

ARIZONA WESTERN COLLEGE  
SYLLABUS

HIS 230 WOMEN IN AMERICAN HISTORY/GE

Credit Hours: 3 Lec 3

GENERAL EDUCATION COURSE:       H (Historical Awareness)  
  C (Cultural Awareness)  
  WI (Writing Intensive)

PREREQUISITE: ENG 101 or 107

THIS COURSE IS DESIGNATED AS WRITING INTENSIVE: Arizona Western College believes writing provides students a unique opportunity to learn disciplinary content while mastering writing skills. Writing-Intensive (WI) courses at Arizona Western College integrate writing assignments in ways that help students learn both the subject matter of the courses and discipline-specific ways of thinking and writing. Writing Intensive courses help develop students' identities as good writers by linking their writing proficiency with their desire to know more about the field of study, to engage in questions in the discipline, and to become a participant in academic discourse.

COURSE DESCRIPTION

A general survey of women's changing roles, status and contributions in American history from colonial times to the present. This course will analyze the social, political and economic aspects of women's lives and explore the ways in which race, ethnicity, and class influenced the American female experience.

1.       COURSE GOALS

- 1.1       Describe the unique social, political, economic, and cultural contributions that women made throughout American history.
- 1.2       Identify key figures in the history of American women and their accomplishments.
- 1.3       Explain the changing attitude toward women and their role in American society.
- 1.4       Explain the effects that race, class and ethnicity had on the experiences of women in American history.
- 1.5       Describe the challenges that women faced because of the social restrictions that limited their educational, economic, and political opportunities and power.
- 1.6       Critically evaluate and analyze primary and secondary sources of information regarding women in America.

2.       OUTCOMES

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

- 2.1       Describe women's varying roles within American society and analyze and explain how politics, society, and culture defined these roles.
- 2.2       Analyze and describe the ways that race, class, ethnicity, place, and religion affected women's position in American society over time.
- 2.3       Read, evaluate and analyze primary and/or secondary historical materials to understand the experiences and perspectives of different American women across time.
- 2.4       generate appropriate writing discourse according to the AWC Writing Intensive Courses: General Education guidelines.

WI OUTCOMES

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

- 2.5       Demonstrate critical inquiry through the gathering, interpretation, and evaluation of evidence in writing.
- 2.6       Develop flexible strategies for generating ideas, revising, editing, and proofreading, using instructor and peer feedback on written discourse to guide improvement through revision.

- 2.7 Effectively compose discipline-specific writing, which includes overall organization, analysis, grammar, mechanics, punctuation, and style.
- 2.8 Develop strategies for composing both in class and out of class compositions.
- 2.9 Demonstrate through written discourse a sequence of increasing complexity/skill in knowledge of content as well as discipline specific discourse form.

### 3. AWC GENERAL EDUCATION (GE) OUTCOMES

#### 3.1 COMMUNICATION

- Write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- Read a wide range of texts across the curriculum, demonstrating comprehension through written and oral summary and analysis
- Utilize proper citations, evaluate critically, and use effectively relevant information for problem-solving and presentation of ideas, issues, and arguments
- Speak effectively to a purpose before an audience
- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Fully develops examples to support thesis in logical, coherent manner demonstrates original thinking, depth of analysis, and comprehension of material used and that shows high proficiency in standard English grammar, spelling, and punctuation
- Part of the written discourse emphasizes critical inquiry which includes the gathering, interpretation, and evaluation of evidence.
- Instructor evaluates the assignments in written discourse to guide improvement through revision for each assignment.
- Instructor evaluates written discourse for form, which includes overall organization, analysis, grammar, mechanics, punctuation, and style.
- Some assignments are completed in class and some are completed out of class.
- Assignments within each course are arranged in a sequence of increasing complexity/skill, where applicable.
- Total formal writing for the course consists of at least 3000 words, or about 12 pages.
- At least 33% of the student's grade in the course is based on revised written discourse.

#### 3.2 CIVIC DISCOURSE

- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Analyze how such issues affect various local, national, and global regions, communities, and individuals
- Identify and explicate successful models of civic discourse at the local, national, and global levels
- Develop strategies beyond the classroom to address local, national, and global issues
- Explore causes of prejudice and discrimination.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Examine past human events in a sequential manner.
- Use broad historical views, showing the interconnectedness of events/ideas/creations/themes/theories.
- Analyze sources of information that interpret human developments, ideas and institutions in the sequence or sequences of past events (example: a course that covers not only what happened in the past, but examines the historical influences that explain why this past occurred as it did or why present human developments have occurred).

4. METHODS OF INSTRUCTION

- 4.1 Instructor lecture
- 4.2 Class discussion/debate
- 4.3 Multimedia
- 4.4 Handouts/reserve reading
- 4.5 Text analysis

5. LEARNING ACTIVITIES

- 5.1 Reading assignments/text analysis
- 5.2 Class participation
  - 5.3 Writing assignments totaling a minimum of 3000 words that include in-class essays, out of class assignments, and revisions based on instructor feedback
- 5.4 Map assignments
- 5.5 Quizzes/exams

6. EVALUATION

- 6.1 Learning activities
- 6.2 Assignments
- 6.3 Participation
- 6.4 Quizzes/exams
- 6.5 At least 33% of the student's grade in the course will be based on written discourse consisting of a minimum of 3000 words or about 12 pages of revised writing.

7. STUDENT RESPONSIBILITIES

- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 7.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 7.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 7.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature—will be subject to the procedures and consequences outlined in AWC’s Student Code of Conduct.
- 7.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 7.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for “No Show” reporting during the first 10 days of each semester.  
 Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid.  
 For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):
  - Submitting an academic assignment

- Taking an exam, an interactive tutorial or computer-assisted instruction
- Attending a study group that is assigned by the school
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course