

Master Syllabus

1. Course Information

College: College of Liberal Arts
Department: History
Course Title: Introduction to Gender History
Course Designation and Number: Hist 220
GE Area (s):

VI. College Component

Writing Intensive: Yes ___ No

For WI Courses: All Sections ___ Selected Sections are WI

Method (s) of Instruction: Lecture
 Discussion
 Web-enhanced
 Web-only
 Other

Includes Lab: ___ Yes No

Prerequisites: None

2. Objectives

GE Program Objectives:

- ◆ *To sharpen critical thinking, problem solving, and communication skills*
History 220 challenges students to view U.S. history through alternative frameworks and requires them to respond through class discussion and written papers
- ◆ *Learn about the aesthetic, moral, social, and cultural dimensions of human experience needed for participation in the human community*
The exposure to the historical experiences of diverse peoples in the United States will be increasingly valuable and relevant over the student's lifetime as our nation grows more and more diverse.
- ◆ *To increase knowledge and understanding of the past, of the world in which we live, and how both past and present have an impact of the future*
History 220 examines history through the gendered experiences of women and men, giving students an alternative lens from which to view history. The focus on gender expands the notion of what is historically significant to include the history of the family, sexuality and friendship, rather than only a traditional focus on military and political history. Students are encouraged to discover the important roles gender plays and has played in cultural negotiation and interaction. Additionally, students will also be challenged to discover how notions of masculinity and femininity have affected women's and men's lives, as well as other areas of life, including diplomacy, politics, religion, the economy, etc.

GE Area Six Objectives:

- ◆ *Communicate with individuals who are in the student's major, in allied fields, and non-specialists*
History 220 provides a basis for an understanding of both history and gender studies
- ◆ *Understand important relationships and interdependencies between the student's major and other academic disciplines, world events or life endeavors.*
History 220 utilizes a multi-disciplinary approach, introducing students to how historians draw on other fields' expertise to enhance historical understanding

GE Area Two Objective:

- ◆ *Describe and analyze historical-social elements of western culture*
History 220 contributes to students' understanding of gender in history

Course Objectives and GE Learning Outcomes:

History 220 introduces gender as a critical component of analysis in understanding history. The primary focus of the course is to discover how a focus on gender expands the traditional notions of "appropriate" topics in history to include the family, sexuality, friendship and other components of what has been traditionally relegated to the "private" sphere of human existence. The course emphasizes the interaction of race, class, gender and sexuality and the impossibility of discussing any one without the others. The focus on gender necessarily raises the issues of power, privilege and agency in history, which promotes greater ethical and moral understanding.

Area Six Learning Outcomes addressed:

- ◆ *Communicate with individuals who are in the student's major, in allied fields, and non-specialists*
History 220 provides a basis for an understanding of both history and gender studies
- ◆ *Understand important relationships and interdependencies between the student's major and other academic disciplines, world events or life endeavors.*
History 220 utilizes a multi-disciplinary approach, introducing students to how historians draw on other fields' expertise to enhance historical understanding

Additionally,

- ◆ The course will address issues and topics relating to human diversity
- ◆ This course will foster skills for critical reading and historical analysis as well as a broad knowledge of gender's impact on social, political, military, economic, family and sexual history.
- ◆ Students will sharpen problem-solving skills
- ◆ Students will improve both written and oral communication skills.

WAC Objectives:

- ◆ *To improve students' writing proficiency-their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.*
The suggested paper for the course (a textbook analysis completed in two or three stages) allows students to gain feedback from the instructor on how to improve their writing skills before turning in the final version.
- ◆ *To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought*
The written textbook analysis challenges students to apply what they have learned by examining for themselves how well an introductory history text utilizes and includes a gender analysis
- ◆ *To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.*
The written work for the course demonstrates the importance of writing skills to the study, research and writing of history.

3. Suggested Course Material:

Text: Since this course description is designed for a broad range of special topics (for example U.S. Women's History in Multicultural Perspective, Masculinity in European History, Gender in Latin American History, etc.), it is difficult to recommend a specific text. This master syllabus focuses on the

topic U.S. Women's History in Multicultural Perspective. For that course, a packet of selected articles is recommended -- see the suggested weekly course outline for typical articles.

Web enhancement: there is a large variety of web sites that could be used, such as:

The Internet Women's History Sourcebook
<http://www.fordham.edu/halsall/women/womensbook.html>

Men, Masculinity and Gender
<http://www.let.leidenuniv.nl/history/res/djn/men.html>

Women and Social Movements in the United States, 1775-2000
<http://womhist.binghamton.edu/>

4. Suggested Methods of Evaluation:

A gender analysis of an introductory textbook is recommended, which may be completed in stages throughout the course, giving students feedback on their written work. Quizzes, participation in class discussion and group work may also be used.

5. Grading Policy

All GE courses are graded A-F
WI component is graded Pass/Unsatisfactory

6. Suggested Weekly Course Outline Including Typical Assignments (Special topic: U.S. Women's History in Multicultural Perspective)

Week One: Introduction to the class

Read "Challenging Dichotomies in Women's History" by Gisela Bock and "Afro-American Women in History" by Evelyn Brooks Higginbotham

Week Two: Colonial Women Read "'This Evil Extends Especially to the Feminine Sex' Captivity and Identity in New Mexico, 1700-1846" by James F. Brooks

Week Three: Slavery & the South Read "Distress & Discord in Virginia Slave Families, 1830-1860" by Brenda Stevenson

Week Four: Women of the West Read "The Women of Lincoln County, 1860-1900" by Darlis Miller and "Gender and the 'Citizen Indian'" by Wendy Wall

End of Week Four: First Part of Textbook Analysis Due

Week Five: Industrialization Read "'We are Women Irish': Gender, Class, Religious, and Ethnic Identity in Anaconda, Montana" by Laurie Mercier

Week Six: World War II Read "'Not in Somebody's Kitchen': African American Women Workers in Richmond, California and the Impact of World War II" by Shirley Ann Wilson Moore & "Japanese American Women During World War II" by Valerie Matsumoto

Week Seven: Women & the Civil Rights Movement Read: "'More than a Lady'" Ruby Doris Smith Robinson and Black Women's Leadership in the Student Nonviolent Coordinating Committee" by Cynthia Griggs Fleming &

Week Eight: Women & the Chicano Movement Read: "Community, Patriarchy, and Individualism: The Politics of Chicano History & the Dream of Equality" by Ramon A. Gutierrez

Week Nine: Women & Feminism Read: "Between Culture & Politics: The Emma Lazarus Federation of Jewish Women's Clubs and the Promulgation of Women's History, 1944-1989" by Joyce Antler & "Poor Black Sisters Decided for Themselves : a Case Study of 1960s Women's Liberation Activism" by M. Rivka Polatnick

Week Ten: Women Seeking Their Way in the Late Twentieth and Early Twenty-first Century Read: Rickie Solinger, "Dependency and Choice: The Two Faces of Eve" *Final Version of Textbook Analysis is Due.*

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor Name, Office Hours and contact information
- Academic Integrity/Honesty statement
- Office of Disability Service Information
- Information on how grades will be determine
- Attendance Policy