



HIST-115: WOMEN IN UNITED STATES HISTORY

Also listed as: HIST-115H

Effective Term

Fall 2026

BOT Approval Date

05/15/2025

Discipline

HIST - History

Course Number

115

Course Title

Women in United States History

Short Title

Women in US History

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-115H

C-ID (Admin Only)

CB 00

CCC000554298

Course Title

Honors Women in United States History

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

Catalog Description

This course examines the social, political, economic, and cultural history of women in the United States from pre-contact to the present, using a gendered, multi-cultural perspective. It investigates the ways in which women have wielded power while holding little authority. Perceptions about women, and how this knowledge relates to women's actual experiences are explored, specifically looking at the political, social, medical, legal and gendered representations of women's experiences.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.



Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0199 - History, Other.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	Or
Women's Studies (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Identify and evaluate women's experiences within specific eras of American History.
2. Evaluate and critically analyze feminist and gendered historical documents.
3. Interpret and explain the historical origins impacting and affecting contemporary women's issues.
4. Differentiate amongst the experiences of diverse women as their positions are affected by race, social class, sexuality, and status of servitude or citizenship.
5. Distinguish the cultural institutions that determine the material circumstances of women's lives.
6. Analyze how gendered norms or ideals impact diverse women's lives during various eras of U.S. history.
7. Examine the political, social, and cultural philosophies and achievements of major women's movements and leaders.
8. Exhibit a foundational understanding of gender ideology and feminist theories as they relate to women's experiences in the United States and the writing of women's history.

Honors Objectives

1. Develop advanced research and writing techniques using both primary and secondary sources.
2. Scrutinize challenging primary and secondary source readings.
3. Appraise the major issues and important interpretations in women's history.
4. Utilize research and reading skills to produce original critical assessments of women in United States history.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion related to women in American history from pre-contact to the present.
2. The students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to women in American history from pre-contact to the present to demonstrate historical understanding and cultivate social awareness.
3. The students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to women in American history from pre-contact to the present.

Content

Course Lecture Content

1. Course Introduction
 - a. What is Gender?
 - b. What is Women's History?
 - c. Patriarchy, Power, and Intersectionality
 - d. What does it mean to have a female body in America?
 - e. What is Feminism?
2. America Before Contact
 - a. Roles of Women Among First Nations.
 - b. Gender Roles and Division of Labor.
 - c. Spirituality, Sexuality, and Marriage.
3. Spanish Conquest, French Fur Traders, and British Settlements.
 - a. Religion and Resistance.
 - b. Impact of Settler Colonialism.
 - c. Gendered Concepts of Civilization and Conquest.
4. Comparison of Colonial Life and Experiences of Women.
 - a. Legal Structures and Legacies.
 - b. Regional, Religious, and Economic Differences.
 - c. Disorderly Women.
 - d. Atlantic Slave Trade, Enslavement, and Racialized, Chattel Slavery.
5. The American Revolution and Market Revolution.
 - a. Daughters of Liberty and Loyalist Wives.
 - b. Female Citizenship, the New Political Structure, and Women's Dissatisfaction.
 - c. Republican Motherhood and Education.
 - d. Midwives to Doctors: the Medicalization of the Birth Process.
6. Cult of Domesticity, or True Womanhood.
 - a. Ideology of Separate Spheres.
 - b. Christian Motherhood and Prescriptive Literature.
7. Wage Economy and Industrialization.
 - a. The Lowell Mill Girls and Irish Immigration.
 - b. Sex Work in New York City.
8. American Slavery.
 - a. Plantation Patriarchy and Southern Rape Laws.
 - b. Enslaved women: marriage and labor.
 - c. Childrearing, childbearing, and medical experimentation.
 - d. . Resistance.
9. Westward Expansion and Frontier Life.
 - a. Overland Trail, Homesteads, and Changes in women's Work, Experience, and Responsibilities.

