This course allows students to explore United States History through the perspective and experiences of American women. Students will compare cultural constructs of gender with the reality of women's lifestyles and their contributions to economic, political, and social change. The emphasis will be on the twentieth century woman.

**JUSTIFICATION FOR COURSE:**

**PREREQUISITES:**

**COREQUISITES:**

**ADVISORIES:**

**ASSIGNED DISCIPLINES:**

History

**MATERIAL FEE:** Yes [ ] No [X] Amount: $0.00

**CREDIT STATUS:** Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

**GRADING POLICY:** Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

**OPEN ENTRY/OPEN EXIT:** Yes [ ] No [X]

**TRANSFER STATUS:** CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]

**BASIC SKILLS STATUS:** Yes [ ] No [X] **LEVELS BELOW TRANSFER:** Not Applicable

**CALIFORNIA CLASSIFICATION CODES:** Y - Not Applicable

**NON CREDIT COURSE CATEGORY:** Y - Not applicable, Credit Course

**OCCUPATIONAL (SAM) CODE:** E

**REPEATABLE ACCORDING TO STATE GUIDELINES:** No [X] Yes [ ] NUMBER REPEATS:

**REQUIRED FOR DEGREE OR CERTIFICATE:** No [ ] Yes [X]

Associate of Arts: Liberal Arts: Emphasis in Arts and Humanities(Associate in Arts)
Associate of Arts: Liberal Arts: Emphasis in Social and Behavioral Sciences(Associate in Arts)
HISTORY(Associate in Arts for Transfer)
History(Associate in Arts for Transfer)

**GE AND TRANSFER REQUIREMENTS MET:**

IGETC Area 3: Arts and Humanities
   3B: Humanities

IGETC Area 4: Social and Behavioral Sciences
   4D: Gender Studies

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

describe the structure, pace, and causal agents of changing historical contexts.

employ interpretative skills to reach reasoned conclusions from historical evidence.

evaluate cultural, socio-political, and economic contexts through historical time.

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).

2. Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).

3. Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).

COURSE OBJECTIVES:

1. Examine U.S. historical developments through the experiences and contributions of American women of diverse races, ethnicities, and classes.

2. Explore the interdependence of gender, race, and class in shaping and structuring American society.

3. Investigate the division between female reform based on human equality and female reform based on gendered difference.

4. Evaluate how American women contributed to social and legal change in the realm of politics, education, health, the workplace, etc.

5. Assess the reality of American women’s lives and practices vs. gendered stereotypes and perceptions in American culture.

6. Formulate essential questions, pose new interpretations, and conduct research using historical evidence.

7. Recognize the importance of conflicting interpretations and contextualize the past on its own terms.

8. Analyze the dynamics of change over time in order to explain historical causality and preserve contingency in the past.

COURSE CONTENT:

LECTURE CONTENT:

1. Women of the Atlantic World
   A. Native American gender roles and perceptions
   B. African gender roles and perceptions
   C. Western European gender roles and perceptions

2. Women in Colonial America
   A. The gender and racial hierarchy/honor code
   B. English common law marriage and feme covert
C. Witchcraft trials  
D. The racialization and naturalization of chattel slavery  
E. Native American women as cultural intermediaries

3. Women of the American Revolution  
A. Daughters of Liberty  
B. Camp followers and rioters  
C. Runaways and truants

4. Women of the Early Republic  
A. Republican Mothers  
B. The First Emancipation  
C. Native American relocation and forced assimilation

5. Women of the Antebellum Era  
A. True Womanhood, Separate Spheres, and the Cult of Domesticity  
B. The Market Revolution and female factory operatives  
C. The Second Great Awakening, female reform, and Seneca Falls  
D. Westward movement, the Overland Trail, and the Gold Rush  
E. The abolition movement  
F. The Trail of Tears  
G. Dispossession of the Californianas

6. Women in the Civil War/Reconstruction Era  
A. Women's participation in the war  
B. The Emancipation Proclamation and 13th Amendment  
C. Jim Crow segregation

