoring Center](#) is upstairs from the [Student Success lab](#) in room SS 203. The Tutoring Center provides FREE tutoring to all students with drop-in tutoring for Math and English with pre-scheduled tutoring for most other subjects. Tutoring is offered for multiple courses and provided by trained, certified student tutors. Hours Mondays+Thursdays at 8:00 am - 5:30 pm and Tuesdays+Wednesdays at 8:00 am - 7:30 pm. For more information call (661) 395-4430 or email the Tutorial Coordinator Midge Ladd at [mladd@bakersfieldcollege.edu](mailto:mladd@bakersfieldcollege.edu).

[Critical Academic Skills Workshops](#) are free, short workshops for all BC students with no appointments needed! Workshops in Reading, English, and Student Success. Dates and times vary: see "[InsideBC](#)" (under the Student tab) for scheduled sessions or [the BC CAS website](#) or the [Delano CAS website](#). For more information call (661) 395-4005 or email the coordinator Christina Mody at [cmody@bakersfieldcollege.edu](mailto:cmody@bakersfieldcollege.edu).

The [Department of Academic Development](#) offers numerous classes that will help you succeed in this class, in college, and in life. They include, but are not limited to the following: study habits, problem solving, reading for academic success, and writing.

**Library Research Workshops**: The librarians offer 8 different 60 minute workshops several times over the course of 8 weeks each semester. For a description of the workshops as well as the workshop schedule go to: <http://www.bakersfieldcollege.edu/library/workshop.asp>

**Counseling Department** (first floor, Student Services): Crisis Counseling, 395-4689 or 395-4421. Counselors and advisors are able to provide you with guidance in the following areas:

- Reviewing your assessment (placement) test results and other information to determine appropriate course options;
- Exploring academic and educational goals, and identifying possible educational options;
- **Developing abbreviated and comprehensive educational plans; submit them to me in place of a quiz score.**
- Explaining certificate programs and degrees available at Bakersfield College;
- Assisting with identification of transfer options and course requirements for University of California (UC), California State University (CSU), independent and out-of-state institutions, and;
- Providing referral information to other student support service programs on the BC and Delano campuses, as well as to other off-campus resources.

In addition to one-on-one advising and counseling sessions, the center also provides you answers to quick questions during peak enrollment times, drop-in advising, New Student Counseling workshops, Educational Planning workshops and transfer-related workshops throughout the Academic year. In addition Counseling faculty also teach student development courses for educational planning, career development and student success. Find these courses listed in the [online class schedule](#) under “Student Development”.

**Financial Aid** (second floor, Student Services): 395-4428. Scholarships, tuition waivers, vouchers for textbooks for the start of the semester (so you don't start out your classes already being behind). [Check out the Financial Aid TV](#) for video answers to all your financial aid money questions.

**Health Center** (Campus Center 3): Provides free physical and mental health services for students who paid their campus health fee (Most of you paid this; it's built into your registration fees). You may call for an appointment at (661) 395-4336. The clinical therapist (LCSW) has office hours at the following times: Tuesdays at 8:00 am - 2:00 pm, Wednesdays at 3:00 pm - 5:00 pm, and Thursdays at 3:00 pm - 7:00 pm. A month into the semester, she begins offering group sessions as well. The physician, holds office hours daily: Mondays through Wednesdays at 8:00 am - 5:00 pm and Thursdays at 10:00am -7:00pm. Health Center hours are Mondays through Wednesdays at 7:30 am - 5:30 pm, Thursdays at 9:30 am - 7:30 pm, and Fridays at 8 am - 12:00 pm (noon).

**Extended Opportunity Program and Services (EOPS)** (second floor, Student Services next to the Financial Aid Office) is a state funded program offering access and retention services including books for low-income, educationally-disadvantaged students. (661) 395-4351.

**Disabled Student Programs & Services (DSP&S)** (first floor, Student Services) provides services for students with physical disabilities (including temporary disabilities), psychological disabilities, learning disabilities, speech and language disorders, students who are blind or have visual impairments, students who are deaf or hard of hearing, and students with health limitations. Call (661) 395-4334 for more information.

**Renegade Pantry**: Provides free box of food two times per month to BC students in need. In order to take advantage of this service, you can sign up for a food order the week of distributions, all sign ups must be done before the actual day of distribution. Distributions will always be on Thursday unless otherwise noted. Schedule is posted at the Student Activities office in Campus Center 4 and on the [Renegade Pantry website](#). Sign-up at

Campus Center 4 on the designated dates. Delano Campus students sign-up at A&R on the designated dates. Distribution date hours are 8:00 am - 12:00 pm (noon) and 4:00 pm - 6:00 pm.

**Veterans' Resource Center:** Provides a place of respite for our veterans to decompress, enjoy a cup of coffee, access Wi-Fi, and unwind. The center holds a meeting every other Tuesday from 11:30 am -12:30 pm. It is located in Campus Center 36. History Professor Paul Beckworth is the advisor for the center and can be reached at 395-4586. It is open Monday through Thursday at 8:00 am - 4:00 pm. Other services for veterans are given on the [Veteran Services website](http://www.bakersfieldcollege.edu/student/veterans/) at <http://www.bakersfieldcollege.edu/student/veterans/>

**Find It Here:** concise, one-page sheet that answers questions of the type: "Where is <xxx> at BC?" How do I <xxx> at BC?" [find.it.here](#) (PDF)