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- b. Gold Rush Society and Picture Brides.
 - c. Impact of Mining, U.S. Army Forts, and White Settlements on Californios and Indigenous Women.
9. Antebellum Reform and Civil War.
- a. Intellectual and Utopian Communities.
 - b. Temperance, Prostitution, and the New Moral Authority.
 - c. Abolitionist Movement.
 - d. Early Suffrage and the Seneca Falls Convention.
 - e. Bread Riots, Spies, and Nursing.
10. Reconstruction.
- a. Regional Changes and Challenges for Northern and Southern Women.
 - b. Freedwomen's Dreams vs. Reality of Sharecropping, Debt Peonage, Convict Leasing, and Violence.
 - c. Gender and the Fifteenth Amendment.
 - d. Lost Cause Mythology, the Daughters of the Confederacy.
 - e. Cross-Racial Sex, False Allegations, and Lynchings.
 - f. Jane Crow.
11. The Woman's Era and the Gilded Cage.
- a. Experiences of Leisured Women, Wage Laborers, and Immigrant Women.
 - b. Women's Contributions to Early Labor Organizations and Strikes.
 - c. Women's Clubs and the "New" Woman.
 - d. Social Purity Campaigns: Comstock and Mann Acts.
12. Late Nineteenth Century and Progressive Movements.
- a. Women's Suffrage and a Feminist Model of Activism and Power.
 - b. Social Reform and Settlement Houses.
 - c. Child Labor, Temperance, and Muckrakers.
 - d. Birth Control Movement, the Historical Interpretation of Abortion, "Race Suicide", and Eugenics.
13. The Great War and Peace Movements.
14. The Great Migration, Harlem Renaissance, and Flappers.
- a. Pink Collar Workers and Unionization of Female Labor.
 - b. Invention of the Lesbian Threat.
15. The Great Depression and World War II.
- a. Impact on Women's Work, Marriage, and Family Life.
 - b. Women and the New Deal.
 - c. Emergence of the Modern First Lady.
 - d. Labor, Mothering, and Homemaking on the Homefront and in the Internment Camps.
 - e. Women's Military Contributions and Concerns with Sexual Morality and Lesbianism.
 - f. Gender and Wartime Pop Culture.
16. Cold War Motherhood and Conformity.
- a. Consumerism, Baby Boom, and Suburban Life.
 - b. Working Mothers and Juvenile Delinquency.
 - c. Discontent and the "Problem With No Name".
 - d. Sexual Brinkmanship: "Back-Alley Abortions" and the Lavender Menace.
17. Civil Rights and Liberal Activism.
- a. Desegregation, Sit-Ins, Freedom Rides, and Voter Registration.
 - b. Second-Wave Feminism, EEOC, and NOW.
 - c. National Welfare Rights Organizations.
 - d. ERA, Title IX, and Backlash.
18. The Sexual Revolution, Counterculture, and Women's Liberation Movement.
- a. Gay Liberation, Obscenity Laws.
 - b. Women Strike for Peace.

- c. Black Feminism, Feministas, Lesbian Feminism.
- d. Women's Health Movement, Abortion Activism, and Roe v. Wade.
- e. The Second Shift and Feminization of Poverty.

19. 1990's Onward: Women Continue to Access and Occupy Men's Spaces.

- a. In the Courts, On Capitol Hill, and In the White House.
- b. Third Wave Feminism and A Possible Fourth Wave of Feminism??
- c. #SayHerName, #MeToo, and Allyship.

Honors Content

The honors component of History 115 will encourage students to work above the survey level to explore issues in women's and gender history with greater depth and complexity. Students will engage in research that may involve working with both primary and secondary sources, studying major historiographical controversies and interpretive schools, and engaging in discussions with the instructor and other honors students about the discipline of history.

In addition to topics covered in the regular section of History 115, honors students will explore additional and more complex topics and themes with greater depth. Instructors are encouraged to select topics relevant to recent scholarship and their own specialties. Some possible topics are:

1. The impact of women's discontent, protest, and dissent on politics and society, such as the Women's March, Kavanaugh hearings, 2018 Congressional elections, and presidential runs of Hillary Clinton and Kamala Harris.
2. The impact of race, gender, and class on the experiences of women in the United States and as an indicator of ongoing divisions between women, such as white, evangelical women and their support of Donald Trump or the experiences of women due to citizenship status in the age of Homeland Security, DACA, and Dreamers.
3. The impact of legal and medical decisions on women's bodies and reproductive health, such as the *Dobbs* decision.
4. The experiences of women in leadership on campuses, in politics, or corporate America during the age of #MeToo.
6. The changes to Title IX regulations.
7. The conversations and divisions over transfeminism.

