



## COURSE OUTLINE

### Revised Spring 2008

<b>Course Number</b> HIS 221	<b>Course Title</b> HISTORY OF AMERICAN WOMEN	<b>Credits</b> 3
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<b>Hours: 3</b> lecture/Lab/Other	<b>Co- or Pre-requisite</b>	<b>Implementation</b> sem/year
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**Catalog description (2006-2009 Catalog):**

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 Current research in the fields of anthropology, psychology, and sociology supplements the historical content.

**Is course New, Revised, or Modified?** [Modified courses are those which have a new prefix or course number]

Revised

**Required texts/other materials:** Woloch, Nancy. Women and the American Experience. (Also, refer to the next page)

**Revision date:** March, 2008

**Course coordinator:** Dr. D. Seider, (609)570-3316, seiderd@mccc.edu

**Information resources:**

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

## **Learning Outcomes:**

### ***The student will be able to:***

1. View American history through the eyes of key personalities of the times.
2. List the surrounding events of the 1848 Seneca Falls Convention.
3. Explain the connections between abolitionism and women's rights.
4. Discuss significant economic and political forces shaping the lives of women, including a list of working conditions of the early and later Lowell Mill Women.
5. Demonstrate knowledge of important developments in the contemporary women's movement during the decades of the 20<sup>th</sup>. Century from the 1920's to the 1960's.
6. Participate in a discussion of the Betty Friedan's influential book, *The Feminine Mystique*.
7. Enumerate the connections between the Civil Rights Movement and the Women's Liberation Movement, and then discuss the meaning of these connections.
8. Critically evaluate the impact of this course on their thinking.
9. Reflect on the future of the American Women's movement.

### **General Education Knowledge Goals:**

Goal 1. **Communication.** Students will communicate effectively in both speech and writing.

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

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.

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

Goal 8. **Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. **Ethical Reasoning and Action.** Students will understand ethical issues and situations.

### **MCCC Core Skills:**

Goal A. **Written and Oral Communication in English.** Students will communicate effectively in speech and writing and demonstrate proficiency in reading.

Goal B. **Critical Thinking and Problem-solving.** Students will use critical thinking and problem-solving skills in analyzing information.

Goal C. **Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

Goal D. **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.

Goal E. **Computer Literacy.** Students will use computers to assess, analyze or present information, solve problems and communicate with others.

Goal F. **Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. **Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

### **Units of Study in detail:**

#### **UNIT I-Early American History**

##### ***Learning Objectives: The student will be able to:***

1. View early American history through the eyes of Mary Rowlandson and Anne Hutchinson. ( Course,1, Gen. Ed., 8,9, MCCC, C,F,G)
2. Experience the dangerous lives of the above women in a class discussion which relives their experiences. (1, 4,9, E,F,G)
3. Critically evaluate life in a frontier society.(1, 1,7, B,D,G)
4. Define theocracy and explain its political, economic, religious and social

implications.(1, 6,7,9, A,D)

5. Recreate a meeting in Anne Hutchinson's living room.(1, 9, B,C,E)
6. Empathize with the Native American population by viewing the historical period in question from their perspective.(1, 8, B,C,G)
7. Respond to weekly study questions.(1, A-G)

## **UNIT II- The Eve of Modernity**

### ***Learning Objectives: The student will be able to:***

1. Explain the lifestyle of Eliza Pinckney.( 1, 8, A,G)
2. Substantiate the reasons why this historical character was chosen to exemplify modernity.(1, 7,8, B,G)
3. Discuss the economics of the times.(1, 7, B)
4. Use critical thinking skills in choosing to identify or not identify with Pinckney's role in society.(1, 7, B)
5. Respond to weekly study questions.(1, 1, A-G)

## **UNIT III- 1800-1860- Promoting Women's Sphere**

### ***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.(1, 6, A,G)
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.(1, 6, A,G)
3. Write a creative essay which encompasses self-placement into the period of time and speaking as one of the period characters.(1, 1,7,8,9,A,G)
4. Respond to weekly study questions.(1, 1, A-G)

