

OZARKA COLLEGE CURRICULUM PROPOSAL

Course Title	History of Women in Western Civilization
CIP Code	HIST 2043
Contact Person(s)	Rodney Williams and Cheri McKee-McSwann
Effective date of proposal	Fall 1011
Proposal Summary	<p><i>(Provide a general description of the proposed curriculum change or development)</i></p> <p>The Division of Fine Arts and Humanities will develop a three hour course examining the role of women in the development of Western Civilization.</p> <p>The course will take both a chronological and topical approach; studying selected periods during the development of the West; looking at the lives the majority of women during those historic periods but also highlighting the contributions of exception women to Western Civilization. At the same time the course will examine topics such as gender roles, patriarchy, marriage, and gender equality as a means of understanding the culture at large and the roles women played and continue to play in that culture.</p>
Need for the proposal	<p><i>(Provide data on student interest, job availability, corporate demands, and employment projections. Focus on need in North Central Arkansas: is there sufficient demand, etc.)</i></p> <p>The majority of students at Ozarka are female. The majority of individuals graduating from college in this country are female. Females constitute fifty plus percent of the work force. Females are, or are becoming a driving force in every human endeavor. We have reached a point in modern American higher education that history (indeed, all the social sciences) cannot just be about DEM (Dead European Males). We have reached a point where the study of women in history and western culture is fundamental, not an aberration.</p> <p>Given the overall lack of diverse opinions about gender, sexuality, and equality in our service area this course could be a valuable enrichment tool which would help our students and diverse college community understand and appreciate the role women have played in the West's cultural enrichment.</p> <p>This would be an excellent course for students to develop/practice their critical thinking skills and would also provide the students with the opportunity to practice their communication (both written and oral) skills.</p> <p>See Course Rationale on Syllabus</p>
Curriculum outline	<p><i>(Include prerequisites, course description, syllabus, suggested textbook, etc.)</i></p> <p>See attached syllabus</p>

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Faculty needed for proposal	Current faculty (McKee-McSwain and Williams) would team teach the class.
Description of resources	<p><i>(Present library resources including relevant holdings; current instructional facilities including classrooms, instructional equipment and technology, and laboratories, etc.)</i></p> <p>Current library holdings and internet resources will be adequate for student research projects. The Library ordered a number of resources during the last academic year on this topic.</p>
Costs associated with the activity	<p><i>(New administrative costs; cost, if any, of additional faculty; new library resources and cost; new facilities and costs; distance delivery costs, if applicable; and any other costs associated with the proposal. If no new costs, explain.)</i></p> <p>The only costs associated with the new course would be the purchase of some media (DVDs) materials.</p>
Source of funding (if needed)	Existing departmental and library budgets should provide adequate funding
Similar activities in colleges within a 50 mile range	No other institutions of higher education within a 50 mile range offer a similar class. Several of the primary transfer four year universities offer a course focused just on American women.
APPROVAL	
Initial Committee	Date: _____ Chairperson Signature: _____
Faculty Council	Date: _____ Chairperson Signature: _____
Administrative Council	Date: _____ Chairperson Signature: _____
Board of Trustees (If required)	Date
SIGNED COPY SHOWING ALL REQUIRED APPROVALS MUST BE SENT BACK TO CURRICULUM COMMITTEE FOR FILING.	
ADHE Submission	Date:
ADHE Letter of Notification	Date:
AFTER ALL REQUIRED APPROVALS HAVE BEEN COMPLETED, PROPOSED ITEM MAY BE ADDED TO CATALOG.	
Assessment Methods	

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Implementation Date	Date: <i>(Add to Curriculum Committee Calendar)</i>
Report back to Curriculum Committee	Date: <i>(Based on assessment measurements including course evaluation of instructions following the first offering of the curriculum.) (Add to Curriculum Committee Calendar)</i>
Recommended Revisions	Date:
<u>Curriculum Proposal Approval Process</u> <ol style="list-style-type: none"> 1. Proposal is initiated in the Curriculum Committee for approval. 2. Faculty Council 3. Administrative Council 4. Board of Trustees, if necessary 5. Internal Process Completed—signed form back to Curriculum Committee 6. **ADHE notification or Approval—Curriculum Committee sent copy. 7. **Program may be legitimately entered in Ozarka College Catalog 8. Follow up review prepared 1 semester after courses offered and reported back to Curriculum Committee to complete Assessment Loop on Courses Offered. 	

