

HIST-152: HISTORY OF AMERICAN WOMEN SINCE 1900

Effective Term

Fall 2026

CC Approval

02/06/2026

AS Approval

03/12/2026

BOT Approval

03/19/2026

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

| Minimum Qualifications | And/Or |
|---------------------------|--------|
| History (Master's Degree) | |

Subject Code

HIST - History

Course Number

152

Department

History

Division

Social Sciences (SOCS)

Full Course Title

History of American Women Since 1900

Short Title

Hist of Am Women Since 1900

CB03 TOP Code

2205.00 - History

CIP Code

54.0101

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Update Prerequisite and DEI.

SECTION B - Course Description

Catalog Course Description

A survey of the experiences, perspectives, and contributions of women in the political, social, economic, and cultural development of the U.S. during the twentieth century. This course will include study of diverse groups of women, including Native Americans, African Americans, Latinas, and Asian Americans.

SECTION C - Conditions on Enrollment**Open Entry/Open Exit**

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**Advisory Prerequisite(s)**

Eligibility for ENGL-C1000 or appropriate placement.

SECTION D - Course Standards**Is this course variable unit?**

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

| DE Modalities | Permanent or Emergency Only? |
|-----------------|------------------------------|
| Entirely Online | Permanent |
| Hybrid | Permanent |

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:

1. Critically analyze primary source evidence and evaluate that evidence in the context of broader historical themes and developments.
2. Argue a historical thesis that explains the development of social, political, economic and/or cultural patterns in U.S. history, and use primary and/or secondary sources to support that thesis.

Course Objectives

| Upon satisfactory completion of the course, students will be able to: | |
|---|--|
| 1. | Apply basic research methodology. |
| 2. | Evaluate and interpret history through the examination of primary and secondary sources. |
| 3. | Identify key economic, political, social and cultural factors shaping the experience and status of women during the twentieth century. |
| 4. | Analyze how national and global historical events and developments such as industrialization, urbanization, World Wars I & II, the Great Depression, and the Cold War shaped women's lives and opportunities. |
| 5. | Identify and evaluate the contributions and experiences of diverse groups of women in major reform movements of the 20th Century, including suffrage, child labor, birth control, public education and civil rights. |
| 6. | Evaluate the general development of the women's rights movement and feminism in the 20th Century. |
| 7. | Discuss continuity and change in dominant ideals of womanhood and gender across the twentieth century, including how race, ethnicity and class shaped diversity within these developments. |
| 8. | Trace the sources of sexism and racism directed toward women, and discuss how these factors both united and divided women of various ethnicities. |
| 9. | Analyze the contributions and perspectives of women from groups underrepresented in traditional histories, including African American, Native American, Latina and Asian American women. |

Course Content

1. Introduction to the Study of Women in History
 - a. History of the Field - what distinguishes it from traditional history
 - b. Current status of discipline - new ethnic perspectives; gender
2. Overview of American Women in the Late-Nineteenth Century
 - a. Advances of women in areas of higher education, the professions, and the public sphere
 - b. State of the women's rights movement
 - c. Diversity within the experiences and status of women of various racial/ethnic groups, including African American, Asian American, Latina and Native American women.
3. Immigrant Women at the Turn of the Century
 - a. Immigrant backgrounds and conditions of life and work
 - b. Challenges faced by immigrant women of various ethnicities
4. The "New Woman" and Progressive Reform, 1880-1920
 - a. Characteristics of the "New Woman"
 - b. Women's reform activities: clubs, crusades, and settlement houses
 - c. Suffrage movement
 - d. The birth control movement and public health
 - e. Women and WWI
5. Working women and the Labor Movement, 1880-1920
 - a. Unions and Strikes
 - b. Women as workers and consumers
6. American Women, 1920-1945
 - a. Women's status and experiences in the 1920s: race, feminism, culture, class and sex
 - b. Women in the Depression: family, activism, women in government, women's social experience, race and ethnicity
 - c. Women and World War II: patriotism, womanhood, work and the home front. African American, Asian American, and Latina wartime experiences.
 - d. Japanese American women and internment
 - e. Rosie the Riveter A
7. American Women since 1945
 - a. Women, families and the Cold War
 - b. The '50s, suburbia and the "feminine mystique"
 - c. Women in the Civil Rights Movements
 - d. Women in the counterculture and Peace Movement
 - e. Women's Liberation, NOW, and Radical Feminism
 - f. Roe v. Wade
 - g. The failure of the ERA in the '80s
 - h. Contributions and perspectives of African American, Native American, Latina and Asian American women in postwar social movements.
8. Modern Challenges

- a. Intersections of race, class, gender, and sexual orientation
- b. Pursuing gender equality in education, the workplace, government, media, and military
- c. Reproductive rights
- d. Feminism in the 21st Century

Methods of Instruction

Methods of Instruction

| Types | Examples of learning activities |
|------------|--|
| Discussion | |
| Lecture | Lecture supplemented by multimedia presentations (outlines, images, etc.) and discussions of major topics as needed. |

Online Adaptation

| Types | Examples of learning activities |
|----------------|---------------------------------|
| Directed Study | |
| Discussion | |
| Lecture | |

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Discussion Boards
 E-mail Communication

Student-Initiated Online Contact Types

Discussions

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

| Types | Examples of classroom assessments |
|---------------|--|
| Exams/Tests | Multiple choice, short answer, and/or essay Final Exam -- exam including multiple choice, short answer, and/or essay questions covering topics such as women's experiences during WWII, atomic age suburban families, postwar feminism, and the LGBTQ rights movement. Mid Term -- exam including multiple choice, short answer, and/or essay questions covering topics such as women's experiences in industrial work, early 20th-century immigrant communities, the Progressive movement and suffrage. |
| Quizzes | Multiple choice and/or short answer |
| Projects | Research Projects |
| Essays/Papers | |
| Other | In addition to out-of-class writing assignments, methods of evaluation for this course will include an essay component on at least one exam. |

Assignments

Reading Assignments

Course textbook
 Selected primary source readings, such as:
 Alice Paul on the ERA
 Charlotte Perkins Gilman on Child Labor
 Margaret Sanger on Birth Control
 Betty Freidan on The Feminine Mystique
 Anne Moody, Coming of Age in Mississippi

Dolores Huerta on Boycotts

Writing Assignments

Out-of-class writing assignments may include any/all of the following: analytical essays, research projects, book reports, and historical journals.

Examples of Analytical Essays:

Example 1: "In a three-page essay, identify the major reasons the proposed Equal Rights Amendment divided the post-suffrage women's rights movement and discuss the consequences."

Example 2: "In a four-page essay, compare and contrast the strategies and experiences of black women in the Civil Rights movement and white women in the Women's Liberation movement."

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Woloch, N

Title

Women and the American Experience

Edition/Version

5th

Publisher

McGraw Hill

Year

2011

Material Type

Textbook

Author

Coryell, J

Title

A History of Women in America

Edition/Version

1st

Publisher

McGraw Hill

Year

2012

Material Type

Textbook

Author

DuBois, E

Title

Through Women's Eyes: An American History with Documents

Edition/Version

4th

Publisher

Bedford/St. Martin's

Year

2015

SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

The course includes the perspectives and experiences of historically marginalized groups—such as Indigenous peoples, African Americans, Latinx communities, Asian Americans, women, LGBTQ+ individuals, immigrants, and laborers. By highlighting their contributions and struggles, the course helps all students see themselves in the nation's history, fostering a more inclusive understanding of the past.

Course Codes (Admin Only)

CB00 State ID

CCC000198124

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No