## **UNIT IV- 1800-1860-Benevolence, Reform and Slavery**

### ***Learning Objectives: The student will be able to:***

1. Explain the connections between abolitionism and women's rights.(3, 1-9, A-G)
2. Recreate in collaborative class discussion the 1848 Seneca Falls Women's Rights Convention. (2, 7,8,F)
3. Discuss the situation of women slaves.(2,3, 7,8,9,C,F,G)
4. Enumerate the various reform movements of the period.(3, 5,7, B,D)
5. Evaluate the impact of the benevolent societies and the reform movements.(3, 7,A,B)
6. Define the Great Awakening.(2, 1,6,7, A,D)

7. Respond to weekly study questions.(1, 1-9, A-G)

### **UNIT V- Conditions of Working Women**

#### ***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.(1,4, 1,7, A,B,D)
2. Detail the events leading up to the 1909 Shirtwaist Strike.(4,5, 1,5,7,A,B)
3. Chronicle the continuation of labor unionization for women, and compare and contrast this to the days of the early Lowell Mill women.(4, 7,9, B,C)
4. Respond to weekly study questions.(1, 1-9, A-G)

### **UNIT VI- Review**

#### ***Learning Objectives: The student will be able to:***

1. Answer all questions on the Mid-Term Review Study Guide.(1-4, 7-9, A-D)
2. Give attention to political, social and economic aspects of colonial life, pre-civil war life, slavery as an institution, and early and later industrialization.(3,4,5, 1,5,7,8, A-D)
3. Apply the above concepts to the lives of women of each period we have studied.(1, 7, A,B,C,D)

### **UNIT VII- MID-TERM EXAM**

#### ***Learning Objectives: The student will be able to:***

1. Take the HIS 221 MID-TERM exam after studying all weekly study questions and after completing our MID-TERM Review Study Guide.(1-4, 1,7-9,A-G)

### **UNIT VIII- 1860-1920-The Founding of Hull House and the Rise of the New Women**

#### ***Learning Objectives: The student will be able to:***

1. Explain the purpose of Hull House.(5, 1,5,7,9,B,C)
2. Give biographical information about the founder of Hull House, Jane Addams.(1,5, 7, A)
3. Define the term "New Women."(5, 1,7, B)
4. Elaborate on what life was like for the professional woman from 1860-1920.(5, 7, A,G)
5. List the ways that the struggle in women's lives continued if they were poor and working class.( 5, 1-9, A-G)
6. Respond to study questions.( 5, 1-9, A-G)

## **UNIT IX- The Crisis of the NWSA and Feminism and Suffrage, 1860-1920**

### ***Learning Objectives: The student will be able to:***

1. Discuss the crisis of the NWSA.( 5, 7, B,C)
2. Critically evaluate the outcome of this crisis.( 5, 7, A,B)
3. Summarize Elizabeth Cady Stanton's position.(4,5, 7,8,9,A,B)
4. Explain why Susan B. Anthony was tried, convicted and fined.(5, 7, A)
5. Discuss the contributions of Charlotte Perkins Gilman, demonstrating why she has been described as the most influential feminist of the Progressive Era.( 5, 1,7,A,D,F)
6. Identify Victoria Woodhull and discuss her role in the Women's Movement.(4,5, 1,7,A,G)
7. Write a creative essay on this historical period.( 1, 1,7-9,A,G)

## **UNIT X- Direct Action: Margaret Sanger and the 1920's**

### ***Learning Objectives: The student will be able to:***

1. Demonstrate knowledge of the emotional impact of Sadie Sachs on Margaret Sanger.(5, 1,7,9, C,G)
2. Describe the process that Margaret Sanger went through to further her ideas.(1,5, 1,9, A,C)
3. Explain what the "flapper" symbolized.(1, 6,7, D,E)
4. Debate the pros and cons of protectionism for women versus equality for women.(4,5, 1,5,7,B)
5. Compare and contrast the aspirations of career women with those of migrant and immigrant workers.(4, 1, A,F)
6. Respond to study questions of the week.(1, 1-9,A-G)

