

## “WOMEN OF THE GREAT PLAINS”

---

### Online Course

3 credits

Great Plains Studies Program (GPSP) 377- Class # 5159, Section # 700

Geography (GEOG) 377- Class #5158, Section # 700

Women’s and Gender Studies (WMNS) 377- Class # 5076, Section # 700

---

**Instructor:** Dr. Rebecca A. Buller

**Offices:** Center for Great Plains Studies office on City Campus- 406 Hewit Place,  
Geography office on City Campus- 934 Oldfather,  
Geography office on East Campus- 305 Hardin

**Email:** rbuller2@unl.edu

**Office Hours:** Tuesdays 9:30- 10:30 am at 406 Hewit Place, Thursdays 2:00- 3:00 pm at 934 Oldfather, or by appointment.

**ACE LEARNING OUTCOMES:** This course satisfies the requirements of the following ACE student learning outcomes.

- SLO5 Humanities: Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues.
- SLO9 Global/Diversity: Exhibit global awareness or knowledge of human diversity through analysis of an issue.
- The course reinforces Visual Literacy.

### SLO5.

How the learning objective is embedded in the course.

Students will have the opportunity to learn SLO5 by considering popular imagery of women of the Great Plains, reading and contemplating popular and scholarly works on a variety of topics, and by conducting original, analytical research. SLO5 is embedded in the course’s main themes. The content and assignments examine the various intersections of gender, identity, power, and representation throughout time and space in the Great Plains of the United States and Canada. Topics of study include, but are not limited to, gender in relation to historical constructs, human cultures, and the physical environment.

Student work used to assess student achievement of the outcome and how the students demonstrate the knowledge and skills specified by the outcome.

Student work used to assess student achievement of SLO5 will consist of one introductory reflection paper, ten weekly readings outline papers, two “take home” tests, and one research paper. Overall, these assignments require students to consult their prior knowledge; comprehend various historical perspectives; and utilize analytical and interpretative skills to evaluate popular conceptions, individual understanding, and academic evidence. The introductory reflection paper requires students to consult their prior knowledge of historical perspectives and popular imagery to interpret, analyze, and evaluate popular imagery of women of the Great Plains. Specifically, the assignment asks the students to-- after considering the question “Who are the women of the Great Plains?”-- reflect on and describe popular identities and characterizations of females of the region. Weekly readings cover a variety of topics, such on issues of ethnicity, race, power, economics, politics, and the environment. Students demonstrate the knowledge and skills specified by SLO5 by completing the reading, actively engaging the work while reading, consulting their prior knowledge, and critically evaluating and expanding upon such knowledge by recording their reflections. The students are specifically asked to digest and criticize the material, comparing and contrasting it, for example, with their prior knowledge and experiences. The final comprehensive research paper—employing original and secondary research-- requires students to rigorously utilize the knowledge and analytical skills that they have acquired throughout the course.

### SLO9.

How the learning objective is embedded in the course.

Students will have the opportunity to learn SLO9 through exposure to and learning, discussion, comprehension, and evaluation of humans’ diverse historical experiences and perspectives. SLO9 is embedded in the course’s main themes and approaches. The content contains examples of varied human experiences. Information is presented primarily through the interdisciplinary lenses of feminist, humanistic, and post-colonial theories. Numerous disciplines—such as anthropology, communication, economics, geography, history, literature, and sociology—inform explorations of gender in relation to the community, environment, politics, popular culture, social justice, work, and violence.

Student work used to assess student achievement of the outcome and how the students demonstrate the knowledge and skills specified by the outcome.

Student work used to assess student achievement of SLO9 will consist of one introductory reflection paper, ten weekly readings outline papers, two “take home” tests, and one research paper. Overall, these assignments, which expose students to humans’ diverse historical experiences, require students to comprehend various historical perspectives and utilize analytical, interpretative, and critical analysis skills. The introductory reflection paper, for instance, directly confronts the stereotype of who a woman of the Great Plains is and the relative lack of diversity that she possesses. The popular image is usually that of a female with specific characteristics regarding her race, class, ethnicity, and religion as well as the place and time in which she lived. In reality, a variety of females of various races, classes, ethnicities, and religions lived and live on the Great Plains with thousands of different experiences. The themes included in the weekly readings—such as Jewish homesteaders-- cover a variety of topics on human diversity and experience. Students demonstrate the knowledge and skills specified by SLO9 by completing the reading, actively engaging the work while reading, consulting their prior knowledge, and critically evaluating and expanding upon such knowledge. The final comprehensive research paper—employing original and secondary research-- requires students to rigorously utilize the knowledge of diversity in human experience and viewpoint that they have acquired throughout the course.