Form Revised: Wednesday, April 28, 2010

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Course Syllabus: HIST 2043 The History of Women in Western Civilization

Section: One

Instructors: McKee-McSwain, Cheri and Williams, Rodney

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Course Times: MON WED 12:30 -- 1:50

Class Room: Mountain View 106

Prerequisites: A grade of C or better in English Comp. I; or be currently enrolled in English Comp. I or a placement score of 19 or better on the English portion of the ACT or a comparable score on the writing portion of the ASSET or COMPASS.

Course Description: This course examines the roles played by women during selected stages in the development of Western Civilization and the contributions of both "average" and exceptional women to western culture. The course will cover a variety of topics related to women's history such as gender roles, patriarchy, sexism, and marriage as well as the drive for political, social, economic, and sexual equality.

Course Rationale: History presents the past as a meaningful story. Historians try to make sense of the past by linking events, people, and forces together in a narrative, identifying causes and their results, and by writing about the thinkers, artists, and politicians which shaped those causes and events.

In the past history has been written by men, mostly white European men. These white European men tended to label issues important to women as "women's issues" and treat them as issues important only to women, not to all human beings. Thus the male experience has been positioned as the "human" experience while women's experiences as "the other".

When only men, white European men, wrote history and only studied the actions of other men, white European men, they made (and tended to teach) the assumption that all people of the past experienced life as they described the experiences of important white males. Obviously this is not true; women, slaves, aboriginal peoples, and even working class men lived very different lives from those of the upper class masculine power structure.

But history is constantly being reinterpreted. Today many historians study and teach a much wider range of subjects. We continue to look at politics, war, economics and, yes, male leaders; but we also study and teach what life was like for ordinary men and women in the past. We now study the lives slaves (not just slave owners), of immigrants (not just white leaders), of common soldiers (not only generals, and of women (not just queens).

By studying how women lived, we learn about power relationships and the dynamics of gender, which in turn helps us gain a realistic understanding of history and how society functions and changes.

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History is a story. Without women's history we are missing at least half the puzzle of the past. The study of women's history is providing ancestors for all of us living today.

Historians writing women's history have sought to uncover women's experiences, to describe and document the lives of women in various times and places. But, most women left no records, so historians have had to be creative about filling in the silences. We must continue to integrate women's history into mainstream history and we have just started.

Outcomes/Learning Objectives:

Discipline Objectives: Upon successful completion of The History of Women in Western Civilization at Ozarka College the student should be able to

- I. Evaluate and discuss the role biology played in the development of gender roles in early human culture.
- II. Describe the process by which the agrarian revolution made civilization possible.
- III. Discuss the characteristics of early civilization and describe the manner in which those characteristics affected the early rise of patriarchy.
- IV. Explain who the Indo-Europeans were and evaluate their impact on western culture.
- V. Discuss the ways in which social class has affected gender roles in various historic periods.
- VI. Compare and contrast the roles of women in the early river valley civilizations, ancient Jewish society and in Minoan culture.
- VII. Compare and contrast the roles of women in classical Greece and Rome.
- VIII. Evaluate and discuss the roles of women in the early Christian church and the Byzantine Empire.
- IX. Describe the lives of women living in a medieval village, manor, craft hall, and castle.
- X. Evaluate and discuss the way the humanism of the renaissance changed the lives of women.
- XI. Describe the Victorian views of gender roles.
- XII. List and discuss the forces which led to the women's right movement.
- XIII. List and discuss the changes for women in the workplace, education, and professions during the 19th century.
- XIV. Discuss the ways the Great Depression and World War II effected women.
- XV. List and discuss the major issues facing women in western culture today.

