

**CUYAMACA COLLEGE**  
COURSE OUTLINE OF RECORD

**HISTORY 123 – WOMEN IN MODERN AMERICAN HISTORY**

3 hours lecture, 3 units

**Catalog Description**

Survey of the social, political, cultural, economic and intellectual development of women in America from 1877 to the present in the entire area that is now the United States. Women's experiences are examined in the context of evolving American institutions.

**Prerequisite**

None

**Course Content**

- 1) 19th century legacy: woman's culture and woman's sphere
- 2) 13th, 14th, 15th Amendments and women's issues
- 3) Women and the fight for the vote, from Reconstruction to achievement of the women's vote
- 4) Progressive Era
  - a. Women and the diversity of the reform movement
  - b. Progressive Movement in California
  - c. The Constitution of the State of California and movement to reform state and local government
- 5) Supreme Court and reform in the late 19th and early 20th centuries
- 6) Women's organizations at the turn of the century: race, class and regional dimensions
- 7) Temperance and the 18th Amendment
- 8) Women during WWI
- 9) 19th Amendment
- 10) Women in the 1920s: feminism in conflict
- 11) Great Depression/New Deal
  - a. Women in the Great Depression across the entire geographic area that is now the United States
  - b. Comparison of federal/state relations in California and the nation during the Depression and New Deal as they relate to women
  - c. Comparison of women's experience from a variety of socio-economic, racial, and ethnic groups
- 12) World War II
  - a. Women during World War II
  - b. Women and culture of the 1940s
  - c. The impact of World War II on women in the West, especially California
  - d. Federal State and local issues in California during WWII
- 13) 1950s: roles, resistance to conformity, and effects of the Cold War and foreign relations upon women
- 14) Impact of Constitutional amendments and government reorganization upon women after WWII
- 15) 1950s and 1960s: Cultural Revolution and the Cold War
- 16) Civil Rights and women's rights
- 17) Constitutional issues and the decisions of the Warren Court especially as they relate to women
- 18) Sexual Revolution and women's liberation (Second Wave Feminism)
- 19) New Militancy: Lesbians, Chicanas, African American, Asian American, and Native American organization and protest
- 20) The battle for legislative changes in the 1960s -1980s
  - a. Roe v. Wade (1973)
- 21) Varieties of feminism in the 1970s

- 22) Policies of state and local government as it relates to women in California
- 23) Rise of the “new Right” and challenges to feminism
- 24) Third Wave Feminisms and Social Justice
- 25) The impact of foreign policy and recent immigration upon women on the local, state and national levels
- 26) LGBT Civil Rights
- 27) Work and family life in the 21st century
- 28) War and politics in the 21st century

### **Course Objectives**

Students will be able to:

- 1) Evaluate the significant political, social and economic events, themes and figures of modern American history from the perspective of women.
- 2) Analyze the experiences of a variety of women taking into account socio-economic status, sexual preference, gender-identity, religion, race, ethnicity, language, and citizenship status.
- 3) Compare the lives of women in different geographic regions of the U.S. and explain how regional differences shaped women’s opportunities, choices, and roles.
- 4) Evaluate significant interpretations of the modern history of women in America.
- 5) Recognize and evaluate the evolution of American politics and the U.S. Constitution since 1877 and their effect on women.
- 6) Identify significant Constitutional issues and Supreme Court cases since 1877, especially as these relate to women.
- 7) Analyze the social and political reform movements of the 20th and 21st century as they relate to women and describe the contribution of women to these movements.
- 8) Recognize and evaluate the role of citizens in creating changes under the U.S. Constitution and state government, including women’s efforts for political equality.
- 9) Explain the development of California politics from 1877 to the present, especially state and local politics and legislation as they relate to women.
- 10) Analyze the Constitution of the State of California and significant changes as they relate to women since the late 19th century.
- 11) Analyze the effects of growth and power of the federal government upon women and how these changes have impacted federal-state relations between 1877 and the present.
- 12) Discriminate between primary and secondary sources.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes/exams that measure students’ ability to identify, recall and evaluate major interpretations, themes, events, figures and interpretations in modern American history from the perspective of women and describe the influence of women on United States history.
- 2) Quizzes/exams that measure students’ ability to compare the lives of women in different geographic regions of the U.S. and explain how regional differences, race, ethnicity, sexuality, and social and economic background shaped women’s opportunities, choices, and roles.
- 3) Quizzes/exams that measure students’ ability to identify and evaluate the evolution of the U.S. political system and key Constitutional issues both in the U.S. and California constitutions; describe the role of citizens in creating change.
- 4) In-class group activities and writing assignments which measure students’ ability to analyze the major events, themes and figures in the growth and development of California and how women were affected by and influenced them.
- 5) In-class group activities and writing assignments which measure students’ ability to analyze the experiences of women from a variety of geographical regions and a variety of social, economic, religious, racial, and ethnic backgrounds.

