



El Camino College
COURSE OUTLINE OF RECORD – Official

I. GENERAL COURSE INFORMATION

Subject and Number: History 106
Descriptive Title: Women and American History from 1877 to the Present
Course Disciplines: History or Women’s Studies
Division: Behavioral and Social Sciences

Catalog Description:

This course is a chronological survey of the history of the United States from 1877 to the present with special emphasis on the contributions of women to the evolving modern nation. The impact of social, political, economic and cultural forces on women's lives will also be examined.

Conditions of Enrollment:

Recommended Preparation: Eligibility for English 1A

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: March 18, 1996
Transfer UC: X Effective Date: July 1997

General Education:

El Camino College:

2A – Social and Behavioral Sciences – American Society and History

Term: Other:

CSU GE:

C2 - Humanities

Term: Fall 2010 Other:

D4 - Gender Studies

Term: Fall 2010 Other:

D6 - History

Term: Fall 2010 Other:

IGETC:

3B - Humanities

Term: Fall 2010 Other:

4F - History

Term: Fall 2010 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Developing and Arguing a Persuasive Historical Thesis: Upon completion of Women and American History from 1877 to the Present, students will be able to develop and support a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American women's history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify and employ theories and historical methodology to examine the role of women in the United States.
 - Quizzes
2. Evaluate how women interacted with and contributed to the forces of modernization at the turn of the twentieth century, including urbanization, industrialization, immigration, and imperialism.
 - Quizzes
3. Compare and contrast the impact of race, ethnicity, immigration, and class on women's experience in the West, the South and the Northeast during the late-nineteenth and early-twentieth centuries.
 - Quizzes
4. Identify and assess the critical role of women in political and social reform movements, including progressivism, suffrage, the New Deal, the Civil Rights Movement, the Great Society, women's rights and LGBT rights.
 - Quizzes
5. Discuss the ways in which the private, familial roles of women evolved in the 1920s and how women's public roles in the political, economic and social life of the nation shifted at the same time.
 - Quizzes
6. Examine how women and families were impacted by the Great Depression and how they adapted to the trauma of the economic crisis.
 - Quizzes
7. Assess the impact of World War I and World War II on women's lives on the homefront, and examine how women participated in each war effort.
 - Essay exams
8. Trace and assess the evolving depiction of women in mass media from 1877 to the present.
 - Quizzes
9. Evaluate the role of gender in the legal system since 1877, including Supreme Court cases such as Muller versus Oregon and Roe versus Wade.
 - Quizzes
10. Examine the expanding participation of women in the workforce and unions from the late 1800s to the present.
 - Term or other papers
11. Discuss shifting ideas about women's sexuality and the roles of women in their private lives as daughters, mothers and wives since the 1950s.
 - Quizzes

12. Evaluate the role of women in the conservative New Right movement since the 1970s and contrast it with the efforts of feminists at the same time.
 - Quizzes
13. Evaluate the role of American women in global feminism in the twenty-first century, placing it within the wider historical context of globalism.
 - Essay exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Introduction to Women's History A. Historiography and Historical Methodology B. Interpreting History from the Woman's Perspective
Lecture	3	II	1877-1920: The West A. Native American and Mexican American Women B. United States Migrant Women C. Women and Populism
Lecture	3	III	1877-1920: African American Women in the South A. Racial and Gender Oppression B. Work: Domestic Service and Sharecropping
Lecture	6	IV	1877-1920 A. Modernization in the North 1. Industrialization and Urbanization: Women as Workers and Consumers 2. Immigration B. The New Woman and Evolving Conceptions of Gender, Marriage and Family C. Women and Progressive Reform D. Women in the Labor and Radical Movements
Lecture	3	V	World War I: Women on the Homefront and Abroad
Lecture	3	VI	The 1920s A. Culture of Modernity 1. Sexuality 2. The Harlem Renaissance B. Working Women C. Women in Politics and Reform
Lecture	6	VII	The Great Depression A. Women and the Great Depression B. The New Deal 1. Women and New Deal Politics 2. Women and Political and Economic Citizenship
Lecture	6	VIII	World War II A. The Home Front 1. Women in the Workforce 2. Family Life 3. Women and Popular Culture B. Women in the Military

Lecture	6	IX	Postwar America: 1945-1960 A. The Economic Boom and Women in the Workforce B. Domestic Life in the Suburbs and Inner Cities C. The Feminine Mystiques and the Media D. Sexuality and the Emerging Sexual Revolution E. The Role of Family and Gender Roles
Lecture	9	X	The 1960s and 1970s A. Women and Social Movements B. The Women's Movement: Philosophy, Leadership, Goals and Outcomes C. The Sexual Revolution D. The Gay Rights Movement
Lecture	3	XI	The New Right and the Embattled Left, 1968 to the Present A. Women as Political Leaders: Feminists, Conservatives and the Equal Rights Amendment B. Women's Work and the Family C. The Feminization of Poverty D. Immigrant and Racial Minority Women E. The Third Wave of Feminism
Lecture	3	XII	Globalism A. Women and Foreign Policy B. Global Feminism in the Twenty-First Century
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the textbook description of the Women's Movement of the 1970s and its aftermath. In a three- to five-page paper, explain the extent to which the movement achieved its goals.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a five-page essay examine the historical evolution of one major reform or social movement during one of the following periods: the Progressive Era, the 1920s, the New Deal Era or the 1960s. For the chosen movement, assess women's roles in the origins, goals, leadership and outcomes. Be sure to consider the class, ethnic, racial and gender dimensions of the movement.
2. After doing research in Ebony and Life magazine (1960-1975), write a five- to seven-page paper explaining the ways women's experiences had changed compared to the 1870s. Support your argument using evidence and examples from your research.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Quizzes
Reading reports
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items
Presentation

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Internet Presentation/Resources
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Linda Kerber, Jane DeHart, Cornelia Dayton, Judy Tzu-Chun Wu. Women's America. 8th ed. Oxford, 2016.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

bell hooks, *Feminist Theory: From Margin to Center*. 2015

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation Eligibility for English 1A	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.

D. Recommended Skills

Recommended Skills
Students need to be able read and effectively analyze college-level texts, and they need to be able write a paper that persuasively proves an original thesis. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Maria A. Brown on 11/22/1995.

BOARD APPROVAL DATE: 03/18/1996

LAST BOARD APPROVAL DATE: 12/18/2017

Last Reviewed and/or Revised by John Baranski on 09/20/2017