Methods of Instruction

Method

Discussion

Integration

Guided small group discussions will enable students to analyze and interpret the primary and secondary source readings or films to gain a deeper understanding of key concepts, people, and events that shaped gender ideology, feminist theory, and the experiences of women in the United States. Multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) may be utilized and will include alternative texts for all images and transcripts or closed captioning for all video components.

DE Adaptations for MOI

The instructor will use the CMS to create weekly, threaded discussions on subjects that require students to analyze and interpret the primary and secondary source readings or films to gain a deeper understanding of key concepts, people, and events that shaped gender ideology, feminist theory, and the experiences of women in the United States. Multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) may be utilized and will include alternative texts for all images and transcripts or closed captioning for all video components.

Method

Film/video Viewing and Discussion

Integration

Lectures may be supplemented with accessible (closed-captioned and transcripts) closed-captioned films, documentaries, or film footage that offer visual impressions of women in the United States to stimulate class discussion.

DE Adaptations for MOI

Lectures may be supplemented with accessible (closed-captioned and transcripts) closed-captioned films, documentaries, or film footage that offer visual impressions of women in the United States to stimulate class discussion.

Method

Lecture

Integration

Lectures will introduce key concepts and interpretive approaches to understanding gender and women in the United States, expand upon information provided in the assigned reading and visual materials, and provide the students with an organizational scheme with which to analyze the development of women's history. Supporting visual materials may include PowerPoint presentations and other digitally-generated images such as maps, charts, diagrams, photos, or film clips.

DE Adaptations for MOI

Lectures will introduce key concepts and interpretive approaches to understanding gender and women in the United States, expand upon information provided in the assigned reading and visual materials, and provide the students with an organizational scheme with which to analyze the development of women's history. These will be made available through the Course Management System (CMS) in a variety of electronic formats that may include text-based lectures enhanced by digital formats such as PowerPoint, Camtasia, or Studio recordings. Accessible multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) should also be utilized and will include alternative texts for all images and transcripts or closed captioning and transcripts for all video components.

Method

Projects

Integration

The instructor will explain the methods, sources, and goals for a research project through which students will acquire additional knowledge about a select topic in U.S. women's history, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation.

DE Adaptations for MOI

The instructor will use the CMS to provide the students with accessible materials that describe the methods, sources, and selection of a topic for a project through which students will acquire additional knowledge about a select topic in U.S. women's history. The instructor will also explain the requirements for the assignment, the need for analysis and critical thinking, and the importance of research and bibliographical work. Web links will be provided to various resources.

Method

Reading

Integration

Instruction will be provided in how to analyze and interpret the chapters in the course text and the primary and secondary source materials to assist the students in gaining a deeper understanding of influential ideas, people, and events in women's history.

DE Adaptations for MOI

Instruction via the CMS (as text based pages, audio files with transcripts, closed-captioned videos, or other digital formats such as powerpoint or Camastasia) will be provided in how to analyze and interpret the chapters in the course text and the primary and secondary source materials to assist the students in gaining a deeper understanding of influential ideas, people, and events in women's history of the U.S. from pre-contact to the present.

Method

Role Playing/Simulation

Integration

Role play and simulation assignments may be utilized to immerse students in historical periods, readings, and major problems to enhance student appreciation for, and understanding of significant people, events, and decisions from women's experiences in America's past.

DE Adaptations for MOI

Role play and simulation assignments via the CMS and and provide fully accessible materials to immerse students in historical periods, readings, and major problems to enhance student appreciation for, and understanding of significant people,

events, and decisions in women's history. They will be made available through the Course Management System (CMS) in a variety of electronic formats that may include text-based lectures enhanced by digital formats such as PowerPoint, Camtasia, or Studio recordings. Accessible multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) should also be utilized and will include alternative texts for all images and transcripts or closed captioning and transcripts for all video components.

