

BCC Syllabus Template (adopted by the Faculty Senate for Gen Ed courses, 2003; adopted for all BCC courses, 2013; updated and approved for all BCC courses by Faculty Senate, May 8, 2024); final additions: May 20, 2024

Bergen Community College

Division of Humanities
Department of History

Course Syllabus

HIS 105 Women in History

An individual classroom syllabus for this course must include as much of the following information as is applicable:

Basic Information About Course and Instructor:

Semester and year:
Section Number:
Meeting Times:
Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary:
[optional] Office Hours:
Email Address:

Course Description:

This course is a study of women's roles from the classical age to the present. Various past societies are examined to determine their attitudes towards women as well as the causes and consequences of these attitudes. Particular attention is placed on studying women's roles in 19th and 20th century Europe and America.
>General Education Course. > Diversity Course.

Credits: 3 (3 lecture)
Pre-requisites: None
Co-requisites: None

Student Learning Outcomes: As a result of meeting the requirements in this course, students will be able to:

Student Learning Outcome:	Means of Assessment:
1. Demonstrate, in both written and oral discussion, the ability to consider a diversity of viewpoints on women and gender from antiquity to the present, construct and defend a thesis, and revise it effectively as new evidence demands.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
2. Read and comprehend a variety of primary and secondary sources, evaluate their perspective and bias, and contextualize them with appropriate detail.	Reading and demonstrated comprehension through writing or discussion of both primary sources and secondary scholarship.
3. Develop a methodological practice of identifying, gathering, evaluating, analyzing, synthesizing, interpreting, and citing historical evidence.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
4. Narrate, in written or oral form, an event from the past in a way that recognizes different perspectives and multiple causation and rejects inevitability.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
5. Recognize the important political, intellectual, social, and cultural forces that have shaped the experiences of women and concepts of gender from antiquity to the present.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
6. Identify examples of historical change and continuity over time and evaluate their historical significance.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.

7. Temper moral judgment in historical interpretation with an understanding of historical perspective and the significance of changing cultural context.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
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For General Education courses:

SLOs:	EL 1	EL 2	EL 3	EL 4	EL 5	EL 6	EL 7	EL 8	EL 9	EL 10	EL 11
1.								x			
2.								x	x	x	
3.									x		x
4.							x	x	x	x	
5.						x		x			
6.	x	x									

EL1-Effective Speaking
EL2-Effective Writing
EL3-Mathematical Reasoning
EL4-Scientific Reasoning
EL5-Technological Competency
EL6-Information Literacy

EL7-Social-Behavioral Analysis
EL8-Historical Analysis
EL9-Humanistic Analysis
EL10-Intercultural Awareness
EL11-Moral Literacy

*In accordance with the *Standards for General Education Courses at Bergen Community College* (2013), all Gen Ed courses are required to address EL1, EL2, EL6, and EL11 (when appropriate), in addition to the ELO that corresponds to its area of study (EL 3-5 and 7-9).

For General Education courses: list a *Signature Assignment*

Signature Assignment criteria

1. At *minimum*, students must write at least one historical analysis essay (3-4 pages) or *give one class presentation (5-10 minutes) requiring the same skills* in each GenEd History course
2. Students must be asked to incorporate a detailed examination of at least one primary source and at least one secondary (preferably scholarly rather than textbook or website) source in that analysis
3. The student must provide historical context for the sources within the larger narrative of the event or historical debate and recognize the perspective and bias of the sources used.

4. The student must demonstrate the ability to construct a thesis and defend it using analysis of these sources
5. The speaking/writing must be clear and well organized

(Assesses course SLOs 1 and 2, and assesses EL1, 2, and 8)

Course Content:

This course is an exploration of the meaning of gender and womanhood in world history from antiquity to the present. Students will explore factors that shaped people's everyday lives and concepts of gender: reproduction, marriage customs, women's work and economies, sexuality, religion and spiritual practices, and women's access to public space and politics. Using an intersectional approach, students will analyze the way in which women's lived experiences changed over time and tease out the causes and effects of those changes. Students will analyze an array of primary, secondary, and literary source material as they investigate the ways culture and social structures have shaped the lives of women and concepts of gender.