Text/Required Materials:

Women in World History: Readings from Prehistory to 1500
Brady Hughes (Ed.)
Publisher: M. E. Sharpe, Inc.
ISBN: 9781563243110

Women in World History: Readings from 1500 to the Present
Brady Hughes (Ed.)
Publisher: M. E. Sharpe, Inc.
ISBN: 9781563243134

Students are required to provide a three ring binder to serve for course materials management and as the final course portfolio.

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Methods of Instructions:

- I. Lectures and extensive classroom discussions
- II. Assigned readings from the textbooks and other sources
- III. A variety of classroom activities
- IV. A variety of homework activities
- V. Discussion Boards postings on My Ozarka
- VI. Viewing assignments both in class and as homework
- VII. Short classroom quizzes covering the reading and viewing assignments
- VIII. A capstone writing experience as a final exam

Evaluation Procedures:

Lecture Classroom Discussions: Each student is expected to take part in classroom discussions in a positive constructive manner. Students are encouraged to express their ideas in an adult professional manner. Please remember to discuss ideas, not attack people.

Assigned Readings: Students will be given regular writing assignments from textbooks and other sources. It is expected that students will complete reading assignments before the assigned date. While not always discussed in class, all reading assignments represent testable material.

Classroom Activities: There will be several classroom activities during the semester. All students are expected to participate in a positive professional manner.

Homework: All students are required to complete all homework and to hand in homework in a timely fashion. Homework handed in late will have the grade reduced.

Discussion Board Posting: During the course of the semester students will be asked to post responses to specific questions on the My OZarka Discussion Board. Students will also be required to response to the postings of other students in a positive professional manner.

Viewing Assignments: The viewing assignments are designed to supplement lectures, assignments, and exams. It is expected that students will complete viewing assignments before the assigned date. While not always discussed in class, all viewing assignments represent testable material.

Classroom Quizzes: The students will be given periodic classrooms quizzes covering the materials read or seen in the viewing assignments and materials covered in the associated discussions. Quizzes may contain multiple choice, true/false, fill in the blanks, and short answer type questions.

Capstone Essay: Toward the end of the semester the student will be required to write a capstone essay demonstrating their mastery of course content as well as demonstrate their critical thinking and writing skills.

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Grading Scale: Total point value for each assessment type

Classroom Discussion Participation	= 150 points
Classroom Activity Participation	= 150 points
Homework	= 150 points
Quizzes	= 150 points
Discussion Board Postings and Responses	= 200 points
Capstone Essay:	= 200 points

Grading Scale: Letter grades will be based on the following scale of total possible points

A	(Excellent)	=	90% to 100% of total possible points
B	(Good)	=	80% to 89% of total possible points
C	(Average)	=	70% to 79% of total possible points
D	(Below Average)	=	60% to 69% of total possible points
F	(Failing)	=	59% or Less of total possible points

Make-Up Policy:

- I: There is no make-up for in class discussions, activities, and exercises that are missed. If you miss class, you miss the points.
- II: Missed homework and discussion board assignments must be handed or completed in the next class session the student attends. Homework handed in late and discussion board assignments posted late will have the grade reduced by ten (10) percent.
- III: The student is allowed to make up one quiz. Any other quizzes missed will receive a zero (0) grade.

Attendance Policy:

Regular class attendance and punctuality are required for all classes. If a student must miss due to illness, emergency, or college business, it is the student's responsibility to find out what class work they missed.

According to the student handbook, after a student misses the equivalent of two weeks of class sessions, the instructor has the prerogative of assigning a grade "F" for the course.

Academic Integrity:

If an occurrence of cheating is detected, that student(s) grade will be adjusted accordingly, ranging from a grade penalty on the test or assignment involved - to an "F" in the course. When a penalty for cheating is invoked, the instructor is required to submit to the Vice President of Academic Affairs, immediately following the occurrence, a statement of circumstances, the name of the student(s)

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involved, and the penalty imposed. A student involved has the right to appeal the action through the Academic Grievance Procedure.

Special Needs:

Any student with special needs that may require any adaptation or modification of classroom work is responsible for informing the faculty of those needs and possible modifications/adaptations.

Arkansas Course Transfer System (ACTS):

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses with Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admissions and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE website and selecting Course Transfer (<http://www.adhe.edu>).

