WS 341A: HISTORY OF AMERICAN WOMEN TO 1890

BOOKS:
(2) Sedgwick, *Hope Leslie*
(3) Tademy, Lalita, *Cane River*
(4) COURSEPACK available at KB Books ONLY

Use of Blackboard
Blackboard is our course management system. Your discussions, assignments, emails grades will all be through Blackboard. It is important that you check Blackboard several times each week for updates and class information. If you do not have access to high-speed internet, I highly advise you become familiar with our campus computers.

Communication: We will communicate primarily through email and discussion boards. Post general questions and reflections on the Discussion Board. You can also email me at sue.gonda@gcccd.edu. I will respond to emails within 24 hours.

**Online Communication & Etiquette:** Taking an online course means you, as a communicator, need to overcome the lack of nonverbals in communication. We can’t see you smile when you write something you think is funny! When taking a course online, it is important to remember several points of etiquette that will smooth communication between students and with the instructor.

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
2. **Keep writing to a point and stay on topic.** Online courses require a lot of reading. When writing, keep sentences informational & brief so that readers are not lost in wordy paragraphs and miss your main points.
3. **Read first, write later.** Important: read all student & instructor posts/comments before personally commenting or asking questions that have already been answered.
4. **Review, review, then send.** There’s no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
5. **An online classroom is still a classroom.** Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors is as important as ever.
6. **The language of the Internet.** While a fairly young type of communication, some aspects internet communication are now conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-( ), but avoid overusing them.
7. **Consider the privacy of others and possibility of plagiarism:** Ask permission prior to giving out a classmate’s email address or any course information.
8. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.
STUDENT LEARNING OUTCOMES, OR GOALS OF THIS CLASS:
As a result of taking this class, students will be able to:

- Situate women's experiences, historical institutions and events within specific eras in American history
- Analyze the human experience with a feminist and critical gendered analysis
- Differentiate amongst the experiences of diverse women as their positions are affected by race, social class and free, indentured or slave status
- Examine the cultural institutions that determine the material circumstances of women's lives (religion, law, medicine and so on...)
- Analyze how cultural and gendered norms and ideals impact diverse women's lives (e.g.: patriarchy, heteronormativity, notions of what is normal and abnormal and so on...)
- Explain ways in which social institutions have limited women's power and authority
- Recognize ways in which women have resisted and rebelled against social, cultural & political institutions
- Recognize how women have formed separate institutions, ways of being and communities within these historical eras
- Develop and apply your critical thinking and writing skills
- Recognize and analyze present-day gendered relations
- Analyze primary source documents, acquiring critical writing and analytical skills

This course is one of two courses (WS 341A and 341B) you may choose to take to fulfill the American Institutions requirement for your General Education at SDSU. Title 5, California Code of Regulations, Article 5, Section 40404 requires that all students demonstrate an understanding of American history, the United States Constitution, and California state and local government.

COURSE REQUIREMENTS

(1) Class Attendance:
Just an in a face-to-face or “onground” class, attendance is critical to teaching and learning. You will fall behind in acquiring course content and skills if you do not attend class regularly. Enrollment in college assumes maturity, seriousness of purpose and self-discipline. If you miss two weekly assignments without communication with me, I will assume you have dropped the class. In addition, two weeks of missed work will likely result in a failing grade in the course. Please email me with any concerns.

(2) Plagiarism quiz (50 pts). Tutorial on the SDSU website. Due Week 4. Do the pre-quiz, the tutorial, and the post quiz. YOU WILL TAKE THE QUIZ FOR CREDIT ON OUR BLACKBOARD SITE DURING OR before Week 4.
http://infotutor.sdsu.edu/plagiarism/index.cfm

(2) Weekly reading quizzes (variable +/- 45 points per week)

(3) DISCUSSION Boards (Dbs) (20 points per discussion)
The Discussion Boards or Forums (Db) is where much of the learning and sharing will take place and is a component of the course. I’m looking for thoughtful and thorough responses. Although you are not graded on grammar, make sure you check your writing and use complete sentences. There is a spell check feature in the Db. There will be further information in your Weekly Schedule of Assignments.

