

HIST M137: HISTORY OF AMERICAN WOMEN

Originator

hhernandez

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

M137

Course Title (CB02)

History of American Women

Banner/Short Title

History of American Women

Credit Type

Credit

Start Term

Fall 2021

Formerly

HIST M12 - History-American Women

Catalog Course Description

Surveys United States history from pre-colonial settlement to the present emphasizing the history of American women. Examines the experiences and contributions of African American, Asian American, European American, Latinx American, and Native American women within the context of the social, political, cultural and economic history of the United States.

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

Course Credit Limitation: Students cannot complete both HIST M137 and HIST M137H courses because credit will only be awarded to the first course completed.

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

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

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 | demonstrate the ability to contextualize and interpret primary and secondary texts, images, or audio sources, and to compose an argument which uses them for support in understanding the History of American women in the United States. |
| 2 | identify connections between American Women's History and their current roles and challenges in the United States today, thus preparing students for the challenges and responsibilities of life and change in American society and within the global community. |

Course Objectives

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

- | | |
|---|--|
| 1 | recognize American women's history as integral to American history. |
| 2 | examine the use of law, social customs, media and stereotypes in shaping the freedoms and confinements of American women. |
| 3 | evaluate the ways in which American women have been crucial agents of change for social, economic and political rights in the United States. |

- 4 compare and contrast the historical experiences of American women according to factors such as race, ethnicity, class, religion and region.
- 5 analyze contemporary problems and prospects of American women from the perspective of historical experiences and developments.
- 6 consider reasons for continuity and change in the positions of American women.
- 7 assess the ways American women have defined and gained power in changing historical circumstances.
- 8 evaluate primary sources in American women's history.
- 9 compare the opportunities and limitations experienced by African American, Asian American, European American, Latinx American, and Native American women.

Course Content

Lecture/Course Content

10% - America in the World to 1650

- A. The Diversity of Native American Women's Lives
- B. European Invasions and Early Settlement
- C. African Women and the Atlantic Slave Trade

10% - Colonial Worlds

- A. Southern British Colonies
- B. Northern British Colonies
- C. New France and New Spain

10% - Women and the American Revolution to 1800

- A. Background to Revolution
- B. Women and the Face of War
- C. Legacies of War for Native American, African American, and Anglo American Women

10% - Women and the New Nation

- A. Ideology of True Womanhood
- B. Women and Wage Earning
- C. Women and Slavery

10% - Women and Westward Expansion 1843-1861

- A. The Overland Trail
- B. The Impact of Expansion on Native American and Mexican Women in the West
- C. Women and Antebellum Reform Movements

10% - The Civil War and Reconstruction 1865-1900

- A. Gender and Postwar Constitutional Amendments
- B. African American Women in the New South.
- C. Anglo Women in the New South
- D. Racial Conflict in Slavery's Aftermath

10% - Power and Politics 1900-1920

- A. The Female Labor Force
- B. Progressive Women and Party Politics
- C. Suffrage Achieved and The Emergence of Feminism
- D. The Great War and American Women

10% - Prosperity, Depression and War 1920-1945

- A. American Women and the Great Depression
- B. Working for Victory-Women and War 1941-5

10% - 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

10% - Women in a Global Age 1980-Present

- A. Feminism and the New Right
- B. Women in the Labor Force
- C. Changes in Family and Personal Life
- D. Women and Immigration
- E. New Political Leaders

Laboratory or Activity Content

N/A

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):

Classroom Discussion
 Essay exams
 Group projects
 Journals
 Oral analysis/critiques
 Objective exams
 Oral presentations
 Projects
 Participation
 Portfolios
 Quizzes
 Reports/Papers/Journals
 Reports/papers
 Research papers
 Written analyses
 Written compositions

Instructional Methodology

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

Audio-visual presentations
 Collaborative group work
 Class activities
 Class discussions
 Distance Education
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Internet research
 Lecture
 Readings
 Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentations, classroom discussions, board work, educational audio/visual materials and group work exercises to explain course content.

Representative Course Assignments

Writing Assignments

write a review of a primary or secondary source document such as a monograph, novel, or biography relevant to American Women's History.

complete in class and/or take-home essays.

write a critical summary of a visit to a historic site or museum.

Critical Thinking Assignments

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.

compare and contrast primary source document accounts written by plantation mistresses and an African American woman who experienced enslavement.

participate in small group discussions debating whether there is still a need for an Equal Rights Amendment.

Reading Assignments

read primary or secondary source documents such as monographs, biographies or historical novels on topics in American Women's History.

read primary source documents on the diverse opportunities and challenges experienced by American women during WWII.

Outside Assignments**Representative Outside Assignments**

attend a museum relevant to the study of American women and complete critical summary of the site visit.

attend a lecture or presentation on a topic in American Women's History

conduct library and Internet research.

Articulation**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
UC. Davis	HIST 72A&72B	Women and Gender in the United States History	4/4

Comparable Courses within the VCCCD

HIST R117 - History of American Women

HIST V32 - United States History: Focus on Women to 1860
and - Course and not Found

HIST V53 - United States History: Focus on Women since 1860

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Barbara City College	History 110	History of American Women	3
Cuesta College	HIST 237	History of American Women	3
Golden West College	HIST G121	History of American Women	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B1. American History/Institutions**

Approved

B2. Social and Behavioral Sciences

Approved

C. Humanities**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****F. Ethnic Studies/Gender Studies**

Approved

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

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****D Social Sciences**

Approved

Area E: Lifelong Learning and Self-Development**Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****US - 1: Historical development of American Institutions and Ideals**

Approved

UC TCA**UC TCA**

Approved

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 4: Social and Behavioral Sciences**

Approved

Area 5: Physical and Biological Sciences**Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionDuBois, Ellen, and Dumenil, Lynn. *Through Women's Eyes: An American History with Documents*. 5th ed., Bedford/St. Martins, 2019.

Resource Type

Textbook

Description

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

Resource Type

Textbook

Classic Textbook

Yes

Description

Kerber, Linda, et al. *Women's America: Refocusing the Past*. 9th ed., Oxford UP, 2019.

Resource Type

Textbook

Classic Textbook

Yes

Description

Dubois, Ellen Carol. *Suffrage: Women's Long Battle for the Vote*. Simon and Schuster, 2021.

Resource Type

Textbook

Classic Textbook

Yes

Description

Ware, Susan. *Why They Marched: The Untold Story of Women Who Fought for the Right to Vote*. Belknap, 2019.

Library Resources

Assignments requiring library resources

Research using the Library's print and online databases such as EBSCO America: History and Life, JSTOR, and Issues and Controversies in American History.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring 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.

Distance Education Addendum

Definitions

Distance Education Modalities

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

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

Primary Minimum Qualification

HISTORY

Review and Approval Dates

Department Chair

04/12/2021

Dean

04/13/2021

Technical Review

04/29/2021

Curriculum Committee

5/4/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000429424

DOE/accreditation approval date

MM/DD/YYYY