Course Texts and/or Other Study Materials:

Textbooks change periodically and are assigned as either recommended or required at the discretion of the professor. Whenever possible the most appropriate but cost-efficient texts will be used.

Research, Writing, and/or Examination Requirement(s):

The ability to write a cogent, well organized, and evidence-based narrative and to construct and defend a thesis based on historical evidence and scholarly interpretation are essential skills of the historian. Therefore, the course will require students to read different kinds of source material and to write historical narratives of the past and analysis of these sources. Written exams and additional assignments including essays and analysis papers will be requirements for the course.

Grading Policy:

All written and oral assignments will be graded according to rubrics or instructions provided in advance to students. Written assignments and exams will represent up to 75% of the final grade and participation in discussions, forums, class presentations, and required class events will represent up to 25% of the final grade.

Both written and oral assignments will be evaluated for use of historical evidence, argument, and clarity of written or verbal expression and organization. Feedback from instructors will be timely and provide substantive comments to support student learning and improvement on subsequent assignments. Late work will be accepted but will lose a percentage of points up to 25% each day as indicated in the specific instructor's course syllabus.

Attendance Policy:

BCC Attendance Policy:

All students are expected to attend every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Other College, Divisional, and/or Departmental Policy Statements:

Statement on plagiarism and/or academic dishonesty:

[Academic Matters - Bergen Community College - Acalog ACMS™](#)

Statement on the appropriate use of AI (see the following link for guidance):

[AI-Guidance-Resource-Page.pdf \(bergen.edu\)](#)

ADA statement:

[Disability Services \(Office of Specialized Services\) | Bergen Community College](#)

Sexual Harassment statement:

[HR-003-001.2018-Policy-Prohibiting-Sexual-Harassment.pdf \(bergen.edu\)](#)

Statement on acceptable use of BCC technology:

[Acceptable-Use-Policy.pdf \(bergen.edu\)](#)

Recommended Syllabus Statements from the Office of Specialized Services:

[Syllabus Statements | Bergen Community College](#)

Statement on the purpose and value of faculty office hours.

Accessibility Statement

Bergen Community College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Office of Special Services (OSS) as soon as possible at 201-612-5270 or www.bergen.edu/oss. To receive any academic accommodation, you must be appropriately registered with OSS. The OSS works with students confidentially and does not disclose any disability-related information without their permission. The OSS serves as a clearinghouse

on disability issues and works in partnership with faculty and all other student service offices.

Student Support Services

Bergen Community College provides exemplary support to its students and offers a broad variety of opportunities and services. A comprehensive array of student support services including advising, tutoring, academic coaching, and more are available online at <https://bergen.edu/currentstudents/>.



Sidney Silverman Library Online Resources:

[Guides BY SUBJECT - LibGuides at Bergen Community College](#)

General Search and Databases: [Library | Bergen Community College](#)

Course Outline

Week:	Topic/Activity:	Learning Outcomes:	Assignments/Events:
1	Human Origins & Eurasian Antiquity	1-7	Readings, lectures, discussion
2	Mediterranean World	1-7	Reading, lectures, discussions
3	Medieval Europe	1-7	Readings, lectures, discussion
4	India & Southeast Asia	1-7	Readings, lectures, discussion, paper
5	Africa: Queens & Sorcerers	1-7	Readings, lectures, discussion
6	Early Modern Europe	1-7	Readings, lectures, discussion, project proposal
7	Midterm	1-7	Written exam
8	The Atlantic World	1-7	Readings, lectures, discussion
9	European Enlightenment	1-7	Readings, lectures, discussion
10	Revolution & Political Awakening	1-7	Readings, lectures, discussion, and paper
11	Colonial Empires:	1-7	Readings, lectures,

	Periphery & Center		discussion
12	Suffrage	1-7	Readings, lectures, discussion
13	Twentieth Century: Women in War & Peace	1-7	Readings, lectures, discussion, presentations
14	Global Feminism & Intersectionality	1-7	Readings, lectures, discussion, presentations
15	Final Exam	1-7	Written exam, project due

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the instructor.