(4) PRIMARY SOURCE DOCUMENT ANALYSIS (100 pts)
Each chapter in your book ends with primary sources. A "primary source" is any document, letter, newspaper article, photos, drawings, object, etc. created during a particular historical period. It is something by and for the people at that time in the past—a first-hand source from that time and place in history, produced
by someone in that moment in the history. **NOTE:** A book or website written by someone who has researched the topic is NOT A PRIMARY SOURCE. That is a SECONDARY SOURCE: you are getting the information second-hand by someone in your own time, not directly first-hand from someone in the past who was living in the historical moment.

**INSTRUCTIONS:** **DUE:** Saturday, **week BEFORE** your topic. You will look for a primary source related to the topic from one week during the semester. Find a topic that interests you.
A: You will sign up for that week, thus making a commitment to completing the assignment that week.
B: Do all the reading for that week.
C: Find a primary source online or from a book in the library (there are books that are collections of primary sources).
D: Answer the following questions. (Do not write an essay. Simply type)
1. And type your answer.
2. Type the answer, and so forth.

1. What, exactly, is the source?
2. What date was it made?
3. Who was the person(s) who made it?
   What facts about the AUTHOR(s) of the source help you to understand the purpose of the document? ...to understand the details in the document? Do a little research on line or in an encyclopedia, etc., to answer this. Be sure to site your sources. (about 1 paragraph)
4. What facts about the TOPIC give you the background to understand the purpose and importance of details in the document? You MUST use your book to answer this question, and you can use any other sources you like, as long as you site them. (about 1 paragraph- ½ page)
5. Related to #3, what was the author's point of view about women's role at that time and place? i.e., what is the author's **gender**, **race**, **social class**, **occupation**, **political view**, **religion**, or any other factor that will help you understand what helped create the author's ideas about women's role at that time? (about 3-4 sentences)
6. What was the author's original purpose for creating the primary source?
   What are a variety of SPECIFIC DETAILS and quotes, in the document that support the author's purpose? Provide the details and quotes and explain WHY they support the author's purpose in the source. The more details you use, the better the grade. (about ½-1 page)
7. **IMPORTANT:** Prepare two or more paragraphs explaining how the document relates to the week's reading—how it helps you understand the themes found on the syllabus for that week, and how it relates to the details in the readings assigned. (Note the week's topic and the questions.) **Use at minimum four examples** from both the assigned readings and your document. The more details you use, the better the grade.

(5) **ANNOTATED BIBLIOGRAPHY** (OR CBSL—see below) (200 pts) and Bb "PRESENTATION" (100 pts): **SEE HANDOUT with specific instructions.** **This brief description is not the full assignment.** This 7-8 page paper is **NOT** a narrative-style essay. An annotated bibliography describes sources about a particular topic. You will be analyzing your sources to find answers to your questions. **Your Topic Commitment, with five (5) complete citations of sources you have found on the topic—and two questions you hope to answer about this topic—is DUE WEEK 5** (A citation = a formal way, using MLA format, providing author, title, publisher, year of publication. Consult a librarian if you do not know how to do this!)

(6) **MIDTERM and FINAL** (100+ points each)
Topic Commitment Due WEEK 5 (50 pts)
Midterm: Week 6
Annotated Bibliography Paper Due WEEK 13
Primary Source Analysis: Saturday, week BEFORE your topic

(7) OTHER INFORMATION/Opportunities

COMMUNITY BASED SERVICE LEARNING (CBSL):
See information sheets on Bb. A limited number of students may apply to participate in one Community Service Learning Project. If selected, you do this work INSTEAD of the Annotated Bibliography described above. In lieu of that research paper, you must perform a minimum of 20 volunteer hours with one of the following:

- The Women’s Museum of California
- The Young Women’s Studies Club at Hoover High School.
- The Women’s Outreach Association on campus (WOA)
- SafeZones at SDSU

You must keep a journal of your volunteer experiences and type a min. 5 page reflection paper at the end of the semester. GET A HANDOUT ABOUT THESE ASSIGNMENTS.

