RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE

HIST 250
History of Women in the United States

I. Basic Course Information

A. Course Number and Title: HIST 250 - History of Women in the United States

B. New or Modified Course: New

C. Date of Proposal: Semester: Spring Year: 2015

D. Effective Term: Fall 2015

E. Sponsoring Department: Humanities, Social Science, and Education

F. Semester Credit Hours: 3.

G. Weekly Contact Hours: 3. Lecture: 3. Laboratory: 0.

H. Prerequisite: Placement into ENGL111 English Composition I with ENGL070 English Composition I Workshop, or higher.

I. Laboratory Fees: None

J. Name and Telephone Number or E-Mail Address of Department Chair: Stephen Kaufman, skaufman@raritanval.edu

II. Catalog Description

Prerequisite: Placement into ENGL111 English Composition I with ENGL070 English Composition I Workshop, or higher.

History of Women in the United States surveys women’s history from the colonial period until the present, in a multicultural framework that attends to race and ethnicity in addition to sexuality and class. Through an exploration of both primary and secondary sources, students in this course will examine historical changes in women’s work, the history of the American family, the history of gender, sexuality, and reproduction, the history of women in politics, activism, and the law, the women’s movement, and migration, culture, transnationalism, and intersectional identities in the lives of women in the U.S.
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:  


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


(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  


Press, 1996.


**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.