

III. Statement of Course Need

- A. The A.A. – Liberal Arts with an Option in Gender and Women’s Studies currently offered by the college does not include any historically focused coursework in its requirements. This is a significant oversight for an interdisciplinary course of study grounded in the humanities and social sciences. Furthermore, this course is a standard part of offerings in history and Gender Studies departments across the nation, including other New Jersey community colleges. It meets the College’s general education goals, contributes to a more diverse curriculum, and will transfer to four-year degree programs as a history, general education, or free elective.
- B. More than half of our students are women, and many women are interested in a history course that would situate their experiences in a historical perspective. In addition, women's history has revolutionized the way history is researched and taught, and thus a women's history course would offer a much needed introduction to a seminal area of the discipline of history, as well as a fundamental component - historical perspective – to the academic study of women and gender.
- C. This course will offer an appropriate sophomore-level thematic course for students looking to transfer into programs in history, sociology, women's studies, social work, English, and other disciplines in the humanities and social sciences, where such coursework is expected of junior-level transfers.
- D. Courses similar to this one often transfer as general education courses.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course serves as a general education course in Humanities/History and Global and Cultural Awareness (pending).
- C. This course meets a program elective for Women and Gender Studies Option - A.A. Liberal Arts degree
- D. Similar courses at New Jersey colleges often transfer as general education courses.
- E. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

This course can adopt a thematic and/or chronological approach, but will include the following themes:

- A. The First American Women
- B. Women, Work, and Family in the Colonial Era
- C. African American Women in Colonial Society
- D. Women and the Revolution
- E. Republican Motherhood

- F. The Ideology of Separate Spheres
- G. Women, Working Conditions, and Labor Organizing in Early Factories
- H. Women and Slavery in the Plantation Economy
- I. Native American Women and the American Frontier
- J. Women in the Reform and Antislavery Movement
- K. Seneca Falls and the Women's Rights Movement
- L. The Women Suffrage Movement
- M. Gender and Miscegenation Laws
- N. African American Women in the Jim Crow South
- O. Immigrant Women and Labor Organizing at the Turn of the Century and in the Progressive Era
- P. Women and the Emergence of Popular Culture
- Q. Women and Work during World War II
- R. African American Women in the Civil Rights Movement
- S. Betty Friedan and the Origins of Feminism in Postwar America
- T. Separate Roads to Feminism: White, Chicana, and African American Women in the Second Wave
- U. Native American Women at the End of the Twentieth Century
- V. Changes in the Law: Title IX Education Amendment, Roe V. Wade, Violence Against Women Act
- W. The Changing Workplace
- X. Rethinking Marriage
- Y. Women and Transnational Capitalism; the Discourse of Global Women's Rights

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Identify and locate primary and secondary sources to be used in explaining the past. (GE-NJ 1, 7, IL,*)
2. Analyze historical evidence in order to evaluate historical events and their connection to the present. (GE-NJ 1, 7,*)
3. Evaluate a particular case or country study and draw conclusions about broader historical processes across borders and time periods. (GE-NJ 1, 7, 8, *)
4. Explain and analyze the major changes in women's history from the early seventeenth century through the present. (GE-NJ 1, 7, 8, *)

5. Demonstrate and assess the relevance of U.S. women's history to other parts of the world and to other peoples. (GE-NJ 1, 7, 8, *)

(*Embedded critical thinking)

B. Course Learning Outcomes:

1. Engage in historical inquiry, research, and analysis around the topic of women in U.S. history.
2. Distinguish between primary and secondary materials and decide when and how to use each.
3. Generate significant, open-ended questions about the past and devise research strategies to answer them.
4. Identify and summarize other scholars' historical arguments.
5. Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed.
6. Apply historical knowledge and analysis to contribute to contemporary social dialogue.

C. Assessment Instruments

- A. lecture/discussion
- B. small-group work
- C. guest speakers
- D. student oral presentations
- E. student collaboration
- F. independent study
- G. service learning

VII. Grade Determinants

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. essays
- B. research papers and projects (required)
- C. tests
- D. presentations

- E. response papers
- F. in-class discussion and debate
- G. reading quizzes

VIII. Texts and Materials

Samples of specific texts:

Nancy Woloch, *Women and the American Experience* (McGraw Hill, 2011)

Ellen Carol DuBois, *Through Women's Eyes, Combined volume with documents: An American History* (Bedford-St. Martin's, 2012)

Linda Kerber, *Women's America: Refocusing the Past* (Oxford University Press, 2010)

Mary Beth Norton, et. al., *Major Problems in American Women's History* (Cengage, 2014)

Ruiz, Vicki, ed. *Unequal Sisters: An Inclusive Reader in U.S. Women's History*, 4th ed. New York: Routledge, 2007. —this is widely used as a women's history textbook.

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

Additional texts and materials

Armitage, Susan and Elizabeth Jameson. *The Women's West*. Norman: University of Oklahoma Press, 1987.

