

HIST R117: HISTORY OF AMERICAN WOMEN

Originator

khughes

College

Oxnard College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

R117

Course Title (CB02)

History of American Women

Banner/Short Title

History of American Women

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course offers a survey of the historical experience of women in North America including comparisons of Native-American, African-American, Latin-American, Asian-American and European cultures. Multiple ways of studying history are used to explain the impact of religion, culture, law, social class, economic roles and politics on the history of women. The tension between expanding work opportunities and traditional social roles is examined. The contributions of women to progressive reform is reviewed.

Taxonomy of Programs (TOP) Code (CB03)

2205.00 - History

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid**Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Students will demonstrate knowledge of the impact of cultural messages upon the status, personality and acceptable public conduct of women by contrasting the message about true womanhood in the 19th century with the messages about the new women in the 20th century. |
| 2 | Students will demonstrate their ability to compare and contrast the arguments used to defend or criticize the women's suffrage movement. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|----|---|
| 1 | Describe the salient chronology of events shaping the history of women in North America from pre-colonial to the present era. |
| 2 | Apply multiple levels of analysis such as geographical, economic, technological, sociological, cultural, legal and political to describe and interpret the historical experience of women in North America. |
| 3 | Distinguish between the historical experience of Native American, African American, Latina American and Asian American women from that of women of European descent. |
| 4 | Describe and contrast the regional differences in women's historical experience, challenges and opportunities and indicate factors encouraging national unity. |
| 5 | Contrast the difference between traditional lifestyles and social roles of women characteristic of women's experience in world history with those developed in modern industrial, urban societies such as 20th century America. |
| 6 | Describe how religion and cultural ideals influenced the historical experience of women in North America |
| 7 | Describe how women used the institutions of government and constitutionally protected liberties in the United States to advocate for social and political change. |
| 8 | Identify significant examples of the influence of American women's experience and activities on the historical and current experience of women in other countries. |
| 9 | Write clear analytical essays on topics covered in the course. |
| 10 | Demonstrate research, organizational, and analytical writing skills in the preparation of a history term paper. |
| 11 | Identify and express their own commitments to participatory citizenship based on what they have learned in the course. |

Course Content

Lecture/Course Content

1. Introduction
 - a. Introduction to the Study of History
 - b. Development of Women Studies
 - c. Introduction to Levels of Analysis
2. Social and Cultural Roles of Native American Women
 - a. Women's Roles in Native American Societies
 - b. Perceptions of Women in Native American Mythology and Religion
 - c. Women Healers
3. Women's Roles in Colonial America
 - a. The Ways of Her Household
 - b. Economic Contributions of Women
 - c. Impact of Social Ideology and Legal Status
4. Influence of Religious Ideas in Early Colonial America
 - a. Puritan Religious Views of Women: The Case of Anne Hutchinson
 - b. The Quaker Contrast
 - c. Explanations for the Witchcraft Trials
5. Women and the American Revolution
 - a. Practical Impact of the War on American Women
 - b. Ideological Impact of Republican ideals
 - c. Political Impact of Representative Government on Women's Status
6. Social Change and Economic Opportunities in the Early Republic
 - a. Educational Opportunities for Women
 - b. Emergence of the Cultural Ideal of the "True Woman"
 - c. Literature by and About Women in 19th Century America
 - d. New Modes of Social Experience: The Volunteer Association
 - e. 19th Century Regional and Geographical Differences
 - f. The Shifting Frontier and New Challenges for Women
7. Women in Slavery and Women in Protest
 - a. Conditions of Women in Slavery
 - b. The Cultural Image of the "Southern Lady" and Plantation Life
 - c. Women in the Abolition Movement
8. Women at Work: 1860-1920
 - a. Learning to Learn from Statistics
 - b. Industrialization, Factory Work and the Feminization of Work
 - c. Immigrants, Cities and Acculturation
 - d. The Challenge of Organizing Women Workers
9. Expanding Social Roles, 1860-1920
 - a. Upper and Middle Class Lifestyles: the Educated Homemaker
 - b. Jane Addams, Settlement Houses and Social Housekeeping
 - c. Clubwomen, Crusaders, Reformers, and Artists
 - d. The Progressive Agenda and Protective Legislation
10. Women Organize For Political Change
 - a. The Seneca Fall Convention and Early Women's Rights Movement
 - b. Suffrage Organization and Strategies
 - c. Ideological Opposition: Conservative and Radical
 - d. Assessing the Results of Suffrage in a Global Context
11. Conflicting Images of the New Woman Emerging in the 1920's
 - a. Fragmentation of the Women's Rights Movement
 - b. Margaret Sanger and Contraceptive Politics
 - c. New Definitions of Women's Roles and Opportunities
 - d. Social Freedom and the Flapper Image in Popular Media
 - e. Comparative Analysis of Traditional and Modern Lifestyles
12. Impact of the 1930's Depression on Women
 - a. Analyzing the Data in Relation to Cultural Ideals
 - b. Growth in Union Participation and Leadership Roles
 - c. Ladies with Presidential Influence

- d. New Occupational Opportunities and New Styles of Urban Life
- e. 20th century Regional and Urban Differences in Women's Experience
- 13. Impact of World War II on Women
 - a. Women Go To Work: Rosie the Riveter and her Ethnic Sisters
 - b. Wartime Family Life and Social Change
 - c. Post-war Social Ideology and Suburban Lifestyles
 - d. The African American Challenge for Equality and Civil Rights
 - e. Global Impact of the "American Dream" on Women's Lives
- 14. The Women's Movement of the 1960's
 - a. Betty Friedan and the Feminine Mystique
 - b. The Politics of Reform: Equal Pay and Civil Rights
 - c. Student Activists, Consciousness Raising and Farm Worker Protests
 - d. Cultural Diversity as a Tool of Liberation: Chicana Feminism
 - e. Conservative Reactions to Women's Liberation
 - f. Global Impact of American Feminism
- 15. Contemporary Change & Controversies
 - a. Roe v. Wade: The Supreme Court on Abortion
 - b. Health, Welfare and Domestic Abuse Issues
 - c. Expanding Work Opportunities & Breaking the Glass Ceiling
 - d. Debate and Doubts about Working Moms
 - e. Women in the Military and Combat Equity
 - f. Can Women Elected to Office make a Difference?
 - g. Women as Religious Leaders
 - h. New Role Models for Women of Color
 - i. Lesbian Push for Equality and same Sex Marriage
 - j. Generational Contrasts: Is the Struggle for Equality Over?

Laboratory or Activity Content

NA

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Individual projects
 Quizzes
 Reports/papers
 Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Class discussions
 Distance Education
 Group discussions
 Internet research
 Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will have interactive lectures (allowing for questions, discussions, and exercises). These lectures will be complemented with the visuals provided by PowerPoint slides and short documentaries. The lectures will give students a fundamental understanding of the material as well as the critical thinking experiences needed to be proficient in the discipline.

2. Students will be instructed on how to research and compose a formal essay (for a Blue Book exam), how to research and write a research paper, and/or how to critically evaluate a primary source and explain its significance in writing.
3. Students be guided into class discussions about the course material, either in groups in a traditional classroom or in discussion forums for online classes.

Representative Course Assignments

Writing Assignments

1. Rough drafts to assigned questions that may appear on essay exams (ex. Compare and contrast the views on women's rights by feminists and conservatives in the 1970s.).
2. Research papers that include citations and a bibliography (ex. research one of the suffrage organizations that contributed to the achievement of the 19th Amendment.).
3. Reviews about the merits of a particular historical resource, such as primary sources or documentaries (ex. *Women on the Warpath* (1943); *Inside the Willow Run B-24 Plant*).

Critical Thinking Assignments

1. The students may write argumentative papers that use critical thinking to choose a side in an historiographical debate and investigate the relevant primary sources needed to support their chosen position.
2. Students may participate in class and small group discussions to examine their understanding, from the readings, of the experiences of Native American, European, and African women during the colonial era (online students would do the same using discussion boards).
3. Students may select a historically significant topic from the history of American women (with the consultation and approval of the instructor), then research the topic, and present their findings to the class with PowerPoint slides (ex. Pay Inequality Over the Decades).

Reading Assignments

1. A survey text chosen for the course (ex. *Through Women's Eyes*).
2. A primary source reader.
3. Supplemental handouts prepared by the instructor or downloaded from a reputable Internet sources (ex. a detailed timeline of the Women's Suffrage Movement).

Other assignments (if applicable)

Watching and evaluating documentaries about a famous woman in American history, for the purpose of writing a review, but also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.

Outside Assignments

Representative Outside Assignments

1. Students may be required to read a resource and write short summaries of the key ideas in each section of a textbook chapter or article.
2. Student may be required to compose rough drafts in response to potential essay exam questions (emphasis on how to compose a formal essay).
3. Students may be required to conduct research for a paper or a presentation.

Articulation

Comparable Courses within the VCCCD

HIST M137H - Honors: History of American Women

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Dubois, E.,C., Dumenil, L. (2018). *Through Women's Eyes* (5th). Boston/New York Bedford/St. Martins. 0312676032

Resource Type

Textbook

Description

Kerber, Linda; Sherron de Hart, Jane (2016). *Women's America: Refocusing the Past*, 8th (Newest Edition). New York/Oxford Oxford University Press. 9780195388

Resource Type

Textbook

Description

Woloch, N (2011). *Women and the American Experience*, 5th (Newest Ed.). New York, McGraw Hill.

Resource Type

Textbook

Description

Block, S., Alexander, R.M., Norton, M.B. (2014). *Major Problems in American Women's History* (5th). Boston Cengage. 1133955991

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.
E-mail	Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.
E-mail	Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.
E-mail	Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

HISTORY

Review and Approval Dates**Department Chair**

08/31/2020

Dean

08/31/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000257331

DOE/accreditation approval date

MM/DD/YYYY