



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

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

TERM EFFECTIVE: Fall 2023 **CURRICULUM APPROVAL DATE:** 12/12/2023

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

Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

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.

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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

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.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. identify areas of US history in which all women have been overlooked; students will be able to offer reasons for the oversights and suggest ways to ameliorate them.
2. research and explain the expectations placed upon women as wives, mothers, homemakers, and private sphere figures.
3. compare and 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.
4. reflect on the history of the suffrage movement to larger social issues and will examine the radical and reformist wings of the campaign.
5. assess the impact that inexpensive, low-cost birth control has had upon the prospects of individual women and upon women as a social group.
6. evaluate the impact of women's love for other women upon the worlds of arts and academics.
7. 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.
8. reflect on the those serving on the Homefront and those who were employed during World War II.
9. examine women's roles in the 1950s to understand major differences between communities of white, African-American, and other women.
10. describe basic feminist movement tools such as consciousness-raising groups, zap actions, consensus decision-making, and criticism/self-criticism.
11. discuss the right-to-work movement in America and equality within the work place.
12. reflect on the development of several contemporary movements--women's spirituality, the movement for economic equity, ecofeminism, and women's political rights--from their origins.
13. identify generational poverty and how the government implements changes to the welfare programs.
14. discuss events of interest after the 2000s, including, but not limited to: 9/11 and the aftermath, women at war in Iraq and Afghanistan, Women's lives in the labor force, immigration and family or personal changes, #metoo movement in 2006, Women in the Presidential election of 2008, American women in the World, LGBTQ+ rights, or other current events

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

Curriculum Approval Date: 12/12/2023

CONTENT 3 HOURS: Why study women's history in the 20th and 21st centuries?

Students will identify areas of US history in which all women have been overlooked; students will be able to offer reasons for the oversights and suggest ways to ameliorate them. Students will identify topics in their own lives, which may be better understood through the lens of women's history.

CONTENT 3 HOURS: The patterns for women's lives, circa 1900.

Students will explain the limitations and possibilities for women in the 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 3 HOURS: Feminist, Radicals, and revolutionaries.

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 4 HOURS: The vote won.

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 the expectations of early activists. Students will compare how different groups of women have used or not used the vote. 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: Social and private changes in the 1920s

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 on 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.

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 the community. Students will debate the politics of choosing to be "out" vs. closeted for various women.

CONTENT 4 HOURS: The Great Depression: poverty, gender, and the federal government.

Effects on women and girls during the Great Depression will be discussed in detail, as will the effects of government intervention on 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.

Students will examine working conditions on the Homefront and employment 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. Women in the military and the roles they played in a world dominated by men.

CONTENT 4 HOURS: The Cold War and the Homefront

Students will use feminist analysis to discuss how geo-political tensions were ignited in the post-war period; students 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. 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 the steps they took to empower themselves.

CONTENT 4 HOURS: The women's movement: Second Wave.

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.

CONTENT 3 HOURS: 1970s Equality in the Workplace

Students will look at the right-to-work movement in America and equality within the workplace. Students will look at the rise of the daycare system home vs company standards of care for young children. Students will look at *Roe v. Wade* and the court cases around birth control and sex. Students will look at the environmental impact that women play a role in, for example, but not limited to, i.e. *Silent Spring*, *Love Canal Disaster*, and other nuclear impacts. Student will look at different activist groups during this time period. Students will evaluate women in sports and the roles they had as women in sports.

CONTENT 3 HOURS: 1980s Feminism and the New Right rise in the Conservative movement

Students will trace the development of several contemporary movements--women's spirituality, the movement for economic equity, ecofeminism, and women's political rights--from their origins. Students will assess the contributions that the movement for the rights of lesbians has made toward greater independence for all women.

CONTENT 3 HOURS: Rise of the Third Wave of Feminism in the 1990s

Students will look at generational poverty and how the government implements changes to the welfare programs. It provides aid and job training to women to help them get off welfare. Students will look into different disaster and their impact on women with families. Students will look at women in science by the launch of the Hubble telescope and other space exploration. Students will discuss the rise of the women's feminist movement and how it shaped women's roles in the home and workplace. Students will look into women's roles in politics and how they shape policies, laws, and political parties.

CONTENT 6 HOURS: Contemporary issues in the 21st century.

Students will learn about events of interest after the 2000s, including, but not limited to: 9/11 and the aftermath, women at war in Iraq and Afghanistan, Women's lives in the labor force, immigration and family or personal changes, #metoo movement in 2006, Women in the Presidential election of 2008, American women in the World, LGBTQ+ rights, or other current events. We will discuss how these different issues affect or shape women today.

2 HOURS: Final Exam

METHODS OF INSTRUCTION:

Methods may include lectures, film/videos, class discussion, small groups, collaborative projects, guest speakers when appropriate and available, panels, and presentations..

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 50

Assignment Description

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

Required Outside Hours 58

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

Evaluation Percent 60

Evaluation Description

This may include written homework, research papers, projects, or discussion board posts.

Objective examinations

Evaluation Percent 40

Evaluation Description

May include multiple choice, essay, and short answer type questions.

REPRESENTATIVE TEXTBOOKS:

Through Women's Eyes, Volume 2, Bedford/St. Martin's , 2019 or a comparable textbook/material.

ISBN: 9781319156138

Rationale: This is a comprehensive text and it is well-regarded and established in the field.

Grade Verified by: JoLynda Gonzales

RECOMMENDED MATERIALS:

"Modern American Women" , Nancy Woloch, McGraw Hill, 2001.

ISBN: 0072418206

Rationale: 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.

14 Grade Verified by: Leah Halper

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