



History 155: Women in U.S. History

Fall 2023, Second 8 Week Term

COURSE INFORMATION

Section Number: 73509
Units: 3.00
Location: Canvas
Dates: Oct 23 – Dec 16, 2023

INSTRUCTOR INFORMATION

Instructor: Dr. Lauren Golder
(they/them or she/her)
Email Address: lauren.golder@vvc.edu



WELCOME TO HISTORY 155—WHAT IT MEANS TO BE SUCCESSFUL

Everyone enrolled in this course probably has the same goal: to pass the class (and hopefully learn about US history along the way!). But there are many other ways that success happens. Success happens when you are the first in your family to go to college. Success happens when you find new identities for yourself—identities that are in contrast to the words and actions of others who tell you that you don't belong in college, that you're 'at risk,' or that you are not capable of writing an essay or critically analyzing a text. Success happens every time you notice a classmate who needs an advocate or a friend, and we act on their behalf through support, encouragement, and kindness. I want to help you succeed in all of these ways and more! My job is to guide you through this course and help you achieve your goals, whatever they may be.

COURSE DESCRIPTION

The purpose of this class is **not** to memorize and regurgitate facts. Instead, it will push students to learn to **think like historians**. What does that mean? Historians study change over time. Therefore, students will develop an understanding of the chronology and significance of historical events and of larger historical themes. We will analyze the historical meanings of key values in American history, including: freedom, liberty, and equality. Specifically, we will examine how these ideas change over time and were applied to different peoples. You will learn to question why events happened as they did. Were other outcomes possible? What roles did individual historical actors play? What choices did they make? What was the significance of those choices?

This course traces the history of women and gender over the course of American history, from the pre-colonial era through the present. It explores women's roles in the family, community, culture, economy and politics, considering the experiences of women of different class, race, and ethnic backgrounds. The course aims to understand two long-term trends in women's history: one, the progress that American women have made toward achieving personal autonomy, sexual and reproductive freedom, economic independence, and political and legal rights; and two, the structural and ideological forces that have operated to impede or encourage this progress. Analysis of the social constructions of sex, gender, and sexuality and the theoretical framings of feminism will help students enter the ongoing scholarly conversation about sex and gender in American history. Students will renew their familiarity with other vital categories of historical analysis including race, class,

religion, and nationality while furthering their ability to interpret primary and secondary sources, analyze evidence, and make compelling arguments orally and in writing.

VVC Catalog description: “History of women in the United States from early colonial era to the present. This course must assume some understanding of the formative events in U.S. history and will focus on the changing roles women have played in society, family, and work.”

REQUIRED TEXTBOOK

Each week, you will read 1-2 chapters from the following textbook.

DuBois, Ellen Carol, and Dumenil, Lynn, Eds. *Through Women's Eyes: An American History with Documents*. 5th ed. MacMillan Learning, 2019.

*The textbook will be available at the [VVC Rams Bookstore](#) and on course reserve at the VVC Library. You may also rent/buy/download it elsewhere (ebook or paper version is fine).

COURSE CULTURE AND LEARNING PROCESS

This course is based on the belief that everyone is capable of analyzing and interpreting the past. How we act as individuals and as a class will be key to accomplishing our goals successfully. With this in mind, the class has the following rules:

- **Ask for help when you need it.** I want you to succeed in this class, and it is my job to make sure you have the support you need to reach your goals. I encourage you to contact me anytime you are uncertain about an assignment, need help with a concept, or are encountering difficulties outside the classroom that affect your learning.
- **Approach your classmates with kindness and encouragement.** Creating a successful class means being able to rely on those around us when we are in need. Be the type of person you would like to turn to when you need help.
- **Learning is a process.** This class is set up so that you will build the skills you need to understand the past and how it relates to the present. It's my job to provide you with just the right amount of work and it is your job to complete that work in good faith.

CANVAS MODULES

The learning process in this class depends on breaking up learning over several days. Each week you will complete one or two modules in Canvas that correspond to a specific time period or issue. A typical module will include the following:

1. **Textbook Chapter:** this is the part of the module where you will get the most detailed information. Each chapter is approximately 40 pages and is broken up into themed sections. *I strongly recommend doing your reading over the course of several days*—you will retain much more information if you read slowly rather than speeding through the chapter in one sitting.
2. **Slide Deck:** I create a PowerPoint presentation for each chapter that highlights key issues and expands on the textbook.
3. **Additional Videos:** I have combed YouTube and the VVC Library for the best videos relating to our course. These videos will give you additional information and context, and deep dives into topics of interest.
4. **Weekly Activities:** each week you will be asked to complete **primary source annotations** and a **reading quiz**, as well as occasional **discussion board posts** (see the “Assignments” section of the syllabus for more info on these). If additional assignments are due, they will be included in this section.

5. **Upcoming Assignments:** if there are any major assignments due in the next few weeks, they will be included here.

STUDENT LEARNING OUTCOMES

By the time you complete this course, you should be able to do the following:

1. Develop analytical skill in relation to historical time period, cause and effect, focusing on women in United States' History, using primary and secondary source material.
2. Identify and discuss transformational women, institutions and events that have been the basis for the political, economic, social and intellectual development of the United States from pre-colonization to the present.
3. Analyze how issues of race, gender and domesticity, have impacted the status of women in the political, social and economic development of the United States.

COURSE OBJECTIVES

Upon completion of the course the student should be able to:

1. Identify major themes within each historic period and explain how major events impinged on women's lives. The student can then:
 - a. Compare and contrast the image and roles of Native, African and European women from the early colonial era through the present;
 - b. Discuss the role of religion and the image of women;
 - c. Assess how philosophical and social movements affected the status and roles of women;
 - d. Identify the key elements of Republican Motherhood and the Cult of Domesticity and their effect on women in the context of war, reform and social movements;
 - e. Assess the 'New Woman' of the 20th century and the political roles for women after achieving voting rights;
 - f. Evaluate the role, image and power of women in the late 20th-early 21st century in the context of civil rights and equality.
2. Describe the various roles of women during each major historic era. The student can then:
 - a. Identify and explain the pre-Columbian roles for women and the impact of European colonization;
 - b. Discuss the colonial woman and her role in the religious, economic and social life of the European colonies;
 - c. Assess the contributions of women to the American Revolution and the New Nation eras, including the Cult of Domesticity;
 - d. Chart the emergence of the women's suffrage movement and assess its evolution through the 19th-20th century;
 - e. Outline and evaluate the roles and contributions of women in the first and second world wars and the Great Depression;
 - f. Discuss the modern feminist movement since 1950;
 - g. Evaluate the post-modern women's movement and the effects of Vietnam, neo-conservatism, and the continuing challenge of equal and civil rights.
3. Describe the ethic of domesticity and how it affected women's lives over time. The student can then:
 - a. Identify the key elements of Republican Motherhood, and its antecedents in the colonial era;
 - b. Define and discuss the elements of the Cult of Domesticity;
 - c. Compare and contrast 19th century ideals with the 20th century ideals of 'Fascinating Womanhood';

- d. Examine and evaluate the domestic and economic role of women in the late 20th century and the struggle between neo-conservative ideals and radical feminism.
4. Examine primary and secondary source materials to determine attitudes reflected by contemporary writers. The student can then:
 - a. Compare and contrast the poetry, prose and other written records of women from the colonial era to the present;
 - b. Evaluate the way women perceived themselves and the way they were depicted by contemporary writers in any given historical era;
 - c. Examine and assess public and private documents related to women and women's issues.
5. Demonstrate awareness that ideals of society did not always coincide with the ideals women held for themselves in any given time period. The student can then:
 - a. Compare and contrast women's primary and secondary source material in any given historical period;
 - b. Examine and analyze primary source material written by men and women regarding historical issues during major events;
 - c. Identify key historical trends and analyze women's points of view, based on private and public source material.