Method

Observation and Demonstration

Integration

In preparation of students producing an extended essay or multimedia presentation that requires research into academic databases and resources, the instructor may demonstrate how to use a variety of the college's databases/resources and/or other appropriate archival material, such as the Library of Congress. Instructors may demonstrate how to design topics, research questions, and required citation styles, such as but not limited to, the Chicago Style. These types of demonstrations may be performed in-class or recorded and provided to students within the CMS. Multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) may be utilized and will include alternative texts for all images and transcripts or closed captioning for all video components.

DE Adaptations for MOI

In preparation of students producing an extended essay or multimedia presentation that requires research into academic databases and resources, the instructor may demonstrate through detailed, written models and examples or recorded presentations within the CMS how to use a variety of the college's databases/resources and/or other appropriate archival material, such as the Library of Congress. Instructors may demonstrate how to design topics, research questions, and required citation styles, such as but not limited to, the Chicago Style. These types of recorded demonstrations or written models may be performed synchronously via platforms that provide real time interactions or recorded with closed-captioning and provided to students within the CMS. Multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) may be utilized and will include alternative texts for all images and transcripts or closed captioning for all video components.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion of Assigned Readings, Research Practices, or Films

Integration: Guided small group discussions in the honors course will enable students to analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped women's experiences in the United States. Students will meet in small group discussions at a minimum of three times. These discussions can also cover student progress on research projects and peer-reviews of assignments related to the research project.

Method: Museum Visits

Integration: Instructors are encouraged to utilize museum visits connected to student research or to offer further depth to the themes presented in the honors discussions and additional readings. These types of trips permit the instructors and students to explore the field of public history as well.

Method: Journals

Integration: Instructors are encouraged to use journal writing about additional readings, films, documentaries, or museum visits for students to develop historical mindedness, in-depth analysis, modern relevancy, and writing skills.

Method: Presentations

Integration: Instructors are encouraged to use oral or multimedia presentations as a means for students to present a synthesis of their independent research, analysis of additional readings, films, or museum visits.

Methods of Evaluation

Method

Class Participation

Integration

Students will be asked to contribute to class discussions by demonstrating knowledge of course readings, evaluating major historical interpretations, connecting past events and decisions to current topics and issues for women in the United States from pre-contact to the present.

DE Adaptations for MOE

For the weekly threaded discussions within the CMS, each student will be required to post a response to the discussion topic demonstrating knowledge of course readings, evaluating major historical interpretations, connecting past events and decisions to current topics and issues for women in the United States from pre-contact to the present and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the debate and other historical interpretations or applications. Student responses will be evaluated on the quality of analysis from a variety of source materials, and communication of ideas and analysis in written, recorded, or other digital formats. Feedback may be in the form of scored rubrics or individual comments and provided within a timely manner.

Method

Research Projects

Integration

Students will research a subject in women's U.S. history using both primary and secondary sources. Such assignments will require students to synthesize information from more than one source, evaluate the sources, and develop a thoughtful, analytical conclusion at the end of the paper. Essays, annotations, and projects will be graded based on presentation of evidence, organization, and the quality of analysis in the argument and conclusion. Web links to the college's online library resources will be provided.

DE Adaptations for MOE

The instructor will provide written instructions via the CMS explaining the methods, sources, and goals for a research project through which students will acquire additional knowledge about a select topic in women's U.S. history, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation submitted via the CMS assignment editor. Essays, annotations, and projects will be graded based on presentation of evidence, organization, and the quality of analysis in the argument and conclusion. Feedback may be in the form of scored rubrics or individual comments and provided within a timely manner.

Method

Quizzes

Integration

Students may be quizzed with multiple choice, true/false, or short answers about assigned readings, film presentations and other course materials. Feedback will be provided immediately when automatically scored and/or within a timely manner.

DE Adaptations for MOE

Instructors will use the assignment/testing features of the CMS to create quizzes consisting of multiple choice, true/false, or short answers about assigned readings, films, or other course materials. Feedback will be provided immediately when automatically scored and/or within a timely manner.