- 6) Research papers/written homework that measure students' ability to write analytical papers that explain cultural, economic, social and political changes in modern American history and how they impacted or were influenced by women; discriminate between primary and secondary sources.

### Special Materials Required of Student

None

### Minimum Instructional Facilities

Smart classroom with writing boards, overhead projector

### Method of Instruction

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Multimedia presentations
- 4) Guest speakers
- 5) Individual and group projects, structured in-class exercises
- 6) Auxiliary use of study groups, peer tutoring and/or instructional office hours

### Out-of-Class Assignments

- 1) Reading assignments, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and visits to historic sites

### Texts and References

- 1) Required (representative examples):
  - a. DuBois, Ellen and Lynn Dumenil. *Through Women's Eyes: An American History with Documents*. Bedford-St. Martin, 2015.
  - b. Kerber, Linda K. and Jane Sherron de Hart. *Women's America: Refocusing the Past*. 8th Edition. Oxford University Press, 2015.
  - c. Norton, Mary Beth, ed. *Major Problems in American Women's History*. 4th Edition. Cengage, 2006.
  - d. Riley, Glenda. *Inventing the American Woman: An Inclusive History to 1877, Volume I*. 4th Edition. Wiley-Blackwell, 2007.
- 2) Supplemental:
  - a. Primary Sources
    1. Skinner, Ellen. *Women and the National Experience: Primary Sources in American History*. 3rd edition. Pearson, 2010.
    2. Garcia, Mario T., ed. *A Dolores Huerta Reader*. University of New Mexico Press, 2008.
    3. Reid, Constance Bowman. *Slacks and Calluses: Our Summer in a Bomber Factory*. Smithsonian Books, 2004.
    4. Moody, Anne. *Coming of Age in Mississippi*.
    5. Zitkala-Sa. *American Indian Stories*.
    6. Calof, Rachel. *Rachel Calof's Story: Jewish Homesteader on the Northern Plains*. Indiana University Press, 1995.
  - b. Secondary Sources
    1. Lee, Erika. *The Making of Asian America: A History*. Simon & Schuster, 2016.
    2. Hewitt, Nancy and Kirsten Delegard. *Women, Families, and Communities: Readings in American History, Volume 2*. 2nd Edition. Pearson, 2007.
    3. Fujino, Diane C. *Heartbeat of Struggle: The Revolutionary Life of Yuri Kochiyama*. University Of Minnesota Press, 2005.
    4. Pryor, Alton. *Fascinating Women in California History*. Stagecoach Publishing, 2003.
    5. Zanjani, Sally. *A Mine of Her Own: Women Prospectors in the American West, 1850-1950*. University of Nebraska Press, 1997.

6. Coontz, Stephanie. *The Way We Never Were: American Families and the Nostalgia Trap*. Basic Books, 1993.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Identify, recall, and evaluate major themes, events, cultures, ideologies, religions, and women in modern American history.
- 2) Recognize and evaluate connections between the course of modern American history and geographical and climatic factors and identify locations of historical significance, regional differences, and changes in historical geography.
- 3) Evaluate, recognize, and interpret primary sources, art, and literature in historical context, and interpret modern American history through analytical categories of race, class, gender, and ethnicity.
- 4) Identify, recognize, and interpret the development of the United States and California constitutions, federal, state, and local governments, and the rights and responsibilities of citizens in an historical context.