

# COURSE SYLLABUS

<b>Course Title:</b>	Special Topic: History of Women in America Since 1865	<b>Date submitted:</b>	Sept. 2009 (09-62)
<b>Department:</b>	Social Sciences		
<b>Curriculum:</b>	History		
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	HIS *298	<b>Prerequisites:</b> C- or better in Integrated Reading and Writing II (ENG*075); OR C- or better in Introduction to College Reading and Writing (ENG*093), OR OR placement into Composition (ENG*101)
	<b>Course Type:</b>	L/D	
	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		
	<b>Elective Type:</b>	HI/HU/SS/G/LAS	
	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		
	<b>Credit Hours:</b>	3	
	<b>Developmental:</b> (yes/no)	No	
	<b>Lecture:</b>	3	
	<b>Clinical:</b>	0	
	<b>Lab:</b>	0	
<b>Studio:</b>	0		
<b>Other:</b>	0		
<b>TOTAL:</b>	3		
<b>Contact Hours:</b>			
<b>Class Maximum:</b>	35		
<b>Semesters Offered:</b>	F/Sp/Su		
		<b>Corequisites:</b>	None
		<b>Other Requirements:</b>	None
<b>Ability-Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.		
<b>Catalog Course Description:</b>	Examines the role of women in the historical development of the United States, emphasizing women's struggle for political, social, and economic equality since 1865. Topics will include the 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 Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.		
<b>Topical Outline:</b> <small>List course content in outline format.</small>	I. Post Civil War, 1865-1880  A. The Victorian Woman B. Settlement House Movement C. White Women's Experiences vs. African-American Women's Experiences		

- II. Women in the Progressive Era, 1880-1920
  - A. Expanding Education for Women
  - B. Working Women
  - C. Feminists and other Rebels
  - D. The Final Push for Suffrage
- III. Suffrage: Now What?; 1920-1945
  - A. New Dilemmas for Modern Women
  - B. Women Face the Great Depression
  - C. Rosie the Riveter and other Wartime Women
- IV. Postwar America 1945-1960
  - A. The 1950s: Not all June Cleaver
  - B. Civil Rights Activists
- V. The 1960s
  - 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
- VI. The 1970s-1990s
  - A. Equal Rights Amendment
  - B. Sexual Revolution
  - C. Breaking the Glass Ceiling
  - D. Conservative Reaction
- VII. Present day
  - A. Current Status of Women: U.S. and Global
  - B. Are We Done Yet?

**Upon successful completion of this course, the student will be able to do the following:**

**COURSE:**

1. define and describe major events, movements, individuals, organizations, and ideas that have shaped the history of American women since 1865
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 1865 and those which have hampered this process
4. explain how evolving notions of race, class, gender, and sexuality have impacted the status of American women since 1865
5. compare and discuss the effects of the sexual division of labor on American women's lives
6. identify and explain the current status of women's issues

**PROGRAM:** None

**GENERAL EDUCATION:**

**Outcomes:**  
Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> <li>1. examinations</li> <li>2. papers</li> <li>3. oral presentations</li> <li>4. group activities</li> <li>5. quizzes</li> </ol>
<p><b>Instructional Resources:</b> 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><b>Textbook(s)</b></p>	<p>Refer to current academic year printout</p>