REQUIRED TEXT:

- Bergman Peters, Virginia. *Women of the Earth Lodges: Tribal Life on the Plains*. North Haven, Connecticut: Archon Books, 1995.
- Calof, Rachel. Translated from Yiddish by Jacob Calof and Molly Shaw. J, Sanford Rikoon, eds. *Rachel Calof's Story: Jewish Homesteader on the Northern Plains*.
- Crow Dog, Mary. *Lakota Woman*. New York: Harper Perennial, 1991.
- Fink, Deborah. *Agrarian Women: Wives and Mothers in Rural Nebraska, 1880-1940*. Chapel Hill: University of North Carolina Press, 1992.
- (\*If you do not wish to purchase the required texts, consider saving money by checking books out from the University library system, interlibrary loaning them, borrowing my copies from me (first come first serve), or purchasing inexpensive, used copies online.)

COURSE POLICIES/EXPECTATIONS:

- † **Above all**, the virtual classroom will be maintained as a respectful, mature, and courteous learning community in which all participants will conduct themselves in a manner that is respectful to differing ideas, opinions, beliefs, cultures, etc.
- † If a student has special needs and/or requires special accommodations to enhance his/her learning abilities please see the instructor.

MAKEUP WORK:

- Any type of work will not be allowed to be made up, apart from two exceptions.
  1. The student informed the instructor prior to the due date and time.
  2. The student informed the instructor within 24 hours after the due date and time.
- If the student will not be able to complete work at the designated time and has the instructor’s approval, the student must complete and turn in the missed work within one week of the original due date and time.
- Only one make-up will be allowed per student.

GRADING:

- 🌐 Remember that *students earn* grades.
- 🌐 The course grade will be composed of one introductory reflection paper worth 5%, ten weekly readings outlines worth 50%, two “take home” tests worth 30%, and one research paper worth 15%.
  - **introductory reflection paper 5%**
    - Please see related document for precise details.
  - **weekly readings outlines 50%**
    - Please see related document for precise details.
  - **“take home” tests 30%**
    - Please see related document for precise details.
  - **research paper 15%**
    - Please see related document for precise details.
- 🌐 Graduating seniors must complete the research paper.
- 🌐 Grades will not be curved.

97-100%	A+	87-89	B+	77-79	C+	67-69	D+	<60	F
93-96	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

*Academic Dishonesty:*

**All types of Academic Dishonesty including plagiarism and cheating will ABSOLUTELY NOT be tolerated.** In such a situation where Academic Dishonesty does occur, the proper UNL procedures will be followed.

*Appealing Grades:*

The instructor and students will follow the “24/7 Rule.” The following are the stipulations of such said policy:

1. The student must wait 24 hours after the assignment, quiz, etc. is handed back to him/her before he/she can discuss/appeal the related grade with the instructor.
2. The student must create a written defense at least one-half page long documenting why he/she believes the assigned grade was misrepresentative, etc.
3. The student must discuss the grade with the instructor in person, if possible, during the instructor’s office hours or during a mutually agreed upon meeting time in the instructor’s office.
4. The student must appeal the contested grade within 7 days of the assignment, quiz, etc. being handed back or made public to the student.

## SCHEDULE

The following is a preliminary schedule and the instructor reserves the right to alter it according to class and student needs.