Method

Exams/Tests

Integration

Students are required to complete essay exams on questions designed to measure the student's ability to analyze, evaluate, and synthesize information in response to subjects, questions, or problems that demonstrate knowledge of course readings, evaluating major historical interpretations, connecting past events and decisions to current topics and issues for women in U.S. history. Students will be graded on organization, construction of a defensible argument, use of relevant evidence, and the quality of analysis in the conclusion. Exams may also consist of short answer, identifications of key people and events, multiple choice or true/false questions requiring students to demonstrate competence with factual knowledge.

DE Adaptations for MOE

Using the CMS testing or assignment features, students are required to complete essay exams on questions designed to measure the student's ability to analyze, evaluate, and synthesize information in response to subjects, questions, or problems that demonstrate knowledge of course readings, evaluating major historical interpretations, connecting past events and decisions to current topics and issues for women in U.S. history. Students will be graded on organization, construction of a defensible argument, use of relevant evidence, and the quality of analysis in the conclusion. Exams may also consist of short answer, identifications of key people and events, multiple choice or true/false questions requiring students to demonstrate competence with factual knowledge. Student feedback may consist of scored rubrics and individualized comments provided within a timely manner.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research projects will be assessed on clarity and originality of argument, use of supporting evidence, the number and types of references consulted, depth of analysis, historical accuracy, and the quality of writing (grammar, syntax). Oral presentations will be evaluated based on lucidity, organization, historical accuracy, and originality of argument. Honors class discussions of supplemental readings will be judged based on student preparedness as well as the student's ability to summarize, critically analyze, and provide their own perspective on the assigned readings. Journal writings and reflection papers for field trips will be assessed based on organization, analysis, and the quality of writing.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write an argumentative essay that does not exceed 750 words in response to the following prompt. Essays will be graded on organization, construction of a defensible argument, use of relevant evidence, and the quality of analysis in the conclusion.

1. How did women exercise power and how did women have power exercised over them during the time periods we have covered so far? Why did some women exercise more power than others? Explain and utilize multiple examples from various time periods.
2. Did religion empower women during the time periods we have covered so far? Explain and utilize multiple examples from various time periods.
3. What is the significance of women's involvement in social and political movements during the time periods we have covered so far? Which were the most significant and why? Explain and utilize multiple examples from various time periods.
4. How did patriarchy operate as both a system of racial and sexual control during the time periods we have studied so far? Explain and utilize multiple examples from various time periods.

How assignment will be adapted in online format

Students will use the CMS assignment feature to submit exam essays. Instructor feedback will be provided via scored rubrics, grading comments in the grade book, or via private messages to individual students.

Example:

Before the specified deadline, submit an argumentative essay that does not exceed 750 words in response to the following prompt. You may use the text editor box to type your work or attach a document. Review the grading rubric and consider visiting one of the campus writing centers to review the organization, grammar, thesis development, and citations. Join me during student hours for individualized assistance.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Discussion Topic:

Using the information from the New York Tenement Museum regarding the "Your Story, Our Story" project, reflect about your family's past. Prepare to share in small, work groups a response to the museum's question: "Do you have an object or tradition that relates to your family's immigration or migration story?" Bring an artifact or image of an object representing this story to share with your group.

How assignment will be adapted in online format

Using the CMS and threaded, discussion feature, submit an initial response for peer comments in written (no more than 250 words) or recorded form (no more than 3 minutes) answering the "Your Story, Our Story" project's question: "Do you have an object or tradition that relates to your family's immigration or migration story?" Share an image of an artifact or object representative of your family's story with your written or recorded response. Then, complete two peer comments in written or recorded form. The instructor will use the CMS grading features and rubrics to provide feedback to students within the timeframe specified in the syllabus and/or assignment instructions.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read and analyze the primary sources at the end of Chapter Eleven in *Through Women's Eyes* and come prepared to discuss the different voices and themes within the early Women's Liberation Movement. How were the concerns of feminist women of color different from white feminist women? What similarities remained among feminists in general? Bullet point out specific examples and significant quotes. Be prepared to share at least five, specific examples.

How assignment will be adapted in online format

Students will submit reading reflections through the CMS assignment editor that permits the attachment of documents in a variety of formats or through text editor. The instructor will provide feedback within the CMS via rubrics, typed comments in the grade book, or via private messages to the individual student. Feedback will be provided within the timeframe specified in the syllabus and/or assignment instructions.

