

**College of San Mateo
Official Course Outline**

1. COURSE ID: HIST 262 **TITLE:** Women in American History II

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours

Method of Grading: Letter Grade Only

Recommended Preparation:

Eligibility for ENGL 100, or Eligibility for ENGL 105

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: E1. Option 3: Complete the U.S. History, U.S. Constitution, California State and Local Government requirement as approved by CSU to meet the CSU graduation requirement at a California Community College or a California State University campus.

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

3. COURSE DESCRIPTIONS:

Catalog Description:

This course surveys the experiences, contributions, and roles of women in the history of the United States from Reconstruction to the present. Through the analytical lenses of race, class, gender, ethnicity and sexuality, students examine the major forces that shaped, and continue to shape, the political, social, cultural, scientific, technological and environmental life of the nation. Specific attention is dedicated to examining the ways that the philosophical foundations of the U.S. Constitution and the government institutions it established impacted women's lives.

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 from 1865 to the present.
2. Use critical thinking and research skills in the interpretation, explanation, and communication of the history of women in America following the Civil War through primary and secondary sources.
3. Analyze and interpret the U.S. Constitution and explain how its philosophical underpinnings shaped, and continue to shape, the lives of women in the United States.
4. Analyze how the intersection of gender, race, ethnicity, sexuality, and social class shaped the lives of women in America from 1865 to the present.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

1. Demonstrate an understanding of U.S. History through the analytical lenses of race, class, gender, ethnicity and sexuality as they impact women's lives.
2. Identify and analyze the evolution of the nation's political institutions and explain the various forces that influenced change over time in relation to women.
3. Explain the various ways that the U.S. Constitution and political institutions have evolved since the late-18th century have impacted women.
4. Explain the major social and cultural contributions of women in America, their causes and effects, and their historical significance.
5. Discuss constitutional and legal developments as they affected women in America.

6. Discuss the main roles of American women in the history of the United States from Reconstruction through present times.
7. Identify and define the contributions of diverse racial, ethnic, religious, political, economic, cultural and social groups to the evolution of the nation and its institutions; understand region diversity within the nation; understand the ways in which these historical legacies continue to inform the social, political, and economic fabric of the nation.
8. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.

6. COURSE CONTENT:

Lecture Content:

1. Women and Reconstruction
 - A. Road to Reunion: Political Philosophies of the Framers of the Constitution
 - B. Constitutional Foundations of Presidential Reconstruction
 - C. Redefining Citizenship and Suffrage
 - D. Women's Battles for Political and Constitutional Inclusion
 - E. Constitutional and Institutional implications of Congressional Reconstruction
2. Gender and Race in the Jim Crow South
 - A. Limits of Legislation: Rise of Jim Crow
 - B. Extralegal Violence to Limit Constitutional Rights of Citizens
 - C. Women's Resistance to Racism and Racial Violence
 - D. Sharecropping and Tenant Farming
 - E. Convict Labor and the Rise of the Industrial Prison Complex
3. Expansion and Consolidation of the West
 - A. Reconstructing the West and Female Homesteaders
 - B. Development of Libraries and Schools in the West
 - C. Rise of Populism
 - D. Indian Boarding Schools and Activism
 - E. Chinese Immigration and Nativism
4. The Gilded Age and Progressivism
 - A. Urbanization and the Second Industrial Revolution
 - B. Exploitation of Women's Labor and Resistance
 - C. Women's Clubs, Maternalist Reform and Social Housekeeping
 - D. Immigration, Nativism, and Eugenics
5. World War I and the 19th Amendment
 - A. Shifting Racial and Gender Expectations
 - B. The U.S. Homefront and Suffrage
 - C. Women at Nativist Movements
 - D. Equal Rights Amendment
 - E. Limitations to Suffrage: Native American Citizenship and Jim Crow
6. The New Woman and the 1920s
 - A. "Gin and Jazz" Rise of Consumer Culture
 - B. The Great Migration and the Harlem Renaissance
 - C. Resistance to Change: Fundamentalism
 - D. Temperance and Prohibition
7. Great Depression and the New Deal
 - A. Expansion of the Federal Government
 - B. Legislating Political, Economic, and Social Change
 - C. Limits of Legislative Reform
 - D. Family Planning and Contraceptives
8. World War II
 - A. Wartime Roles and Rosies
 - B. Sexuality and the Women's Army Auxiliary Corps
 - C. Japanese Internment and Gender in the Camps
9. The Post-War Ideal
 - A. The New Look and Television
 - B. The Baby Boom and Suburbia
 - C. Cold War/McCarthyism and Sexuality
 - D. Women in the Emerging Civil Rights Movement
10. Women's Liberation

- A. Third Wave Feminism
 - B. Limitations of the Feminine Mystique
 - C. Schlafly and Conservate Backlash
 - D. Equal Rights Amendment
 - E. Roe vs. Wade and the Fight for Reproductive Justice
11. Women in Equity Movements - Ethnicity, Gender, and Sexuality
- A. African American Civil Rights Movement
 - B. Native American Civil Rights Movement
 - C. Lesbian and Bisexual Rights Movements
 - D. Transgender Rights Movement
 - E. Chicano/Chicana Civil Rights Movement
 - F. Asian American Civil Rights Movements

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 posts, wikis, and blogs that include reading and critical thinking skills in class. 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. DuBois, E.. *Through Women's Eyes: An American History with Documents*, 5th ed. McGraw-Hill, 2016
- B. Alexander, R. M., Block, S., Norton, M. B.. *Major Problems in American Women's History: Documents and Essays*, 5th ed. Cengage, 2014
- C. Kerber, L.. *Women's America: Refocusing the Past*, 9th ed. Oxford, 2019
- D. Skinner, E.. *Women and the National Experience: Primary Sources in American History*, 3rd ed. Pearson, 2011

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