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Request for Curriculum Council Action

TO: Zahia Drici, Associate Dean of Curriculum

DATE SUBMITTED: February 8, 2010

(Please submit 1 double-sided copy of your proposal)

FROM: (Name) April Schultz (Department) History

1. Proposed Action (Please check all that apply):

	Title	Number	Units
<input type="checkbox"/> New Course (No Gen Ed)		/	/
<input checked="" type="checkbox"/> New Course (Gen Ed)	Women in the U.S., 1870-Present	255	1
<input type="checkbox"/> Gen Ed for Existing Course:		/	/
<input type="checkbox"/> Deletion		/	/
<input type="checkbox"/> Change title from		/	/
to		/	/
<input type="checkbox"/> Change number from		/	/
to		/	/
<input type="checkbox"/> May Term Course		/	/
<input type="checkbox"/> New Major/Minor			
<input type="checkbox"/> Revised Major/Minor			
<input type="checkbox"/> Other		/	/

2a. Please check the category, if any, for which you are requesting General Education unit credit:

- Analysis of Values
- The Arts
- Contemporary Social Institutions
- Cultural and Historical Change
- Formal Reasoning
- Gateway Colloquium
- Intellectual Traditions
- Literature
- Second Language
- Life Science Issues
- Life Science Lab
- Physical Science Issues
- Physical Science Lab
- Physical Education
- Fitness

2b. Please check the flag(s), if any, you are seeking:

- Writing Intensive
- Global Diversity
- U.S. Diversity

2c. In what way will you assess how this course has met the goals of the Gen Ed category and/or flag(s) for which you are applying?

See proposal.

3. Please insert here the proposed catalog course description. Course descriptions should be limited to no more than 50 words, not counting (a) title; (b) prerequisites; (c) General Education category; and (d) when offered.

See attached.

4. Please list any prerequisites: None

5. When will this course first be offered? Spring, 2011

6. Please indicate how often course is offered. Check only the single item that best describes this course. Because these are the only intervals used in the University Catalog, please do not edit or alter the list to fit a particular course. For example, if your course is offered every third year—an interval that does not appear in the Catalog—you might choose "Offered as needed" or "Offered occasionally" instead.

- | | |
|--|---|
| <input type="checkbox"/> Offered each semester | <input type="checkbox"/> Offered in alternate years, Spring |
| <input type="checkbox"/> Offered each Fall Term | <input type="checkbox"/> Offered in alternate years, May Term |
| <input checked="" type="checkbox"/> Offered each spring | <input type="checkbox"/> Offered annually |
| <input type="checkbox"/> Offered each May Term | <input type="checkbox"/> Offered every third semester |
| <input type="checkbox"/> Offered each semester and May Term | <input type="checkbox"/> Offered as needed |
| <input type="checkbox"/> Offered occasionally | <input type="checkbox"/> Offered on request |
| <input type="checkbox"/> Offered in alternate years | <input type="checkbox"/> Offered by arrangement |
| <input type="checkbox"/> Offered in alternate years, Fall Term | |

7. Is/are any other department(s) affected in any way by this request (e.g., course is cross-listed, team-taught, etc.)?
 No. Yes. In what way?

*See written
rationale # 2.*



Signature of the Head(s) of the Affected Department(s), School(s) or Program(s)

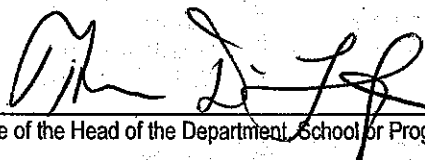
8. **WRITTEN RATIONALES:** If this proposal presents a new course (whether for General Education credit or not), an existing course for which General Education credit is now being sought, a May Term course, or a new major, minor or concentration, please attach a written rationale, following the guidelines found in the *Curriculum Development Handbook*. Please note that CC cannot evaluate incomplete proposals, so to expedite consideration of your submission, you are encouraged to read and follow the guidelines carefully.

*See attached
"package" rationale.*

9. The Curriculum Council assumes that the faculty members of your department have seen and approved of this request. Please sign below if this assumption is correct:



Signature of Faculty Member Primarily Responsible for This Proposal



Signature of the Head of the Department, School or Program

Request for General Education Unit Credit: Cultural and Historical Change

History 255: Women in the United States, 1870 to the Present

(Note: This new course (along with History 254) will replace History 244 "Women and the American Experience".)