### Part I. Introduction and Life Before the Mid 19<sup>th</sup> Century

---

- Week 1 (M 8/22)
  - Readings
    - none
  - Assignments
    - **\*Digital Information Card\***
      - due to [rbuller2@unl.edu](mailto:rbuller2@unl.edu) on Wednesday August 24<sup>th</sup> by 12 pm
      - see related document for more details
    - **\*\*“Who are the Women of the Great Plains?” introductory reflection paper\***
      - due to [rbuller2@unl.edu](mailto:rbuller2@unl.edu) by Friday August 26<sup>th</sup> at 12 pm
      - see related document for more details
- Week 2 (M 8/29)
  - Readings
    - Jensen, Joan and Darlis Miller. “The Gentle Tamers Revisited: New Approaches to the History of Women in the American West.” *Pacific Historical Review* 49, no. 2 (1980): 173-213.
    - Kaye, Frances. “Little Squatter on the Osage Diminished Reserve: Reading Laura Ingalls Wilder’s Kansas Indians.” *Great Plains Quarterly* 20, no. 2 (2000): 123-140.
    - Monk, Janice. “Approaches to the Study of Women and Landscape.” *Environmental Review* 8, no. 1 (1984): 23-33.
  - Assignments
    - Week 2 readings
    - **\* Weekly Readings Outline \***
      - see handout for more details
      - due to [rbuller2@unl.edu](mailto:rbuller2@unl.edu) by Friday noon
- Week 3 (M 9/5)
  - Readings
    - Albers, Patricia. “Introduction: New Perspectives on Plains Indian Women.” In *The Hidden Half: Studies of Plains Indian Women*, edited by Patricia Albers and Beatrice Medicine, 1-26. Lanham, Maryland: University Press of America, 1983.
    - Barbie, Donna. “Sacagawea: The Making of a Myth.” In *Sifters: Native American Women’s Lives*, edited by Theda Perdue, 60-76. Oxford: Oxford University Press, 2001.
    - Carter, Sarah. “Transnational Perspectives on the History of Great Plains Women: Gender, Race, Nations, and the Forty-Ninth Parallel.” *American Review of Canadian Studies* 33, no. 4 (2003): 565-596.
  - Assignments
    - Week 3 readings
    - **\* Weekly Readings Outline \***
- Week 4 (M 9/12)
  - Readings
    - Bergman Peters, Virginia. *Women of the Earth Lodges: Tribal Life on the Plains*. North Haven, Connecticut: Archon Books, 1995.
  - Assignment
    - Week 4 reading
    - **\* Weekly Readings Outline \***
- Week 5 (M 9/19)
  - Readings
    - review all “Part I. Introduction and Life Before the Mid 19<sup>th</sup> Century” readings
  - Assignment

- **\*prepare answers to and submit Test 1 to [rbuller2@unl.edu](mailto:rbuller2@unl.edu) by Friday noon\***

Part II. Life from the Mid 19<sup>th</sup> to the Mid 20<sup>th</sup> Century

---

- Week 6 (M 9/26)
  - Readings
    - Calof, Rachel. Translated from Yiddish by Jacob Calof and Molly Shaw. J, Sanford Rikoon, eds. *Rachel Calof's Story: Jewish Homesteader on the Northern Plains*. Indianapolis: University of Indiana Press, 1995.
  - Assignment
    - Week 6 reading
    - **\* Weekly Readings Outline \***
- Week 7 (M 10/3)
  - Readings
    - Riley, Glenda. "American Daughters: Black Women in the West." *Montana: The Magazine of Western History* 38, no. 2 (1988): 14-27
    - In Taylor, Quintard and Shirley Ann Wilson Moore. *African American Women Confront the West, 1600-2000*. Norman: University of Oklahoma Press, 2003.
      - "Willianna Hickman's Nicodemus Saga," 117-118. From Dorothy Sterling, ed., *We are Your Sisters: Black Women in the Nineteenth Century* (New York: W.W. Norton, 1984), 375-376.
      - "Homesteading on the Plains: The Ava Speese Day Story," 119-121. From Ava Speese Day, "The Ava Speese Day Story," in *Sod House Memories*, 3 vols., ed. Frances Jacobs Alberts (Hastings, Nebraska: Sod House Society, 1972), 3: 261-275.
      - Peggy Riley, "Women of the Great Falls African Methodist Episcopal Church, 1870-1910," 122-139.
      - "Kate D. Chapman Describes Blacks in Yankton, Dakota Territory," 140-141. From Willard B. Gatewood Jr., "Kate D. Chapman Reports on 'The Yankton Colored People,' 1889," *South Dakota History* 7 (Winter 1976): 32-35.
      - "A Black Woman on the Montana Frontier," 142-143. From Mabel Bickford Jenkins, "Stephen E. and Sarah G. Bickford: Pioneers of Madison County, Montana," unpublished paper, 1971, 1-9.
  - Assignment
    - Week 7 readings
    - **\* Weekly Readings Outline \***
- Week 8 (M 10/10)
  - Readings
    - Marchildon, R.G. 1985. "Improving the Quality of Rural Life in Saskatchewan: Some Activities of the Women's Section of the Saskatchewan Grain Growers, 1913-1920." Pp. 89-109 in C. Jones and I. MacPherson (eds.), *Building Beyond the Homestead—Rural History of the Prairies*. Calgary: University of Calgary Press; Wiebe, N. 1987.\*
      - \*available at <http://www.ourroots.ca/page.aspx?id=861524&qrID=9ad0cb35-caea-4bb3-b567-b1858e15fa09>
    - McCallum, Mary Jane. "'The Fundamental Things': Camp Fire Girls and Authenticity, 1910-20." *Canadian Journal of History* 40, no. 1 (2005): 45-66.
    - Schaarf, Virginia. "Marking Wyoming: Grace Raymond Hebard." In *Twenty Thousand Roads: Women, Movement, and the West*, Virginia Schaarf, 94-114. Berkeley: University of California Press, 2003.
  - Assignment
    - Week 8 readings
    - **\* Weekly Readings Outline \***

