Course Outline

COURSE: HIST 6  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Spring 2014  CURRICULUM APPROVAL DATE: 09/23/2013

SHORT TITLE: WOMEN/RECENT US HIS

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

<table>
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<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>Lecture:</td>
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<td>Lab:</td>
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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 250

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:

1. Distinguish, evaluate, and contrast roles played by women in US history at different times
Measure: written exam, oral reports, role playing, project, and/or written homework
PLO: 2
ILO: 1.4, 1.5, 2.1.-2.4, 2.6, 6.1-6.4
GE-LO: C3, C7 , D1, D2, D3, D4, F1, F2
Year assessed or anticipated year of assessment:

2. Analyze the effects of gender, ethnicity, class, and sexual orientation upon individual women and upon women in social groups

Measure: written exam, oral reports, role playing, project, and/or written homework
PLO: 2
ILO: 1.4, 1.5, 2.1.-2.4, 2.6, 6.1-6.4
GE-LO: C3, C7 , D1, D2, D3, D4, F1, F2
Year assessed or anticipated year of assessment:

3. Relate changes in women’s lives to social, political, and economic changes in the United States

Measure: written exam, oral reports, role playing, project, and/or written homework
PLO: 2
ILO: 1.4, 1.5, 2.1.-2.4, 2.6, 6.1-6.4
GE-LO: C3, C7 , D1, D2, D3, D4, F1, F2
Year assessed or anticipated year of assessment:

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.

Measure: written exam, oral reports, role playing, project, and/or written homework
PLO: 2
ILO: 1.4, 1.5, 2.1.-2.4, 2.6, 3.1-3.3, 6.1-6.4
GE-LO: A5, A6, C3, C7 , D1, D2, D3, D4, F1, F2
Year assessed or anticipated year of assessment:

CULTURAL DIVERSITY:
This course promotes understanding of:
Cultures and subcultures
Cultural awareness
Cultural inclusiveness
Mutual respect among diverse peoples
Familiarity with cultural developments and their complexities
SLO # 1,2,3

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 09/23/2013
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.
OUT OF CLASS ASSIGNMENTS: Students will complete readings on the public and private spheres of women lives in the 1900s. Students will write on the historiography of the field in regards to female spheres.

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.

OUT OF CLASS ASSIGNMENTS: Students will read journal articles of individuals who fit the above criteria and then write a reflective response on the impacts, opportunity and social interactions the chosen woman had in the early 19th century.

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.

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.

OUT OF CLASS ASSIGNMENTS: Students will read journal articles on the practice of abortion in the 1800s and birth control options. Students will write a summary of the events of a suffrage campaign highlighting different groups in the movement.

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.

OUT OF CLASS ASSIGNMENTS: Students will read first hand accounts of female friendship and journal articles on Lesbian issues at this time.

CONTENT 3 HOURS: The Great Depression.

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.

OUT OF CLASS ASSIGNMENTS: Students will read articles on the poverty, and alcoholism in the 1920’s and write an analysis of self help movements directed at women during this period.

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.
OUT OF CLASS ASSIGNMENTS: Students will read articles on the Cult of True Womanhood and write a compare and contrast paper on women’s growth and weaknesses as a result of war.

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.

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.

OUT OF CLASS ASSIGNMENTS: Students will read journal articles on consciousness-raising groups and political groups at this time that strove to make the personal political.

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

OUT OF CLASS ASSIGNMENTS: Students will have researched a contemporary issue and written a reflection that details the issue and group backing it.

HOURS 2: Final Exam

METHODS OF INSTRUCTION:
Lecture, role plays, panel discussions, research, AV materials, group work, field work, groups projects.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Reading reports
Essay exams
Term papers
The problem-solving assignments required:
Field work
Quizzes
Exams
The types of skill demonstrations required:
Field work
The types of objective examinations used in the course:
Multiple choice
True/false
Completion
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 40% - 60%
Problem-solving demonstrations: 10% - 30%
Skill demonstrations: 5% - 10%
Objective examinations: 5% - 20%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
1ancy Woloch, "Modern American Women", McGraw Hill, 2004 or later edition, or other appropriate college level text.
Reading level of text: 14th grade. Verified by: L Halper
Other Materials Required to be Purchased by the Student: web access, notebooks.

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
  GAV C2, effective 200730
  GAV D2, effective 200730
  GAV F, effective 200730
CSU GE:
  CSU C2, effective 200730
  CSU D4, effective 200730
  CSU D6, effective 200730
IGETC:
  IGETC 3B, effective 200730
  IGETC 4F, effective 200730
CSU TRANSFER:
  Transferable CSU, effective 200730
UC TRANSFER:
  Transferable UC, effective 200730

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: HIST
CSU Crosswalk Course Number: 6
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