



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	HIST
<b>Course Number:</b>	106
<b>Descriptive Title:</b>	Women and American History from 1877 to the Present
<b>Division:</b>	Behavioral and Social Sciences
<b>Department:</b>	History
<b>Course Disciplines:</b>	History, Women's Studies
<b>Catalog Description:</b>	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.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	Eligibility for English 1A
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	03/18/1996
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	fall 1997
<b>General Education: ECC</b>	Area 2A - Social and Behavioral Science
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English, Area D - Social Sciences
<b>Term:</b>	

<b>Other:</b>	
<b>IGETC:</b>	Area 3B - Humanities, Area 4 - Social and Behavioral Sciences
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1</b></p> <p>Students will develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural themes or patterns in American women’s history from 1877 to the present.</p> <p><b>SLO #2</b></p> <p>Students will apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis in an essay addressing issues in American women’s history from 1877 to the present.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Identify and employ theories and historical methodology to examine the role of women and gender roles in the United States.</li> <li>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.</li> <li>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.</li> <li>4. Identify and assess the critical role of women in political and social reform movements.</li> <li>5. Discuss the ways in which the private, familial roles of women evolved and how women's public roles in the political, economic and social life of the nation evolved since 1877.</li> <li>6. Examine how women and families were impacted by the Great Depression and the New Deal.</li> <li>7. Assess the impact of World War I and World War II on women's lives and examine how women participated in each war effort.</li> <li>8. Trace and assess the evolving depiction of women in mass and social media from 1877 to the present.</li> <li>9. Evaluate the role of gender in the legal system since 1877, including Supreme Court cases.</li> <li>10. Examine the participation of women in the paid and unpaid workforce and labor unions since the 1930s.</li> <li>11. Examine the changing ideas and assumptions about sexuality and gender roles since 1877.</li> <li>12. Compare and contrast the role of women in the conservative and feminist and progressive movements since the 1960s.</li> <li>13. Examine the experiences of women in the economy, politics, and popular culture in the twenty-first century.</li> </ol>
<b>Major Topics:</b>	<p><b>I. Introduction to Women's History (3 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Historiography and Historical Methodology of Women's History</li> <li>B. Gender, Sexuality, and Intersectionality as Tools of Analysis</li> </ol>

**II. 1877-1920: Women in Modern America (6 hours, lecture)**

- A. Immigration, Imperialism, Urbanization, and Industrialization
- B. Regional differences in Women's Experiences
- C. Women and Work
- D. Women and Social and Radical Movements for Justice and Equality

**III. 1877-1920 (9 hours, lecture)**

- A. Evolving Conceptions of Gender, Sexuality, Marriage and Family
- B. Suffrage
- C. Women and War

**IV. The 1920s (3 hours, lecture)**

- A. Culture of Modernity
  - 1. Sexuality
  - 2. Mass culture and Art
- B. Working Women

**V. The Great Depression (6 hours, lecture)**

- A. Women and the Great Depression
- B. Women and New Deal Politics
  - 1. Ideas of Political and Economic Citizenship

**VI. World War II and the Cold War (6 hours, lecture)**

- A. Women in the Workforce
- B. Women and Civil and Political Rights
  - 1. Japanese Internment

**VII. Postwar America: 1945-1960 (6 hours, lecture)**

- A. Postwar Prosperity and the Other America
- B. Suburban and working-class culture
- C. The Role of Family and Gender Roles

**VIII. The 1960s and 1970s (9 hours, lecture)**

- A. The Feminine Mystiques, Sexuality, and the Media
- B. Women and Social Movements
- C. The Women's Liberation Movement: Philosophies, Goals, and Accomplishments
- D. The Gay and Lesbian Movements

**IX. The Rise of the New Right (3 hours, lecture)**

- A. Work and the Economy
  - 1. Feminization of Poverty
- B. Feminists and Conservatism
  - 1. The Equal Rights Amendment

	<p>2. Laws, Legislation, and Civil Rights</p> <p><b>X. Post Women's Movement (3 hours, lecture)</b></p> <p>A. Third and Fourth Wave Feminisms</p> <p>B. Women in the Twenty-First Century</p> <ol style="list-style-type: none"> <li>1. Impact of immigration, race, and ethnicity</li> <li>2. Social Media</li> </ol>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments, including but not limited to essays, discussion boards, primary source and media analysis
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Read the articles about and primary sources from the Women's Movement of the 1970s and its influence on gender roles and equality. In a five- to six-page paper, explain the extent to which the movement achieved its goals of gender equality.
<b>Critical Thinking Assignment 1:</b>	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 Great Depression and WW II, or the 1960s and 1970s. For the chosen movement, assess women's roles in the origins, goals, leadership and outcomes. Be sure to explain the ways class, ethnicity, race, sexuality, and gender influenced the movement.
<b>Critical Thinking Assignment 2:</b>	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 and course materials.
<b>Other Evaluation Methods:</b>	Class Performance, Essay Exams, Matching Items, Multiple Choice, Presentation, Quizzes, Reading Reports, Term or Other Papers, Written Homework
<b>Instructional Methods:</b>	Discussion, Group Activities, Lecture, discussion boards and quizzes, multimedia presentations
<b>If other:</b>	Internet Presentation/Resources
<b>Work Outside of Class:</b>	Answer questions, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Texts:</b>	Linda Kerber, Jane DeHart, Cornelia Dayton, Judy Tzu-Chun Wu. <u>Women's America</u> . 9th ed. Oxford, 2020.
<b>Alternative Texts:</b>	
<b>Required Supplementary Readings:</b>	Bell hooks, <u>Feminist Theory: From Margin to Center</u> . 2015. (Discipline Standard)
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	

<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	
<b>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	Eligibility for English 1A
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b>	<p><b>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.</b></p> <p>Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.</p> <p>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.</p>
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Maria A. Brown
<b>Date:</b>	11/22/1995
<b>Original Board Approval Date:</b>	03/18/1996
<b>Last Reviewed and/or Revised by:</b>	John Baranski
<b>Date:</b>	11/30/2023
<b>Last Board Approval Date:</b>	04/15/2024
<b>Effective Term:</b>	FALL 2025