CASPER COLLEGE COURSE SYLLABUS
WMST 2040 N1 – History of Women in America

Semester/Year: Spring 2016

Lecture Hours: 3    Lab Hours: 0    Credit Hours: 3

Class Time: online     Days: online     Room: online

Instructor’s Name: Georgia Wheatley

Instructor's Contact Information: BU210
Office Phone: 268-2700
Email: wheatley@caspercollege.edu

Call during office hours. You may leave a message on my voice mail. Please send all class e-mail through Moodle.

Office Hours:

- MW 11:15-12:00 p.m.
- T 10:15-12:30 p.m.
- TH 11:15 a.m.-12:30 p.m.
  I’m also available on MW when I work in the FlexLab (BU404) from 12:00-3:00, and in the FlexLab on F from 9:00-12:00. Please come by if you have questions or need help with Moodle.
- Others by appointment

Course Description: Examine women’s history, the activities and circumstances specific to women in America, and their contributions, influences, and significance.

Statement of Prerequisites: None

Goal: The main goals of this course are to develop understanding and appreciation of the multi-cultural history of women in America; to examine the economic and social circumstances specific to women in America; to study the activities, contributions, influences, and significance of those women; and to examine traditional knowledge and theories from a feminist perspective.

Outcomes: Upon successful completion of the course the student will

1. Complete all reading assignments by the scheduled dates.
2. Complete all writing assignments by the scheduled dates.
3. Display knowledge about women’s multi-cultural history.
4. Display knowledge about the economic and social circumstances specific to women in America.
5. Display knowledge about women who have helped shape American history.
6. Complete all tests by the scheduled dates

**Course Objectives:**

The course objectives for this class are tied to the following Casper College General Education outcomes:

1. Demonstrate effective oral and written communication
2. Solve problems using critical thinking and creativity
3. Demonstrate knowledge of diverse cultures and historical perspectives
4. Appreciate aesthetic and creative activities
5. Use appropriate technology and information to conduct research

**Methodology:**

Because this course is delivered over the Internet, the successful student will be highly self-motivated. If a student takes this course in-class during a regular semester, he or she would spend approximately 2.5 hours per week in class. The student should expect to spend a similar amount of independent time on this course. College courses typically require 2 hours of homework time for every hour spent in class, which makes the total time requirement for this course as high as 7.5 hours per week. You won’t need this much time every week—some weeks may require more time and some weeks will require less time.

This course is based on “active learning” and “learner-centered” pedagogy. This means that the course is centered on the process of critical thinking and the uncovering of knowledge rather than on the memorization of facts. Both students and instructor have responsibilities within this structure.

**Student Responsibilities:**

- Claim your education, not become a passive recipient of knowledge.
- Complete the readings thoughtfully and critically and come to class prepared to discuss them.
- Participate in in-class discussions and activities; the more you put into this course the more you’ll get out of it.
- Teach and learn from each other.

**Instructor Responsibilities:**

- Create meaningful learning environments for class dialogue, discussion, activities, etc.
- Aim to uncover course content and knowledge.
- Encourage a classroom environment that is conducive to learning.
- Elicit student discovery and construction of knowledge.

In a learner-centered classroom, the focus of the course is uncovering content. Class periods will include critical analysis of readings, discussions, dialogue-based lectures to uncover material, group
analytical exercises, critical analysis of films, etc. Students should come to class having read and taken notes on all assigned readings. As you read, consider the following critical questions:

- **Purpose:** Is the purpose well-stated, clear, and justifiable?
- **Question:** Is the question clear and unbiased? Does the expression of the question do justice to the complexity of the matter at issue? Are the question and purpose directly relevant to each other?
- **Information:** Does the writer cite relevant evidence, experiences, and/or information essential to the issue? Is the information accurate? Does the writer address the complexities of the issue?
- **Concepts:** Does the writer clarify key concepts when necessary? Are the concepts used justifiably?
- **Assumptions:** Does the writer show sensitivity to assumptions?
- **Inferences:** Does the writer develop a line of reasoning which explains well how the writer is arriving at the writer’s main conclusions?
- **Point of View:** Does the writer show sensitivity to alternative relevant points of view or lines of reasoning? Does the writer consider and respond to objections framed from other relevant points of view?
- **Implications:** Does the writer show a sensitivity to the implications and consequences of the position the writer is taking?


**Readings from Textbook and Critical Analysis Essays**

The typical format for the class will include lecture, readings, and discussions.

**Discussions**

You will be responsible for posting to all discussions that are assigned. It is imperative that you post in time for classmates to respond to your posts; for this reason, your first post will be due by Wednesday at 11:55 p.m. of each week. Your first post should be an original post based on the readings and connecting the chapter readings with the readings at the end of the chapter. You should introduce a subject from the chapter that particularly interested you or about which you feel strongly, either positively or negatively. **You must cite sources.** Provide a short quote, or summarize an idea from our readings or from a film. We’ll be using MLA formatting in this course, so your citations should look like this: (Ozakawa-Rey 100) for example, if the quote or the idea were from page 100. You’ll obviously replace the 100 with the page number of your citation. Please plan on including at least 5 complete sentences, in your own words, for each post. The quotes are not included in the 5 sentence minimum.

Each post is worth 10 points and will be graded for format, content, and level of engagement. Each post will be graded as follows:

- A (9-10 points): Shows thoughtful, sustained engagement with the reading and the issues under discussion. Includes citations and explicitly connects the discussion to the course content.
- B/C (7-8 points): Shows engagement with the reading. Shows you’re thinking.
- D/F (0-6): Way off point, too short to develop ideas, or too technically incorrect. Includes no citations and no connections to course content.

Midterm Journal Reports

Your midterm paper will be a 2-3 page analysis of an academic journal article. Instructions will be distributed. When you submit the midterm paper, you’ll submit 3 files: a draft copy, comments from Smart Thinking or from the Casper College Writing Center, and a revised final draft. The midterm paper is worth 50 points.

Final Research Paper and Presentation

Your final paper will be a 5-7 page description of a book you will select and read over the course of the semester. Instructions will be distributed. When you submit the final paper, you’ll submit 3 files: a draft copy, comments from Smart Thinking, and a revised final draft.

A student’s grade is based on the following components:

- discussion and participation,
- possible critical analysis essays, (20 points each)
- other potential assignments based on class progress, events, etc. (announced in advance)
- one midterm academic journal report (50 points, instructions will be distributed), and
- one final presentation and written research paper (100 points, instructions will be distributed),

All course content will also be posted to the Moodle website for this course. If you miss a class, please look on the website to find the content for that class.

Evaluation Criteria: The final grade will consist of test scores, chapter worksheets, journal reports, oral presentation and research paper scores, and in-class participation. A total point system will be used to determine a percentage grade with the following scale being used:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
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Required Text, Readings, and Materials:

*Major Problems in American Women’s History*, fifth edition, by Mary Beth Norton and Ruth M. Alexander  
ISBN: 978-1-133-95599-3

Class Policies: Successful completion of the course requires timely adherence to the schedule outlined in the class handouts.

Last Date to Change to Audit Status or to Withdraw with a W Grade: April 14, 2016
Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

The instructor reserves the right to change the syllabus and outline as necessary.