

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: WGST/HSTY 233

Year: 2019-2020

Course Title: Women in U.S. History

Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course emphasizes the experiences of women from a variety of cultures within the U.S. from colonial times to the present. Among the topics discussed are women's familial roles, the changing nature of household work, racial and ethnic differences in women's experiences, the women's rights movement, employment of women outside the home, and contemporary feminism. Note: For students scoring above 84 on the N.Y. State Regents U.S. History & Government Exam, this course fulfills the SUNY General Education American History requirement. Prerequisites: RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 101; prior completion or concurrent enrollment in MATH 090 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

This course, cross-listed under WGST and HSTY, is a required course in the Liberal Arts and Sciences - Women and Gender Studies A.S. degree program. It may be used by other students to satisfy a liberal arts, social science or unrestricted elective requirement.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M1 Taking MATH 090 (if needed) – Course requires limited use of very basic mathematical skills.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

As a result of successfully completing this course, the student will be able to

1. Demonstrate a greater understanding and awareness of the major events, personalities, and ideas pertaining to women in the U.S.
2. Exercise critical thinking skills by reading and discussing historical literature in an analytic manner.
3. Demonstrate an appreciation of history as a discipline.
4. Demonstrate an understanding of the difficulty of defining women as a group and problems relating to the full integration of women's experiences in the scope of American history.

Course Objectives/Topics

Objective/Topic	% Course
Students will develop their writing skills and will be able to recognize how historical issues influence personal lives.	40%
Students will be able to demonstrate a greater understanding and awareness of the major events, personalities, and ideas pertaining to women in the U.S.	60%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ consider analytically the viewpoints of self and others. ➤ reach informed conclusions and solutions. 	<p>Students will begin to realize the ongoing oppression of women that elicited the women's movements as part of the broader struggle for civil rights. Suffrage struggle and the fight for equality will be examined in great historical detail.</p> <p>Students will be able to identify online and print resources from which to deem information on problems of and lives of women in U.S. history.</p> <p>Students will examine possible remedies to the social, economic, and political problems that plague women. (The White House Project)</p> <p>Students will appreciate the lack of study in this area prior to the 1970's and gain an understanding of how scholars of women's history have contributed to the field. Student will realize that women still suffer from the differential treatment that has shaped their American past.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students will begin to understand the institutional discrimination women have faced throughout U.S. history. Exclusion will show how complexities in the United States remain hidden.</p> <p>Students will be able to identify major social, economic, and political problems for women in the United States. Students will learn about the underrepresentation of women in the economic and political arenas by viewing the gendered composition of Congress and the Fortune 500 list.</p> <p>Students could focus on female ecological movement leadership. (Rachel Carson)</p>

Instructional Methods

Modes of instruction should include: lectures, videos, group work, discussions, supplemental readings, critiques, class presentations, and library research.

Methods of Assessment/Evaluation

Method	% Course Grade
Exams (2 recommended)	50%
Biographical Presentation	20%
Book Critique and Discussions	20%
Participation and Assignments	10%

Text(s)

Women and the American Experience, A Concise History, Woloch, Nancy, 5th edition, © 2012. McGraw-Hill Companies.

Incidents in the Life of a Slave Girl, Jacobs, Harriet, Harvest edition, © 1973

Cheap Amusements: Working Women and Leisure in Turn-Of-The-Century New York, Peiss, Kathy, Latest edition, © 1986 Temple University Press.

I Know Why the Caged Bird Sings, Angelou, Maya, Latest edition, © 1983 Bantam Press.

Nickel and Dimed: On (Not) Getting By in America, Ehrenreich, Barbara, Latest edition, © 2001 Holt Paperbacks.

Bibliography

Sklar and Dublin, Women and Power in American History.

DuBois and Ruiz, Unequal Sisters: A Reader in U.S. Women's History.

L.T. Ulrich, A Midwife's Tale.

T. Dublin, Women at Work.

N. Hewitt, Women's Activism and Social Change.

S.P. Benson, Countercultures.

V. Howard. Brides, Inc.

Other Learning Resources

Audiovisual

Mary Silliman's War

A Midwife's Tale

Rosie the Riveter

Sins of Our Mothers

Electronic

History Webpage (Library Gateway)

Other

See mediography in Media Center