

COURSE OUTLINE

History 115
Rebellious Women in Modern America

I. Catalog Statement

HIST 115 investigates the legal, economic, political and social issues surrounding the dramatic transformation of gender relations in contemporary society. Topics included are women's private lives, public, and political roles, and the public policy that has affected women's lives. The course focuses on leaders of the Women's Movement in the United States who worked to change laws, open doors to new occupations, and create and influence new institutions, as well as old ones. Using biography, primary sources documents, and socio-historical studies, the course focuses on women in the 1940s, then moves forward into the Women's Movement of the 1950s, 1960s, 1970s, and the conservative reactions to the movement in the 1980s and 1990s.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Recommended Preparation: Eligibility for English 120 or ESL 151.

II. Course Entry Expectations

Skills Level Ranges: Reading 5, Writing 5, Listening/Speaking 5, Math 2.

Prior to enrolling in the course, the student should be able to:

1. read at the 10-12th grade level;
2. write somewhat loosely organized short essays although language may reflect weaknesses in grammar, spelling, vocabulary, and punctuation;
3. take lecture notes;
4. follow extended and fairly complex oral directions;
5. participate in class or group discussion;
6. add, subtract, multiply, and divide using whole numbers, fractions, and decimals.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. identify and analyze major changes over the last 50 years in the roles of women and men, as women have sought and gained roles in the public arena and men have gained responsibilities in the private domain;
2. assess the economic, political, and social conditions that generated demand for changes in women's and men's roles, and critically consider the alternative courses women have considered as they sought to gain a voice in the public arena;
3. examine the legal foundation upon which new roles were cast and the implications it has had on women and on society;
4. compare and contrast the goals of women who have sought to challenge and change traditional roles with those who support the status quo;
5. analyze the various strategies and tactics that proponents and opponents of change;
6. analyze the implications that race, class, and ethnicity have played in shaping women's gender roles and women's/men's desires to alter them or maintain them;
7. evaluate the current issues on women's and men's agendas as both genders seek to define meaningful roles for themselves.

IV. Course Content

Total Faculty Contact Hours = 48 hours

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| A. An Historic Review of Women's Status of the Beginning of the Twentieth Century | 9 hours |
| 1. Overview: Women's social, legal, political, and economic status in 1900 as it varied by class, race, ethnicity and geography; | |
| 2. Challenges to those statuses as these varied by class, race, ethnicity and geography; | |
| 3. Labor issues and union organizing; | |
| 4. Protective labor laws for women; | |
| 5. The "new woman" and social issues: the reform agenda of the Progressive women; | |
| 6. Political issues and the passage of the Nineteenth Amendment; | |
| 7. Were the 1920s really a new day for women? | |
| B. The 1930s—Two Steps Forward and One Step Back | 3 hours |
| 1. Losses and gains for women in the market economy | |
| 2. Women and the New Deal—was it a "deal" of women? | |
| 3. Maternalism and construction of the "social net"—women's contribution to the New Deal programs and laws | |
| C. World War II | 3 hours |
| 1. Women's temporary gains in the labor market | |
| 2. What can we really say about Rosie the Riveter | |
| 3. Women join the armed services | |
| 4. Women's contributions from the domestic front | |
| 5. Women behind the scenes in Washington, D.C | |
| D. Women and the Civil Rights Movement | 7 hours |
| 1. Signs that "not all is well in River City" | |

2. Protests begin during World War II
 3. Bridge women's quiet roles in the NAACP
 4. Women get training at the Highlander Folk School
 5. Activity before Rosa Parks
 6. The Montgomery Bus Boycott
 7. Women and CORE
 8. Ella Baker and the SCLC and SNCC
 9. Grassroots activism
 10. The Civil Rights Act of 1964
 11. The Voting Rights Act of 1965
- E. The Aftermath of World War II from the Perspective of White Women in America 3 hours
1. Life for Americans in 1950
 - a. The move to Levittown and the San Fernando Valley
 - b. Urban life for the working poor
 - c. Rural life in the deep south for white and black women
 - d. Native American women
 - e. Immigrant women
 2. Modest protests—or were the modest?
 - a. Women's Strike for Peace
 - b. Rachel Carson and environmentalism
 - c. Union voices—Betty Friedan
- F. Political Forces Shaping Life for Americans 3 hours
1. The Cold War
 2. McCarthyism
- G. Kennedy's and Johnson's Responses to the Civil Rights Movement 4 hours
1. The Civil Rights Act of 1965, the creation of the EEOC, and what this all meant for all women
 2. What did the EEOC mean for women in 1964?
 3. The President's Commission on the Status of Women Executive Order 11375
 4. Title IX of the Civil Rights Act of 1964
 5. Child care legislation
 6. Equal Credit Opportunity Act (1975)
 7. Women's Educational Equity Act (1976)
- H. The Supreme Court and judicial decision making on women's Rights issues 3 hours
1. Griswald v Connecticut (1965)
 2. Eisenstadt v Baird (1972)
 3. Roe v Wade (1973)

