TO: The Academic Senate

FROM: Committee on Instruction and Curriculum (CIC)

SUBJECT: 18-19 CIC 13: Addition of Diversity Overlay to History 474

PURPOSE: For action by the Academic Senate

ACTION REQUESTED: That the Senate approve the Diversity Overlay for HIST 474, effective on the signature of the President

BACKGROUND INFORMATION:

At their meeting on February 4th, CIC discussed the recommendation of the GEOC subcommittee that the History Department’s request for the addition of a Diversity Overlay for History 474 Women, Gender and Rights in US History, be approved.

CIC members approved this unanimously at this meeting.
Use this form to request revision of an existing course (for inclusion in the 2019-2020 University Catalog.)

DEADLINES:

See 17-18 CIC 35 for APS Catalog/Curriculum Timelines. **College deadlines are earlier. Check with your College Office for curriculum deadlines.**

**NOTE:** Revisions to General Education courses and/or courses for Graduation Requirement credit are effective in the **Fall semester only.** See 17-18 CIC 35 for more information.

**IMPORTANT:** If you are attempting to make changes to **quarter course equivalencies**, please include a detailed explanation of this request in the Justification field.

**RESOURCES:**

- Course Numbering Policy
- Co/Prerequisite Enforcement Policy
- General Education Breadth and Graduation Requirements
- Classification System and Faculty Workload Formula
- Classification Descriptions

*Please turn on Help Text for this form by selecting the Show Help Text icon above this section.*
Type of Revision(s)*: G.E./G.R. Designation (requires campus approval)

Academic Level of Course*: ☐ Undergraduate ☑ Graduate/Post-baccalaureate

Department*: Department of History

Course Prefix*: HIST  
Course Number*: 474

Full Course Title*: Women, Gender and Rights in US History

Justification for the proposed revision*: This course meets the requirements for the diversity overlay, but we were not able to apply for it initially due to time constraints. We would like this course to be considered now.

If this course is a program requirement, explain how your program will be revised as a result of this request*: N/A

Is this course approved for G.E./G.R. credit?*: ☑ Yes ☐ No

Are you applying for any of the following G.E./G.R. areas?*: ☑ General Education, Overlay or American Institutions/Code Requirement
☐ Writing II/Tier II Writing Skills Requirement
☐ No/Not Applicable

Indicate the proposed G.E./G.R. area*: Overlay - Diversity

If applying for G.E./G.R. credit for an existing course, you **MUST** complete an application found on the General Education Breadth and Graduation Requirements website, and attach it to this proposal by selecting the files icon at the top right, then upload your document.

Is this course a requirement for a major that is a “similar” degree under the STAR Act (SB 1440)?*: ☑ Yes (Articulation Officer will review)  
☐ No  
☐ Not Sure (Articulation Officer will review)

If Yes, explain how this revision will affect the “similar” degree agreement.
GENERAL COURSE INFORMATION

See the University Catalog for a complete list of approved Courses and Descriptions.

<table>
<thead>
<tr>
<th>Revised Course Title</th>
<th>Revised Shortened Title (Class Schedule)</th>
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<tr>
<th>Revised Course Type</th>
<th>Revised Units of Lecture (includes Discussion or Seminar)</th>
<th>Revised Units of LAB</th>
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<tr>
<th>Revised Units of (non-lab) Activity</th>
<th>Revised Units of Supervised Instruction (i.e. independent study, Field Work, Thesis, etc.)</th>
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<table>
<thead>
<tr>
<th>Revised Catalog Description (40 words maximum)</th>
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<table>
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<tr>
<th>Revised Strongly Recommended Preparation</th>
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<table>
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<tr>
<th>Revised Prerequisite(s)</th>
<th>Revised Co-requisite(s)</th>
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See the Co/Prerequisite Enforcement Policy to determine what requisites can and cannot be enforced.

<table>
<thead>
<tr>
<th>Revised Credit Restrictions (e.g. not open for BS Nursing major credit) See Help Text</th>
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<tr>
<th>Revised repeatability units (if repeatable, enter the MAXIMUM number)</th>
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If repeatable, can students register for multiple sections of this course in the same semester?

☐ Y ☐ N

A cross-listed course is one with identical course data (number, title, units, classification and description) to another course, but differing course prefixes.

Indicate primary department prefix for proposed cross-listing

Indicate secondary department prefix for proposed cross-listing

Revised Grading Pattern

DELIVERY, OFFERING & INSTRUCTIONAL FORMAT

Revised Delivery Format (Select all that apply)

☐ Entirely On-ground.
☐ Entirely On-line.
☐ Hybrid (every section of this course may be taught both online and on-ground).

Does revising the delivery format create a pathway in your program that is more than 50% online?

☐ Yes (must complete an Online/Hybrid Program Modification) ☐ No

If adding an on-line or hybrid delivery format, please complete the additional three fields:

Describe the experience, support and/or training available for the faculty members who will teach this online or hybrid course

Describe the strategies for teaching this course in either an online or hybrid format

How will the quality of online/hybrid student learning be assessed?

(Assessment of learning is NOT addressed)
through student evaluations)

Revised Offering Mode (see help text)

- State-Support
- Self-Support

Please see the Classification System and Faculty Workload Formula, and CS Numbers and Descriptions for assistance with teaching format selection.

Select revised First Teaching component of this course

Select revised Second Teaching component of this course

Select revised Third Teaching Component of this course

Revised Service Learning/Internship Component (See Help Text)

- I would like to ADD a Service Learning or Internship component to this course
- I would like to REMOVE the Service Learning or Internship component from this course

STUDENT LEARNING OUTCOMES

Revised Student Learning Outcomes (Upon completion of this course, students will be able to):

DEAN'S OFFICE/COLLEGE CURRICULUM COMMITTEE REVIEW

List additional resources required to offer this course, beyond what is covered in the department budget.*

What other departments/disciplines may have similar course content, or may have students who would be interested this course?*

Has this course been discussed with these departments?*

Department of Human Development and Women's Studies

N/A

No/Not Applicable
Ready to Launch Your Proposal? Save all your changes, then see [Steps for Launching a Proposal](#)

## APS OFFICE USE ONLY

<table>
<thead>
<tr>
<th>Effective Date</th>
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<th>Total Minimum Units</th>
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## Approved for General Education/Graduation Requirement

<table>
<thead>
<tr>
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<td>Course Attribute Value 1</td>
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| Course Attribute 2      | Course Attribute Value 2   |
|                         |                            |

| Course Attribute 3      | Course Attribute Value 3   |
|                         |                            |

## PeopleSoft Course Offering Data

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<thead>
<tr>
<th>CO 1-HEGIS</th>
<th>CO 1-Academic Group</th>
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<td>CO 2-Academic Group</td>
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<td>CO 3-HEGIS</td>
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<td>CO 4-HEGIS</td>
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**PeopleSoft Course Component Data**

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<th>Comp1 - Units</th>
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<td>Comp2 - Contact Hours</td>
<td>Comp2 - Units</td>
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<td>Comp3 - Contact Hours</td>
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<tr>
<td>Name</td>
<td>Date/Time</td>
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<tr>
<td>Caron Inouye</td>
<td>1/17/2019 1:58 am</td>
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<tr>
<td>Caron Inouye</td>
<td>11/26/2018 1:25 am</td>
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<tr>
<td>Elizabeth Bergman</td>
<td>11/14/2018 4:38 pm</td>
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<tr>
<td>Linda Ivey</td>
<td>11/14/2018 5:55 pm</td>
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</tbody>
</table>
APPLICATION FOR OVERLAY COURSE CERTIFICATION

DIVERSITY 🌐 OVERLAY

Submit this form and course syllabus as attachments to the Graduation Requirement Course Request form in Curriculog.

1. COURSE INFORMATION

<table>
<thead>
<tr>
<th>Department</th>
<th>HISTORY</th>
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<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>HIST 474</td>
</tr>
<tr>
<td>Course Title</td>
<td>Women, Gender and Rights in US History</td>
</tr>
<tr>
<td>Number of Units</td>
<td>3</td>
</tr>
<tr>
<td>Course Capacity</td>
<td>30</td>
</tr>
</tbody>
</table>

- **Course Format (check all that apply)**
  - Entirely on-ground
  - Entirely on-line
  - Hybrid

- **Course Pre-requisites**
  - A1-3

- **Course Certifications (check all that apply)**
  - GE Area
  - American Institutions, US Code
  - Second Composition

- **Catalog Description**
  - Diversity of women's contributions, female gender roles and identities, and gendered cultures across U.S. history from pre-colonial period to the present and women's status in the social, cultural, economic, and political life of the nation across ethnicity, race, and class.

- **Course Learning Outcomes**
  - Upon completion of this course, students will be able to:
    1. Understand women's experiences as historically evolving and varying by ethnicity, race, and class.
    2. Analyze the evolution of diverse understandings of gender, experience of oppression, development of activism, and impact of/shaping of political, social, and economic change through the use of historical evidence;
    3. Identify culture and historical context as integral to understandings of women's status and forms of female culture, feminist expression and politics;
    4. Apply knowledge of women's history to understand women's status across time through the lenses of race, ethnicity, class, and region.

2. OVERLAYS--BACKGROUND AND POLICIES

An “Overlay” is a CSUEB graduation requirement fulfilled by completing an approved course. Overlay-approved courses may be lower or upper division courses, with or without prerequisites, that may be anywhere in the curriculum, e.g., GE, major, minor, certificate, electives, etc. Thus, students should not need to take additional courses in their degree programs to meet Overlay requirements.

To qualify for Overlay certification, a course:

- Must thoroughly integrate the Overlay learning outcomes, as demonstrated through the catalog course description, course learning outcomes, and evidence of course activities/assignments (see Section 3 below);
- Must have a course syllabus that explicitly states both course learning outcomes and the specific Overlay learning outcomes (a course syllabus must be submitted for review by the GE Subcommittee);
- Cannot be certified for another Overlay.

Any Overlay course may be identified and required to participate in Institutional Learning Outcome (ILO) assessment according to the ILO assessment schedule.
### 3. EVIDENCE OF COURSE ALIGNMENT TO OVERLAY LEARNING OUTCOMES

Complete the table below to demonstrate how course activities and assessments align to each Overlay learning outcome.

<table>
<thead>
<tr>
<th>Diversity Overlay Learning Outcome</th>
<th>Students will be able to:</th>
<th>Which learning experiences/activities will enable students to achieve this outcome?</th>
<th>How will students demonstrate achievement of this outcome and how will their work be evaluated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the histories and/or experiences of one or more U.S. cultural groups, and the resilience and agency of group members.</td>
<td>Diversity Overlay Learning Outcome</td>
<td>Primary Source work in groups -- report back and discussion on the historical context of key moments in women's history; include development of reading primary sources as a skill, with sources voices ranging from Sojourner Truth to Emma Goldman to Dolores Huerta -- voices that shape currents of women's activism and resistance over time, addressing issues of equity and access in this country. Each activity integrates race, class and sexuality, for example, as ways to discuss the wide spectrum of voices.</td>
<td>report backs and participation from primary source groups (performance review) -- identifying the obstacles and critics as well as the leaders shaping social and political issues discussed in the primary sources. Research essay+ components (thesis, bibliography, research question development) (rubric)</td>
</tr>
<tr>
<td>Identify structures of oppression and the diverse efforts and strategies used by U.S. cultural groups to combat the effects of oppressive structures.</td>
<td>Diversity Overlay Learning Outcome</td>
<td>Roots of Feminism and Sexism poster project -- group collaboration in class to build the poster project. Students pick a contemporary issue of women's rights (e.g., reproductive rights, voting rights, glass ceiling, black lives matter, Clinton campaign, congressional misogyny, body image issues across ethnic groups, transgender rights), and digitally illustrate and explain moments of the past that contributed to this conversation/issue/problem/law using primary sources and voices from the past.</td>
<td>poster/webpage on historical roots of sexism and feminism in the US -- the digital project resulting from the group collaboration which become the material for a class-authored website as a tool of public education on how understanding history helps us to be informed participants in contemporary political conversations. (rubric) Research essay+ components (thesis, bibliography, research question development) (rubric)</td>
</tr>
</tbody>
</table>
Analyze the intersection of categories of race and gender as they affect U.S. cultural group members’ lived realities and/or as they are embodied in personal and collective identities.

Recognize the way that multiple differences (including, e.g., gender, class, sexuality, religion, disability, immigration status, gender expression, color/phenotype, racial mixture, linguistic expression, and/or age) within U.S. cultural groups complicate individual and group identities.

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1 For the purposes of this application, “Cultural groups” refers to historically oppressed groups in the United States, such as African Americans, Asian Americans, Pacific Islanders, Latinos/as, American Indians, Arab Americans, women, and GLBTQ (gays, lesbians, bisexuals, transgender, and queer-identified people).
History 474 Women, Gender and Rights in US History
Fall 2018
Arts and Education 294
2-3:15pm

Instructor:
I will check email daily and the Frequently Asked Questions Board in Blackboard. I will try to respond to emails within 24 hrs.
Email: Please use my email samantha.francois@csueastbay.edu
Please put the course in the subject line and use the Frequently Asked Questions Discussion Board forum for questions that might be shared by others and relate to the course.
Office Hours: Monday and Weds, 11-12 pm.
Office: SF 459
Phone: (510)885-3207-History Dept main number

Syllabus: I have the right to make changes to this syllabus with notice to students of those changes.

Course Description: Course Objective: Units: 3 ; G.E./G.R. Area: C4
Diversity of women’s contributions, female gender roles and identities, and gendered cultures across U.S. history from pre-colonial period to the present and women’s status in the social, cultural, economic, and political life of the nation across ethnicity, race, and class.

Prerequisites: Completion of GE areas A1, A2, A3 and B4.
Equivalent Quarter Course: HIST 3571.
Possible Instructional Methods: Entirely On-ground, Entirely On-line.
Grading: A-F or CR/NC (student choice).
G.E./G.R. Area Satisfied: C4 - Upper Division Arts or Humanities

Student Learning Outcomes:
Students graduating with a B.A. in History from C.S.U. East Bay will be able to:
1. know basic analytic concepts for assembling, organizing and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials;
2. demonstrate significant knowledge of major events and trends in their area of concentration;
3. write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems;
4. conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources;
5. comprehend differences and similarities among diverse peoples and cultures over time and develop an historical perspective on social responsibility and sustainability.

In addition, this course carries the C4 upper division humanities requirement with the following outcomes that students should acquire:
1. demonstrate an understanding of and ability to apply the principles, methodologies, value systems, and thought processes employed in the arts and humanities;
2. analyze cultural production as an expression of, or reflection upon, what it means to be human; and
3. demonstrate how the perspectives of the arts and humanities are used by informed, engaged, and reflective citizens to benefit local and global communities.

This course is currently applying for the diversity overlay, a requirement for graduation. As such this course also features the following outcomes:
1. describe the histories and/or experiences of one or more U. S. cultural groups and the resilience and agency of group members;
2. identify structures of oppression and the diverse efforts and strategies used by groups to combat the effects of oppressive structures;
3. analyze the intersection of the categories of race and gender as they affect cultural group members’ lived realities and/or as they are embodied in personal and collective identities;
4. recognize the way that multiple differences (including, for example, gender, class, sexuality, religion, disability,
immigration status, gender expression, color/phenotype, racial mixture, linguistic expression, and/or age) within
-cultural groups complicate individual and group identities.

**Students’ Responsibilities/How You'll Know You are Learning**

- Read the course syllabus and other information I give out or post carefully. You are responsible for knowing course deadlines.
- As a courtesy—let me know if you drop to help make our discussion groups function well.
- If you miss a lecture, it is up to you to get notes from a classmate and to find out if you missed any announcements.
- In-class engagement: learning is hard! Meaningful learning—the kind that lasts well beyond the test is really hard. You will have to struggle through complex ideas, take risks, and continually practice the skills you learn. At times this will be frustrating, but the more you engage, the more you will learn.
- You need to show respect for others in the course and diverse opinions.

**Classroom Etiquette:**
1. Please arrive on time.
2. Taping of lectures is not allowed without permission from the instructor. You must obtain the instructor’s permission to make audio or video recording in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
3. All cell phones should be turned off or put on vibrate during class and not be visible. NO TEXTING or EMAIL during class or you will lose your participation points for the day.

**Course Requirements:**
1. Attendance at class meetings.
2. Thoughtful participation in class discussions.
3. Passing grades on all assignments.

**Required Texts:**
ISBN-10: 1319003125. This is the textbook. You must rent or buy this book. You will be reading from it every week.
2) *Title IX: A Brief History With Documents* by Susan Ware ISBN 13-978-0-312-445753. This is a book about Title 9 which had a profound impact on women’s education.
3) *Generation Roe* by Sarah Erdeich. This is a book about abortion and the changes in abortion policy in the twentieth century.

**Readings:**
Readings are not a substitute for lectures, and likewise, lectures are not a substitute for readings. Reading assignments, lectures, and class activities are designed to complement rather than reiterate each other. Thus, in order for you to comprehend the course content it is imperative that you complete all the reading assignments BEFORE the class meeting for which they are scheduled.

**Assignments:**
All written work must be submitted to Blackboard/Safe Assign. This is a site that checks your work against the internet and a database of papers to make sure that your work is original and your own. All written work must
a) have a thesis
b) be double spaced with normal margins and 12 pt font
c) use Chicago style citation (NOT MLA). See the class website for a link to a site to explain and we will go over in class as well.
Classroom Participation: Your participation grade is based on your attendance in class AND your contributions to class discussions and your efforts in your group. You must have done the reading and be willing to share with your classmates your perspectives. If you attend every class and never say a word, you will get a C for class participation. Classroom participation may be used to ass/subtract from your total score.

Teams: Each student will be a member of a team (groups of 5-6 students or more randomly assigned at the beginning of the semester). You will break into your team often during the semester. Your team will be assigned some documents in Through Women’s Eyes and will be responsible that material to the class and leading discussion the day it is assigned. At the end of the quarter, your team members will evaluate you on your contributions to the team activities throughout the semester with a peer evaluation that will count as part of your grade.

Essay on Title 9: Using at least 2 documents from the Title IX book, write a 2 page, double-spaced essay analyzing the issues those primary sources raise.

Quizzes: there will be 4 multiple-choice/short answer quizzes throughout the quarter. Each quiz is worth 5 pts.

Final Exam: There will be a final exam consisting of multiple-choice, short answer, and an essay during finals week.

Grading: I strive to get written assignments back within 2 weeks. I do read and comment carefully on all your written work so please have patience.

Grading:
Classroom Participation: 5 pts
Team Presentation on Primary Sources: 20 pts
Peer Evaluation: 5
Essay on Title 9: 25 pts
Quizzes: 4 reading quizzes on 2 chapters each, 5 pts/quiz 20 pts.
Final Exam: 25 pts.

Grading Scale
95-100 = A
90-94 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-

Course Policies:

All assignments must be submitted in order to pass the course. No exceptions.

Disability Accommodations: If you have a documented disability and wish to discuss academic accommodations, please contact me privately as soon as possible. The Accessibility Services is the campus office responsible for verifying students have disability-related needs for academic accommodations and for planning appropriate accommodations in cooperation with the students themselves or their instructors. You can make an appointment with Accessibility Services by calling them at (510) 885-3868.
Plagiarism: Plagiarism is a serious offense. I will not tolerate plagiarism or any other form of academic dishonesty and will report such incidents with an Academic Dishonesty Incident Report. The penalty for submitting plagiarized work is an automatic F grade for the assignment and quite possibly failing the class. Don't cheat yourself.

- It is CSUEB policy that “whenever dishonesty occurs, your instructor will take appropriate action and file an ‘Academic Dishonesty Incident Report’ detailing the infraction and the action taken. The report will be filed in the Academic Affairs Office, and you will receive a copy. The report will remain on file for five years or until you graduate, whichever comes first.”
- Academic dishonesty includes but is not limited to:
  - Direct copying of material written by another (no matter where that material is found,)
  - The purchase or misrepresentation of work performed by another as one’s own (friends do shopping and laundry for one another, not school work),
  - Failure to cite or quote sources properly

Students should know that

- When you paraphrase or summarize you are required to cite the source of the idea. If you do not do this you are claiming the ideas as your own. A bibliography at the bottom of the page is not enough!
- When the words (even if it is only one) you use are not your own, they must be enclosed in quotes. If you find yourself confused by an assignment or in a time bind or family crisis, please communicate your concerns to me. Allot enough time to do assignments and meet deadlines. This may mean starting to prepare earlier than you are accustomed to.

Late Papers: An assignment turned in late will be marked by 1/3 grade for each day it is late. So an A paper turned in two days late becomes a B+ paper. Late papers are strongly discouraged.

Emergencies: I realize that emergencies can come up during the course of a quarter. The key is to notify me immediately and if possible in advance. A medical professional must verify illnesses that result in a postponed assignment with a written excuse.
Course Outline

All text readings should be completed BEFORE class except for activities.

**Week 1: Introduction Why Gender?**
Monday August 20: Read syllabus
Weds August 22: read introduction for students in *Through Women’s Eyes* (TWE)

**Week 2: Women’s Lives Altered**
Monday, August 27: read chapter 1 TWE
Weds, Sept 29: primary sources 34-44 TWE

**Week 3: Colonial Worlds for Women**
Monday, Sept 3: Labor Day no class, read chapter 2 TWE
Weds, Sept 5: primary sources 77-95 TWE, **quiz on chapter 1 and 2**

**Week 4: Revolutionary Women**
Monday, Sept 10: read chapter 3 TWE
Weds, Sept 12: primary sources 127-152 TWE

**Week 5: Pedestal, Loom, Auction Block**
Monday, Sept 17: read chapter 4 TWE and read 1-68 Title IX
Weds, Sept 19: primary sources 188-216 TWE and 69-114 Title IX,

**Week 6: Civil War for Women**
Monday, Sept 24: read chapter 5 TWE and read 115-168 Title IX
Weds, Sept 26: primary sources 253-279 TWE, **Title 9 essay due**

**Week 7: Reconstructing Women’s Lives**
Monday, Oct 1: read chapter 6 TWE
Weds, Oct 3: primary sources 314-334 TWE

**Week 8: Women in the West**
Monday, Oct 8: read chapter 7 TWE
Weds, Oct 10: primary sources 374-404 TWE, **quiz on chapter 6 and 7**

**Week 9: Progressive Era Women**
Monday, Oct 15: read chapter 8 TWE
Weds, Oct 17: primary sources 442-468 TWE

**Week 10: Women in War and Depression**
Monday, Oct 22: read chapter 9 TWE
Weds, Oct 24: primary sources 505-532 TWE, **quiz on chapter 8 and 9**

**Week 11: Post War Women**
Monday, Oct 29: read chapter 10 TWE
Weds, Oct 31: primary sources 574-604

**Week 12: Modern Feminism**
Monday, Nov 5: read chapter 11 TWE
Weds. Nov 7: primary sources 643-668, **quiz on chapter 10 and 11**
Week 13: Global Women
Monday, Nov 12: read chapter 12 TWE
Weds, Nov 14: primary sources 700-716

November 19-23rd - Thanksgiving Break No classes

Week 14: Reproductive Challenges
Monday, Nov 26: read chapter 1-4 Generation Roe
Weds, Nov 28: discussion of 1-4

Week 15: Conclusions
Monday, Dec 3: read chapter 4-8 Generation Roe
Weds, Dec 5: discussion of 4-8

Dec 7 last day of instruction. Dec 10 Final Exam