TO DO CBSL: Students must fill out an application stating why this experience would be beneficial for your education/career path. Instead of the annotated bibliography, you may perform 20 hours of volunteer service with either 1) the Women’s History Museum and Education Center in Golden Hill or 2) The Hoover High School Young Women’s Studies Club (YWSC); 3) SDSU’s new SAFE ZONES Program; or 4) SDSU’S WOMEN’S Outreach Association.

Requirements for these options:

1-Obtain handout AND application
2-Meet regularly with the Program coordinator or supervisor
3-Take the initiative to help: negotiate which hours and projects you will work on this semester; make the most of this experience to learn about the organization and about your own skills and abilities
4-For YWSC, attend Thursday meetings 12-1pm at Hoover High
5- Keep a journal for use in your reflection paper
6-Participate in designated projects/events.
7-The on-site director will calculate hours and evaluation.
8-A brief five to seven page reflection paper is due the last class, along with your journal.

LATE Work: I will accept late work up to one week late only, but it will be marked down, regardless of the excuse. 1 day late: 5 points off; 2 -7 days late: 8 points off. (Theoretically, ANY excuse is a good one, so I cannot be in a position to judge.) (no late extra credit papers accepted)

EXTRA CREDIT: Will be offered throughout the semester. All x-credit assignment are usually due within one week from the announcement or from an event. NO LATE SUBMISSIONS for extra credit. To get credit, turn in 1-1/2 to 2 pages, typed and double spaced, answering the question(s) I give you when I assign the extra credit about what you learned and how it clarified some aspect of women’s history. If directly related to a week’s topic, give specific details that were mentioned in both class and in the x-credit assignment.
Optional Credit for Women's Studies Community Events and Meetings

The Women's Studies Department encourages students to explore the connections between theory and activism by offering students the option to fulfill a percentage of their course requirements through participation in colloquia, student organizations, and/or community events relevant to Women's Studies. Students who choose this option will attend at least two meetings or events that highlight issues of significance for women, and provide a written reflection on each event, which may include (with the approval of the instructor): departmental colloquia or brown bag lunches, meetings of student organizations, and/or lectures or events sponsored by other departments or organizations in the broader San Diego/Tijuana communities. This opportunity will be worth 10% of the final grade (5% for each event and reflection). If you are selecting this option for more than one Women's Studies classes per semester, you must attend different events and write different reflections for each class. Turning in the same paper for credit in more than one class is considered cheating.

Academic Honesty: Cheating and Plagiarism

You are free to discuss ideas and strategies for approaching assignments with others, but with the exception of in-class group work, students must complete their own work individually. Using other people's work in any form and passing it off as your own will result in disciplinary action. You must always give credit for ideas from other sources (including the Web), even if you are not citing word for word. My standard course of action is to report students whom I believe have cheated to the Judicial Procedures Office. In addition to the academic penalty (an F), the Judicial Procedures Office may decide upon additional sanctions such as expulsion. For more information, see the chapter on plagiarism in the MLA Handbook for Writers of Research Papers.

Cheating and plagiarism are serious offenses. You are plagiarizing or cheating when you:

- for written work, copy down or cut anything from a book, article or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number
- for written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source, including page number
- for an oral presentation, copy down or cut anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words, and bring a list of references in case the professor asks to see it
- use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table
- recycle a paper you wrote for another class
- turn in the same (or a very similar paper) for two classes
- purchase or otherwise obtain a paper and turn it in as your own work
- copy off of a classmate

In a research paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have too many references it might make your professor smile; if you don't have enough you might be suspected of plagiarism.