## **UNIT XI- Emergencies of the 1930's and 1940's: The New Deal and World War II**

### ***Learning Objectives: The student will be able to:***

1. Evaluate Eleanor Roosevelt's contribution to American thought.(1,5, 1,9,C,G)
2. Describe the conditions of the Depression of the 1930's.(5, 1,9,C,G)
3. Explain the role of the New Deal in attempting to eliminate poverty.(5, 1,7,A,D)
4. Describe the impact of World War II on changing jobs and roles of the American Woman.(6, 1,8,9, A,B,C,F)
5. Respond to weekly study questions.(1, 1-9, A-G)
6. 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.( 8,9, 9, B,F,G)

## **UNIT XII- Turning Points: The Early 1960's and High Expectations, 1950-1975**

### ***Learning Objectives: The student will be able to:***

1. Discuss the impact of The Feminine Mystique by Betty Friedan.(6, 1,8,9,A,B,C,F)
2. Describe the position of Black women in postwar America and explain the connections between Feminism and the Women's Liberation Movement.(7, 1,7,8,9,A,B,C,G)
3. Explain how the above brings back to mind earlier connections we discussed in this course.(8,9, 1,9,B,D)
4. Write a creative essay on this period.( 1, 1,7,8,9,A,G)
5. Give an analysis of the challenges faced by those who rebel against traditional roles in their society.(1,8, 8,9,A,G)
6. Critically evaluate whether or not the women of the 60's improved our world. In what ways?(8,9, 1,9,B,C,G)
7. Respond to weekly study questions.(1, 1-9, A-G)

## **UNIT XIII- In Search of Equality Since 1975**

### ***Learning Objectives: The student will be able to:***

1. List the events surrounding the Anita Hill case.(5,7, 1,7,A,D)
2. Give a detailed analysis of how inclusivity will occur among the diverse women in American society.( 7,8,9 1,9,A,B,F,G)
3. Respond to weekly study questions.(1, 1-9, A-G)

## **UNIT XIV- Review of Course Goals**

### ***Learning Objectives: The student will be able to:***

1. Look to the future in discussing and evaluating our course goals.(9, 1,A,B,F)
2. Discuss the impact of this course on personal goals and visions.(8,9, 1, A,B,C)
3. Write the fourth and last creative essay.( 8,9, 1,7,8,9,A-G)

## **UNIT XV-Final Discussions**

### ***Learning Objectives: The student will be able to:***

1. Complete any unfinished creative essays.(1-9, 1,7,8,9,A-G)
2. Answer any weekly study questions that remain.(1-9, 1-9, A-G)
3. Participate in final discussions with classmates.( 8,9, 1, A,F)

## **Evaluation of Student Learning:**

### ***Explanation of Assignments and Grading System:***

The student will read from the main text(s) each week. The first reading will relate specific events or experiences of a historical person. The second reading will put these experiences into a context of what is going on around the person. Weekly study questions will be based on both sets of readings. Four creative essays will be required throughout the semester which ask students to place themselves back into history and to speak as the person they are representing.

A mid-term exam will cover the first seven weeks of study.

Percentages:

Creative essays 30%

Study Questions including class discussions 40%

Mid-Term Exercise 30%

### **Academic Integrity Statement:**

MCCC is committed to original student work. All written material taken from other authors will require the use of quotation marks if directly quoted, or the use of references if paraphrased. The College's academic integrity policy is available at the following site:

[http://mlink.mccc.edu/omb/0403\\_academic\\_integrity\\_OMB210.pdf](http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf).