University Studies
Cluster Proposal Cover Sheet

Cluster: **WOMENS STUDIES**

Title of course: **WOMEN & GENDER IN THE U.S., 1920-PRESENT**

Course Number: **HST 342**

Proposing Faculty: **PATRICIA SCHNEIDER**

Cluster Coordinator: **JOHANNA BACHNER**

____  Cluster Course to New Cluster

✓  New Course to Cluster

____  Removal

Other clusters this course is assigned to: ____________________________

________________________________

________________________________

________________________________
Cluster Course Addition

Adding a previously unapproved course to a cluster

Proposing Faculty
Name: Patricia A. Schechter, Associate Professor
Signature: [Signature]
Department: History

1. The Course

a. Course title, number, and catalogue description
Women and Gender in the United States, 1920-present
HST 342
This course surveys women’s lives and gender change in recent U.S. history. Among our themes will be women in politics, the work force, and social movements as well as changes in family life, gender identities, and sexuality. Women’s roles in globalization, the media, and popular culture will figure throughout.

b. Development
This course has grown out of the strengths and limitations of teaching HST 342 as “The History of Feminisms in the US.” I have taught this course since 1996. This new course is a response to the explosion of scholarship in the post-war period as well as the vast media- and technology-enabled changes in women’s lives and activism in the late twentieth century, especially “Third Wave” feminism, global race-critical feminism, and transnational issues in general.

c. Availability
HST 342 will be offered annually, in the spring term.

d. Prerequisites
none.

2. Course outline

Reading list:
Simon, Bronx Primitive (1982)
Sone, Nisei Daughter (1953)
Moody, Coming of Age in Mississippi (1968)
Cisneros, House on Mango Street (1984)
I. Language, Theory, Goals, Groundrules
II. Women, Scientific Racism, and Interwar Politics
III. A World at War
IV. Cold War, Race, and Family
V. Roots of Social Unrest
VI. Together and Apart: Women Rise up
VII. Sisterhood?
VIII. Gains and Backlash
IX. Third Wave Feminism
X. Gender, Globalization, Resistance

3. General education goals

a. Content and suitability for cluster.
Like 340 and 341, the content of this course fits squarely within the Women’s Studies Cluster’s focus on an “interdisciplinary effort to uncover women’s experience, past and present” (2002-03 Catalogue, p. 24). In particular, the course links historical scholarship and frameworks (through lectures and the DuBois/Ruiz anthology) with literary/autobiographical texts by women from this period. This structure allows students to scrutinize both the disciplinary bases for forging an understanding with the past as well as the categories and language that emerge from primary materials.

b. UNST goals
All of the materials and assignments address UNST goals. I teach history not as an “object” but also as an activity; inquiry/critical thinking is central to this understanding of the discipline. Communication is emphasized by the mix of written and oral assignments. Diversity of human experience is explicit throughout; U.S. history is, in this definition, a multicultural history. Ethical issues and the theme social responsibility will recur in subject areas across the political spectrum, from the KKK and scientific racism to civil rights and feminism.

c. Classroom environment
A reflective, student-centered learning environment is fostered in a number of ways. The first week of class is given over to a work-shop mode focusing on communication, language, setting of student learning goals, and establishing working ground rules for classroom procedure. All of these elements are subject to on-going feedback/refinement throughout the term in the form of bi-weekly student reflection sheets. Each week, students are responsible for running classroom discussion in teams, in small group format. In addition, each of the four essay assignments are brought in to be shared in small groups for feedback and commentaries. Both the discussion sessions and paper assignment have collaborative, student-centered strategies at their core. Finally, students turn in a final reflection that reviews their goals, their progress, and assesses their intellectual journey during the quarter.
Proposing Faculty: Patricia A. Schecter

Course title and number: Women & Gender in the US, 1920-Present, HST 342

OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES
BEFORE SUBMITTING TO THE UNST OFFICE

Department Chair: [Signature]  Date: 10/30/02

Cluster Coordinator: [Signature]  Date: 10/30/02

THE ORIGINAL AND 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT
UNST BY OCTOBER 31, 2002

COURSE APPROVED FOR CLUSTER INCLUSION

Chair, cluster coordinators: [Signature]  Date: 

Chair, UNST committee: [Signature]  Date: 

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