Example: Read and analyze the primary sources at the end of Chapter Eleven in *Through Women's Eyes* and write 2-3 paragraphs about the different voices and themes within the early Women's Liberation Movement. How were the concerns of feminist women of color different from white feminist women? What similarities remained among feminists in general? Use the text editor box or attach your reflections as a document before the deadline. Please review the grading rubric that will be used to score your assignment. Reading reflections will be graded within one week of the deadline.

Honors Assignments**Assignment**

Hist 115H students are expected to complete all of the Hist 115 assignments. In addition, students are expected to complete both Assignments 1 and 2, and one of Assignments 3-5.

1. A research paper 9-12 pages long, typed, double-spaced on a topic that the student selects in consultation with the instructor. The paper will be centered around an innovative, or original argument that is historically defensible and well-evidenced. Research may be conducted in a university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and peer-reviewed articles. A minimum of ten academic sources must be referenced in the paper. As part of this project, students may peer review one another's work. Possible research topics could include the contributions of women to the American Revolution and nation's founding, significant contributions of women to various reform and peace movements within the United States, the failures of second wave feminism or role of identity politics and intersectionality, presidential candidacy of Hillary Clinton and other modern women in politics, the sexual exploitation of female immigrants entering the United States or held within government camps, #METOO MOVEMENT, sexual harassment in American politics, or backlashes from Christian fundamentalists and conservative politicians regarding women's reproductive rights.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Inclusivity

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will be challenged with additional, scholarly readings from the recent historiography. The collection of sources from a variety of academic and government databases requires more advanced research skills and discernment of valid, sound sources versus popular materials.

Justify how the assignment reflects the Engagement Core Value

Students select topics of personal interest from recent historiography and engage in an extensive process of analysis, writing, and revision with the instructor and peers. Students may present their findings in the honors group or general class.

Justify how the assignment reflects the Inclusivity Core Value

Recent scholarship in American history emphasizes themes of race, gender, class, ethnicity, sexual identity, etc, and are a regular focus in the research students are exposed to through readings, topic selections, and interpretive methodologies.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students are exposed to contradictory interpretations of historical events and people to develop a richer appreciation for the historical profession and scholarship. More recent scholarship tends to challenge and debunk master narratives.

Assignment

2. Assigned readings beyond the scope of the regular section of History 115. Additional primary documents, journal articles, or books will be assigned for reading, summary, and review. Contrasting readings on the same topic will be analyzed to encourage critical thinking on the various perspectives of history. Example readings could include "Redefining Rape: Sexual Violence in the Era of Suffrage and Segregation" by Estelle Freedman, "Separated By Their Sex: Women in Public and Private in the Colonial Atlantic World" by Mary Beth Norton, "The World Split Open: How the Modern Women's Movement Changed America" by Ruth Rosen, "A House Full of Females: Plural Marriage and Women's Rights in Early Mormonism, 1835-1870" by Laurel Thatcher Ulrich, "The Myth of Seneca Falls: Memory and Women's Suffrage Movement, 1848-1898" by Lisa Tetrault, or "Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth Century America" by Lilian Faderman.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will be challenged with additional, scholarly readings from the recent historiography. The collection of sources from a variety of academic and government databases requires more advanced research skills and discernment of valid, sound sources versus popular materials.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students are exposed to contradictory interpretations of historical events and people to develop a richer appreciation for the historical profession and scholarship. More recent scholarship tends to challenge and debunk master narratives.

Assignment

3. Presentation of final research project to fellow honors students or to the entire class. For example, students could prepare a 10-15 minute presentation with a variety of accessible, multimedia formats and platforms, such as PowerPoint and Studio recording with closed captions.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Student presentations permit students to engage with their scholarship in a different manner and opens the student to peer/instructor comments or questions.