Consequences of cheating and plagiarism

Consequences are at the instructor's and the Judicial Procedures Office's discretion. Instructors are mandated by the CSU system to report the offense to the Judicial Procedures Office. Consequences may include any of the following:
• failing the assignment
• failing the class
• warning
• probation
• suspension
• expulsion

For more detailed information, read the chapter on plagiarism in the *MLA Handbook for Writers of Research Papers* (6th edition, 2003); visit the following website [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml) and talk to your professors before turning in your paper or doing your oral presentation if anything remains unclear. The University of Indiana has very helpful writing hints for students, including some on how to cite sources. Please visit [http://www.indiana.edu/~wts/pamphlets.shtml](http://www.indiana.edu/~wts/pamphlets.shtml) for more information. (thanks to Prof. Donaday for this verbiage)

**Students with special needs**
Students who need accommodation of disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services at 619-594-6473 (Calpulli Center, Third Floor, Suite 3101), please do so before making an appointment to see me.

**Major and Minor in Women's Studies**
Thinking about a Major or Minor in Women's Studies? The program offers exciting courses, is committed to women's issues and social justice, and is adaptable to your interests and concerns. Women's Studies is not impacted. For more information contact: Dr. Doreen Mattingly, mattingl@mail.sdsu.edu, 594-8033. Her office hours are posted in the Women's Studies Office, AL346.

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**READING ASSIGNMENTS & Due Dates**
(Note: TWE = Through Women's Eyes Text)

**DUE DATES:** ALL ASSIGNMENTS Except the Primary Source Analysis are DUE SATURDAY NIGHT of the week shown AT 11:59 PM

The study questions are for your use only. They help you to focus your reading - look for answers to the questions as you read.

**WEEK 1 (8/27-9/1)** What is Women's History? How do we study historical sources to learn women's historical stories? Introductions on Bb
READ TWE "Introduction for Students" xxvii-xxxv

**WEEK 2 (9/3-8)** American Indian Women and Women in the Spanish Conquest; Africa in America
READ TWE Ch 1: "America in the World"
Study Questions: 1-What commonalities do you find among the different American Indian nationalities? What differences?
2-Lecture, text & images reflect American Indian women’s labor - and the sexual division of labor in Indian societies. What were women’s economic and political roles in their communities? Give examples of their contributions, importance, and how they changed after European contact.

WEEK 3 (9/10-15)  Women in the English Colonies
READ  TWE Ch 2: Colonial Worlds

Study Questions:  1-Describe the differences in women’s lives in the colonies. Were there any similarities?
2-What were women's legal rights (or lack thereof) in the colonies

NOTE: Begin reading for Week 7 - read LECTURE first!

WEEK 4 (9/17-22)  Women in the English Colonies, Cont’d - Disorderly Conduct PLAGIARISM QUIZ DUE
http://infotutor.sdsu.edu/plagiarism/prequiz.cfm?p=graphic

READ  Coursepack: Art. 1: Koehler, “Weakest Sex” and Art. 2: Anne Hutchinson Trial

Study Questions:  1-Why did women have such diverse roles & duties women in the colonies—what were they? Did women have any power or authority? (examples to prove your point from Weeks 3 & 4)
2-Why did Anne Hutchinson challenge male authority? Why was she on trial—in other words, what were all her offenses? Which of her “disorderly deeds” seemed to be her most serious offense?

NOTE: continue reading CANE RIVER and BEGIN the assigned segments Week 8 - see Wk 8 Lecture & HANDOUT w/ questions to keep in mind

WEEK 5 (9/24-29)  Women, The American Revolution & the Constitution
READ  TWE Chapter 3: “Mothers and Daughters of the Revolution, 1750-1800”

Study Questions:  1- Why were women motivated to participate in the Revolution? How did diverse women experience the Revolution?
2-How much of an impact did the Revolution have on women and their roles in America? Note the documents as examples.

**TOPIC COMMITMENT DUE** Type (a) 1-2 sentences describing your topic, (b) two questions you would like to know about the topic (these questions will help you focus your study of the topic); and (c) full and complete citations of five (5) sources you have found on the topic. (A citation = author, title, publisher, year of publication. Consult a librarian or look up MLA format if you do not know how to do this!)

