

Bergen Community College
School of Arts, Humanities, & Wellness
Department of History & Geography

Course Syllabus

HIS105-Women in History

Basic Information about Course and Instructor

Semester and year: Course and Section Number: Meeting Times and Locations: Instructor: Office Location: Phone: Departmental Secretary: [optional] Office Hours: Email Address:
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Course Description

This course is a study of women's role 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.

3 credits

General Education Course – Humanities Elective

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

1. Identify the major periods of Women in history from ancient times until the present especially in Europe.
2. Demonstrate an understanding of the narrative framework and factual basis of Women in history.
3. Identify and analyze the important political, economic, social, intellectual, cultural forces that shaped these periods.
4. Demonstrate the ability to develop a thesis and support it with historical evidence both in writing and orally.
5. Demonstrate basic research skills by locating and using source materials.
6. Summarize, paraphrase, and quote historical information in properly cited written analyses
7. Demonstrate the ability to state and support their own interpretation of historical issues concisely, coherently, and logically.

--All learning objectives will be assessed by student's performance in answering test questions, writing essays, writing research papers, oral presentations, and class discussions.

In pursuit of the foregoing goals, the course is based on the reading and discussion of historical writings both primary and secondary sources; the techniques of historical research and writing are reviewed;

students are given the opportunity and are encouraged to participate actively in class discussions; and students are required to do a substantial amount of expository and critical writing in response to the material presented in the course.

The Student Learning Objectives (SLOs) in this course are intended to be aligned with as many of the college's Core Competencies and General Education Goals as possible. They are also correlated with the overall Learning Goals of the Philosophy Program. In addition, student progress in reaching the course's SLOs is to be assessed through a variety of assessment types (tools) and on the basis of a variety of assessment criteria. These alignments and correlations are depicted in the [attached document](#). [[Back to course listing](#)]

See an [individual classroom syllabus](#) for this course based on the policies stated in this departmental syllabus. [[Back to course listing](#)]

Course Content

This course is the first part of the history of the United States in the 20th Century. It will give students the basic narrative framework for understanding the United States from the Gilded Age to the onset of the Cold War. Attention will be paid to political, social, cultural, economic, and diplomatic developments that shaped the U.S. Students will also be introduced to historical methodologies of research and writing.

The class also serves as an introduction to basic historical methodology and historiography. Students will acquire a solid understanding of historical facts and interpretation while gaining a sense of the broad scope of history as a discipline.

The authors accomplished this by seeking integration -- combining political and social history, to fit the experience of particular groups into the broader perspective of the American past, and to give voice to minor and major players alike. This strong, clear narrative is told in an engaging, forthright way, but also provides students with an abundance of tools to help them absorb the material and put it into context.

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Course Texts and/or Other Study Materials

The required text for this course is Bridenthal, Stuard, Wiesner-Hanks, *Becoming Visible: Women in European History*, 3rd ed., Cengage.

Writing and Critical Thinking Requirement(s)

Because HIS-116 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than fifteen percent (15%) of the final grade.

Attendance Policy

BCC Attendance Policy:

All students are expected to attend punctually 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.

History and Geography Departmental Attendance Policy:

It is imperative that students attend class on a daily basis in order to secure the knowledge necessary to succeed in the course. Coming to class on time and staying for the entire class period is expected. Excessive absences will have a detrimental effect on your performance in this course. Attendance will be taken at each class session. It is expected that class will be conducted such that students will benefit in their written work by the lectures and class discussion. If students occasionally arrive late, they should be encouraged to enter quietly, not disturbing the class. If students miss class, they should be encouraged to use the course calendar to stay abreast of material. It is probably a good idea for students to find study partners and to exchange telephone numbers. Make-ups for examinations should be allowed by the instructor if, in the instructor's judgment, the student has presented a good excuse for missing the work. Instructors may penalize work which is late; however, the instructor's policies for make-ups and late work must be clearly specified on the student guide. Collegiality is expected at all times during the course.

Attendance Policy in this Course:

[To be designated by the instructor]

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

<p><u>Examples:</u> Statement on plagiarism and/or academic dishonesty. ADA statement. Sexual Harassment statement. Statement on acceptable use of BCC technology. Statement on the purpose and value of faculty office hours.</p>
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Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 psimms@bergen.edu
Smarthinking Tutorial Service	On Line at:	www.bergen.edu/library/learning/tutor/smart/index.asp
The Tutoring Center	Room S-118	201-447-7908
The Technology Assisted Learning Lab (Math and English)	Room C-110	201-447-7988
The Writing Center	Room C-110	201-447-7136
The Online Writing Lab (OWL)		www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-153	201-612-5270
The Sidney Silverman Library – Reference Desk	Room L-226	201-447-7436

Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

Note to Students: **The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.**

Week(s)	Date(s)	Topic/Activity	Learning Objectives	Assignments/Events
1				
2				
3				
4				
5				
6				
7				
8				

9				
10				
11				
12				
13				
14				
15				

See the Sample Course Outline and Calendar below.

1. Women of Ancient Egypt and Western Asia
2. Daughters of Demeter: Women in Ancient Greece
3. Matres Patriae/Matres Ecclesiae: Women of Rome
4. Women in Early Medieval Northern Europe
5. The Dominion of Gender or How Women Fared in the High Middle Ages
6. Women in the Renaissance
7. The Reformation of Women
8. Spinning Out Capital: Women's Work in Preindustrial Europe, 1350-1750
9. Women and the Enlightenment
10. A Political Revolution for Women? The Case of Paris
11. Doing Capitalism's Work: Women in the Western European Industrial Economy
12. Contextualizing the Theory and Practice of Feminism in 19th Century Europe (1789-1914)
13. Socialism, Feminism, and the Socialist Women's Movement from the French Revolution to World War II
14. Gender, Race, and Empire in Nineteenth- and Twentieth-Century Africa and Asia
15. Women and the Revolutionary Process in Russia
16. Women in War and Peace, 1914-1945
17. The 'Women Question' in Authoritarian Regimes
18. Friend or Foe? Women and State Welfare in Western Europe
19. The Great Divide? Women's Rights in Eastern and Central Europe Since 1945
20. Women in the New Europe