RECOMMENDED SKILLS

To succeed in this course, it will be helpful to have the ability to:

- Navigate the Internet using a web browser
- Manage files using either the Mac or Windows operating systems
 - *If you do not have a personal computer (laptop or desktop), please email me so that I can help you get a loaner Chromebook through VVC!*
- Send and receive email messages and attachments
- Use a word processing program like Microsoft Word, Google Docs, or an equivalent

COURSE FORMAT

- The **Canvas course page** will be your hub for this course. From there you will submit assignments, complete quizzes and exams, and access our remote meetings.

ASSIGNMENTS

All assignments will be due by **11:55 pm** on the due date unless otherwise stated. Additional information about assignments will be provided on Canvas. Due dates are listed in the course schedule.

- **Primary Source Annotations:**
Each week, you will be required to read and comment on a primary source using the Perusall app (you will receive specific instructions on how to do this). Due every **Wednesday**. 23% of final grade.
- **Weekly Reading Quizzes:**
There will be weekly reading quizzes throughout the semester. Quizzes will focus on the textbook assignments and are open-book and open-note. Due every **Friday**. 22% of final grade.
- **Discussion Board Posts:**
You will be required to participate in four discussion boards throughout the semester. To earn full credit,

you must completely answer the question as well as reply to at least two of your classmates. 10% of final grade.

- **Critical Commentary:**
You will write an essay introducing and analyzing a primary source of your choice. 15% of final grade.
- **Unessay:**
An opportunity to explore a historical issue or topic that interests you through a creative “unessay” (making a podcast, comic, video, etc.). 20% of final grade.
- **Final Reflection:**
A short essay reflecting on the themes and issues of this course. 10% of final grade.
- **Extra credit:**
There will be several extra credit opportunities throughout the semester which will be available on Canvas. Up to 5% of final grade.

GRADING SCALE

Grades will be determined by percentage earned.

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = less than 60%

COURSE SCHEDULE

For each module, you will be required to read one chapter from *Through Women’s Eyes* and one to two primary source documents. Readings that are not in the textbook will be posted on Canvas. The schedule is subject to change at the instructor’s discretion; any changes will be announced via Canvas.

Week 1, 10/23 – 10/27

Course Orientation and Module 1: Precolonial America and European Contact

- Reading assignments:
 - Chapter 1, *Through Women’s Eyes*
- Work due:
 - Pre-Course Survey due Wed 10/25
 - Discussion Board 1: Introductions due Wed 10/25
 - Quiz 1 due Fri 10/27

Week 2, 10/30 – 11/3

Module 2: Gender in Colonial America, War and Revolution

- Reading assignments:
 - Chapters 2 & 3, *Through Women’s Eyes*
 - Primary Source: English Jurist William Blackstone Defines Coverture
- Work due:
 - Discussion Board 2: Primary Sources due Tue 10/31

- Primary Source Annotations (Blackstone) due Wed 11/1
- Quiz 2 due Fri 11/3

Week 3, 11/6 – 11/10

Module 3: Women and Labor and The Civil War

- Reading assignments:
 - Chapters 4 & 5, *Through Women's Eyes*
 - Primary Source: Harriet Jacobs, Incidents in the Life of a Slave Girl (1861)
- Work due:
 - Discussion Board 3: Critical Commentary Pre-Write due Tue 11/7
 - Primary Source Annotations (Jacobs) due Wed 11/8
 - Quiz 3 due Fri 11/10

Week 4, 11/13 – 11/17

Module 4: Reconstruction and American Expansion

- Reading assignments:
 - Chapters 6 & 7, *Through Women's Eyes*
 - Primary Source: Zitkála-Šá, The Americanization of Native American Children
- Work due:
 - Primary Source Annotations (Zitkála-Šá) due Wed 11/15
 - Quiz 4 due Fri 11/17
 - **Critical Commentary due Sat 11/18**

Week 5, 11/20 – 11/24 (Thanksgiving Week)

Module 5: The Progressive Era

- Reading assignments:
 - Chapter 8, *Through Women's Eyes*
 - Primary Source: Crystal Eastman, Now We Can Begin
- Work due:
 - Discussion Board 4: Unessay Pre-Write due Mon 11/20
 - Primary Source Annotations (Eastman) due Tue 11/21
 - Quiz 5 due Wed 11/22

Week 6, 11/27 – 12/1

Module 6: Prosperity, Depression, and War, and Women in Post-War America

- Reading assignments:
 - Chapters 9 & 10, *Through Women's Eyes*
 - Primary Source: Aiko Herzig-Yoshinaga on Japanese Internment
- Work due:
 - Primary Source Annotations (Herzig-Yoshinaga) due Wed 11/29
 - Quiz 6 due Fri 12/1

Week 7, 12/4 – 12/8

Module 7: The Women's Movement

- Reading assignments:
 - Chapter 11, *Through Women's Eyes*

- Optional: Rosalyn Baxandall and Linda Gordon, “The Women’s Liberation Movement” (on Canvas)
- Primary Source: Combahee River Collective Statement
- Work due:
 - **Unessay due Tue 12/5**
 - Primary Source Annotations (Combahee) due Wed 12/6
 - Quiz 7 due Fri 12/8

Week 8, 12/11 – 12/16

Module 8: *The Recent Past*

- Reading assignments:
 - Chapter 12, *Through Women’s Eyes*
 - Primary Source: TBD
- Work due:
 - Primary Source Annotations (TBD) due Wed 12/13
 - **Final Reflection due Thu 12/14**
 - Quiz 8 due Fri 12/16

COURSE POLICIES

LATE WORK POLICY

All assignments should be completed by their due dates, so get started early! However, I am aware that stuff happens. If you will need to turn in an assignment late, please fill out the [Extension Request Form](#) as soon as possible.

COMMUNICATION

I welcome you to contact me outside of class. You may email me, schedule office hour meetings, or send me messages through Canvas Inbox.

- **E-mail:** Please include ‘HIST 155’ in the subject line of the e-mail. Allow 24-48 hours for a response. I typically respond to e-mail during business hours (9:00am-5:00pm, Monday-Friday)—for example, if you send an e-mail at 9pm on Monday night, you will most likely receive a response the next day during these hours. Please e-mail again if you have not received a response within 2 days. A response during academic breaks may be delayed. If you have extensive questions that require a longer conversation, please e-mail me an overview of what you would like to discuss and come to drop-in hours.
- **Canvas:** For this class, we will use the Canvas site regularly. All of our class material will be on Canvas. I will also deliver class announcements through Canvas. I advise you to check whether your canvas notifications are turned on for this course. All assignments should be submitted through the Canvas site. Paper copies will not be accepted.

DISCUSSION POLICY

This classroom should be welcoming to all. I expect everyone to be respectful in how they communicate and interact with each and every person in this class. Racist, sexist, homophobic, transphobic, classist, or ableist language will not be tolerated, nor will any other forms of language that potentially marginalize or demean any student.

I expect that you will treat others with respect. We are all unique and this is extremely valuable for class discussion. Please be respectful of others voicing their opinions, thoughts, and feelings in class. We can disagree, but we should work to make disagreements respectful. No personal attacks will be tolerated. Do not make side comments while someone is speaking or interrupt.

DISABILITY ACCOMMODATIONS

I encourage students requesting disability-related accommodations to contact the Center for Students with Disabilities as soon as possible. I will work with you and the [ACCESS Resource Center](#) to provide appropriate and reasonable accommodations. An early notification of your request for test-taking and/or other accommodations is necessary to ensure that your disability-related needs are addressed appropriately; testing accommodations cannot be applied retroactively.