WEEK 6 (10/1-6) MIDTERM:  19th Century Women’s Work
READ  Coursepack: Art. 5 excerpt from History of Black Women re New Orleans Creole Women of Color
TWE Ch. 4: pp 186-203; 220-24: (continued next page)

NOTE: continue reading for Week 7 and Week 8
Lecture, texts, and TWE primary sources: note similarities and differences in work circumstances of various white women and women of color. Note the photo and text primary sources in TWE: the attitudes and expressions of the factory operatives and the slave women, especially the slave “mammies.” Note that one group chose to photograph themselves while the others were photographed by their masters, changing the meaning of the photographs.

WEEK 7 (10/8-13)  
Women in Slavery  
READ  
Lecture first!  
2nd - read TWE 204- 218; 225-232;  
3rd - read CANE RIVER by Lolita Tademy  
"The unstated theme throughout [Tademy's] work is that if the institution of slavery had been as cut-and-dry as pro-slavers portrayed it to be, it would have been easier to explain."  
-Prof. Brenda Richardson, book reviewer

Essay Questions:  1) Using examples from the book AND lecture and the reading from TWE, describe conditions of slavery that were psychologically and physically debilitating for slave women. What examples from CANE RIVER reveal that women created family, culture, and identity, despite these conditions?  
2) Using material from CANE RIVER, describe more than five different ways slave women RESISTED or REBELLED against the institution of slavery. (i.e.—how did they fight back in large and small ways, even though legally they were powerless? TWE gives you examples of this, so you know what to look for in CANE RIVER)

WEEK 8 (10/15-20)  
Woman's Sphere and Female Friendship: Home and Family, or "Domesticity Exalted"  
READ  
First: Lecture AND Handout first!  
2nd: Read TWE 218-19: 233-39;  
3rd: Read Sedgwick, Hope Leslie – a minimum of the selected assigned chapters  
SEE SPECIFIC BACKGROUND AND INSTRUCTIONS FOR READING HOPE LESLIE!

WEEK 9 (10/22-27)  
Politics of Sexuality: Woman's "Nature", Women's Bodies & Victorian Sexuality  
READ  
Coursepack Art. 6: Smith-Rosenberg, "Beauty, the Beast . . . ."; Art. 8: Cott, "Passionlessness" and Art 9: Leavett, "Under the Shadow of Maternity"  
One definition of politics is the competition for power and control in society. In this week's reading you learn that one way to control society is to decide what is "normal" or "virtuous" sexual behavior and which behaviors are considered deviant. Deviant behaviors are punished, and people who practice them are considered outcasts. Who gets the power to decide and control what is "normal" and what is abnormal or deviant?

Study Questions  1) Who participated in defining women's sexuality? Find examples of ways women's behavior was controlled in the 1800s by definitions of "proper" female sexuality.  
2) How did these definitions affect women's role in society? How did women attempt to gain power by defining male—and female—sexuality themselves?
WEEK 10 (10/29-11/3)  Women's Activisms and the Woman's Rights Movement
READ  TWE pp 264-277 (Truth's speech 277): 293-299; 322-26; 409-12
VIEW  Cicily Tyson's performance of Sojourner Truth's Famous Speech, “Ain't I a Woman?” http://www.youtube.com/watch?v=-0YR1eiG0us

Study Questions: 1-What activities and philosophies led to the origins of the Women's rights movement?
2-What were the obstacles that women's rights advocates faced in convincing women that their position in the family and society needed radical change? What sorts of arguments did women's rights activists use to appeal to their audience?

WEEK 11 (11/5-10)  Women in, and Moving to, The West - Begin Online “Presentations”
READ  TWE pp 252-263; 287-292
Coursepack/ECR Art. 4: excerpt from Race, Gender & Work re American Indian Policy and New Mexican Americans

Study Questions: How was the West both a place of opportunity and a place of conquest? In other words, what opportunities existed for various women? What oppressions contributed to conquest?

