



COURSE OUTLINE : HIST 115

D Credit – Degree Applicable

COURSE ID 004105

Cyclical Review: September 2018

Revision: September 2021

COURSE DISCIPLINE : HIST
COURSE NUMBER : 115
COURSE TITLE (FULL) : Rebellious Women In Modern America
COURSE TITLE (SHORT) : Rebellious Women in Mod America

ACADEMIC SENATE DISCIPLINE: History

CATALOG DESCRIPTION

HIST 115 investigates the legal, economic, political and social issues surrounding the dramatic transformation of gender relations in contemporary society. Topics included are women's private lives, public, and political roles, and the public policy that has affected women's lives. The course focuses on leaders of the Women's Movement in the United States who worked to change laws, open doors to new occupations, and create and influence new institutions, as well as old ones. Using biography, primary sources documents, and socio-historical studies, the course focuses on women in the 1940s, then moves forward into the Women's Movement of the 1950s, 1960s, 1970s, and the conservative reactions to the movement in the 1980s and 1990s.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes

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14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

EXIT STANDARDS

- 1 Identify and analyze major changes over the last 50 years in the roles of women and men, as women have sought and gained roles in the public arena and men have gained responsibilities in the privatedomain;
- 2 assess the economic, political, and social conditions that generated demand for changes in women’s and men’s roles, and critically consider the alternative courses women have considered as the sought to gain a voice in the public arena;
- 3 examine the legal foundation upon which new roles were cast and the implications it has had on womenand on society;
- 4 compare and contrast the goals of women who have sought to challenge and change traditional roles withthose who support the status quo;
- 5 analyze the various strategies and tactics that proponents and opponents of change;
- 6 analyze the implications that race, class, and ethnicity have played in shaping women’s gender roles andwomen’s/men’s desires to alter then or maintain them;
- 7 evaluate the current issues on women’s and men’s agendas as both genders seek to define meaningfulroles for themselves.

STUDENT LEARNING OUTCOMES

- 1 identify the critical historical forces, developments and associated concepts that led different groups of women to rebel;
- 2 identify and discuss the several patterns of rebellion that women in the United States used to challenge the status quo in the twentieth century;
- 3 compare and contrast the strategies and tactics that women used to bring about change;
- 4 discuss the impact that the rebellious women and the opposition have had on their own lives;
- 5 identify and discuss the opposition that women seeking to change gender roles have confronted, the thinking that underlay this opposition, and the strategies used to restore roles to the status quo ante.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>An Historic Review of Women’s Status of the Beginning of the Twentieth Century</p> <ul style="list-style-type: none"> • Overview: Women’s social, legal, political, and economic status in 1900 as it varied by class, race, ethnicity and geography; • Challenges to those statuses as these varied by class, race, ethnicity and geography; • Labor issues and union organizing; • Protective labor laws for women; • The “new woman” and social issues: the reform agenda of the Progressive women; • Political issues and the passage of the Nineteenth Amendment; • Were the 1920s really a new day for women? 	9	0	9
2	<p>The 1930s—Two Steps Forward and One Step Back</p> <ul style="list-style-type: none"> • Losses and gains for women in the market economy • Women and the New Deal—was it a “deal” for women? • Maternalism and construction of the “social net”—women’s contribution to the New Deal programs and laws 	3	0	3
3	<p>World War II</p> <ul style="list-style-type: none"> • Women’s temporary gains in the labor market • What can we really say about Rosie the Riveter • Women join the armed services • Women’s contributions from the domestic front • Women behind the scenes in Washington, D.C 	3	0	3
4	<p>Women and the Civil Rights Movement</p> <ul style="list-style-type: none"> • Women’s recognition of status as second-class citizen • Protests begin during World War II • Bridge women’s quiet roles in the NAACP • Women get training at the Highlander Folk School • Activity before Rosa Parks • The Montgomery Bus Boycott • Women and CORE • Ella Baker and the SCLC and SNCC • Grassroots activism • The Civil Rights Act of 1964 • The Voting Rights Act of 1965 	9	0	9



5	<p>The Aftermath of World War II from the Perspective of White Women in America</p> <ul style="list-style-type: none"> • Life for Americans in 1950 <ul style="list-style-type: none"> ◦ The move to Levittown and the San Fernando Valley ◦ Urban life for the working poor ◦ Rural life in the deep south for white and black women ◦ Native American women ◦ Immigrant women • Modest protests—or were they modest? <ul style="list-style-type: none"> ◦ Women’s Strike for Peace ◦ Rachel Carson and environmentalism ◦ Union voices—Betty Friedan ◦ Boycotting grapes--Dolores Huerta 	3	0	3
6	<p>Political Forces Shaping Life for Americans</p> <ul style="list-style-type: none"> • The Cold War • McCarthyism 	3	0	3
7	<p>Kennedy’s and Johnson’s Responses to the Civil Rights Movement</p> <ul style="list-style-type: none"> • The Civil Rights Act of 1965, the creation of the EEOC, and what this all meant for all women • What did the EEOC mean for women in 1964? • The President’s Commission on the Status of Women Executive Order 11375 • Title IX of the Civil Rights Act of 1964 • Child care legislation • Equal Credit Opportunity Act (1975) • Women’s Educational Equity Act (1976) 	6	0	6
8	<p>The Supreme Court and Judicial Decision-making on Women’s Rights Issues</p> <ul style="list-style-type: none"> • Griswald v Connecticut (1965) • Eisenstadt v Baird (1972) • Roe v Wade (1973) 	3	0	3
9	<p>Conservative Responses in Washington and Around the Country</p> <ul style="list-style-type: none"> • Reaction to the legal actions the Hyde Amendment • Opposition to the ERA wins—ERA is defeated (1982) • Civil Rights Restoration Act defeated (1985-1987) • Bakke v the University of California Supreme Court refuses to rule on “comparable worth” 	3	0	3



10	Grassroots Activism • Betty Friedan and the Feminine Mystique • National Business and Professional Women call for state commissions on the Status of Women • Early efforts for an equal rights amendment • Creation of the National Organization for women • Creation of the Women’s Equity Action League • Formation of professional organizations by and for women • Creation of the Black Feminists’ Organization • “Women Take Back the Night” • Other grassroots responses	6	0	6
11	Opposition grows in strength • Stop ERA • Creation of a “right to life” movement • Formation of the “moral majority”	3	0	3
12	Women in the 1980s and 1990s • Employment patterns • “Pink collar ghetto” • Progress or lack of progress in the professions and management • Progress or lack of progress in education and politics	3	0	3
				54

OUT OF CLASS ASSIGNMENTS

- 1 individual project (e.g., an individual project involving research on a topic covered in class lectures);
- 2 critiques (e.g., a critique involving careful reading of an assigned secondary source focused on topics covered in class);
- 3 essay (e.g., an essay based on talking points developed from an assigned monograph).

METHODS OF EVALUATION

- 1 three to four one-hour examinations and a final examination requiring demonstration of course exit standards;
- 2 instructor evaluation of an in-class debate (e.g., evaluation of a debate focused on the major changes in women’s power in the last fifty years and the forces that have driven that change);
- 3 written assignment(s) demonstrating the application of concepts, use of sources, and the ability to critically analyze information (e.g., 10-minute essays focused on the political strategies women have used to challenge political norms);
- 4 final examination.



METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
We Wanted a Revolution: Black Radical Women, 1965-1985	Required	Duke University Press	1	Print	Morris, Catherine (ed.)	978-0872731844	2018
The Girls of Atomic City: The Untold Story of the Women Who Helped Win World War II	Required	Touchstone	1	Print	Kiernan, Denise	978-1451617535	2013

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