

College of San Mateo
Official Course Outline

1. **COURSE ID:** HIST 260 **TITLE:** Women In American History
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Grade Option (Letter Grade or Pass/No Pass)
Recommended Preparation:
 Eligibility for ENGL 838 or ENGL 848 or ESL 400.
 Completion of or concurrent enrollment in any READ 400 level course.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E1. Option 2- Group 1: American history and institution
 CSM - GENERAL EDUCATION REQUIREMENTS: E1. Option 2-Group 2: California State and local Government
 CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science
 CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities
CSU GE:
 CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)
 CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions
 CSU GE Area D: SOCIAL SCIENCES: US-1
 CSU GE Area D: SOCIAL SCIENCES: US-2
IGETC:
 IGETC Area 3: ARTS AND HUMANITIES: B: Humanities
 IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 An in-depth survey of the experiences, contributions, and roles of American women in United States history from pre-contact to the present. Analysis of the political, economic, and social developments concerning American women, as well as the effects of gender, ethnicity, class, and sexual orientation upon their experiences.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Demonstrate a basic knowledge of the history of women in America.
 2. Use critical thinking and research skills in the interpretation, explanation, and communication of the history of women in America through primary and secondary sources.
 3. Discuss constitutional and legal developments as they affected women in American History.
 4. Analyze how gender, race, ethnicity, sexuality, and social class shaped, and continue to shape, the lives of women in the United States.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Interpret and analyze the roles and contributions of various groups of women and women leaders and their impact on society.
 2. Identify the various movements for reform and change that American women became involved in.
 3. Discuss constitutional and legal developments as they affected American women.
 4. Describe the role of women of various racial and local origins in shaping the history of their times and after.
 5. Discuss the main roles of American women in the history of the United States from colonial times to the present.

6. **COURSE CONTENT:**
Lecture Content:
 1. The Field of Women's History

2. Pre-contact Women
 - A. Patterns
 - B. European Contact
3. Colonial Women
 - A. European Colonies
 - B. Transatlantic Slavery
4. Revolutionary Women
 - A. Patriots and Loyalists
 - B. Republican Motherhood
 - C. Women and the Constitution
5. Women in the West I
 - A. Pioneers and Missionaries
 - B. Indian Removal
 - C. The Mexican Cession
6. Industrialization and the Cult of “True Womanhood”
 - A. Ethgender and Waged Labor
 - B. Women and Religious Revivals
7. The Peculiar Institution: Slaves, Mistresses, and Reformers
 - A. Antebellum South
 - B. Seneca Falls and Suffrage
8. Civil War and Reconstructing Women
 - A. Battlefield Nurses
 - B. Culture of Death
 - C. Reconstruction Amendments
9. Women and the West II
 - A. Plains Wars
 - B. Populism
 - C. Asian Immigrations
 - D. Strategies for Suffrage: Amendment vs. State
10. Urbanization and Progressive Women
 - A. Immigration
 - B. Social Housekeeping
11. WWI and Suffrage
 - A. The Great War
 - B. 19th Amendment
 - C. The “New Woman”
12. Great Depression and a New Deal for Women
13. The Meaning of Gender During WW II
 - A. Rosie the Riveter
 - B. Gender and Internment
14. The Post-War Ideal
 - A. The “New Look”
 - B. Suburbia and Baby Boom
15. Liberation
 - A. “the problem that has no name”
 - B. Daughters of Bilitis
 - C. Schlafly and Anti-Feminism
16. Beyond the Feminine Mystique
 - A. Civil Rights Movements
 - B. Equal Rights Amendment
17. Relevancy of Feminism Today

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Field Trips
- E. Guest Speakers
- F. Individualized Instruction

G. Service Learning

H. Other (Specify): Lecture and discussion. Reading assignments in secondary and primary sources. Written and oral reports, reviews and term papers to demonstrate familiarity with the subject matter and the ability to analyze and assess data. Films, videotapes, CDs, DVDs, Internet material, etc., to enhance class presentation. Online assignments such as archival research, forums, wikis, blogs, etc.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Research papers, portfolios, reading responses, in class essay response, document based questions. Online assignments such as archival research, forum participation, wikis, and blogs that include written skills and collaboration in class.

Reading Assignments:

Examination of primary and secondary sources - for content as a comparative analysis. Peer editing of research papers, portfolios, reading responses, in class essay response, document based questions. Online assignments such as archival research, forum posts, wikis, and blogs that include reading and critical thinking skills in class.

Other Outside Assignments:

Examination of primary and secondary sources - for content as a comparative analysis. Completion of research papers, portfolios, reading responses, take home essay response, document based questions. Online assignments such as archival research, forum participation, wikis, and blogs that include written skills and collaboration outside the classroom. Service learning as a supplement to the course.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

A. Class Participation

B. Class Work

C. Exams/Tests

D. Field Trips

E. Group Projects

F. Homework

G. Oral Presentation

H. Papers

I. Portfolios

J. Projects

K. Quizzes

L. Research Projects

M. Written examination

N. Essay examinations, both midterm and final. Take-home examinations. Oral or written reports/reviews.

Both examinations and oral/written presentations will be used to assess the student's critical thinking and analytical skills. Examination of primary and secondary sources - for content as a comparative analysis.

Completion of research papers, portfolios, reading responses, take home essay response, document based questions. Online assignments such as archival research, forum participation, wikis, and blogs that include written skills and collaboration outside the classroom. Service learning as a supplement to the course.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

A. Alexander, R. M., Block, S., Norton, M. B.. *Major Problems in American Women's History: Documents and Essays*, ed. Wadsworth Publishing, 2013

B. Skinner, E.. *Women and the National Experience: Primary Sources in American History*, ed. Pearson, 2010

C. DuBois, E.. *Through Women's Eyes: An American History with Documents*, ed. McGraw-Hill, 2016

D. Kerber, L.. *Women's America: Refocusing the Past*, ed. Oxford U. P., 2015

E. Woloch, N.. *Women and the American Experience*, ed. McGraw-Hill, 2010

Origination Date: November 2017

Curriculum Committee Approval Date: February 2018

Effective Term: Fall 2018

Course Originator: Judith Hunt