



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
HIS 221	HISTORY OF AMERICAN WOMEN	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3/0/0	None	Fall 2022
<u>Catalog description:</u> Studies the role and lives of outstanding women in selected historical periods, focusing on the composite historical forces that shaped their lives. Current research in the fields of anthropology, psychology, and sociology supplements the historical content.		

<u>General Education Category:</u> <u>Goal 6: Humanities</u> <u>Goal 7: Historical Perspective</u> <u>Goal 8: Diversity and Global Perspective</u>	<u>Course coordinator:</u> Padhraig Higgins, higginsp@mccc.edu , ext. 3495
---	--

Required texts & Other materials:

Kerber, Linda, et al. *Women's America: Refocusing the Past*. 8th ed. Oxford UP, 2016.

DuBois, Ellen, and Lynn Dumenil. *Through Women's Eyes: An American History with Documents*. 4th ed. Bedford/St. Martin's, 2016.

Block, Sharon, Ruth Alexander, and Mary Beth Norton. *Major Problems in American Women's History*. 5th ed. Wadsworth, 2013.

Cobble, Dorothy Sue, Linda Gordon, and Astrid Henry. *Feminism Unfinished: A Short, Surprising History of American Women's Movements*. Liverlight, 2015.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6, 7, 8, 9)
2. analyze and interpret primary sources (whether they seem more "historical," "literary," or "philosophical") and use them as evidence to support historical arguments. (ILG 1, 5, 6, 7, 8, 9)
3. identify and describe the significance of major figures, ideas, and events in the history of American Women. (ILG 1, 5, 6, 7, 8, 9)
4. describe and analyze the context of major movements, trends, and developments in the history of American Women. (ILG 1, 5, 6, 7, 8, 9)
5. discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic

thought, etc.) behind the major movements, trends, and developments in the history of American Women. (ILG 1, 5, 6, 7, 8, 9)

6. use information technologies in acquiring new knowledge and perspective. (ILG 4, 7, 10, 11)
7. construct an historical essay that presents a clear thesis, a persuasive argument, and uses detailed historical evidence. (ILG 1, 5, 6, 7, 8, 9)
8. analyze other time periods and cultures with little or no ethnocentrism or modernism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Introduction to the Scope and Sources of the History of American Women (SLO 1-8)

Learning Objectives: *Students will be able to*

- Demonstrate an understanding of the periodization and chronology of the course.
- Identify primary vs. secondary sources and discuss the uses and limitations of each.
- Explain the connections between abolitionism and women's rights.
- Discuss significant economic and political forces shaping the lives of women.
- Demonstrate knowledge of important developments in the contemporary women's movement during the decades of the 20th. Century from the 1920's to the 1960's.
- Enumerate the connections between the Civil Rights Movement and the Women's Liberation Movement, and then discuss the meaning of these connections.
- Critically evaluate the impact of this course on their thinking.
- Reflect on the future of the American Women's movement.

UNIT I-Early American History (SLO 1-8)

Learning Objectives: The student will be able to:

1. Examine the experience of African women in the Atlantic Slave Trade.
2. Critically evaluate life in a frontier society.
3. Analysis the experience of Native American women.
4. Discuss the role of Women in the American Revolution and the variety of their experience during the war.
5. Describe challenges to male power, from such figures as Anne Hutchinson and Mary Dyer.
6. Examine the ideology of Republican motherhood and the consequences of the Revolution for women.

UNIT II- 1800-1860- Promoting Women's Sphere (SLO 1-8)

Learning Objectives: The student will be able to:

1. Enumerate the ways in which Sarah Hale enhanced the lives of women in this historical

period.

2. Describe what is meant by the Ladies Magazine and what was defined as women's sphere before and after the creation of this type of journal.
3. Explain the connections between abolitionism and women's rights.
4. Recreate in collaborative class discussion the 1848 Seneca Falls Women's Rights Convention.
5. Discuss the gendered experience of enslavement.
6. Evaluate the impact of the benevolent societies and the reform movements.
7. Examine the impact of the Great Awakening.

UNIT III Conditions of Working Women (SLO 1-8)

Learning Objectives: The student will be able to:

1. Compare and contrast the conditions of the early Lowell Mill women with the conditions of later nineteenth century and early twentieth century working conditions for women.
2. Detail the events leading up to the 1909 Shirtwaist Strike.
3. Chronicle the continuation of labor unionization for women, and compare and contrast this to the days of the early Lowell Mill women.

UNIT IV 1860-1920 The Founding of Hull House and the Rise of the New Women (SLO 1-8)

Learning Objectives: The student will be able to:

1. Give biographical information about the founder of Hull House, Jane Addams.
2. Define the term "New Women."
3. Elaborate on what life was like for the professional woman from 1860-1920.
4. List the ways that the struggle in women's lives continued if they were poor and working class.

UNIT V- The Crisis of the NWSA and Feminism and Suffrage, 1860-1920 (SLO 1-8)

Learning Objectives: The student will be able to:

1. Discuss the crisis of the NWSA.
2. Critically evaluate the outcome of this crisis.
3. Summarize Elizabeth Cady Stanton's position.
4. Explain why Susan B. Anthony was tried, convicted and fined.
5. Discuss the contributions of Charlotte Perkins Gilman, demonstrating why she has been described as the most influential feminist of the Progressive Era.
6. Identify Victoria Woodhull and discuss her role in the Women's Movement.

UNIT VI- Direct Action: Margaret Sanger and the 1920's (SLO 1-8)

Learning Objectives: The student will be able to:

1. Demonstrate knowledge of the emotional impact of Sadie Sachs on Margaret Sanger.
2. Describe the process that Margaret Sanger went through to further her ideas.
3. Explain what the "flapper" symbolized.
4. Debate the pros and cons of protectionism for women versus equality for women.
5. Compare and contrast the aspirations of career women with those of migrant and immigrant workers.
6. Respond to study questions of the week.

UNIT VII- Emergencies of the 1930's and 1940's: The New Deal and World War II (SLO 1-8)

Learning Objectives: The student will be able to:

1. Evaluate Eleanor Roosevelt's contribution to American thought.
2. Describe the conditions of the Depression of the 1930's.
3. Explain the role of the New Deal in attempting to eliminate poverty.
4. Describe the impact of World War II on changing jobs and roles of the American Woman.
5. Reflect on the experience of severe hardship and survival and its concomitant choices, such as despair or its opposite: a drastic reorganization of one's life in a positive way.

UNIT VIII- Turning Points: The Early 1960's and High Expectations, 1950-1975 (SLO 1-8)

Learning Objectives: The student will be able to:

1. Discuss the impact of *The Feminine Mystique* by Betty Friedan.
2. Describe the position of Black women in postwar America and explain the connections between Feminism and the Women's Liberation Movement.
3. Critically evaluate whether or not the women of the 60's improved our world. In what ways?
4. Examine the role of Women and the struggle to end segregation as well as their roles in the Civil Rights Movement.
5. Analyze the role of such figures as Rosa Parks, Ella Baker, Septima Clark, and other leaders.

UNIT IX- In Search of Equality Since 1975 (SLO 1-8)

Learning Objectives: The student will be able to:

1. Give a detailed analysis of how inclusivity will occur among the diverse women in American society.
2. Examine the rise of Second Wave feminism.
3. Analyze the ways in which Supreme Court decisions have defined the rights of women.
4. Describe the role of race, class and sexuality in gender activism of this period.

Evaluation of student learning:

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course are designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors will emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses will, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- ♦ Textbook as well as primary documents will be clearly assigned to the students

Exams & Quizzes

- ♦ At least two (2), one-hour exams
- ♦ A final exam
- ♦ Exams should include at least a short essay component.

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).