



COURSE OUTLINE : HIST 111

D Credit – Degree Applicable

COURSE ID 004101

Cyclical Review: February 2020

Revision: October 2021

COURSE DISCIPLINE : HIST

COURSE NUMBER : 111

COURSE TITLE (FULL) : Women in American History

COURSE TITLE (SHORT) : Women in American History

ACADEMIC SENATE DISCIPLINE: History

CATALOG DESCRIPTION

HIST 111 is a survey of the history of women in America from the colonial period to the present with emphasis on relevant political, economic and social factors. Traditional roles of women as affected by race, ethnicity, and class are analyzed in terms of literary images, popular culture, and stereotypes. The efforts of women to change their traditional roles are examined along with the attitudes and prejudices they encountered from both sexes in their efforts to bring about change. In addition, women's contributions to various wars, reform movements, religious crusades, and the women's rights movements are examined in the context of American history to establish the real contributions women have made to this country.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author’s ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems;	Yes
11	ESL	151	Reading And Composition V	read and critically analyze various academic readings;	Yes
12	ESL	151	Reading And Composition V	summarize readings;	Yes
13	ESL	151	Reading And Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes



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14	ESL	151	Reading And Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading And Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading And Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading And Composition V	compose one research paper (1,000 words) or two short research papers (500- 700 words each) with citations;	Yes

EXIT STANDARDS

- 1 Identify the economic, political, and social forces that have defined women’s roles in society, and how these forces still affect women's lives today;
- 2 critically analyze the work that women have done in society to alter the roles assigned to them;
- 3 analyze the power that literary images, popular culture, and stereotypes have had on the roles of women in American society;
- 4 critically assess women's participation in the public domain and in the shaping of American culture;
- 5 assess the impact of women’s movements on women as they have varied by race, class, and ethnicity.

STUDENT LEARNING OUTCOMES

- 1 compare and contrast various historical concepts and different interpretations of women's history in the US;
- 2 evaluate differences in American women's experiences based on race, ethnicity, marital status and class;
- 3 critique various political, economic, and social forces that have been key to shaping women's roles in the United States.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Colonial Women in Comparative Perspective <ul style="list-style-type: none"> • Native American women, gender roles in key tribes • Women and life in the Southern colonies • Women and life in Massachusetts • Women and life in Pennsylvania • Challenges to male power, Anne Hutchinson and Mary Dyer 	5	0	5



2	<p>American Revolution</p> <ul style="list-style-type: none"> • An overview of women’s roles as deputy husbands in the Revolution • Activist Women: Daughters of Liberty, Abigail Adams, Deborah Sampson Gannett, Mercy Otis Warren, and others • Loyalist women • Impact on and contributions of black and Native American women 	3	0	3
3	<p>Legacies of the Revolution</p> <ul style="list-style-type: none"> • Shortcomings in "equality" • Republican motherhood for women • Variation in gains based on class, race, ethnicity, and geography • Women’s role changes from producer to consumer • Utopian socialists 	3	0	3
4	<p>Middle Class, Native Born Women’s Experiences</p> <ul style="list-style-type: none"> • Change in roles of men and women • Domesticity and the “cult of true womanhood” • Women as preservers of morality • Women and consumerism • Decline in family size • Emergence of education 	4	0	4
5	<p>Reform</p> <ul style="list-style-type: none"> • The impact of the Second Great Awakening • Transcendentalism and revivalism • Temperance movement • Efforts to stop prostitution and other moral reforms • Abolitionism 	3	0	3



