

# Women and Gender in the United States

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Last Updated: Mon, 07/21/2025

**Course prefix:** HTS

**Course number:** 3016

**Section:** 1

**CRN (you may add up to five):**

93583

**Instructor First Name:** Elena

**Instructor Last Name:** Ryan

**Semester:** Fall

**Academic year:** 2025

**Course description:**

This course examines themes and theories of women's and gender history since the colonial period, including work, family, sexuality, and politics.

**Course learning outcomes:**

Over the course of the semester, successful students will:

- Build historical knowledge of women's and gender history. Students will be able to recall key events and define relevant terms.
- Students will be able to describe changes over time, summarize historical movements, and discuss source material.
- Students will be able to analyze, compare, and contrast historical sources and moments in women's and gender history in America.
- Students will be able to formulate historical arguments and present their findings.

Students will demonstrate these learning objectives through their class participation, discussion posts, the midterm, the final, the two paper assignments, and one final presentation.

**Required course materials:**

No materials are required for purchase. All texts will be freely available via Canvas or the GT library.

**Grading policy:**

1000 total points possible

*300 points: Participation*

The participation grade includes attendance and discussion posts. Attendance will be taken every class period. Students will submit at least 8 weekly discussion posts on canvas over the course of the semester on the week's readings. Students may decide which weeks they write discussion posts for, unless noted on the syllabus. Successful posts will connect the readings to one another and to the week's topics. Each post should also ask at least two questions that are not yes/no questions, but rather, "how" or "why" questions.

e.g.: How did Sarah Grimke appeal to Christianity in her abolitionist and feminist activism and writings?

As opposed to:

Is Christianity important to abolitionism?

*150 points: In-Class Midterm*

This test will ask students to remember and define terms highlighted through the first half of the semester, identify events and explain their significance in short answer questions, and analyze events and sources in context in two long answer questions and will be administered halfway through the term.

*200 points: Gender in Pop Culture*

Using a podcast, a TV show, novel, or movie, write a 5-7pp paper analyzing the piece of media through the lens of gender history. This paper will be due by 5pm the day before Thanksgiving Break. Students must clear their selection with me before Fall break.

*200 points: Primary Source Project & Presentation*

Students will choose a single source or body of closely related primary sources (e.g. multiple issues of the same newspaper or entries of the same diary) pertaining to women's or gender history in America. Over the course of the semester, students will draft an 8-10pp paper with the following components:

1. Introduction

1. Historical question

1. Statement of historical argument

1. Context

2. Argumentation based on the sources

3. Conclusion

Each student will give a 15 minute presentation on their findings during the last two weeks of class. Students are required to meet with the instructor at least once over the course of the semester in office hours to discuss the topic and argument. Topics and historical questions must be approved by the instructor before November 15.

*150 points: Final*

This test will include terms highlighted throughout the semester, short answer questions, and two long answer questions and will be administered halfway through the term.

Late work will not affect assignment grades if accompanied by documentation. All other late work will drop a partial grade following the deadline and another for each additional 24 hours without submission. For example, if an assignment is due at 5pm on a Wednesday and a student turns in a paper on Friday at 6pm, the maximum grade that student can achieve is a B (3 partial grades deducted).

**Attendance policy:**

Excused absences may be granted with advanced notice. Excused and documented absences will have no effect on the participation grade. Unexcused absences will result in deductions from a student's participation grade.

**Academic honesty/integrity statement:**

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

Intellectual exchange is a critical element of a vibrant scholarly community. To protect the integrity of that community, students are required to cite every instance in which they borrow from or refer to another's idea, language, or other element of another's work. Students are welcome to study with one another, share study guides, visit the Writing Center, and seek additional feedback from the instructor. Students are also encouraged to draw from the whole body of readings, lectures, discussion posts, and sources assigned as part of this class *so long as* all references, quotations, allusions, summaries, or paraphrases

are properly cited giving credit to the original author or speaker. Students found to be using AI in graded assignments will be considered in violation of the academic integrity policy. All cases of academic dishonesty will be immediately referred to Student Judicial Affairs. Students with questions are welcome to contact me or to consult the Georgia Tech Honor Code, found here: <https://policylibrary.gatech.edu/student-life/academic-honor-code>.

**Core IMPACTS statement(s) (if applicable):**

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion