Course Outline

COURSE: HIST 5   DIVISION: 10   ALSO LISTED AS:

TERM EFFECTIVE: Spring 2014   CURRICULUM APPROVAL DATE: 09/23/2013

SHORT TITLE: WOMEN/EARLY US HIST

LONG TITLE: Women's Lives in Early United States History

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<th>Type</th>
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COURSE DESCRIPTION:

This survey course begins with pre-contact peoples and extends to the end of the nineteenth century. The class examines the construction of womanhood through United States history, and the effects of gender, ethnicity, class, and sexual orientation upon women's experiences. Students will study the contributions of various individual women and groups of women in creating the modern United States, and will analyze social, political, economic, and cultural forces affecting women to both join and resist movements for social change. Students will also learn to apply contemporary feminist theory to traditional historical approaches. This course has the option of a letter grade or pass/no pass. ADVISORY: Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
   L - Standard Letter Grade
   P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
   02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:
1. Distinguish, evaluate, and contrast roles played by women in US history at different times
Measure: written exam, oral reports, role playing, project, and/or written homework
PLO: 2
ILO: 1.4, 1.5, 2.1.-2.4, 2.6, 6.1-6.4
GE-LO: C3, C7, D1, D2, D3, D4, F1, F2
Year assessed or anticipated year of assessment:

2. Analyze the effects of gender, ethnicity, class, and sexual orientation upon individual women and upon women in social groups

Measure: written exam, oral reports, role playing, project, and/or written homework
PLO: 2
ILO: 1.4, 1.5, 2.1.-2.4, 2.6, 6.1-6.4
GE-LO: C3, C7, D1, D2, D3, D4, F1, F2
Year assessed or anticipated year of assessment:

3. Relate changes in women's lives to social, political, and economic changes in the United States

Measure: written exam, oral reports, role playing, project, and/or written homework
PLO: 2
ILO: 1.4, 1.5, 2.1.-2.4, 2.6, 6.1-6.4
GE-LO: C3, C7, D1, D2, D3, D4, F1, F2
Year assessed or anticipated year of assessment:

4. Develop and refine varied research skills, using women's history topics to look deeply and broadly at how women defined the various issues studied through primary and secondary scholarly sources.

Measure: written exam, oral reports, role playing, project, and/or written homework
PLO: 2
ILO: 1.4, 1.5, 2.1.-2.4, 2.6, 3.1-3.3, 6.1-6.4
GE-LO: C3, C7, D1, D2, D3, D4, F1, F2
Year assessed or anticipated year of assessment:

CULTURAL DIVERSITY:
This course promotes understanding of:
Cultures and subcultures
Cultural awareness
Cultural inclusiveness
Mutual respect among diverse peoples
Familiarity with cultural developments and their complexities
SLO # 1,2,3

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 09/23/2013
HOURS 3 CONTENT: Why study women's history?
PERFORMANCE OBJECTIVES: Students will identify areas of US history in which women have been overlooked; students will be able to offer reasons for the oversights, and suggest ways to ameliorate them. Students will identify topics in their own lives, which may be better understood through the lens of women's history.

OUT OF CLASS ASSIGNMENTS: Readings and journal writings on the foundation and start of women's history as a field of study. Students compare and contrast gender constructions in society to that of physical characteristics of womanhood in a writing assignment. Students assess the weakness and strengths to the different philosophical approaches to women's history in a graphic organizer assignment.

HOURS 3 CONTENT: Pre-contact Native American Women.

PERFORMANCE OBJECTIVES: Students will explain the diversity of roles and status assigned to and claimed by pre-contact women. Students will discuss how women lived in the everyday, and what role women played in the external world of various groups' court and governing systems. Students will recognize widely varying indigenous notions of proper female sexuality and behavior. Students will consider contemporary indigenous women and their struggles for land rights and sovereignty.

OUT OF CLASS ASSIGNMENTS: Reading a scholarly article on two groups of indigenous women in this period. Students will write responses on that examine female power and societal roles from these different groups. Students will begin to hypothesize about the role native women would play in their society after western contact was made in a written response.

