

**HIST 18.2 Course Outline as of Fall 2020****CATALOG INFORMATION**

Dept and Nbr: HIST 18.2 Title: WOMEN IN US SINCE 1877

Full Title: History of Women in the United States Since 1877

Last Reviewed: 11/25/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

An in-depth historical study of the political, economic, cultural, and social developments of women in the United States since 1877.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: An in-depth historical study of the political, economic, cultural, and social developments of women in the United States since 1877. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social and Behavioral Sciences	Fall 1981	
	F	American Institutions		
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	C2	Humanities	Fall 2020	
	D	Social Science		
	D4	Gender Studies		
	D6	History		
	X1	U.S. History		
	D	Social Science	Fall 1994	Fall 2020
	D4	Gender Studies		
	D5	Geography		
	X1	U.S. History		
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	4	Social and Behavioral Science	Fall 2010	
	4D	Gender Studies		
	4F	History		
	XA	U.S. History		
	4	Social and Behavioral Science	Fall 1994	Fall 2010
	4F	History		
	XA	U.S. History		
<b>CSU Transfer:</b>	Transferable		<b>Effective:</b>	<b>Inactive:</b>
			Fall 1981	
<b>UC Transfer:</b>	Transferable		<b>Effective:</b>	<b>Inactive:</b>
			Fall 1981	

### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Analyze the political, economic, cultural, and social developments in U.S. history from the perspective of women from Reconstruction through the present era.
2. Compare and contrast the experiences of European American women to those of Native American, African American and immigrant women.
3. Analyze the causes and effects of particular historical events.

### **Objectives:**

Students will be able to:

1. Examine, evaluate, and discuss the experiences, roles, achievements, and contributions of American women from Reconstruction through the present era.
2. Utilize the social historical approach in assessing the past.
3. Identify examples of gender bias in historical presentations.
4. Assess the present position of women in American society in comparison to the past.
5. Distinguish between primary and secondary sources.

## Topics and Scope:

### I. The Study of History

- A. Social history
- B. Critical thinking and history: terminology defined and applied
- C. U.S. history from a woman's perspective
- D. Patriarchy
- E. Primary and Secondary Sources

### II. Reconstruction

- A. Amendments 13th, 14th, and 15th
- B. Freedmen's Bureau
- C. End of Reconstruction
- D. Jim Crow

### III. The West and Women's Roles

- A. Native Americans
- B. Chinese immigration
- C. Latinas in the Southwest

### IV. Industrialization

- A. Middle class women
- B. Immigrant women and their daughters
- C. Women in the workforce and the labor movement

### V. The Progressive Era

- A. Women's Clubs
- B. Settlement Houses

### VI. Suffrage Movement

- A. Arguments for and against
- B. Tactics of the movement
- C. 19th Amendment, anti-war, and the radical left
- D. Role of women of color

### VII. Radical New Philosophies

- A. Marriage
- B. Birth control
- C. Economics

### VIII. World War I and the 1920s

- A. Peace Movement
- B. After the vote?
- C. Flappers
- D. Consumerism and mass media

### IX. The Depression and New Deal

- A. Family life
- B. Economic responsibilities and contributions of women
- C. Restrictions placed on working women
- D. Eleanor Roosevelt
- E. New Deal policies and women

### X. World War II

- A. Women in the armed forces
- B. Factory workers for the "duration"

### XI. Women's Roles in the 1950s

- A. Suburban housewife
- B. Baby boom
- C. Image versus reality

- D. Civil Rights Movement
- XII. The 1960s
  - A. The Feminine Mystique
  - B. NOW
  - C. Women's Liberation
  - D. Sexual Revolution
  - E. Women in the Anti-War Movement
- XIII. The 1970s
  - A. ERA
  - B. Roe v. Wade
  - C. Challenges to legal and economic restrictions
  - D. Feminism becomes legitimate
- XIV. The 1980s and 1990s
  - A. Backlash
  - B. "Family Values"
  - C. Eating disorders and body image
  - D. The Glass Ceiling
- XV. The 2000s
  - A. Balancing work and home life
  - B. Gay Rights and Gay Marriage
  - C. Women in Politics
    - 1. Hillary Clinton
    - 2. Nancy Pelosi

**Assignment:**

1. Weekly reading assignments of roughly 30-50 pages a week, will use primary and secondary sources
2. Out-of-class writing (2000-4000 words). Assignments will be: reaction papers, analytical essays, or research papers. An analytical component will be part of these assignments
3. One to two midterm(s) and a final. At least 2 of these exams will be held in class for face to face classes. Exams must include essays with optional objective questions.
4. Quizzes are optional
5. Written homework as directed by the instructor
6. Participation in discussion as directed by instructor

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, reaction, analytical, or research essays	Writing 30 - 50%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Midterm(s) and a final exam. Optional quizzes

Exams  
40 - 70%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation

Other Category  
0 - 10%

**Representative Textbooks and Materials:**

Through Women's Eyes. 4th ed. DuBois, Ellen and Dumenil, Lynn. Macmillan Learning. 2016  
Inventing the American Woman, Vol. 2: Since 1877. 4th ed. Riley, Glenda. Wiley-Blackwell. 2007 (classic)