VVC Statement of Access

Students with accessibility needs are encouraged to meet with instructors to discuss the opportunity for academic accommodation and referral to the ACCESS Resource Center ([AP 5540](#)) and services per Administrative Procedure ([AP 3440](#)).

PRONOUNS AND NAMES

All people deserve to be addressed in accordance with their identity, ranging from preferring a nickname to your gender pronouns. You have the right to be referred to with the pronouns you are most comfortable with (she/her, he/him, they/them, ze/zir, etc.). In order to have a safe and respectful class environment, you should refer to your classmates with the names and pronouns that your classmates are most comfortable with. I encourage you to notify me of your gender pronouns either in class or by email so I can address you correctly, especially if you have reason to believe I may refer to you by the incorrect pronoun.

Additionally, you have the right to be referred to the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, you are welcome to let me know in class or through e-mail at any time. I do my best to know student names and will call you by your name often. If I am mispronouncing your name, I encourage you to correct me as soon as possible in class or through e-mail so that I can correct my pronunciation.

VVC POLICIES

FALL 2023 CALENDAR

Fall Term Begins

August 28

Labor Day Holiday (college closed)	September 4
Veteran's Day Holiday (college closed)	November 10
Thanksgiving Holiday (college closed)	November 23-25
Fall Term Ends	December 16
Sixteen (16) week term	August 28 – December 16
Off-Campus Sixteen (16) week term	August 28 – December 16 (Does not follow VVC calendar, see that site's calendar for holidays)
First Twelve (12) week term	August 28 - November 18
Second Twelve (12) week term	September 25 – December 16
First Eight (8) week term	August 28 – October 21
Second Eight (8) week term	October 23 – December 16

WITHDRAWAL POLICY

A student may drop or withdraw (or be dropped by an instructor) before the 75% point of completing the class. Students may not drop or be dropped after this point, and instructors must issue a grade if the student remains on the class roster beyond this point. A student who drops a class (or who is dropped by an instructor) on or before 20% of the course will have no record of that class appearing on their permanent transcript, although they may still be responsible for payment of fees. Drops that occur after 20% of the course and on or before 75% of a course will result in a W symbol being entered. Students may be dropped for lack of attendance or "good cause" as defined in California Education Code, Article 3, Section 76033.

Students should not rely on instructors to drop or withdraw them from classes. Failure to officially drop or withdraw by the deadline may result in an F (Failing) grade or FW (Unofficial Withdrawal) grade. Refer to the Add/Drop policy and Important Dates and Deadlines listed on the Admissions & Records Register page.

STATEMENT OF ACCESS

Students with accessibility needs are encouraged to meet with instructors to discuss the opportunity for academic accommodation and referral to the ACCESS Resource Center ([AP 5140](#)) and services per Administrative Procedure ([AP 3440](#)).

VVC GRADING POLICY

Attendance Policy: Class attendance is not a measure of performance or proficiency. Whether a student is just physically present in the class is not a valid basis for grading. Reference Title 5 Section 55002 of the California Code of Regulations: (A) Grading Policy. The course provides for measurement of student performance in terms of stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

STUDENT CODE OF CONDUCT: ACCJC STANDARD I.C.8

Each student has the right to pursue their education free of any undue infringement on their lawful rights. Victor Valley College follows a "zero tolerance" philosophy when it comes to any behavior or incident that disrupts the

learning environment. Student conduct issues are handled in a fair, just manner. [Board Policy 5500](#) identifies the policy on the standards of student conduct. [Administrative Procedure 5520\(a\)](#) provides guidance for this process. In general, student misconduct constitutes good cause for discipline, including but not limited to the removal, suspension or expulsion of a student. Due process for student conduct issues in Administrative Procedure 5520(a). All students are expected to read and follow this important information. In addition, copies are also available on the VVC website, the office of Campus Police and Public Safety, and in the Associate Vice President's Office.

