

Course Outline

COURSE: HIST 6 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 04/14/2020

SHORT TITLE: WOMEN/RECENT US HIS

LONG TITLE: Women's Lives in Recent United States History

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

The class examines the construction of womanhood in the US during the twentieth century. The class explores the effects of gender, ethnicity, class, and sexual orientation upon women's experiences. Students will study the contributions of various individual women and groups of women in creating the modern United States, and will analyze social, political, economic, and cultural forces affecting women to both join and resist movements for social change. Students will also learn to apply contemporary feminist theory to traditional historical approaches. **ADVISORY:** English 280

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Distinguish, evaluate, and contrast roles played by women in US history at different times
2. Analyze the effects of gender, ethnicity, class, and sexual orientation upon individual women and upon women in social groups
3. Relate changes in women's lives to social, political, and economic changes in the United States
4. Develop and refine varied research skills, using women's history topics to look deeply and broadly at how women defined the various issues studied through primary and secondary scholarly sources.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 04/14/2020

CONTENT 4 HOURS: The patterns for women's lives, circa 1900.

PERFORMANCE OBJECTIVES: Students will explain the limitations and possibilities for women of 19th century United States. Students will research and explain the expectations placed upon women as wives, mothers, homemakers, and private sphere figures. Students categorize the difficulties undergone by women who tried to break the patterns and live socially useful or prominent lives.

CONTENT 6 HOURS: Radicals and revolutionaries.

PERFORMANCE OBJECTIVES:

Students will contrast socially approved women with women who had radical ideas about marriage, money, and society in order to frame both the extremes in women's behavior and the norms. Students will assess the personal lives of prominent women leaders in the early 20th century to determine their measures of control over their own destinies. Students will assess the impacts of education, opportunity, travel, and social interaction upon women of different backgrounds, and examine the contributions some women were allowed to make in some academic and public spheres.

CONTENT 6 HOURS: The vote won.

PERFORMANCE OBJECTIVES: Students will relate the history of the suffrage movement to larger social issues, and will examine the radical and reformist wings of the campaign. Students will assess the suffrage campaign's tactics and arguments, and will be able to explain the factors that for so long delayed the suffrage for women. Students will compare regional variations in suffrage law, and will be able to evaluate the ways in which the vote has aided women as a social group, as well as the ways in which the vote has failed to live up to expectations of early activists. Students will compare how different groups of women have used or not used the vote. **OUT OF CLASS ASSIGNMENTS:** Students will read articles covering the social, political and cultural distress the 19th amendment placed on women. Students will write a reflection on a radical or reformist campaign.

CONTENT 3 HOURS: Battle for birth control and reproductive self determination.

PERFORMANCE

OBJECTIVES: Students will list pioneers in the battle for birth control, and discuss the issues and values that blocked its widespread adoption. Students will assess the impact that inexpensive, low cost birth control has had upon the prospects of individual women and upon women as a social group. Students will evaluate the ways in which the medical profession aided and blocked the dissemination of birth control and other reproductive technologies. Students will discuss current reproductive technologies in an effort to formulate their own bills of reproductive rights.

CONTENT 3 HOURS: Smashes, crushes, and lesbian life in the early part of the century.

PERFORMANCE OBJECTIVES: Students will examine the continuum of women's emotions towards other women, and discuss issues of terminology in describing historical relationships as lesbian relations. Students will evaluate the impact of women's love for other women upon the worlds of arts and academics. Students will enumerate the strategies that allowed lesbians and lesbian couples to survive and thrive in isolation and within community. Students will debate the politics of choosing to be "out" vs. closeted for various women.

CONTENT 3 HOURS: The Great Depression: poverty, gender, and the federal government.

PERFORMANCE OBJECTIVES:

Effects upon women and girls of the Great Depression will be discussed in detail, as will the effects of government

intervention upon the lives of women. Students will analyze information about women and poverty, women and alcoholism, and the medical diagnosis of women as insane in an attempt to understand how women coped with great social stresses. Students will analyze the great self-help movements of the 1930s in an attempt to understand women's views and changing roles. Students will assess changes in government policy as they affected indigenous and African-American women.

