

**Course Outline**

**COURSE:** HIST 5                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2021                      **CURRICULUM APPROVAL DATE:** 10/13/2020

**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

**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 280.

**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.

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

Curriculum Approval Date: 10/13/2020 **DE MODIFICATION ONLY**

**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.

**HOURS 3-10 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 3-10 CONTENT:** Researching women in history.

**PERFORMANCE OBJECTIVES:**

Students will demonstrate a women- and gender-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.

**HOURS 3-6 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.

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.

HOURS 6-9 CONTENT: The Loom,  
The Auction Block and the Pedestal.

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.

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 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.

HOURS 3-6 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.

HOURS 1-3 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. Students will look at the gendered Mexican War, and analyze ways in which gender affected outcome.

HOURS 1-3 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.

HOURS 3-6 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.

HOURS 2: 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

Percent of total grade: 40.00 %

40% - 60% Written homework; Reading reports; Essay exams; Term papers

Problem-solving assignments

Percent of total grade: 30.00 %

10% - 30% Field work; Quizzes; Exams

Skill demonstrations

Percent of total grade: 10.00 %

5% - 10% Field work

Objective examinations

Percent of total grade: 20.00 %

5% - 20% Multiple choice; True/false; Completion

**REPRESENTATIVE TEXTBOOKS:**

Through Women's Eyes: An American History with Documents Fifth Edition by Ellen Carol DuBois (Author), Lynn Dumenil (A. Through Women's Eyes. NYC: Bedford St Martins,2018.

Excellent recent text, or a comparable text

ISBN: ISBN-13: 978-1319104931 ISBN-10: 1319104932

Recommended Representative Textbooks

Nancy Woloch. Early American Women or other appropriate college level text.. NYC: McGraw Hill,2013.

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.

ISBN: 0073407089

Reading Level of Text, Grade: 14 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