Assignment

4. A journal on assigned readings, films, and documentaries. Journal writing will help students deepen their understanding and reflection on important subjects of the course and will help students organize their own questions, connections, and comments that may be used in class discussions. Students could also view films like Iron Jawed Angels, Barbie, Hidden Figures, or Women Talking and watch documentaries relevant to the course, such as She's Beautiful When Angry or Invisible War. Students could write a brief, journal reflection based on reactions to the film and subsequent small group discussion. These kinds of activities will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Student presentations permit students to engage with their scholarship in a different manner and opens the student to peer/instructor comments or questions

Assignment

5. A response paper on student engagement with materials and experiences outside normal class time designed by the instructor. For example, instructors may lead a field trip to a museum exhibition and have students complete a brief, response paper based on the exhibition in connection to the course topics and themes. Possible museums could include the Women's Museum or other area museums with gender or women exhibits. Instructors may utilize digital exhibits as well, such as "Revolutionary Women" at the Museum of the American Revolution. These types of activity will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Students will engage with and experience history through a variety of media beyond the classroom.

Course Materials

Textbooks

Dubois, Ellen Carol, Brenda Stevenson and and Lynn Dunmeil (2024). Through Women's Eyes, 5th Bedford/St. Martins. ISBN: 9781319244569

Other Resources

Instructors may supplement the textbook with additional readings in either primary or secondary source materials. Typical examples may include books such as the following:

Miles, Tiya. Night Flyer: Harriet Tubman and the Faith Dreams of a Free People. New York: Penguin Press, 2024.

Cobbs, Elizabeth. Fearless Women: Feminist Patriots from Abigail Adams to Beyonce. Cambridge: Belknap Press, 2023.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

History 115 has a CLO dedicated to intersectionality since these elements are critical for understanding the experiences of diverse women as a multicultural nation developed and provides contextualization for the justifications and ramifications of excluding women from traditional means of power and the American promise of liberty, freedom, and equality for most of the nation's history. These themes and topics challenge the master narrative, or traditional history, that focused on those in power with the implications of their decisions on the rest of society. Throughout each time period covered in the course, the voices, contributions and experiences of women across racial, ethnic, and socio-economic differences are provided as a counter narrative to establish the complexity and richness of women's unique and shared experiences due to gender.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Information will be offered in a variety of modalities (visual, audio, verbal, and tactile when working with artifacts) to accommodate diverse learners. Formative activities through class discussions, quizzes, and progressive steps within research projects provide foundational learning opportunities before summative assignments requiring a combination of skills and content mastery is

measured in exams or project essays and presentations. Students are provided a variety of means to interact with instructors outside of class time to accommodate their preferences or limited availability due to other life, work, or academic obligations.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will interact during synchronous and asynchronous discussions, collaborations in small-group activities or projects in person and online, and open discussion forums on a variety of topics and themes from early America, prior-contact through the United States' founding and formative years into the modern age and early decades of the twentieth-century that emphasize the unique experiences and contributions of women in American history.

Explain how the course will incorporate instructor-to-student interaction.

Students may interact with instructors through synchronous student hours on campus or accessible, video conferencing on a variety of topics and themes from early America into the modern period and early decades of the twentieth-century to address the unique experiences and contributions of women in the United States. In-person or recorded lectures model a variety of skills utilized to interpret the past, construct sound arguments, and demonstrate the skills needed to conduct academic research in women's history. Feedback on assignments and activities provide additional insights and tools for student growth and acquisition of skills. Asynchronous exchanges via email and MSJC approved communication tools provide additional opportunities outside the classroom.

Explain how the course will incorporate student-to-content interaction.

Students will interact with assigned readings, course lectures and other instructor-generated materials in a variety of formats and combinations of visual, auditory, and verbal modalities regarding a variety of topics and themes from early America through the modern age into the twenty-first century that emphasize the unique experiences and contributions of women in American history. Skills and content mastery are measured through student completion of assignments, exams, quizzes, research for projects and discussions or small-group activities.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will be encouraged to engage in reflective practices, providing them with opportunities to connect historical events from women's history from early America through the nation's founding into the modern age and early decades of the twentieth-century with their own experiences and the current state of the United States. This metacognitive approach will allow students to examine how historical developments—such as "change over time" and "cause and effect" relationships—have shaped both the nation's memory of women's contribution to our past and their own perspectives. By reflecting on these connections, students will gain a deeper understanding of how history influences their present circumstances and will be better equipped to analyze how past events continue to affect the world today.

Key: 1843