CONTENT 6 HOURS: World War II.

PERFORMANCE OBJECTIVES: Students will examine how Cult of True Womanhood ideology was employed during World

War II; students evaluate the varying roles of women according to class and gender. Students will assess the contributions of women to the war effort, and will explain the dynamics of childcare and rationing as they affected the US family unit.

CONTENT 3 HOURS: The Cold War and the problem that had no name.

PERFORMANCE OBJECTIVES: Students will use feminist analysis to discuss how geo-political tensions were

ignited in the post war period; student will examine women's roles in the 1950s to understand major differences between communities of white, African-American, and other women. Students will discuss & debate concepts of female attractiveness, health, beauty and fitness as they have developed since the 1950s. OUT OF CLASS ASSIGNMENTS: Students will read historical texts from this period (Feminine Mystique) and compose a response that details the internal struggles that women face at this time and steps they took to empower themselves.

CONTENT 9 HOURS: The women's movement: Second Wave.

PERFORMANCE

OBJECTIVES: Students will appraise the origins of the rebirth of a feminist movement in the 1960s, and will look at the political and economic conditions that made the movement so powerful. Students will practice basic tools feminist movement tools such as consciousness-raising groups, zap actions, consensus decision making, and criticism/self criticism. Students will trace the development of several contemporary movements--women's spirituality, the movement for economic equity, ecofeminism, women's political rights--from their origins. Students will assess the contributions that the movement for the rights of lesbians has made towards greater independence for all women.

CONTENT 9 HOURS: Contemporary issues.

PERFORMANCE OBJECTIVES: Students will report on a contemporary issue of their choice. Students will use original research and class material to shed light upon the history of the issue or of a group of women, and will discuss how the issue or issues affect or shape women today. Students will review course material to prepare for

HOURS 2: Final

Exam

METHODS OF INSTRUCTION:

Lecture, role plays, panel discussions, research, AV materials, group work, field work, optional field trips, groups projects.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 80

Assignment Description: Students will respond to readings and/or class themes with short essays

Required Outside Hours: 28

Assignment Description: Students will conduct research, field studies, or oral history interviews on class themes to learn how real women navigated issues and obstacles, and write related research-based papers on their findings.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 70.00 %

40% - 60% Written homework; Reading reports; Essay exams; Term papers

Problem-solving assignments

Percent of total grade: 10.00 %

10% - 30% Field work; Quizzes; Exams

Skill demonstrations

Percent of total grade: 10.00 %

5% - 10% Field work

Objective examinations

Percent of total grade: 10.00 %

5% - 20% Multiple choice; True/false; Completion

REPRESENTATIVE TEXTBOOKS:

Nancy Woloch. "Modern American Women" or other appropriate college level text.. NY: McGraw Hill,2001.

This book is a classic in the field of Women's History. Susan Ware is the gold standard for her books on US women's history. She specializes in excellent, inclusive document collections that have superbly-written introductory essays. Both are important for anyone using primary source documents, and they never age. History classes today use primary sources, usually collected in books like Ware's with explanatory essays. It is nonsensical to require that primary source history books be written in the past five years when her collections are so good; any omissions can be easily supplemented with web or copied readings, and primary source documents do not go out of date.

ISBN: 0072418206

Reading Level of Text, Grade: 14 Verified by: Leah Halper

Required Other Texts and Materials

Through Women's Eyes: An American History with Documents Fifth Edition by Ellen Carol DuBois (Author), Lynn Dumenil

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 202070

GAV D2, effective 202070

GAV F, effective 202070

CSU GE:

CSU C2, effective 202070

CSU D, effective 201570

CSU D2, effective 202070

CSU D4, effective 201470

CSU D6, effective 201470

IGETC:

IGETC 3B, effective 202070

IGETC 4F, effective 202070

CSU TRANSFER:

Transferable CSU, effective 202070

UC TRANSFER:

Transferable UC, effective 202070

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000252417

Sports/Physical Education Course: N

Taxonomy of Program: 220500