

HIST 0026 - WOMEN IN WORLD HISTORY

Catalog Description

Advisory: Eligibility for English 1A

Hours: 54 lecture

Description: A broad and general exploration of women's historical involvement around the world from prehistory to the present. Emphasis on women's experiences and contributions to historical developments regarding social, economic, and cultural life, government, politics, personal issues, race and racism, ethnicity, sexuality and gender. Explores the ideologies, issues, and events that have shaped the lives, roles, and contributions of women to determine the role of women in politics, economics and society. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Compose a persuasive academic historical argument using correct academic citation methods.
- CSLO #2: Differentiate primary and secondary sources and how each are used to make historical claims.
- CSLO #3: Identify and analyze gender expectations in global societies with an emphasis on on geography, race, class, religion and ethnicity.
- CSLO #4: Explain the major political, economic, and social changes in global societies with an emphasis on gender, sex, race, ethnicity and class.

Effective Term

Fall 2020

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support
2. Identify and describe gender expectations within world history and the broad implications of these expectations for women
3. Identify and describe the social, economic, cultural, and political contributions women have made collectively to the evolution of global society and contextualize these contributions within specific periods of world history – e.g., ancient, classical, pre-modern, modern and contemporary
4. Identify individual women who have uniquely contributed to the evolution of global societies and describe their social, cultural, or political contributions within the context of specific periods of world history

5. Identify, describe, and critique the changing societal assumptions and expectations regarding the roles that women were to play personally, socially, and culturally and contextualize these assumptions and expectations within specific periods of world history
6. Identify, describe, and critique the changing societal assumptions and expectations regarding the roles women are to play in family life and contextualize these assumptions and expectations within specific periods of world history
7. Identify, describe, and critique the ways in which sex and gender have been part of women's historic experiences both as personal identifiers and as societal categories
8. Identify and analyze the principle personal, social, and political issues of women's rights for each of the major periods of world history
9. Compare women's experiences in various world religions e.g., Islam, Christianity, Judaism, Confucianism, Hinduism, Buddhism, etc.
10. Identify, describe, and critique the ways in which race, ethnicity, sexuality and class have been part of women's historic experiences both as personal identifiers and as societal categories

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
 - AA/AS - Multicultural Studies
 - AA/AS - Social Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - C2 Humanities
 - CSUGE - D Social Sciences
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 3B Humanities
 - IGETC - 4 Soc./Behav Sciences

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Essay Examinations
 - Example: Gender roles and sexuality play a major part of most civilizations. Choose one of the civilizations covered in class thus far, and discuss how gender and/or sexuality exist in that society. Explore the roles of both men and women in that society. Discuss how gender and/or sex shape their culture, philosophy, religion and politics. Lastly, briefly compare the gender and/or sexuality of this civilization to another.
- Objective Examinations
 - Example: Khadija is important to the history of Islam because she: a. Was herself a prophet b. Fought as a warrior c. Encouraged Muhammad to share his revelations with others d. Was the leader of Islam after Muhammad died
- Reports
 - Example: Of the five major world religions – Buddhism, Judaism, Hinduism, Christianity and Islam, choose two for the focus of your paper. Examine their similarities and differences as they pertain to women. Explain the roles for women in each including rituals, traditions and expectation. Argue whether the religions you chose were oppressive or liberating for women.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will present a lecture with primary sources that analyzes the fight for women's suffrage in Middle Eastern Countries. Class period will include an in-class examination of the key primary and secondary source documents and discuss key women involved in the movements. Discussion will include groups both in support of suffrage and those who opposed.
2. Instructor will present a lecture on Eugenics and forced sterilization beginning with United States Supreme Court decision Buck v. Bell, how it is adopted by Nazi Germany and utilized in the Holocaust. Issues of race, religion and economic status will be addressed in the in-class discussion. Instructor will utilize primary source material in the form of survivor statements and interviews.

Distance Learning

1. The instructor will assign a Discussion Board assignment in the online course, which requires the students to compare and contrast the daily lives of women in Ancient Mesopotamia to the daily lives of women in Ancient Egypt. The students must then respond to two students in the discussion board.

Typical Out of Class Assignments

Reading Assignments

1. Read a selection of primary source documents about the experiences of Chinese women in the Han Dynasty (e.g. Ban Zhou's essay Lessons for Women), and analyze the gender roles and expectations for women in China.
2. Read How we Survived Communism and Even Laughed by Slavenka Drakulic and examine the experiences and hardships of women living in the Soviet Union.

Writing, Problem Solving or Performance

1. Essay - Read Chapter on Religion in Weisner-Hanks. Choose two religions and write an essay in which you compare and contrast the roles, traditions and expectations of women in each religion.
2. LOVE YOUR BODY WEEK ESSAY: Attend at least two LYBW presentations that explore the connection between sex and gender as personal identifiers in society today and compare to the historical perception of women in Classical Eurasia (Weisner-Hanks chapter 8). Include in your analysis the role of class and race in the evolution of female objectification.

Other (Term projects, research papers, portfolios, etc.)

Required Materials

- Gender In History: Global Perspectives
 - Author: Merry E. Wiesner-Hanks
 - Publisher: Wiley- Blackwell
 - Publication Date: 2011
 - Text Edition: 2nd

- Classic Textbook?:
- OER Link:
- OER:
- A to Z of Women in World History
 - Author: Erika Kuhlman
 - Publisher: Infobase Publishing
 - Publication Date: 2002
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- How we Survived Communism and Even Laughed
 - Author: Slavenka Drakulic
 - Publisher: Harper Perennial
 - Publication Date: 2016
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.