COMMON COURSE OUTLINE: Course discipline/number/title: HIST 1640: Women in History

A. CATALOG DESCRIPTION
1. Credits: 2
2. Hours/Week: 2
3. Prerequisites (Course discipline/number): College Level Reading and Writing
4. Co-requisites (Course discipline/number): None

This course covers the role of women from prehistory to the present. Starting in Europe and the Near East, the course later concentrates on the history of American Women from approximately 1700 AD. In addition to the study of women in general, certain notable women from each era are singled out for close study by the class.

B. DATE LAST REVISED (Month, year): October, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Women during Prehistory
   a) Paleolithic
   b) Neolithic Cultures
2. Bronze Age Cultures
   a) Minoan
   b) Sumerian
   c) Babylonian
   d) Egyptian
   e) Mycenae
   f) Hebrew
3. The Rise of the Roman Empire
4. The Early Middle Ages in Europe (500 AD to 1000 AD)
5. The High and Late Middle Ages (1000 AD to 1500 AD)
6. The Early Modern Period (1500 AD to 1800 AD)
7. The Woman's Movement
8. Women in the 19th Century
9. Women in the 20th Century

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Place women in context during the major historical epochs in western civilization.
2. Develop the ability to read history, listen to lecture and recreate that history in their own words

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 5/History and the Social and Behavioral Sciences: The student will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.
E. **LEARNING OUTCOMES (MNTC): Continued . .**

   Goal 7/Human Diversity: The student will be able to:
   1. Understand the development of and the changing meanings of group identities in the United States’ history and culture.
   2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
   3. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
   4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
   5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

F. **METHODS FOR EVALUATION OF STUDENT LEARNING:**

   1. The students will take a Mid Term and a Final Exam. These Exams cover one half of the course material each. The 200 possible points awarded in each exam are earned by answering a short combination of matching questions, true or false questions, multiple choice questions and short essay answers on relevant topics.

   2. Each student submits two take home essays during the course, based on topics provided by the instructor. The 100 points awarded for each essay are based on clarity, comprehensiveness and creativity, with additional points given for timeliness, correct grammar and spelling and specific referencing of the course material.

G. **RCTC CORE OUTCOME(S) ADDRESSED:**

   - [ ] Communication
   - [X] Critical Thinking
   - [ ] Global Awareness/Diversity
   - [ ] Civic Responsibility
   - [ ] Personal/Professional Accountability
   - [ ] Aesthetic Response

H. **SPECIAL INFORMATION (if any):** None