- Week 9 (M 10/17)
  - Reading
    - Fink, Deborah. *Agrarian Women: Wives and Mothers in Rural Nebraska, 1880-1940*. Chapel Hill: University of North Carolina Press, 1992.
  - Assignment
    - Week 9 reading
    - \* **Weekly Readings Outline** \*
    - \* **research paper topic due to [rbuller2@unl.edu](mailto:rbuller2@unl.edu) no later than Friday October 21<sup>st</sup>** \*
- Week 10 (M 10/24)
  - Readings
    - review all “Part II. Life from the Mid 19<sup>th</sup> to the Mid 20<sup>th</sup> Century” readings
  - Assignment
    - \***prepare answers to and submit Test 2 to [rbuller2@unl.edu](mailto:rbuller2@unl.edu) by Friday noon\***

### Part III. Contemporary Life

---

- Week 11 (M 10/31)
  - Readings
    - deWit, Cary W. “Women’s Sense of Place on the American High Plains.” *Great Plains Quarterly* 21, no. 1 (2001): 29-44.
    - Johnson, Michael K. “‘This Strange White World’: Race and Place in Era Bell Thompson’s *American Daughter*.” *Great Plains Quarterly* 24, no. 2 (2004): 101-111.
    - Sundstrom, Linea. “The Pageant of Paha Sapa: An Origin Myth of White Settlement in the American West.” *Great Plains Quarterly* 28, no. 1 (2008): 3-26.
  - Assignment
    - Week 11 readings
    - \* **Weekly Readings Outline** \*
- Week 12 (M 11/7)
  - Readings
    - Prindeville, Diane-Michele. “Identity and the Politics of American Indian and Hispanic Women Leaders.” *Gender and Society* 17, no. 4 (2003): 591-608.
    - In Taylor, Quintard and Shirley Ann Wilson Moore. *African American Women Confront the West, 1600-2000*. Norman: University of Oklahoma Press, 2003.
      - Merline Pitre. “Lula B. White and the Integration of the University of Texas, 1945-1950,” 293-308.
      - “Ada Lois Sipuel Fisher and the U.S. Supreme Court,” 309-311. From Ada Lois Sipuel Fisher, *A Matter of Black and White: The Autobiography of Ada Lois Sipuel Fisher* (Norman: University of Oklahoma Press, 1996), 119-122.
      - Cheryl Brown Henderson, “Lucinda Todd and the Invisible Petitioners of *Brown v. Board of Education of Topeka, Kansas*,” 312-327.
      - Linda Williams Resse, “Clara Luper and the Civil Rights Movement in Oklahoma City, 1958-1964,” 328-343.
  - Assignment
    - Week 12 readings
    - \* **Weekly Readings Outline** \*
- Week 13 (M 11/14)
  - Reading
    - Crow Dog, Mary. *Lakota Woman*. New York: Harper Perennial, 1991.
  - Assignment
    - Week 13 reading
    - \* **Weekly Readings Outline** \*

- Week 14 (M 11/21)
  - no assignment due (so that you may work on your research paper)
- Week 15 (11/28)
  - **\*research paper due to rbuller2@unl.edu no later than Friday December 2<sup>nd</sup> at 12 pm\***
- Week 16 (M 12/5) (Dead Week)
  - no assignment (class has ended)
- Week 17 (M 12/12) (Finals Week)
  - no assignment (class has ended)