HIST 18.1 Course Outline as of Summer 2017

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:

Eligibility for ENGL 1A or equivalent or Qualifying Placement from English Assessment. See Student Success & Assessment Services (assessment.santarosa.edu) for more information about the assessment process.

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:

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ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree: CSU GE:	Area D F Transfer Area C2 D D4 D6	American Instit		Effective: Fall 1981 Effective: Fall 2020	Inactive: Inactive:
	X1 D D4 D6	U.S. History Social Science Gender Studies History		Fall 2011	Fall 2020
	X1 D D4 D5 D6	U.S. History Social Science Gender Studies Geography History		Fall 2010	Fall 2011
	X1 D D4 D5 X1	U.S. History Social Science Gender Studies Geography U.S. History		Fall 1994	Fall 2010
IGETC:	Transfer Area4Social and Behavioral Science4DGender Studies4FHistory			Effective: Fall 2010	Inactive:
	XA 4 4F XA	U.S. History Social and Behavioral Science History U.S. History		Fall 1994	Fall 2010
CSU Transfer	: Transferable	Effective:	Fall 1981	Inactive:	
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:	

CID:

Certificate/Major Applicable: Major Applicable Course

COURSE CONTENT

Outcomes and Objectives: Upon completion of the course, students will 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:

- 1. 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
- 2. Gender roles in Pre-Columbian America
- 3. The Colonial Period
 - A. Impact of the Euro-Americans on Native Americans
 - B. Common Law--Coverture
 - C. Religion
 - D. Mercantilism
- 4. The Chesapeake Colonies
 - A. Indentured servants and tobacco
 - B. Family life
 - C. Bacon's Rebellion
- 5. 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
- 6. Establishment of slavery
 - A. West African societies
 - B. Middle Passage
 - C. Slave laws
 - D. Conditions of enslaved women
- 7. Revolutionary Period
 - A. Ideas of the Enlightenment
 - B. Daughters of Liberty
 - C. Women's roles in the war
- 8. The New Republic
 - A. Republican Motherhood
 - B. Education
 - C.The Constitution and women's rights
- 9. Industrialization
 - A. Lowell
 - 1. Decline of the artisan
 - 2. Mill Girls
 - B. Irish immigration
 - C. Middle Class

- 1. "The Lady"
- 2. Separate spheres
- 10. 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
- 11. Antebellum South
 - A. Mammy and Jezebel
 - B. Black women's lives
 - C. Planter class women
- 12. 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
 - 2. Freedmen's Bureau

Assignment:

1. Weekly reading assignments of roughly 30-50 pages a week. These assignments will use primary and secondary sources.

2. 1500-2000 words of out-of-class writing. These assignments will be: reaction papers, analytical essays, or research papers. An analytical component will be part of these assignments.

- 3. One in-class essay midterm and a final; multiple choice components are optional.
- 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

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Writing 30 - 50%

Problem solving 0 - 0%

None

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

None

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

Essay Exams, Objective exams and/or quizzes

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

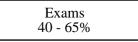
Attendance and participation

Representative Textbooks and Materials:

Inventing the American Woman Vol. 1 4th ed., (to 1877), Riley, Glenda. Harlan Davidson, Inc., 2007. (classic)

Through Women's Eyes, 3rd edition, Ellen Carol Dubois & Lynn Dumenil. Bedford: 2012

Skill Demonstrations 0 - 0%



Other Category 0 - 10%