

COURSE SYLLABUS

Course Title:	History of Women in the US		Date submitted:	Fall 2017 (AAC: 17-52)	
Department:	Social Sciences				
Curriculum:	History				
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	HIS*215	Prerequisites: C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101]		
	Course Type:	L			
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio	Elective Type:	G/HI/HU/LAS	Corequisites: None	
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science	Credit Hours:	3		
	Developmental: (yes/no)	No	Other Requirements:		
	Lecture:	3	None		
	Clinical:	0			
	Lab:	0			
	Studio:	0			
	Other:	0			
Contact Hours:	TOTAL:	3			
Class Maximum:	35	None			
Semesters Offered:	F/Sp/Su				
Catalog Course Description:	Examines the role of women in the historical development of the United States, emphasizing women's struggle for political, social, and economic equality since the Revolutionary War. Topics will include the colonial period, suffragist movement, changing gender roles and expectations, women in the home and workplace, the feminist movement, and reactions to women's rights. Prerequisite: C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading and Writing (ENG*093), or placement into Composition (ENG*101).				
Topical Outline: List course content in outline format.	<p>I. The Face of War 1775-1783</p> <p>II. Wage Earning, and Slavery 1800-1860</p> <p>III. The Civil War 1860-1865</p>				

	<ul style="list-style-type: none"> A. Women and the Impending Crisis B. Women's Involvement in the War C. Re-defining Womanhood <p>IV. Post Civil War, 1865-1880</p> <ul style="list-style-type: none"> A. The Victorian Woman B. Settlement House Movement C. The White Experiences vs. African-American Experiences <p>V. The Progressive Era, 1880-1920</p> <ul style="list-style-type: none"> A. Expanding Education B. Working Women C. Feminists and other Rebels D. The Final Push for Suffrage <p>VI. Suffrage: Now What?: 1920-1945</p> <ul style="list-style-type: none"> A. New Dilemmas for the Modern Woman B. Facing the Great Depression C. Rosie the Riveter and other Wartime Women <p>VII. Postwar America, 1945-1960</p> <ul style="list-style-type: none"> A. The 1950s: Not all June Cleaver B. Civil Rights Activists <p>VIII. The 1960s</p> <ul style="list-style-type: none"> A. The Revival of Feminism B. Betty Friedan and The Feminine Mystique C. Women and the Vietnam War D. Creating the National Organization for Women <p>IX. The 1970s-1990s</p> <ul style="list-style-type: none"> A. Equal Rights Amendment B. Sexual Revolution C. Breaking the Glass Ceiling D. Conservative Reaction <p>X. Present Day</p> <ul style="list-style-type: none"> A. Current Status of Women: U.S. and Global B. Are We Done Yet?
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <ol style="list-style-type: none"> 1. define and describe major events, movements, individuals, organizations, and ideas that have shaped the history of American women since the Revolutionary War 2. discuss why and how Americans supported, advocated for, and achieved greater socio-economic status and greater opportunity for women 3. define and explain the key factors that have enabled American women to improve their status since the Revolutionary War and those which have hampered this process 4. explain how evolving notions of race, class, gender, and sexuality have impacted

	<p>the status of American women since the Revolutionary War</p> <p>5. compare and discuss the effects of the sexual division of labor on American women's lives</p> <p>6. identify and explain the current status of women's issues</p>
	<p>PROGRAM: None</p>
	<p>COMPETENCIES FULFILLED:</p> <p>Critical Analysis/ Logical Thinking - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.</p> <p>Demonstrates: Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.</p> <p>Does Not Demonstrate: Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions</p> <p>Written Communication (embedded) - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p>Demonstrates: Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p>Does Not Demonstrate: Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <p>Examinations Papers Oral Presentations Group activities Quizzes</p>
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: Classroom with computer, whiteboard, projector.</p> <p>Desired: <u>Women and Social Movements Database</u> Publications on the <u>Status of Women Database</u></p>
<p>Textbook(s)</p>	<p>See current year's printout.</p>