NOTE FOR EOPS AND ACCESS (DSPS) STUDENTS

Please make sure that any paperwork dealing with alternative testing, progress reports, and other related matters are provided to the instructor in a timely manner. It is suggested that students bring documents requiring signatures and other student personal information (grades, etc) to the instructor's office hours.

For DSPS students, AP 3440 guarantees accessibility to VVC courses. However, all DSPS students must have official paperwork before instructor can allow any deviation from the course assessments as outlined above. More information is located at Access Services. You may also call 760.245.4271, x.2213; TTY, 760.245.3313. All information dealing with EOPS and DSPS is confidential, and Springs under the purview of FERPA (see 'Your Privacy' above).

DISCLAIMER

Some elements of the syllabus may be changed at the instructor's discretion. Students will be given at least 48 hours' notice of changes whenever possible. If there is any aspect of this syllabus which you do not understand, or to which you take exception, please let the instructor know within the first week of class. Your continued attendance in this course constitutes an acknowledgement and acceptance of the requirements delineated in this syllabus.

VVC STUDENT SUPPORT RESOURCES

The staff and faculty of Victor Valley College want you to succeed academically and care about your well-being. I encourage you to use the resources on campus to help you succeed. Also, please free to contact me so that I can help to direct you to support services on campus that might be most beneficial to you. For a complete list of VVC student services, go to <https://www.vvc.edu/welcome-student-services>. Many of these services are located in the Student Services Building (Building 23).

Academic Support

Academic Counseling

The [Counseling Department](#) at VVC can help you with choosing and enrolling in classes, educational and career planning, navigating Corsair Connect, understanding financial aid, referrals to campus resources, and more.

Most information regarding resources available to students can be found at VVC's [Student Services](#) page.

Tutoring

Free tutoring centers are available across the campus. For this course, the [Writing Center](#) will be very helpful! They can help you with assignments, edit your writing and essays, and help you with strategies to succeed in the course.

- In-person writing help: 8:30am-7pm Mon-Thu, 8:30am-4pm Fri, ATC 21-177, (760) 245-4271 ext. 2607.
- Virtual writing help:
 - 25-minute appointments on Zoom, [click here to schedule](#).
 - [Online paper drop-off](#)
- The Writing Center also offers [workshops](#) Monday-Friday from 12-1pm to help you build reading and writing skills.

The [VVC Communications Center](#), located in the Performing Arts Center, Room 54-213, is available to all VVC students, staff, faculty, and the public who would like help with the development and delivery of oral presentations from research, outlining, delivery, and visual aids including PowerPoint presentations.

Disability Accommodations

The [ACCESS Resource Center](#) exists to support VVC students with communicative, developmental, learning, psychological, physical, visual, and/or hearing disabilities. If you have a diagnosed disability, you are legally entitled to reasonable academic accommodations under the Americans with Disabilities Act.

Transfer Assistance

The VVC [Transfer Center](#) can help you apply to four-year colleges and universities, especially CSU and UC schools. They offer workshops, one-on-one counseling, and information about transferring. It is located in the Student Services Center in Building 23.

Computer and Technology Support

The [Advanced Technology Center](#) can help you access computers, learn computer skills, and get help with tech problems. It is located in Building 21.

Support Outside of the Classroom

Basic Needs and Wellness

VVC's [THRIVE Resource Center](#) can help you access food, housing, clothing, utility assistance, showers, transportation, childcare, medical care, mental health, crisis resources, etc. To learn more, download VVC THRIVE's [Basic Needs Resource and Support Guide](#).

CARES Act

If you need a laptop to access and participate in your classes, have not been able to afford all the textbooks or access codes you need for your class(es), and/or if you/your family can use help with basic needs expenses, the college is providing additional [CARES Act financial grants](#). You do not have to be receiving financial aid in order to apply. These funds are available for any currently registered student who has a need. Funds will be prioritized for students who are registered, making progress toward a goal, and complete an application.