HOURS 10 CONTENT: Researching women in history.

PERFORMANCE OBJECTIVES: Students will demonstrate a women centered interpretation of history through historical knowledge, interpretations, and arguments. Students will discuss the various challenges that occur when writing women's history and brainstorm effective solutions to problems that occur in the research process.

OUT OF CLASS ASSIGNMENTS: Students will perform library and archival research on women's history topics. They will turn in a reflective video or paper detailing the process, problems and needs of future historians on the topic.

HOURS 6 CONTENT: Colonial life for women.

PERFORMANCE OBJECTIVES: Students will compare individuals in colonial world to determine the role that religion, marriage, motherhood, and community played in the lives of women. Students will read primary works to assess how some women effectively played a role in colonial economics and religious and political institutions. Students will evaluate the Salem witch trials in the context of European witch-hunting to generate theories about the causes and effects of the accusations made. Students will explain how ethnicity and class conditioned accusations and results in the trials. Students will apply their understanding of colonial America to concepts of contemporary female deviance.

OUT OF CLASS ASSIGNMENTS: Students will complete readings on exceptional women of this period (Anne Hutchinson, Elizabeth Murray) and different minority groups of women in this period (black, indentured). Students will identify the different ways in which the Salem Witchcraft Trials affected women's standing in society as well as theories to the cause of the events.

HOURS 3 CONTENT: The Cult of True Womanhood.

PERFORMANCE OBJECTIVES: Students will identify the participation of women in the nation's struggle for independence, particularly in the economic, political and military spheres. Students will evaluate the promises of the Declaration of Independence as they applied to women, and will explain how women were affected in their legal status, work lives by new nationhood and understanding of societal expectations. Students will explain the resulting history of domesticity from economic and cultural viewpoints, and will form opinions of its effects upon women based on discussion and readings. Students will inspect the political and biological arguments used to reinforce the cult, and will assess the cult's contemporary staying power. Students will assess the transformation of institutions including motherhood, marriage, and domesticity. Students will explain what restrictions were placed upon Cult women. Students will also look at the recent historiography of the field that debates the notion of the cult of domesticity and debates the merits of these conflicting views.

OUT OF CLASS ASSIGNMENTS: Students will complete reading highlighting the origins of the Cult of Domesticity, gains and losses in rights with the establishment of the new nation, the divergent theories on the Cult of Domesticity. Students will prepare written responses on how the new beliefs affected women of different race, class and region.


PERFORMANCE OBJECTIVES: Students will identify the different ideals that women were held to in the 19th century and whether or not those ideals were accurate. Students will use primary source material to
determine the effect of these ideals and why these roles were important to the fabric of American politics
and society. Differences attributable to class and ethnicity will be discussed; slave women coped with and
overcame their circumstances. Students will analyze the complex relation between slave and mistress, and
will trace underlying social and economic causes of the peculiar institution. Students will discuss the
abolitionist movement and the power of women's abolitionist witness, and will assess contributions women
were able to make to the cause. Students will analyze the speeches of freedwomen and consider the roles
assigned to women who lacked skills or the ability to marry well.

OUT OF CLASS ASSIGNMENTS: Students will read journal articles one of the above-mentioned groups
and their role in slave system that led to civil war. A written response will debate the political voice that each
of these groups had and actions they did or did not take.

HOURS 3 CONTENT: The world the slaves made--or escaped.

PERFORMANCE OBJECTIVES: Students will assess how femaleness affected the experience of being a
slave, and how slave women coped with and overcame their circumstances. Students will analyze the
complex relation between slave and mistress, and will trace underlying social and economic causes of the
peculiar institution. Students will discuss the abolitionist movement and the power of women's abolitionist
wit ness, and will assess contributions women were able to make to the cause. Students will analyze the
speeches of freedwomen and consider the roles assigned to women who lacked skills or the ability to marry well.

OUT OF CLASS ASSIGNMENTS: Students will complete readings on the slavery, the plantation mistress,
slave woman and social issues that effected the south.