Course Description: How and why did women's lives change in the revolutionary time from 1870 to the present? In work, family, and politics, what were the debates about women's expanding roles? Which women benefited most from these changes and why? Why has it often been so difficult for women of different classes, races, and ethnicities to find common ground? This course will focus on these questions and their relationship to large-scale social, cultural, and economic changes, including immigration, urbanization, industrialization, the Progressive Movement, the two World Wars, the Great Depression, the Baby Boom, the Civil Rights Movement, Feminism, and post-industrialization.

Goals and Criteria:

This course seeks to:

Goal 1. examine major episodes, processes, and contexts of change within societies and social institutions, with special attention to changes in belief, behavior, and social organization.

Criteria 1. focus on both the events of change and the repercussions of these events on individuals and society.

This course, as stated in the description, focuses on major episodes and events in American history from 1870 to the present for the ways in which those episodes and events affected the lives of women. In particular, we will focus on the tremendous ways in which women's lives changed in this period and how various women and men effected those changes. Those changes include transformations in women's roles in the workplace, in the family, and in politics. These transformations had profound repercussions on individuals and society, from women's economic independence or continued dependence (depending on class, education, and workplace segregation); to changing roles in the family for both women and men; to the impact of women's growing presence in institutional politics. For example, women's unprecedented participation in the workplace during World War II was, for various reasons including tremendous anxiety about shifting gender roles, followed by an intense revitalization of domestic ideology that defined women's place very narrowly. In reality, however, middle-class women continued to expand their roles in the workplace and this period of ideological domesticity gave way to the second-wave feminist movement. At the same time, the efforts of working-class women in the 1950s to bring equal pay and working conditions to factory work created yet another strand of change that coalesced in second-wave feminism.

2.

Goal 2. understand the processes of choice and action through which the cultural systems, social institutions, and social relationships arise, persist, and change.

Criteria 2. include reflection on the causes and directions of change over time.

This course focuses not only on the causes of major episodes and events and how they affected women's lives, but on how women's own choices and actions affected the direction of change over time. For example, we spend a good deal of time studying the turn of the century, when women played a pivotal role not only in the fight for woman suffrage, but also in the Progressive movement in general and the development of the welfare state.

"Traditional" ideas about "woman's nature" as well as emergent ideas about women's equality worked together to bring about major changes in the society at large as well as in individual women's lives.

Goal 3. examine the interactions of cultures and histories as revealed in the speech, documents, artifacts, and patterns of behavior of the women and men directly affected at the time of change.

Criteria 3. include evidence of change as seen through the eyes of the participants.

This course, like its companion, History 254, relies heavily on primary documents, from essays and cartoons in late nineteenth-century magazines; to the political speeches and letters of suffragists and anti-suffragists; to film, music, and television; to the major intellectual writings of second-wave feminists. In addition to discussing such "voices from the past," students engage in role-playing activities for which they must research an historical figure and present "in character" that figure's ideas and arguments about the topic at hand. They also write an analytical essay based on primary documents available on the Women and Social Movements web journal.

Goal 4. develop the students' understanding of her or his place in world history through reflection on the present in light of the past.

Criteria 4. include some materials or approaches that encourage the student to relate her or his own present situation in a changing society to the historical/social context the course has established.

This course, by its very nature and like History 254, encourages students to compare their own positions in the present to those they read about in the past. Throughout the course, both implicitly and explicitly, we address the ways in which attitudes and beliefs about women's roles in society change over time and across space (depending on one's race, class, religion, ethnicity, sexual preference, and so on) and how that change relates to student's

own attitudes and beliefs about the present. In History 255, we will have the time to reach the present in our exploration of women's history, which will allow students to explicitly examine their own positions in the present in relation to our study of the past.

Assessment:

In addition to essay exams tests and papers that allow me to assess students' grasp of the material in relationship to the general education goals, students will be assigned projects that involve role-playing; a group activity based on close reading of a monograph followed by an in-class creation of a museum exhibit or documentary film script; and an analytical essay based on primary documents.

Request for Cultural Diversity Flag: Encountering U.S. Diversity

History 255: Women in the United States, 1870 to the Present

Goals and Criteria:

This course seeks to:

Goal 1. develop students' ability to analyze and understand diversity in the context of the course.

Criteria 1. consider one group, its alternative value system and experience, and its encounters with dominant ideas and institutions, or examine interactions between and among diverse groups.