- I. Conservative responses in Washington and around the county 3 hours
 - 1. Reaction to the legal actions the Hyde Amendment
 - 2. Opposition to the ERA wins—ERA is defeated (1982)
 - 3. Civil Rights Restoration Act defeated (1985-1987)
 - 4. Bakke v the University of California Supreme Court refuses to rule on “comparable worth”

- J. Grass roots activism 4 hours
 - 1. Betty Friedan and the Feminine Mystique
 - 2. National Business and Professional Women call for state commissions on the Status of Women
 - 3. Early efforts for an equal rights amendment
 - 4. Creation of the National Organization for women
 - 5. Creation of the Women’s Equity Action League
 - 6. Formation of professional organizations by and for women
 - 7. Creation of the Black Feminists’ Organization
 - 8. “Women Take Back the Night”
 - 9. Other grassroots responses

- K. Opposition grows in strength 3 hours
 - 1. Stop ERA
 - 2. Creation of a “right to life” movement
 - 3. Formation of the “moral majority”

- L. Women in the 1980s and 1990s 3 hours
 - 1. Employment patterns—is there still gender discrimination in the work place?
 - 2. Is there still a “pink collar ghetto”
 - 3. What progress have women made in the professions and management?
 - 4. Have women made progress in education?
 - 5. Where do women stand in Congress and state legislatures?

V. Methods of Instruction

The following methods of instruction may be used in the course:

- 1. lecture;
- 2. discussion;
- 3. collaborative learning;
- 4. individual or group student presentations;
- 5. on-line;
- 6. guest speakers;
- 7. multimedia.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

- 1. individual project (e.g. an individual project involves researching on a topic covered

- in class lectures such as gainful work, reproductive power, political power, or gender discrimination, and developing a short essay on the status of the topic);
2. critiques (e.g. a critique involves careful reading of an assigned secondary source focused on topics covered in class such as gainful work, reproductive power, political power, or gender discrimination and then preparing talking points for class discussion or developing an essay based on that discussion);
 3. essay (e.g. an essay based on talking points developed from an assigned monograph).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. three to four one-hour examinations and a final examination requiring demonstration of course exit standards;
2. instructor evaluation of an in-class debate(e.g. evaluation of a debate focused on the major changes in women’s power in the last fifty years and the forces that have driven that change);
3. written assignment(s) demonstrating the application of concepts, use of sources, and the ability to critically analyze information and apply concepts in a collegiate manner (e.g. instructor evaluation of 10 minute essays focused on the political strategies women have used to challenge the status quo in the early 20th century);
4. final examination.

VIII. Textbook(s)

Rosenberg, Rosalind. *Divided Lives, American Women in the Twentieth Century*
New York: Hill and Wang, 2008. Print.

14.8 Reading Grade Level. ISBN: 13:978-0-8090-1631-0

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway
Paperbacks, 2011. Print.

14.3 Reading Grade Level. ISBN: 978-I-4000-5218-9

Coontz, Stephanie. *A Strange Stirring*. New York: Basic Books, 2011. Print.

11.8 Reading Grade Level. ISBN: 978-0-465-00200-9

IX. Student Learning Outcomes

Upon successful completion of the required coursework in *Rebellious Women in Modern America*, the student will be able to:

1. identify the critical historical forces, developments and associated constructions that led different groups of women to rebel;
2. identify and discuss the several patterns of rebellion that women in America have used to challenge the status quo in the twentieth century;
3. compare and contrast the strategies and tactics that women have used to bring about change;

4. identify and discuss the opposition that women seeking to change gender roles have confronted, the thinking that underlay this opposition, and the strategies used to restore roles to the status quo ante;
5. discuss the impact that the rebellious women and the opposition have had on their own lives.