GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

 GCCCD Governing Board Approval: 06/15/2021

HISTORY 123 – WOMEN IN MODERN AMERICAN HISTORY

1. Course Number Course Title Semester Units

 HIST 123 Women in Modern American History 3

 Semester Hours

 3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

 None

 Corequisite

 None

 Recommended Preparation

 None

3. Catalog Description

This course covers the social, political, cultural, economic and intellectual development of women in United States history from 1877 to the present. Women’s experiences are placed in the context of evolving American institutions.

4. Course Objectives

 The student will:

 a. Evaluate the significant political, social and economic events of modern American history from 1877 to the present from a woman’s perspective and relate the impact of these events on women.

 b. Examine how women influenced modern American history from the late nineteenth century to the present.

 c. Study the lives of women in different geographic regions of the U.S. and explain how regional differences shaped women’s opportunities, choices, and roles.

 d. Discuss awareness of diversity of experiences among women while noting the interconnections among the various institutions that shape women’s lives in modern American history.

 e. Discuss interpretations of the modern history of women in America.

 f. Examine significant Constitutional issues and Supreme Court cases since 1877, especially as these relate to women.

 g. Explain the impact of major foreign policy issues and debates from 1877 to the present upon women and society.

 h. Analyze political reform movements of the twentieth century especially as they relate to women.

 i. Describe the development of California politics from 1877 to the present, with special focus on state and local politics and legislation, as they relate to women.

 j. Explain, in relation to women, economic change, social change, intellectual movements, and the importance of science and technology in America’s development.

 k. Analyze the Constitution of the State of California and significant changes as they relate to women since the late nineteenth century.

 l. Describe the effects of growth and power of federal government upon women, and how these changes impacted federal state relations between 1877 and the present.

5. Instructional Facilities

 Standard Classroom

6. Special Materials Required of Student

 None

7. Course Content

 a. Nineteenth century legacy: woman’s culture and woman’s sphere.

 b. Thirteenth, fourteenth, fifteenth amendments and women’s issues.

 c. Women and the fight for the vote, from Reconstruction to achievement of the women’s vote.

 d. Progressive Era.

 1) Women and the diversity of the reform movement.

 2) Progressive Movement in California.

 3) The Constitution of the State of California and movement to reform state and local government.

 e. Supreme Court and reform in the late nineteenth and early twentieth centuries.

 f. Women’s organizations at the turn of the century: race, class and regional dimensions.

 g. Women during WWI.

 h. Women in the 1920’s: feminism in conflict.

 i. Great Depression/New Deal.

 1) Women in the Great Depression across the entire geographic area that is now the United States.

 2) Comparison of federal/state relations in California and the nation during the Depression and New Deal as they relate to women.

 j. World War II.

 1) Women during World War II.

 2) Women and culture of the 1940’s.

 3) The impact of World War II on women in the West, especially California.

 4) Federal, State and local issues in California during WWII.

 k. 1950’s: roles, resistance to conformity, and effects of the Cold War and foreign relations uponwomen.

 l. Impact of Constitutional amendments and government reorganization upon women after WWII.

 m. 1950s and 1960s: Cultural Revolution and the Cold War.

 n. Civil Rights and women’s rights.

 o. Constitutional issues and the decisions of the Warren Court especially as they relate to women.

 p. Sexual Revolution and women’s liberation.

 q. New Militancy: Lesbians, Chicanas, and Native-American organization and protest.

 r. The battle for legislative changes in the 1960s – 1980s.

 s. Varieties of feminism in the 1970s and beyond.

 t. Policies of state and local government as it relates to women in California.

 u. Rise of the “new Right” and challenges to feminism.

 v. The impact of foreign policy and recent immigration upon women on the local, state and national levels.

8. Method of Instruction

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

 a. Lecture

 b. Discussion and interpretation of primary documents and/or historical topics.

 c. Study guides or examination reviews

 d. Multi-media presentations

 e. Visual aids, such as PowerPoint slides, transparencies, video/DVDs, etc.

 f. Internet websites

 g. Guest speakers

 h. Collaborative projects

 i. Library resources: books, periodicals, databases, reference works, and internet resources

 pertaining to Women in Modern American History

9. Methods of Evaluating Student Performance

a. Objective tests involving true or false questions, multiple choice, or multiple answer, mapping, or sequencing, which build on knowledge over modules.

b. Quizzes that assess module mastery and SLOs via multiple choice, multiple answer, t/f, sequencing, mapping, or short lists.

c. Oral and written reports on course material involving the use of primary and secondary source material to analyze topics, discuss cause and consequences, and demonstrate course level knowledge of relevant events and people.

d. Written essays based on prompts requirement students to discuss historical events in context, with reference to relevant individuals and case and consequences.

e. Group/Discussion activities involving the analysis of primary and secondary sources related to course material with an eye towards recognizing bias and presentism.

f. Research papers (6-8 pages minimum, 600 word minimum) on significant events, people, concepts, or socio-cultural developments understood within their historical context and demonstrating knowledge of changes over time and consequences.

g. Midterm and final exam with a strong writing (essay) component to assess students’ critical thinking skills as well as the course content. Other types of questions might include multiple choice, multiple answer, listing, defining, mapping, sequences, true/false, and short answer.

10. Outside Class Assignments

 a. Prepare for an in-class essay of minimum 600 words about the lives of upper class women during the Gilded Age by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.

 b. Prepare a research assignment outside of class, comparing and contrasting the experiences of the differing views on the ERA ratification attempt, utilizing evidence from lecture, discussions, readings and any supplemental materials.

 c. Conduct focused independent research and write a 6-8 page paper (minimum 600 words) on the impact of the Progressive movement in addressing women’s rights. The paper must demonstrate how their subjects relate to larger questions or themes in Women in Early American History.

 d. Prepare for group discussions about the ideas of Betty Friedan’s *Feminine Mystique*, utilizing

 evidence from course materials and independent research.

 e. Library and internet research with multiple sources and websites.

 f. Take-home exams.

11. Representative Texts

 a. Representative texts:

 1) Kerber, Linda, Sherron, Jane De Hart and Dayton, Cornelia H. *Women’s America: Refocusing the Past.* Volume 2. 7th edition. Oxford, UK: Oxford University Press, 2010.

 2) Dubois, Ellen Carol and Dumenil, Lynn. *Through Women’s Eyes: An American History with*

 *Documents.* Vol. 2 Since 1865. Boston, MA: Bedford St. Martins, 2012.

 3) MacLean, Nancy ed. *The American Women’s Movement, 1945-2000*. Boston, MA: Bedford St. Martins, 2009.

 4) Riley, Glenda. *Inventing the American Woman: An Inclusive History*. 4th edition. Hoboken, NJ: Wiley-Blackwell, 2007.

 5) Ware, Susan*. Modern American Women: A Documentary Reader*. 2nd edition. New York: McGraw Hill, 2002.

 6) Skinner, Ellen. *Women and the National Experience: Sources in Women’s History, Volume 2 Since 1860*. 3rd edition. London: Pearson, 2010.

 7) Engstrand, Iris H.W. *Document Sets for California and the West in U.S. History*. Boston, MA: Houghton-Mifflin Co., 2006.

1. *Merriam- Webster Advanced Learner’s English Dictionary*. 9th Ed. 2016.

 b. Supplemental texts and workbooks:

 None

 Addendum: Student Learning Outcomes

 Upon completion of this course, our students will be able to do the following:

* 1. Analyze primary and secondary source documents in response to an historical thesis.
	2. Explain relationships between the causes of historical events and their effects.
	3. Describe a relevant individual involved in an historical event and explain his/her significance in the event.