

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 116 Women in American 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 survey of the history of women and gender in America from the pre-colonial period to the present. Feminism, women's suffrage, and the advocacy of social and economic equality are the unifying themes of this course.

>General Education Course—Humanities

>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 in American history, 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 in America from the pre-Colonia era 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 interdisciplinary exploration of gender relations and the experiences of women in American culture from the early colonial period to the present. Students will consider the psychological, sociological, cultural, and biological perspectives on the various meanings of womanhood in America and how these meanings change over time. The course not only attends to the experiences of women from birth to old age but also analyzes the ways in which biology, psychology, technology, and culture influence women's lived experiences. Through close readings of primary and secondary sources, print culture and various other cultural productions, we will look at the multiple ways in which women self-identified to reveal resistance to prescribed notions of femininity and womanhood and the consequences of non-conformity. These approaches allow for an analysis of women in the political and familial realms and encourage students to think critically about the specific as well as far-reaching consequences of public and private decisions.

### **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](http://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**

<b>Week:</b>	<b>Topic/Activity:</b>	<b>Learning Outcomes:</b>	<b>Assignments/Events:</b>
1	Pre-Colonial America, Europe, & Colonial Encounters	1-7	Readings, lectures, discussion
2	War & Political Awakening	1-7	Reading, lectures, discussions
3	Antebellum America: Moral Reform and Suffrage	1-7	Readings, lectures, discussion
4	Gendered Experiences of War & Reconstruction	1-7	Readings, lectures, discussion, paper
5	Gilded Age & Progressive Era Activism & Reform	1-7	Readings, lectures, discussion
6	Suffrage & Social Change	1-7	Readings, lectures, discussion, project proposal
7	Midterm	1-7	Written exam
8	Depression & Wartime Homefront	1-7	Readings, lectures, discussion

9	Post-War Domesticity, Activism, and Feminism	1-7	Readings, lectures, discussion
10	Civil Rights Movement & Intersectionality	1-7	Readings, lectures, discussion, and paper
11	Sexual Revolution & Liberation	1-7	Readings, lectures, discussion
12	1980s-1990s: Workforce & Politics	1-7	Readings, lectures, discussion
13	Feminism & Social Media	1-7	Readings, lectures, discussion, presentations
14	Intersectionality & Global Feminism	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.