

**I. CATALOG INFORMATION**

- A. Discipline: HISTORY
- B. Subject Code and Number: HIST M137H
- C. Course Title: Honors: History of American Women

- D. Credit Course units:  
 Units: 3  
 Lecture Hours per week: 3  
 Lab Hours per week : 0  
 Variable Units : No

- E. Student Learning Hours:  
 Lecture Hours:  
 Classroom hours: 52.5 - 52.5  
 Laboratory/Activity Hours:  
 Laboratory/Activity Hours 0 - 0

**Total Combined Hours** in a 17.5 week term: 52.5 - 52.5

- F. Non-Credit Course hours per week \_\_\_\_\_

- G. May be taken a total of:  1  2  3  4 time(s) for credit

- H. Is the course co-designated (same as) another course: No  Yes   
 If YES, designate course Subject Code & Number: \_\_\_\_\_

- I. Course Description:

Surveys United States history from the pre-colonial era to the present, with emphasis on the history of American women. Examines the changing roles and contributions of American women in the context of the social, political and economic history of the United States. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities.

- J. Entrance Skills

\*Prerequisite: No  Yes  Course(s)  
 \_\_\_\_\_

\*Corequisite: No  Yes  Course(s)  
 \_\_\_\_\_

Limitation on Enrollment: No  Yes   
 \_\_\_\_\_

Recommended Preparation: No  Yes  Course(s)  
 \_\_\_\_\_

Other: No  Yes

---

K. Other Catalog Information:

Course Credit Limitations: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". Honors Program requires a letter grade.

Formerly HIST M12H.

Satisfies US-1 (historical development of American institutions and ideals) requirement of CSU Title V.

## II. COURSE OBJECTIVES

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

		<b>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</b>
1	recognize American women's history as an integral component of American history and also as a unique subject of historical study.	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.
2	evaluate primary source documents in terms of accuracy and impacts on American women.	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.
3	assess the sources historians of American women use in constructing their interpretations.	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.
4	describe the use of law, the Constitution and the courts to shape the rights and positions of American women at different periods in American history.	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.
5	evaluate the ways in which women have been crucial agents of change for social, economic and political rights in the United States.	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.
6	compare and contrast the historical experiences of different women according to factors such as class, religion, and region.	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.

7	analyze contemporary problems and prospects of American women from the perspective of historical experiences and developments.	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.
8	assess similarities and differences in the historical experiences of Native American, African American, Euro American, Latina American and Asian American women.	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.
9	assess the ways women have defined and gained power in changing historical circumstances	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.
10	consider reasons for continuity and change in the positions of American women from the colonial era to the present.	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.
11	evaluate new scholarship of the history of American women.	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.
12	Honors: demonstrate an ability to conduct oral interviews and compare data obtained to other historical sources.	primary source document studies, research papers, seminars,
13	Honors: produce a research paper using primary and secondary sources from libraries, Internet, etc.	primary source document studies, research papers, seminars.
14	Honors: present findings and interpretations to peers in a classroom or seminar setting.	primary source document studies, research papers, seminars, book reviews.
15	Honors: recognize the value of the use of historiography.	written exams, primary source document studies, quizzes, research papers, seminars, book reviews.