7. Women in the Gilded Age and Progressive Era  
A. The Women's Rights movement and the National American Women Suffrage Association (NAWSA)  
B. The Home Mission project  
C. Industrial capitalism and female waged labor  
D. Public Housekeeping and women's suffrage  
E. Conquest of the West and Americanization of Native Americans and immigrants

8. Women of the 1920s-1940s  
A. The New Woman, the birth control movement, and emergence of feminism  
B. Economic troubles and the New Deal  
C. Holding the home front: Rosie the Riveter  
D. The Great Migrations  
E. Mexican American deportations and Zoot Suit Riots  
F. Japanese American internment

A. The Feminine Mystique  
B. The Cold War and the Little Commonwealth  
C. The Civil Rights movement  
D. The National Organization of Women (NOW) and Women's Liberation  
E. The sexual revolution and counterculture  
F. The National Power movements: Black Power, Chicano, Pan Asian, AIM, etc.  
G. Legislative reform in the workplace, education, women's health, politics, etc.  
H. The reemergence of the Equal Rights Amendment (ERA)
10. Women of the 1980s to the modern day
   A. The New Right and the STOP-ERA campaign
   B. Pro-Life vs. Pro-Choice: the culture wars
   C. Third Wave feminism
   D. Women in politics, the military, and the workplace
   E. Changes in the family and marital patterns
   F. Gay, lesbian, bisexual, and transgendered rights
   G. Immigration and globalization
   H. Challenging negative gender stereotypes and image portrayals in advertising/media
   I. Coping with the dual shift

METHODS OF INSTRUCTION:

   A. Lecture:
   B. Online:
   C. Independent Study:
   D. Hybrid:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Readings for History G121 will generally include but are not limited to a college-level survey textbook, a collection of separate readings, and a book-length primary source. The survey textbook will serve as a secondary source and as a supplement to course lectures. The collection of separate readings will serve as analysis of primary source documents and comprehension of historical argument/theory. The book-length primary source will serve as extended analysis and a research paper assignment in the context of the assigned readings or other secondary source background.

Out-of-class Assignments

Readings from primary and secondary sources, exercises, and written responses are usually required by the instructor. Assessments may include but are not limited to:

A take-home research paper which will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications. The instructor will choose a book-length primary source from the section Optional Textbooks in this course outline and assign an in-depth document analysis/research paper of approximately 4-6 pages.

Writing Assignments

Assessments may include but are not limited to:

A. Objective multiple-choice assignments: the multiple choice assignments will assess the students’ historical comprehension of the course lectures and secondary source readings.

B. Short essay exams and class assignments: the short essay exams will assess the students’ analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historical facts.

C. Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students’ ability to take a stance on a controversial question/issue in American Women’s History and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the
students’ ability to analyze a book-length primary source, formulate essential questions, acquire information concerning the historical time and place, and to report on historical implications.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Oral Presentations

Demonstration of Critical Thinking:
Students will generally demonstrate their ability to think critically by means of essay examinations and written research assignments which will require them to analyze, compare, contrast, explain, evaluate, and synthesize historical information and material as directed by the course instructor. Such essay examinations and written research assignments will be an important and integral component of every History G121 course.

Required Writing, Problem Solving, Skills Demonstration:
Assessments may include but are not limited to:

A. Objective multiple-choice assignments: the multiple choice assignments will assess the students’ historical comprehension of the course lectures and secondary source readings.

B. Short essay exams and class assignments: the short essay exams will assess the students’ analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historical facts.

C. Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students’ ability to take a stance on a controversial question/issue in American Women’s History and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate essential questions, acquire information concerning the historical time and place, and to report on historical implications.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. Instructor prepared materials, articles, essays, primary sources, book reviews, etc.

LIBRARY:

Adequate library resources include: Print Materials
Non-Print Materials
Online Materials

Comments:

Attachments: