

HIST G121: HISTORY OF AMERICAN WOMEN

Item	Value
Curriculum Committee Approval Date	04/05/2022
Top Code	220500 - History
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Local General Education (GE)	• GWC Soc, Pol, Econ (GD)
Diversity Requirement (GCD)	Yes
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B) • Cal-GETC 4 Social & Behavioral Sciences (4) • Cal-GETC 4D Gender Studies (4D)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B) • IGETC 4 Social&Behavioral Sci (4) • IGETC 4D Gender Studies (4D)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2) • CSU D4 Gender Studies (D4) • CSU D6 History (D6)

Course Description

This course allows students to explore United States History through the diverse perspectives and experiences of Native, African, Latinx, Asian, and white American women. Students will compare cultural constructs of gender with the reality of women's lifestyles and their contributions to economic, political, and social change. The course will especially focus on how the different ethnic groups of women shaped the History of the United States, and how they challenged social inequities supported by the intersection of race, gender, and class. The emphasis will be on the twentieth century woman. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Analyze primary and secondary sources in American Women's History.
3. Conduct written research using historical evidence in American Women's History.
4. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty,

imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

5. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
6. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

Course Objectives

1. Examine U.S. historical developments through the experiences and contributions of American women of diverse races, ethnicities, and classes.
2. Explore the interdependence of gender, race, and class in shaping and structuring American society.
3. Investigate the division between female reform based on human equality vs. gendered difference.
4. Evaluate how Native, African, Latinx, Asian, and white American women contributed to social and legal change.
5. Distinguish between the reality of American women's lives vs. gendered stereotypes in American culture.
6. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
7. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
8. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

Lecture Content

Women of the Atlantic World Native American gender roles and perceptions African gender roles and perceptions Western European gender roles and perceptions Women in Colonial America The gender and racial hierarchy/honor code English common law marriage and feme covert Witchcraft trials The racialization and naturalization of chattel slavery Native American women as cultural intermediaries Women of the American Revolution Daughters of Liberty Camp followers and rioters Runaways and truants Women of the Early Republic Republican Mothers The First Emancipation Native American relocation and forced assimilation Women of the Antebellum Era

True Womanhood, Separate Spheres, and the Cult of Domesticity The Market Revolution and female factory operatives The Second Great Awakening, female reform, and Seneca Falls Westward movement, the Overland Trail, and the Gold Rush The abolition movement The Trail of Tears Dispossession of the Californianas Women in the Civil War/ Reconstruction Era Womens participation in the war The Emancipation Proclamation and 13th Amendment Jim Crow segregation Women in the Gilded Age and Progressive Era The Womens Rights movement and the National American Women Suffrage Association (NAWSA) The Home Mission project Industrial capitalism and female waged labor Public Housekeeping and womens suffrage Conquest of the West and Americanization of Native Americans and immigrants Women of the 1920s-1940s The New Woman, the birth control movement, and emergence of feminism< / Economic troubles and the New Deal Holding the home front (Rosie the Riveter) The Great Migrations Mexican American deportations and Zoot Suit Riots Japanese American internment Women of the 1950s-1970s The Feminine Mystique The Cold War and the Little Commonwealth The Civil Rights movement The National Organization of Women (NOW) and Womens Liberation The sexual revolution and counterculture The National Power movements (Black Power, Chicano, Pan Asian, AIM, etc.) Legislative reform in the workplace, education, womens health, politics, etc. The reemergence of the Equal Rights Amendment (ERA) Women of the 1980s to the modern day The New Right and the STOP-ERA campaign Pro-Life vs. Pro-Choice (the culture wars) Third Wave feminism Women in politics, the military, and the workplace Changes in the family and marital patterns Gay, lesbian, bisexual, and transgendered rights Immigration and globalization Challenging negative gender stereotypes and image portrayals in advertising/media Coping with the dual shift

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Reading Assignments

Weekly readings of the assigned course textbooks. Usually paired with primary source readings and secondary source historical articles.

Writing Assignments

Discussion posts on course concepts or controversial issues in the past. Short written assignments, analytical essays, and research assignments on course content, sources, or historical articles.

Out-of-class Assignments

Assignments demonstrating students application of course content including knowledge of the historical context, analysis of historical evidence, and completion of historical research.

Demonstration of Critical Thinking

Discussion posts and research essays, which challenge the students to weigh the consequences of historical decisions or to take a stance on a controversial issue in the past. Analytical assignments which encourage students to read primary historical evidence and make connections with the course content. Quizzes and other objective assignments which promote students comprehension of the historical context.

Required Writing, Problem Solving, Skills Demonstration

Use of historical primary and secondary sources, so students learn how to apply the course content and to develop critical thinking and writing skills.

Eligible Disciplines

Ethnic studies: Masters degree in the ethnic studies field OR a masters degree in American studies/ethnicity, Latino studies, La Raza Studies, Central American studies, Latin American studies, cross cultural studies, race and ethnic relations, Asian-American studies, or African-American studies OR the equivalent OR see interdisciplinary studies. Masters degree required. History: Masters degree in history OR bachelors degree in history AND masters degree in political science, humanities, geography, area studies, womens studies, social science, or ethnic studies OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Ellen Carol Dubois and Lynn Dumenil. Through Womens Eyes: An American History with Documents: Combined Edition, 5th ed. Bedford/ St Martins, 2018 2. Required Linda Kerber et. al. Womens America: Refocusing the Past, 9th ed. Oxford University Press, 2019 3. Required Sharon Block, Ruth Alexander, and Mary Beth Norton. Major Problems in American Womens History, 5th ed. Cengage Learning (Classic), 2013 Rationale: Update book 4. Required Daina Berry and Kali Nicole Gross. A Black Womens History of the United States, ed. Beacon Press, 2020