Mental Health

VVC offers free 24/7 virtual medical and mental health care at tinyurl.com/VVCTimelyCare. In addition, VVC offers free walk-in [Mental Health Counseling](#) every Tuesday and Thursday from 11:30am-1:30pm in the Advanced Technology Center, Room 172.

Food Access

VVC has programs to assist students struggling with access to food.

- The PEAK Pantry – Monday-Friday, 10am-5pm, Student Activities Center (SAC), Building 44 upstairs, Room 9. (760) 245-4271 ext. 3663.
 - Any currently enrolled student can go to PEAK to receive a free breakfast, lunch, and snack
- Free Groceries – Thursdays 11am, NextUp Building 10b Room 3 (off Spring Valley Pkwy)

Career Assistance

The VVC [Career Center](#) can assist you in online career research, choosing a career, and finding jobs. It is located in Building 23, the Student Services Center.

CalWORKS

The mission of the [CalWORKs program](#) is to provide educational & social-emotional support, counseling and academic planning, and student advocacy. Our program is committed to ensuring students receive high-quality and equitable assistance, resources and care to complete a degree, certificate, and/or transfer, and gain skills to enhance employability after graduation. CalWORKS is located in Building 23.

Student Employment/Federal Work Study

The [Student Employment Office](#) at Victor Valley College offers employment resources, job referrals, and job placement services to students. Our mission is to assist Victor Valley College students with the opportunity to gain work experience and marketable skills in their field of study.

Financial Aid

The [Office of Financial Aid](#) can help you find ways to pay for college. They offer FAFSA and DREAM Act workshops, as well as virtual walk-in sessions. The office is located in the Building 23, or you can contact them at financialaid@vvc.edu.

Special Programs at VVC

First Year Experience

Victor Valley College believes that the first-year experience is critical to the academic success and personal growth of our students. The [First-Year Experience \(FYE\) program](#) at Victor Valley College integrates first-year students into the academic and cultural community of the College and assists students all the way through to graduation. We are dedicated to helping students achieve their academic goals.

Extended Opportunity Program & Service (EOPS)

The [Extended Opportunity Program & Services \(EOPS\)](#) at Victor Valley College is a program that supports the enrollment, retention, graduation, and transfer of students who are challenged by economic and educational disadvantages. They offer service such as academic, career, personal and transfer

counseling; priority registration; supplemental textbook assistance; one-on-one tutoring; and much more.

P.A.C.E. (Program for Adult College Education)

The [PACE program](#) helps adult students earn their Associate's Degrees in Liberal Arts while balancing family, career, and scheduling demands. To learn more, contact [Patty Golder](#), the PACE Coordinator.

Puente Program

The [Puente Program](#) is a transfer and mentoring program designed to foster academic excellence and leadership through academic programming, extracurricular activities and exposure to campus and community resources. To learn more, contact [Richard Alvarez](#), the Puente Program Coordinator.

Student Employment Office

The [Student Employment Office](#) offers employment resources, job referrals, and job placement services to students. Their mission is to assist VVC students with the opportunity to gain work experience and marketable skills in their field of study.

UMOJA Program (African American Students)

The [UMOJA Community Cohorts Program](#) promotes the academic and personal success of African American students, who are traditionally underrepresented in community colleges. The program provides counseling, student support, cultural activities, academic success workshops, book assistance, mentoring, student leadership training, and more.

Veteran's Services

The [Veteran Resource Center](#) offers support and priority registrations for Veteran students at VVC. There is also a dedicated Veterans window in Admissions and Records, Window 12, where you will not have to stand in the general line.

Additional Local Resources

- [San Bernardino Sexual Assault Services](#)
- [San Bernardino County Community Crisis Response Team](#)