Tobacco Policy:

Effective July 1, 2008, Ozarka College campuses are tobacco free. This policy includes all buildings, grounds, and parking lots. Thank you for your cooperation.

Diversity Statement:

Ozarka College is committed to learning for all students. One important component of student learning is diversity education; learning about others, learning with others, and learning from others. By providing diversity learning experiences, Ozarka College provides students with the opportunity to work together to influence their future, the future of their country and the future of the wider global society.

Student Success Center:

The Student Success Center is located in room C114 of the John E. Miller Building on the Melbourne campus and in the new Student Center Building in Ash Flat. Check with the main office in Mountain View for location on that campus. The center is free and open to all students. The SSC provides academic coaching by appointment or on a walk-in basis for individual or group tutoring. Success Coaches are available to assist with homework and help improve study and time management skills. The SSC also provides career counseling with the KUDER Career Planning System and resume assistance and has a job placement program. If you have any questions, visit our site at <http://www.ozarka.edu/blogs/success>, contact the SSC by phone: 870-368-2056 or email: success@ozarka.edu.

Mission:

The mission of Ozarka College is to provide life-changing experiences through education

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Course Outline:

- Learning Segment One: Prehistory: Neolithic Venus
Hunter/Foraging Society
Biology and the Evolution of Human Culture
Neolithic Gender Roles: The Traditional View
Neolithic Gender Roles: The Gimbutas Alternative
- Learning Segment Two: Prehistory: The Seeds of Patriarchy
The Agrarian Revolution and the Rise of "Civilization"
Surplus and the Division of Labor
Capital and the Concept of Private Ownership
- Learning Segment Three: Prehistory: God on Horseback
The Indo-Europeans; Who Were They and Where Did They Come From
The Indo-Europeans; Impact on Latter Western Culture
- Learning Segment Four: The Rise of Civilization: Goddesses and Sacred Prostitutes
Social Class and Gender Roles
The Fertile Crescent: Cradle of Western Patriarchy
The Gift of the Nile: Early "Equality"
Women's Rights in Ancient Jewish Society
Minoan Culture; the Serpent and the Bull
- Learning Segment Five: Classic Civilization: Honored Wives and Adored Courtesan
Classic Athens: Patriarchy becomes Misogyny
Classic Sparta: Mother of Warriors
Rome: Pater and Mater
Holy Fathers of the Church: Women and the Early Christian Church
Women behind the Throne: The Byzantine Emperors and their Women
- Learning Segment Six: The Dark and Middle Ages: The Burning Time
Village, Manor, Castle and Hut; Social Classes and Gender Expectations
A Day in the Short Life of Women in the Dark Ages
Medieval Rights; Woe unto the Widow
The Working Life: Fief or Craft Hall
The Birth of Romantic Love in the West
- Learning Segment Seven: Rebirth: The Beginning of the Modern World
The Renaissance: Man is the Measure of All Things
New Humanism: Marriage, Property Rights, Reproduction Rights, and the Law
Pioneer Mothers: Women in the Colonies
The Changing Gender of Employment
Feminist Pioneers and Behavior Unbecoming

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- Learning Segment Eight:
- The Nineteenth Century: Turmoil and Change
 - The Victorian Era: Life as a China Doll
 - Tea and Revolution: The Women's Right Movement Begins
 - Temperance and Suffrage: Going for the Vote
 - Women at Work: Farewell to Farm and Field, Hello Factory
 - Wanted: Young White Female Workers
 - Industrialization in the West: New Freedom or Slave Labor
 - Trouble Makers in Skirts: Rabble Rousers and Reformers
 - Opening Doors: Higher Education, the Professions and the Arts and Sciences
- Learning Segment Nine:
- The Twentieth Century: Giving Equality Meaning
 - Women and the Great Depression
 - Women Go To War
 - Back to the Kitchen: The Retreat of the Fifties
 - The Time is N.O.W.: The Women's Movement Redefined
 - In the Workplace: Equal Pay for Equal Work
 - Equality: The Final Frontiers

ORIGINAL