

CATALOG INFORMATION

Dept and Nbr: HIST 18.1      Title: WOMEN IN THE US TO 1877  
Full Title: History of Women in the United States to 1877  
Last Reviewed: 11/25/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable  
Grading: Grade or P/NP  
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP  
Also Listed As:  
Formerly:

**Catalog Description:**  
An in-depth historical study of the political, economic, cultural, and social developments of women in the United States to 1877.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: An in-depth historical study of the political, economic, cultural, and social developments of women in the United States to 1877. (Grade or P/NP)  
Prerequisites/Corequisites:  
Recommended: Eligibility for ENGL 1A or equivalent  
Limits on Enrollment:  
Transfer Credit: CSU;UC.  
Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social and Behavioral Sciences	Fall 1981	
	F	American Institutions		
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	C2	Humanities	Fall 2020	
	D	Social Science		
	D4	Gender Studies		
	D6	History		
	X1	U.S. History		
	D	Social Science	Fall 2011	Fall 2020
	D4	Gender Studies		
	D6	History		
	X1	U.S. History		
	D	Social Science	Fall 2010	Fall 2011
	D4	Gender Studies		
	D5	Geography		
	D6	History		
	X1	U.S. History		
	D	Social Science	Fall 1994	Fall 2010
	D4	Gender Studies		
	D5	Geography		
	X1	U.S. History		
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	4	Social and Behavioral Science	Fall 2010	
	4D	Gender Studies		
	4F	History		
	XA	U.S. History		
	4	Social and Behavioral Science	Fall 1994	Fall 2010
	4F	History		
	XA	U.S. History		
<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>
<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>

### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Analyze the political, economic, cultural, and social developments in U.S. history from the perspective of women from pre-colonial times until Reconstruction.
2. Compare and contrast the experiences of European American women to those of Native American, African American, and immigrant women.
3. Analyze the causes and effects of particular historical events.

## **Objectives:**

At the conclusion of this course, the student should be able to:

1. Examine, evaluate, and discuss the experiences, roles, achievements, and contributions of American women from the pre-colonial era through Reconstruction.
2. Utilize the social historical approach in assessing the past.
3. Identify examples of gender bias in historical presentations.
4. Assess the present position of women in American society in comparison to the past.
5. Distinguish between primary and secondary sources.

## **Topics and Scope:**

### **I. The Study of History**

- A. The social historical approach
- B. Critical thinking and history: terminology defined and applied
- C. U.S. history from a woman's perspective
- D. Patriarchy
- E. Primary and Secondary Sources

### **II. Gender Roles in Pre-Columbian America**

### **III. The Colonial Period**

- A. Impact of the Euro-Americans on Native Americans
- B. Common Law-Coverture
- C. Religion
- D. Mercantilism

### **IV. The Chesapeake Colonies**

- A. Women Indentured Servants
- B. Family life
- C. Bacon's Rebellion: The Transition to Race-Based Slavery

### **V. Puritan Colonies in New England**

- A. Reasons for colonization
- B. Social and family organizations-women's economic contributions
- C. Patriarchy established
  1. Anne Hutchinson
  2. Salem Witch Craze
- D. Challenging patriarchy

### **VI. Establishment of Slavery**

- A. West African societies
- B. Middle Passage
- C. Slave laws
- D. Conditions of enslaved women

### **VII. Revolutionary Period**

- A. Ideas of the Enlightenment
- B. Daughters of Liberty
- C. Women's roles in the war

### **VIII. The New Republic**

- A. Republican Motherhood
- B. Education
- C. The Constitution and women's rights

### **IX. Industrialization**

- A. Lowell
  1. Decline of the artisan
  2. Mill Girls

- B. Irish immigration
- C. Middle Class
  - 1. "The Lady"
  - 2. Separate spheres
- X. Religion and Reform
  - A. Second Great Awakening
  - B. Reform movements
    - 1. Temperance
    - 2. Abolition
    - 3. Women's rights, suffrage, and Seneca Falls
  - C. Utopian communities
- XI. Antebellum South
  - A. Mammy and Jezebel
  - B. Black women's lives
  - C. Planter class women
- XII. The Civil War and Reconstruction
  - A. Sectional tensions
  - B. Women's roles in the war
    - 1. Soldiers, spies, and nurses
    - 2. Sanitation Commission
  - C. Draft and Food Riots
  - D. Reconstruction
    - 1. Amendments 13th, 14th, and 15th
    - 2. Freedmen's Bureau
    - 3. Election of 1876
    - 4. Backlash: Segregation Reinstated

### **Assignment:**

1. Weekly reading assignments of roughly 30-50 pages a week. These assignments will use primary and secondary sources
2. Out-of-class writing (2000-4000 words). Assignments will be: reaction papers, analytical essays, or research papers. An analytical component will be part of these assignments
3. One to two midterm(s) and a final. At least 2 of these exams will be held in class for face to face classes. Exams must include essays with optional objective questions.
4. Quizzes are optional
5. Written homework as directed by the instructor
6. Participation in discussion as directed by instructor

### **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reaction, Analytical, or Research Essays
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Writing 30 - 50%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Midterm(s) and a final exam. Optional quizzes

Exams  
40 - 70%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation

Other Category  
0 - 10%

**Representative Textbooks and Materials:**

Through Women's Eyes. 4th ed. DuBois, Ellen and Dumenil, Lynn. Macmillan Learning. 2016  
Inventing the American Woman Vol. 1: To 1877. 4th ed. Riley, Glenda. Wiley Blackwell. 2007 (classic)