### III. COURSE CONTENT

--	--	--

Estimated %	Topic	Learning Outcomes
<b>Lecture</b> (must total 100%)		
30.00%	I. America in the World to 1650: A. Native American Women before 1492 - European Arrivals B. Colonial Frontiers C. African Women and the Atlantic Slave Trade II. Colonial Worlds and Colonial Women A. Southern British Colonies B. Northern British Colonies III. Women and the American Revolution to 1800 A. Background to Revolution B. Women and the Face of War C. Legacies of War for American Women IV. Women and the New Nation A. Ideology of True Womanhood B. Women and Wage Earning C. Women and Slavery	1, 2, 3, 4, 5, 6, 11, 13, 14, 15
30.00%	V. Expansion, Reform and Civil War A. Women and Westward Expansion 1843-1861 B. The Overland Trail C. Native Women and Mexican Women in the West D. Women and Antebellum Reform Movements E. Civil War 1861-5 VI. Reconstruction to 1900 A. Gender and Postwar Constitutional Amendments B. Women's Lives in Southern Reconstruction C. Female Wage Labor in the Industrial World VII. The Expanding Nation A. Women and the Closing of the Frontier	1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15
40.00%	VIII. Power and Politics 1900-1920 A. The Female Labor Force B. Organization of Women Workers C. Progressive Women and Party Politics D. Votes for Women E. The Emergence of Feminism F. The Great War and American Women IX. Prosperity, Depression and War 1920-1945 A. Women and Work B. American Women and the Great Depression C. Working for Victory-Women and War 1941-5 X. The Feminine Mystique and Beyond 1945-1980 A. Family Culture and Gender Roles B. Mass Movement for Civil Rights C. Women's Liberation D. Diversity, Race and Feminism XI. US Women in a Global Age 1980-Present A. Feminism and the New Right B. Women and Politics C. Women and the Labor Force D. Changes in Family and Personal Life E. A New Kind of War: 9/11 and Its Aftermath F. Women and Immigration G. The Fate of Feminism	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

#### IV. TYPICAL ASSIGNMENTS

- A. Writing assignments

---

Writing assignments are required. Possible assignments may include, but are not limited to:

1	write an in-class essay examining how the roots of the modern Women's Rights Movement and Civil Rights Movement took shape during World War II.
2	write a review of a primary or secondary source document such as a monograph, novel, or biography on women's leadership and participation in the Abolitionist Movement.
3	write a research paper utilizing primary and secondary source documents on the emergence of the "New Woman" and the second wave of feminism.
4	Honors students: produce a book review along the guidelines employed by professional historians.
5	Honors students: analyze in writing the perspectives of the guest speakers and/or lecture presentations presented outside the classroom.

#### B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:

1	research and write a paper utilizing library/Internet sources on the history of the Equal Rights Amendment.
2	attend a lecture or presentation related to the history of American women.
3	attend a museum relevant to the study of American women and complete a critical summary of the site visit.
4	Honors student: write a paper in the format of a personal journal, using primary and secondary sources to record and reflect upon significant historical events in American history.

#### C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:

1	review primary source images from the Columbian Exposition of 1893 and identify what they reveal of the racial, ethnic and class lines that divided American women in the late 19th century.
2	compare and contrast primary source document accounts written by plantation mistresses and African American women held in slavery.
3	participate in small group discussions debating whether the the Women's Movement "died" in the 1920s.
4	Honors student: watch three films set during different eras in American history and write a paper exploring how accurately each film depicts the lives of American women.

### V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify)

collaborative learning activities such as student-led seminar discussions, in class debates, service learning projects relevant to the discipline of History.

Optional Field Trips

Required Field Trips

**VI. METHODS OF EVALUATION**

**Methods of evaluation may include, but are not limited to:**

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Essay Exam      | <input checked="" type="checkbox"/> Classroom Discussion    | <input type="checkbox"/> Skill Demonstration        |
| <input type="checkbox"/> Problem Solving Exam       | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation   |
| <input checked="" type="checkbox"/> Objective Exams | <input checked="" type="checkbox"/> Projects                | <input checked="" type="checkbox"/> Other (specify) |

Examples of assessment for this class may also include

presentations of a critical analysis paper on a primary source such such as Charlotte Perkins Gilman's The Yellow Wallpaper.

group presentations on a contemporary issue for American women, such as wage inequality, and the historical roots of this issue.

written papers evaluating the historical accuracy and significance of film and media representations of American women.

Honors students: write and present a paper utilizing primary and secondary sources evaluating the impact of the American Revolution on American women.

**VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS**

Kerber, Linda, et al. Women's America: Refocusing the Past. 8th ed. Oxford UP, 2016.

DuBois, Ellen, and Lynn Dumenil. Through Women's Eyes: An American History with Documents. 4th ed. Bedford/St. Martin's, 2016.

Block, Sharon, Ruth Alexander, and Mary Beth Norton. Major Problems in American Women's History. 5th ed. Wadsworth, 2013.

Cobble, Dorothy Sue, Linda Gordon, and Astrid Henry. Feminism Unfinished: A Short, Surprising History of American Women's Movements. Liverlight, 2015.