WEEK 12 (11/12-17)  Women & Civil War; Online “Presentations”
READ  TWE pp 278-286; 300-313
1-Describe the wide variety of women's roles during the Civil War
2-How did the hardships of war create opportunities for women?

WEEK 13 (11/19-24)  Annotated Bibliographies Due;  “Presentations”

WEEK 14 (11/26-12/1)  Women During Reconstruction, 1865-1890s  “Presentations”
READ  TWE pp 320-21; 326-357
Study Questions: What were both the challenges and accomplishments of women with different backgrounds and different agendas in the years after the Civil War?

WEEK 15 (12/3-8)  “Presentations”

Finals Week (12/10-15): Final Exam due  DUE: CBSL INTERNSHIP JOURNAL, REFLECTION PAPER & HOURS
******HERE ARE SOME SUGGESTIONS FOR ANNOTATED BIB TOPICS******

NOTE: If there's a textbook chapter that interests you, check out “Suggested References” at the chapter's end for topic ideas. The section helps you: (1) find you a topic, and (2) find sources for research.

The Forten sisters (African-American educators and pioneer activists)
Black women educators before and/or after Civil War
Grimke sisters (abolitionists and women's rights activists): Angelina and Sarah
The relationship of Susan B. Anthony and Elizabeth Cady Stanton
Lucretia Mott (Quaker leader, women's rights)
Women and education (see me for possibilities)
Francis "Fanny" Wright (radical labor & women's rights, 1820s)
Sojourner Truth (abolitionist, former slave, women's rights activist, preacher)
Molly Brant (Iroquois leader, 1700s)
Chief Sarah Winnemucca (Paiute, 1800s)
Sacajawea (guide for Lewis and Clark)
Women of a particular American Indian nation (pick an era)
Women entertainers or an entertainer (find a way to narrow this)
Chinese or Japanese women immigrants (find a focus)
Irish, Italian, or Jewish immigrants (find a focus)
Women in Mexican/Mexican-American communities (New Mexico, Texas, California, etc)
Women in Hawaiian history (or another state?)
Businesswomen, 1600-1800s (tavern keepers, shop owners, etc)
Marie LeVeau and women in Voodoo in New Orleans
Creole (French-American) Women in Louisiana - white or of color
Lesbians during an era, Romantic Friendships between women, or the difficulty of doing lesbian history

Women on the seas: pirates, whalers and/or seamen's wives
A woman criminal
Women and the Great Awakening (women preachers, women & reform)
Phyllis Wheatley, first African-American poet
Women's unusual roles in the West (ie miners, guides, coach drivers)
Calamity Jane and Annie Oakley (or only one)
Changing roles of women and child rearing since 1600 (pick an era)
Women in Free Black Communities (Charleston, Richmond, New Orleans, Atlanta)
Victoria Woodhull (advocate of "free love" and first woman to run for Pres of the U S, 1872).
Mercy Otis Warren and/or Abigail Adams - American revolutionaries
Women healers (non-traditional or American Indian, slave)
Midwives
Women & food preparation and preservation
Women criminals (stipulate an era or an individual)
Quaker Women (esp. leaders or ministers)
Prostitution or Prostitutes during an era or in a particular geographical area of America
Women in Utopian (experimental commune!) Societies, i.e., Shakers, Oneidans, etc.
RESOURCES

Students with Disabilities:  Student Disability Services
619-594-6473
Calpulli Center, third Floor, Suite 3101.

High Tech Center – Love Library Room 205  Ext 45315

The High Tech Center is a writing and assistive computer technology lab where students with disabilities work independently or with trained consultants.

The HTC staff provides writing, study skills, and computer assistance to students who have cognitive, physical, functional, visual, or other disabilities.

SDSU students or recent graduates who are registered with Disabled Student Services (DSS) and have a verified disability are eligible to use the High Tech Center.