Beals, Melba Patillo, ed. *Warriors Don't Cry: A Searing memoir of the Battle to Integrate Little Rock's Central High*. New York: Simon and Schuster, 1995.

Cobble, Dorothy Sue, Linda Gordon, and Astrid Henry. *Feminism Unfinished: A Short, Surprising History of American Women's Movements*. Liverlight, 2014.

Collier-Thomas, Bettye. *Jesus, Jobs, and Justice: African American Women and Religion*. NY, Alfred A. Knopf, 2011.

Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, 2nd Edition. New York: Routledge, 1999.

Cott, Nancy F. *The Grounding of Modern Feminism*. New Haven: Yale University Press, 1989.

- Cott, Nancy F. *Public Vows: A History of Marriage and the Nation*. Cambridge: Harvard University Press, 2002.
- Dubois, Ellen Carol and Lynn Dumenil. *Through Women's Eyes: An American History with Documents*. New York: Bedford/St. Martins, 2012.
- Flexner, Eleanor. *Century of Struggle: The Women's Rights Movement in the United States*. Cambridge: Harvard University Press, 1959.
- Giddings, Paula. *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: HarperCollins, 1996.
- Gordon, Linda. *Woman's Body, Woman's Right: A Social History of Birth Control in America*. New York: Grossman Publishers, 1976.
- Hine, Darlene Clark, ed. *Black Women in America: An Historical Encyclopedia*, 3 vols. 2nd ed. New York: Oxford University Press, 2005.
- Hine, Darlene Clark and Kathleen Thompson. *A Shining Thread of Hope: The History of Black Women in America*. New York: Broadway Books, 1998.
- Hoy, Suellen. *Chasing Dirt: The American Pursuit of Cleanliness*. New York: Oxford University Press, 1995.
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Boston, 1861. Mineola, NY: Dover Publications, 2001.
- Jones, Jacqueline. *Labor of Love, Labor of Sorrow: Black Women, Work and the Family from Slavery to the Present*. New York: Basic Books, 2009.
- Kerber, Linda K. *No Constitutional Right to be Ladies: Women and Obligations of Citizenship*. New York: Hill & Wang, 1998.
- Kessler-Harris Alice. *Out to Work: A History of Wage-Earning Women in the United States*. New York: Oxford University Press, 1982. 2003.
- Lepore, Jill. *The Secret History of Wonder Woman*. Knopf, 2014.
- May, Elaine Tyler. *Homeward Bound: American Families in the Cold War Era*. New York: Basic Books, 1988. 1999.
- Meyerowitz, Joanne. *Not June Cleaver: Women and Gender in Postwar America, 1945-1960*. Philadelphia: Temple University Press, 1994.
- Norton, Mary Beth. *Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800*. New York: Little Brown, 1980. Ithaca: Cornell University

Press, 1996.

Painter, Nell Irvin. *Sojourner Truth: A Life, A Symbol*. New York: Norton, 1996.

Pascoe, Peggy. *What Comes Naturally: Miscegenation Law and the Making of Race in America*. NY: Oxford Univ. Press, 2009.

Peiss, Katherine L. *Hope in a Jar: The Making of America's Beauty Culture*. Philadelphia: University of Pennsylvania Press, 1998.

Ransby, Barbara. *Ella Baker and the Freedom Movement: A Radical Democratic Vision*. Chapel Hill: University of North Carolina Press, 2003.

Ruiz, Vicki L. and Virginia Sánchez-Korrol, eds. *Latinas in the United States: A Historical Encyclopedia*. Bloomington: Indiana University Press, 2006.

Ruiz, Vicki, ed. *Unequal Sisters: An Inclusive Reader in U.S. Women's History*, 4th ed. New York: Routledge, 2007.

Shaw, Stephanie. *What a Woman Ought to Be and Do: Black Professional Women Workers during the Jim Crow Era*. Chicago: University of Chicago Press, 1996.

Six Women's Slave Narratives. With an Introduction by William L. Andrews. New York: Oxford University Press, 1988.

Sklar, Kathryn Kish. *Catherine Beecher: A Study in American Domesticity*. New York: Norton, 1976.

Tax, Meredith. *The Rising of Women: Feminist Solidarity and Class Conflict 1880-1917*. New York: Monthly Review Press, 1980. Urbana: University of Illinois Press, 2001.

Ulrich, Laurel Thatcher. *A Midwife's Tale: The Life of Martha Ballard Based on Her Diary, 1785-1812*. New York: Knopf, 1990.

Ware, Susan and Stacy Braukman, eds. *Notable American Women: Completing the Twentieth Century*. Cambridge: Harvard University Press, 2004.

White, Deborah Gray. *Ar'n't I a Woman: Female Slaves in the Plantation South*. rev ed. New York: Norton, 1999. 1st ed. 1985.

Yung, Judy. *Unbound Feet: A Social History of Chinese Women in San Francisco*. Berkeley: University of California Press, 1995.

IX. Resources

A. Students will use library databases and resources and other online databases to access sources and to conduct research. Students may conduct oral history interviews with women in the community and/or conduct a service learning project.