HOURS 3 CONTENT: The origins of US feminism.

PERFORMANCE OBJECTIVES: Students will debate the abolitionist movement as it led to the founding of
women's movements in the US and Britain. Students will read early primary documents arguing for women's
emancipation, education, dress reform, and suffrage, and will assess progress since the documents were
written. Students will explain the motives of women who spoke publicly for their rights, and will evaluate the
effects upon society and upon individuals of such advocacy.

OUT OF CLASS ASSIGNMENTS: Student will complete readings on the social, political issues that effected
women in this period. Students will analyze a woman who advocated change and/or rights at the time in a
written response.

HOURS 3 CONTENT: The wonderful West.

PERFORMANCE OBJECTIVES: Students will assess the European-American pioneer movement
westward, tracing its effects upon indigenous groups and women, and understanding the roles played by
women on the frontier. Students will contrast the relative freedom of the frontier with the restrictions placed
upon women in East Coast society, and will discuss positive and negative possibilities for women who were
willing and able to start again.

OUT OF CLASS ASSIGNMENTS: Students will complete readings on the various native groups in the
west, Mexican/Spanish women in North America and the movement westward.

HOURS 3 CONTENT: The Civil War and war's effects upon women.

PERFORMANCE OBJECTIVES: Students will assess the traditional roles in wartime of women as sisters,
daughters, wives, nurses and, in the Civil War, a volunteer workforce. Students will analyze the war from the
point of view of northern and southern women of different backgrounds.

OUT OF CLASS ASSIGNMENTS: Students will complete readings on women's experience in the war.
Student will compose a written response that compares and contrast female experience in the war by
region.

HOURS 6 CONTENT: Labor, paid and unpaid.

PERFORMANCE OBJECTIVES: Students will document how changes in technology and capital affected
the lives of many women. Students will analyze gender patterns of occupation, and consider the
feminization of several professions and its effect upon those professions in the years 1860-1900. Students
will evaluate issues posing challenges to women in the workplace, and will discuss reasons why the
women's labor movement remained isolated for many decades from the mainstream male labor movements.

: Students will assess the immigration experience from the points of view of women of varying backgrounds
and ages, and will examine special barriers facing immigrant women. Students will assess the varying levels
of independence and assimilation of different groups, and will study opportunities for women that opened up
after the Civil War. Students will use contemporary feminist theory to hypothesize regarding the expression
of sexuality in post-war cities and towns after the turn of the century Students will enumerate the problems
faced at home by working women.
OUT OF CLASS ASSIGNMENTS: Students will complete readings and journal writings on the comparison of contemporary domestic life with historical demands upon housewives. Students will finalize their research project on women by reflecting on how their topic fits in with the study of course material.

HOURS 2: Final Exam

METHODS OF INSTRUCTION:
Lecture, role plays, panel discussions, research, AV materials, group work, field work, group projects.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Reading reports
Essay exams
Term papers
The problem-solving assignments required:
Field work
Quizzes
Exams
Other: x
The types of skill demonstrations required:
Field work
The types of objective examinations used in the course:
Multiple choice
True/false
Completion
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 40% - 60%
Problem-solving demonstrations: 10% - 30%
Skill demonstrations: 5% - 10%
Objective examinations: 5% - 20%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
Dubois, Ellen, Through Women's Eyes; An American History with Documents, Bedford St. Martins, 2012, or other appropriate college level text.
ISBN: 978-0-312-67606-3
Reading level of text, Grade: 14th grade Verified by: L. Guardino

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
GAV C2, effective 200730
GAV D1, effective 200730
GAV D2, effective 200730
GAV F, effective 200730
CSU GE:
CSU C2, effective 200730
CSU D4, effective 200730
CSU D6, effective 200730

IGETC:
IGETC 3B, effective 200730
IGETC 4F, effective 200730

CSU TRANSFER:
Transferable CSU, effective 200730

UC TRANSFER:
Transferable UC, effective 200730

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: HIST
CSU Crosswalk Course Number: 5
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000278164
Sports/Physical Education Course: N
Taxonomy of Program: 220500