➢ MORE HELP FOR STUDENTS  http://dus.sdsu.edu/helpforstudents/

HELP FOR STUDENTS

This information has been prepared to help students learn about the campus resources that support learning. They have been listed according to the kinds of needs students often experience.

Need help with Writing. The Department of Rhetoric and Writing has courses in reading and writing development, as well as courses to help you meet the writing requirements. Consult your Class schedule for class listings. Tutoring for EOP students is available at the Educational Opportunity Program and Ethnic Affairs (EOP) Office, SS-2109. Regular office hours are M-F 8:00-4:30. Their general phone number is 594-6298.

Tutoring
San Diego State University Department of Rhetoric and Writing Studies offers a 'Drop in' writing clinic where a writing tutor will evaluate your essay.

• The English Department and the Department of Rhetoric & Writing Studies offer "drop-in" tutoring on writing.
• The schedule changes each semester so call for hours and days.
• Rhetoric & Writing tutoring is held in ESC-301A. Call 46515 for Rhetoric & Writing schedules.
• English Department tutoring is held in AH-4217. Call 45307 for English Department schedules.
• First come, first serve.
• Bring your essay.

For more information and hours, please call the RWS administration office at 619-594-6515.

Need academic advising. Start by reading the Catalog for recommended prerequisites and background knowledge. The University Advising Center can provide information on general
education and radiation requirements as well as help in selecting a major; walk-in academic
advising is available M-Th 9:00-6:00 and Friday 9:00-4:00 in SS-1551, phone 594-6668. Email
advising is available at http://www.sdsu.edu/advising. Your department adviser
https://monet.sdsu.edu/es/advising/advisers/select_adviser_display.cfm and your college
Assistant Dean for Student Affairs also have scheduled hours when they are available. EOP
students should see their counselors in the Office of Educational Opportunity/Ethnic Affairs.

Need help with Library research. Go to http://infodome.sdsu.edu for help with your research
needs, to access the catalog, develop a research strategy or to ask questions.

Need help with personal problems. Counseling and Psychological Services can help with these
kinds of worries. To make an appointment with a Counselor, call 594-5220. Office hours are
Monday - Friday, 8:00 AM - 4:30 PM, in Calpulli Center 4401.

Need help funding your education? Please visit the Office of Financial Aid and Scholarships (OFAS)
website at http://www.sdsu.edu/financialaid for information about grants, work study, and loans. From this
site students can also log on to AidLink, the OFAS’s online student information system, to view the status
of your financial aid application, download necessary documents, and activate student loans. For information
about available scholarships please visit http://www.sdsu.edu/scholarships. Also, financial aid counselors are
available Monday through Friday by phone, 9:00AM-4:00 PM at (619) 594-6323 or in person 8:00 AM-4:30
PM at SSW 3605.

Need help defining career goals. Trouble finding an academic direction? Career Services can
help you assess your interests and abilities. Mon - Fri 8 AM - 4:30 PM Wednesday extended
hours: Office open until 5:30 PM. Walk-in Hours: Mon. - Wed. 1 PM - 3 PM
Wed. 4:30 - 5:30 PM Thu. & Fri. 10 AM - 12 PM. Location: SS-1200. The Career Library is open

Need help with computing. The Love Library Student Computing Center in LL-200 is available for
Help Desk consulting or call 594-3189. Free computer software training workshops are also
available (word processing, spreadsheets, web, etc). Contact
http://batsweb.sdsu.edu/Student/descriptions.cfm for information.

Need help because of illness. Student Health Services is located in Calpulli Center and is open Mon-Fri:
8:30 am - 4:30pm. The Clinic is open on a walk-in basis, appointments are available as well. You can also
communicate with Student Health Services via their secure, confidential web based messaging system. You
can register by going to http://shs.sdsu.edu on your web browser. For weekend emergencies call 1-888-594-
5281 from off campus or 8-1-888-594-5281 from on campus for information on local emergency care. Their
general number is 619-594-HEALTH (4325).