Like History 254, this course considers women in the United States from 1870 to the present in two distinct ways. On one level, we analyze women "as a group" in their encounters with dominant ideas and institutions. A prime example would be the continuing fight for woman suffrage, which culminated in the 19th Amendment in 1920. In this longest reform movement in American history, women "as a group" had to contend with dominant ideas about women's proper role in society, in particular fears about the loss of "true womanhood" in the masculine sphere of politics. On another level, we focus on the *differences* between women in their encounters with the mainstream and with each other. Suffrage works as example again. Many middle-class white women suffragists, for reasons of both conviction and political expediency, pitted themselves against immigrant men and black women in the effort to win support among southerners in particular. A similar pattern would hold true during the second-wave feminist movement.

Goal 2. enable students to understand the ways in which issues of difference are tied to issues of privilege and advantage, and to specific histories of groups and individuals.

Criteria 2. examine process of accommodation, resistance, and appropriation.

This course not only examines the ways in which women have been "disadvantaged" over time and how some have resisted that "disadvantage," but how that "disadvantage" could become "advantage" depending on one's race, ethnicity, or social position. For example, the nineteenth century idea that women were morally superior to men led directly to women's involvement in progressive-era reforms (i.e. women, as "morally superior" beings had the duty to engage in "municipal housekeeping"). This led ironically to women's expanded roles in society and politics, including woman suffrage and the making of the welfare state.

Women of all classes and races were involved at some level in this process, but for often very different reasons and desires.

5.

Goal 3. encourage students to acknowledge and appreciate the diversity in their own lives.

Criteria 3. include some material that develops students' ability to consider the consequences of advantage and disadvantage in their own lives.

By encouraging empathy through role-playing activities and making direct comparisons and connections to the present, this course will explicitly develop students' ability to consider issues of advantage and disadvantage in their own lives. Both women's history courses, but this one in particular, which covers up to the present, lead students to discussions and debates about their own role as members of an advantaged or, as the case may be, a disadvantaged group. In this case, we don't merely rely on gender as our major category of analysis, but class, race, and ethnicity as well. What does it mean to be a black feminist in the 1960s? In the 21st century? How do race and gender intersect and /or compete?

Assessment

In addition to essay exams tests and papers that allow me to assess students' grasp of the material in relationship to the general education goals, students will be assigned projects that involve role-playing; a group activity based on close reading of a monograph followed by an in-class creation of a museum exhibit or documentary film script; and an analytical essay based on primary documents.

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Written Rationale for History 254 and 255 (replacing History 244)

1. These two courses will replace History 244, the women's history survey covering 1600 to the present that I have taught for many years. It almost always fills up with students from across the university and it is a major requirement for Women's Studies. In the mid-1990s, I divided it into two sections to allow my students and myself more time to cover the enormous amount of material and more options for choosing texts and primary sources. I turned the courses back into a one-semester offering very soon, however, when I found that my schedule was too full. In addition to teaching Gateway and the Introduction to American Studies, I was also offering the history senior seminar in addition to my other history courses.

Now my schedule is not spread quite so thin and, in discussions with students in the Women's History course, I've decided that dividing the survey in two again makes the most pedagogical sense. It also follows the pattern of such courses as taught at other universities.

2. These two courses will expand by one the history department's offerings at the 200-level, courses which are open to all students, including first-year students. I (April Schultz) will teach the courses. When I have been on sabbatical in the past, we have been able to find an adjunct locally to offer the course if necessary. In terms of Women's Studies, students will be able to choose between the two courses to fulfill the U.S. Women's History requirement.

3. History 244 will be deleted.

4. Our 100-level surveys are all general courses covering either the U.S. or other areas of the world. Our 200-level courses are a bit more specific, but are still taught with first- and second-year students in mind. Women's history in the U.S. fits well into this definition.

5. Library resources are already adequate for these courses.

MEMORANDUM FOR THE RECORD

On 10/10/54, the following information was received from the [redacted] regarding the [redacted] of the [redacted] in the [redacted] area. The [redacted] was [redacted] by the [redacted] on [redacted] at [redacted]. The [redacted] was [redacted] by the [redacted] on [redacted] at [redacted]. The [redacted] was [redacted] by the [redacted] on [redacted] at [redacted].

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The [redacted] was [redacted] by the [redacted] on [redacted] at [redacted]. The [redacted] was [redacted] by the [redacted] on [redacted] at [redacted]. The [redacted] was [redacted] by the [redacted] on [redacted] at [redacted].

Very truly yours,

[redacted signature]

[redacted name]