6	<p>Industrial Development</p> <ul style="list-style-type: none"> • The family system of labor; women and the “putting out” system • Life in the textile mills • Domestic service • Child labor • Early labor activism 	2	0	2
7	<p>Rise of Women’s Rights</p> <ul style="list-style-type: none"> • Lydia Maria Childs argues for new roles for women • Elizabeth Cady Stanton and the Seneca Falls Convention • Susan B. Anthony and the early suffrage movement • Abolitionism and the connection to women's rights <ul style="list-style-type: none"> ◦ Grimke sisters ◦ Sojourner Truth ◦ Harriet Tubman • Other important figures 	3	0	3
8	<p>Women in the West</p> <ul style="list-style-type: none"> • Native American women • Hispanic women • Pioneers • Chinese women • East and West in comparative perspective 	2	0	2
9	<p>Southern Women</p> <ul style="list-style-type: none"> • The privileges and limitations facing white women • Black women and slavery • The impact of abolition on southern women—white and black 	2	0	2



10	<p>Civil War and Reconstruction</p> <ul style="list-style-type: none"> • Women’s roles—northern and southern women in comparative perspective • Emergence of nursing • What Reconstruction meant for African American women and men • Changes in women’s lives—public and private 	2	0	2
11	<p>Public Roles for Middle Class Women in the Late 19th Century</p> <ul style="list-style-type: none"> • College education for women • Emergence of women’s clubs • Engagement in social reform • Rise of professional reformers • The ballot and reform 	3	0	3
12	<p>Experiences of Twentieth Century Women</p> <ul style="list-style-type: none"> • Immigrant women and gainful work—factory labor and sweat shops • Middle class women in professions • Volunteerism for middle class women—social reform continues • World War I offers gainful work • Final passage of the 19th amendment • What suffrage meant for most women in the 1920s • The 1920’s revolution in morals 	5	0	5
13	<p>Women in the 1930s and 1940s</p> <ul style="list-style-type: none"> • Limits of political activism • Maternalism and Progressive reform • The impact of the Great Depression on the average woman • Women’s contributions in World War • Hispanic women and labor movements 	2	0	2



14	<p>The 1950s—African American Women and the Civil Rights Movement</p> <ul style="list-style-type: none"> • Women and the struggle to end segregation • Women's roles in the Civil Rights Movement • Rosa Parks, Ella Baker, Septima Clark, and other leaders 	2	0	2
15	<p>The 1950s—White Women and the Return to Traditional Gender Roles</p> <ul style="list-style-type: none"> • The rise of the suburbs • Continued social reform • Foundations of the Second Wave of the women's movement • President's Commission on the Status of Women • Sexual orientation and the Daughters of Bilitis 	2	0	2
16	<p>The Second Wave</p> <ul style="list-style-type: none"> • Middle class feminists' critique and demands • Working class women's critique and demands • African American women speak out • New gender roles begin to emerge • LGBTQ activism • The Equal Rights Amendment • Laws and Supreme Court decisions define rights for women • Conservative reactions <ul style="list-style-type: none"> ◦ Women's role in the public domain ◦ STOP-ERA and the failure of ERA 	6	0	6
17	<p>Women after the Second Wave</p> <ul style="list-style-type: none"> • The 1980s and the professions • Competitive individualism • The 1990s and the Third Wave 	3	0	3
18	<p>The Twenty-First Century</p> <ul style="list-style-type: none"> • The Election of 2016 • #MeToo • Women's marches • Social media 	2	0	2
				54



OUT OF CLASS ASSIGNMENTS

- 1 primary source analysis (e.g., write an essay on Puritan women's roles in society based on a Benjamin Wadsworth text);
- 2 student presentation (e.g., poster presentation of the gainful work opportunities available to women as these changed over the course of the nineteenth century);
- 3 small group projects (e.g., comparative analysis of the goals set by women during the Second Wave of the women's movement).

METHODS OF EVALUATION

- 1 written assignment(s) demonstrating the application of concepts, use of sources, and the ability to critically analyze historical information;
- 2 class participation demonstrating course exit standards;
- 3 three to four one-hour examinations and a final examination requiring demonstration of course exit standards.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Through Women's Eyes, Combined Volume: An American History with Documents	Required	Bedford St. Martins	5	print	Dubois, Ellen	978-1319104931	2018