

Course Outline**COURSE:** HIST 5 **DIVISION:** 10 **ALSO LISTED AS:****TERM EFFECTIVE:** Fall 2023**CURRICULUM APPROVAL DATE:** 12/12/2023**SHORT TITLE:** WOMEN/EARLY US HIST**LONG TITLE:** Women's Lives in Early United States History

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs: 108.00**Total Learning Hrs:** 162.00

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.

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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Distinguish, evaluate, and contrast roles played by women in US history at different times.
2. Analyze the effects of gender, ethnicity, class, and sexual orientation upon individual women and upon women in social groups.
3. Relate changes in women's lives to social, political, and economic changes and social change movements in the United States.
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.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Students will explain the diversity of roles and statuses assigned to and claimed by pre-contact women.
2. Students will compare individuals in the colonial world to determine the role that religion, marriage, motherhood, and community played in the lives of women.
3. Students will discuss the different views of enslaved vs non enslaved, i.e. relationships between each other, with masters, with children, and within the community.
4. Students will explore women's roles during the American Revolutionary war.
5. Students will inspect the political and biological arguments used to reinforce the cult and will assess the cult's contemporary staying power.
6. 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.
7. Students will identify the different ideals that women were held to in the 19th century and whether or not those ideals were accurate.
8. Students will analyze the speeches of freedwomen and consider the roles assigned to women who lacked skills or the ability to marry well.
9. 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.
10. Students will analyze the war from the point of view of northern and southern women of different backgrounds.
11. Students will analyze gender patterns of occupation, and consider the feminization of several professions and its effect on those professions in the years 1860-1900.
12. Students will analyze different settlement houses and how they reform women into mainstream American society.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 12/12/2023

3 HOURS CONTENT: Why study women's history?

Students will identify areas of US history in which all 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.

3 HOURS CONTENT: Pre-contact Native American Women.

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.

3 HOURS CONTENT: Colonial life for women.

Students will compare individuals in the 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 result in the trials. Students will apply their understanding of colonial America to concepts of contemporary female deviance. Student will explore relationships between indigenous peoples and the new settlers.

6 HOURS CONTENT: Early slavery and colonial economy

Students will explore indenture servitude and labor contacts made by willing individuals. Students will discuss slave codes and laws that enforced early slavery of Africans. Students will discuss the different views of enslaved vs non enslaved, i.e. relationships between each other, with masters, with children, and within the community. Students will look at how different colonial economy and geography played a role in evolution of the slave trade. Student will look at the slave trade and the different communities in Africa that were affected.

3 HOURS CONTENT: American Revolutionary War

Students will explore women's roles during the American Revolutionary War. Students will discuss those who remain loyal to the crown and those who are patriots. Student will explore African and indigenous women role within the American Revolutionary War.

3 HOURS CONTENT: The Cult of True Womanhood.

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.

3 HOURS CONTENT: The origins of the US reform movement

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 temperance movement, abolitionist movement, the Second great awakening, the education movement, political movement and any other antebellum movement. 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.

6 HOURS CONTENT: The Loom, The Auction Block and the Pedestal.

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 materials are 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 the 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.

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

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 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.

4 HOURS CONTENT: The wonderful West.

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. Students will look at the gendered Mexican War, and analyze ways in which gender affected outcome.

5 HOURS CONTENT: The Civil War and Reconstruction

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. 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.

3 HOURS CONTENT: Labor, paid and unpaid.

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.

6 HOURS CONTENT: Postbellum years: College and The New Women

Students will discuss various colleges that women are accepted to. Students will analyze the different ethnic groups and their experience with higher education. Student will look at different settlement house and how they reform women into mainstream American society. The New women wanted to push for reform and suffrage within social expectations. The rise of Ida B. Wells within the African American community and how she starts the anti-lynching movement. Students will explore the concept of the "Boston Marriages" and the start of lesbian relationships.

2 HOURS : Final Exam

METHODS OF INSTRUCTION:

Lecture, role plays, small group work, panel discussions, research, AV materials, field work, group projects, individual projects.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 60

Assignment Description

Readings on women's history topics--primary sources, secondary sources, oral history, and other materials.

Required Outside Hours 28

Assignment Description

Writings may include homework essays in response to readings and prompts, field work, journals, and take-home tests.

Required Outside Hours 20

Assignment Description

Archival research may include use of library books, databases, and articles

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 60

Evaluation Description

This may include written homework, research papers, projects, or discussion board posts.

Objective examinations

Evaluation Percent 40

Evaluation Description

May include multiple choice, essay, and short answer type questions.

REPRESENTATIVE TEXTBOOKS:

Through Women's Eyes, Volume 1, Ellen Carol DuBois; Lynn Dumenil, Bedford/St. Martin's , 2019 or a comparable textbook/material.

ISBN: 9781319156121

Rationale: This is a comprehensive text and it is well regarded and established in the field.

Grade Verified by: JoLynda Gonzales

RECOMMENDED MATERIALS:

Early American Women , Nancy Woloch, McGraw Hill, 2013.

ISBN: 0073407089

Rationale: This is a classic in the field of women's history,. In history teaching, primary texts are the gold standard for communicating to students across gaps of understanding through the years. A good collection of primary documents does not grow stale or outdated, and this is the best. It is multi-cultural, cogent, comprehensive, and the essays are excellent introductions and challenges to critical thinking. This is the best book and it is not outdated as the primary sources it are supposed to be old.

14 Grade Verified by: L Halper

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 202070

GAV D1, effective 202070

GAV D2, effective 202070

GAV F, effective 202070

CSU GE:

CSU C2, effective 202070

CSU D, effective 201570

CSU D2, effective 202070

CSU D4, effective 201470

CSU D6, effective 201470

IGETC:

IGETC 3B, effective 202070

IGETC 4F, effective 202070

CSU TRANSFER:

Transferable CSU, effective 202070

UC TRANSFER:

Transferable UC, effective 202070

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

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