**In case of emergency on campus, dial 4555 from any campus phone. Non-emergency security number 4554.**

### SUMMARY OF BAKERSFIELD COLLEGE PLAGIARISM POLICY

<http://www2.bc.cc.ca.us/dkoeth/plagiarism.html>

1. All written work submitted for credit is accepted as the student's own work. It may not, therefore, have been composed, wholly or partially by another person.
2. The wording of written work is taken as the writer's own. Thus, one may not submit work that has been copied, wholly or partially, from a book, article, essay, newspaper, another student's paper or notebook, or any other written or printed or media source. Another writer's phrases, sentences, or paragraphs may be included only if presented as quotations and the source acknowledged.
3. The ideas expressed in a paper or report are accepted as originating with the writer. Written work that paraphrases any written or printed media material without acknowledgment may not be submitted for credit. Ideas from books and essays may be incorporated in the writer's work as starting points, governing issues, illustrations, and the like, but in each case the source must be cited.
4. Students may correct and revise their writing with the aid of reference books. They may also discuss their writing with peer writing groups or with peer tutors. However, students may not submit writing that has been revised substantially by another.
5. No written work may be submitted for credit that has been used to fulfill the requirements of another course, in whatever department, unless permission to coordinate work has been granted by both teachers.

### STANDARDS FOR LETTER GRADES FOR ASSIGNMENTS

- A Work that goes beyond instructor's expectations: is careful, thoughtful, original, thorough, all at once. Truly outstanding work.
- A- Very good work with most of the attributes of "A" work but either deficient in some technical aspect, in thoroughness and care or just not as strikingly incisive, original or creative as "A" work. Still, excellent work.
- B+ Better than good competent work. Good competent work with aspects that really shine or creative original work that needs more thoroughness to pin it down.
- B Good competent work, which meets all requirements, the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.
- B- Almost up to the specifiable standards. Often characterized by some vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Talk to instructor.
- C+ Below the specifiable standards for good work. Talk to instructor.

C Minimally passing work, showing serious misunderstanding or lack of effort and engagement. Talk to instructor.

C-to F Talk to instructor immediately!!

### QUIZZES

Twenty percent of your grade for this course is determined by quizzes given regularly throughout the semester. Each quiz is worth ten points. Online quizzes will be based on each readings assignment defined in your reading schedule. You have two attempts at each Moodle quiz, and your score will be based on the average of points earned for both attempts. I will drop your three lowest or missed quiz grades.

### EXAMINATION POLICY

Make-up exams will be administered only in extraordinary cases of an emergency nature. You must make every effort to contact me prior to the exam to discuss your circumstances. Do not otherwise assume that you will be permitted to take a make-up exam should you fail to show up on the scheduled date without having made prior arrangements. Beginning the second week of the session, you're exam will already be open, and you make complete them prior to their closing deadline if you like. They may not be completed after.

### ADDITIONAL COURSE GOALS

1. An ability to engage in lifelong education by learning to acquire knowledge and to use it for intelligent ends.
2. An ability to communicate, orally and in writing, at a level acceptable for college graduates.
3. An ability to clarify one's personal values and to be sensitive to those held by others.
4. An ability to recognize and seek solutions for the common problems of living by drawing on an understanding of historical knowledge, of historical and contemporary events, and the elements of the cultural heritage related to those events.

What you learn about and what you learn to do in this class will help you resolve the dilemmas you must confront in your own lives and in the lives of your fellow citizens. Learning to think critically about the past will help you be better prepared for life in both the present and the future. You will, furthermore, be challenged to see how your hard-gained knowledge and analytical skills may be applied to 'real world' situations outside the walls of the classroom. Finally, you will be encouraged to participate actively as an informed citizen.

### READING ASSIGNMENTS (See Separate Handout)

You should plan to read carefully all selections by the date they are assigned, regularly consulting a dictionary for any unfamiliar terms. I strongly recommend that you take notes on the readings to aid you in studying for the exams; you may also consult these notes during the quizzes. Be prepared to discuss the readings in class.

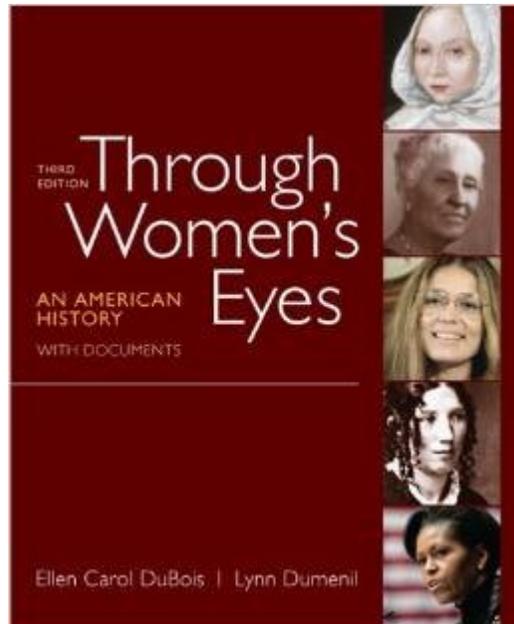
### FINAL EXAM

**Thursday, July 23<sup>rd</sup>, Completed before or by 11:00 p.m.  
FINAL GRADES**

I must submit final grades to Admissions and Records (A & R) within three school days after you complete your final. A & R will have your grades “rolled” onto Banner within three additional school days. However, your GPA and academic standing will not reflect these new grades in your overall status in August.

### REQUIRED TEXTS

*Through Women’s Eyes: An American History*, 3<sup>rd</sup> Edition



### SUGGESTED/RECOMMENDED TEXTS