Videos on figures such as Eleanor Roosevelt, Hillary Clinton, Martha Ballard, Susan B. Anthony, Alice Paul

**VIII. STUDENT MATERIALS FEES**

No  Yes

**IX. PARALLEL COURSES**

--	--	--	--

College	Course Number	Course Title	Units
Ventura College	HIST V02A/B	U.S. History: Focus on Women I & II	3/3
Santa Barbara City College	HIST 110H	History of American Women, Honors	3
San Francisco State University	WGS 150	Women and Gender in U.S. History and Society	3
U.C. Davis	72A/B	American Women History	4
LA Pierce College	HISTORY 52	The Role of Women in the History of the United States	3
UC Davis	HISTORY 72A&72B	American Women & Gender	4/4

## X. MINIMUM QUALIFICATIONS

### Courses Requiring a Masters Degree:

Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent.

## XI. ARTICULATION INFORMATION

### A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or  
 Letter grade (P/NP possible at student option)

2. Degree status:

Either  Associate Degree Applicable; or  Non-associate Degree Applicable

### B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes:  No:  If YES, what section(s)?

- A1 - Natural Sciences - Biological Science  
 A2 - Natural Sciences - Physical Science  
 B1 - Social and Behavioral Sciences - American History/Institutions  
 B2 - Social and Behavioral Sciences - Other Social Behavioral Science  
 C1 - Humanities - Fine or Performing Arts  
 C2 - Humanities - Other Humanities  
 D1 - Language and Rationality - English Composition  
 D2 - Language and Rationality - Communication and Analytical Thinking  
 E1 - Health/Physical Education  
 E2 - PE or Dance  
 F - Ethnic/Gender Studies

### C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes:  No:

2. If YES do you recommend this course for inclusion on the CSU General

Education list?

Yes:  No:  If YES, which area(s)?

- A1  A2  A3  B1  B2  B3  B4   
 C1  C2  D1  D2  D3  D4  D5  
  
 D6  D7  D8  D9  D10  E

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes:  No:
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes:  No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses



- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

**XII. REVIEW OF LIBRARY RESOURCES**

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Term paper and other research using the Library's print and online resources on such topics as the Columbian Exposition of 1893 and what it reveals about the racial, ethnic and class lines that divided American women in the late 19th century.

- B. Are the currently held library resources sufficient to support the course assignment?

YES:  NO:

If NO, please list additional library resources needed to support this course.

**XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION**

HIST M137H: Not Applicable

**XIV. WORKPLACE PREPARATION**

HIST M137H: Not Applicable

**XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM**

HIST M137H: Not Applicable

**XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM**

**General Education Division of Learning** [check all applicable boxes]:

- Natural Sciences
  - Biological Science
  - Physical Science
- Social and Behavioral Sciences
  - American History/Institutions

- Other Social Science
- Humanities
  - Fine or Performing Arts
  - Other Humanities
- Language and Rationality
  - English Composition
  - Communication and Analytical Thinking
- Health/Physical Education
- Ethnic/Women's Studies

**Check either Option 1 or Option 2**

- OPTION #1:** Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.
- OPTION #2:** Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

**XVII. STUDENT MATERIALS FEE ADDENDUM**

HIST M137H: Not Applicable

**XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041**

HIST M137H: Not Applicable

**XIX. CURRICULUM APPROVAL**

Course Information:

Discipline: HISTORY

Discipline Code and Number: HIST M137H

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty: Susan Kinkella 10/22/2015

Faculty Peer: Ranford Hopkins 10/23/2015

Curriculum Rep: Hugo Hernandez 10/28/2015

Department Chair: Lee Ballesterro 10/22/2015

Division Dean: Amanuel Gebru 10/28/2015

Approved By:

Curriculum Chair: Jerry Mansfield 02/28/2016

Executive Vice President: Lori Bennett 02/01/2016

Articulation Officer: Letrisha Mai 11/17/2015

Librarian: Mary LaBarge 11/15/2015

Implementation Term and Year: Fall 2016

Approval Dates:

Approved by Moorpark College Curriculum Committee: 12/01/2015

Approved by Board of Trustees (if applicable): \_\_\_\_\_

Approved by State (if applicable): 02/04/2016