**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 05/18/2021

GCCCD Governing Board Approval: 06/15/2021

HISTORY 122 – WOMEN IN EARLY AMERICAN HISTORY

1. **Course Number Course Title Semester Units**

HIST 122 Women in Early American History 3

**Semester Hours**

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. **Course Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. Catalog Description

This course covers the social, political, cultural, economic and intellectual development of women in United States history from pre-European contact to 1877. Women’s experiences are placed in the context of the origins of American institutions and ideals.

4. **Course Objectives**

The student will:

a. Explain the significant political, social and economic events of early American history from the colonial

period to 1877 from a woman’s perspective and discuss the impact of these events on women.

b. Examine how women influenced American history from the colonial period to 1877.

c. Describe the evolution of American politics upon women such as constitutional interpretation and change,

federal – state relationships, and the growth and power of the Supreme Court.

d. Discuss awareness of diversity among women while noting the interconnections among the various institutions that shape women’s lives in the colonial period to 1877.

e. Define and critically analyze historical, political and social facts about women’s experience in early

American history.

f. Analyze the origins of the U.S. political system and the United States Constitution including the efforts of women for political equality.

g. Describe the political philosophies of the framers of the Constitution.

h. Explain the debate concerning the role that women should play in the new nation.

i. Recognize the role of citizens in creating changes under the United States constitution and state

government.

j. Describe how women interacted with state and local governments and their relationship with the federal government to 1877.

k. Evaluate significant theories of historical development involving women in early American history.

l. Explain how women were affected by, or influenced, foreign policy debates and developments from the colonial period to 1877.

m. Analyze the experience of women from diverse racial, ethnic and economic backgrounds and regions.

n. Analyze the social and political reform movements of the antebellum period and the contribution of

women to these movements.

o. Describe the historic development of different geographic regions in the area that is now the United

States and how these regional differences impacted women’s lives.

p. Compare and contrast the development of various regions in the area that is now the United State and how women influenced society, culture and politics in these regions.

q. Explain the origin of the California state Constitution and be able to discuss key features of the

document.

r. Analyze women’s involvement in the establishment of the state of California and its relationship to the

federal government from its entry into the Union to 1877.

s. Discuss women’s involvement in the growth of the California population, including how that growth

affected local and state institutions.

5. Instructional Facilities

Standard classroom

6. Special Materials Required of Student

None

7. **Course Content**

a. Pre-Columbian Native American women in the entire region that is now the U.S.

b. Women in early colonial Native American and European societies in the 16th century in the entire region that is now the U.S.

c. Women and the Colonial Economy: regional comparisons and contrasts

d. Women and work in the colonial period; slavery and servitude and regional examples of work.

e. Women and patterns of immigration and settlement the entire region that is now the U.S.

f. Women’s role in the War for Independence and the impact of the war on women.

g. Women in the new nation: politics, economics, social movements and foreign policy debates in the Confederation period.

h. Political philosophy debates during the Confederation Period.

i. Political philosophy of the framers of the Constitution and the debate over the ratification of the Constitution.

j. Women and work in the young Republic and antebellum periods.

k. Women, the market economy and political movements in the Age of Jackson.

l. Women and antebellum reform movements.

m. Women under slavery and the role of women in the anti-slavery movement.

n. Women and the Civil War.

o. The aftermath of the war on women in regions across the entire area that is now the United States.

p. Women and western expansion focusing on women in California during and after statehood.

q. Thirteenth, Fourteenth, and Fifteenth Constitutional amendments and women.

8. **Method of Instruction**

a. Lecture

b. Discussion and interpretation of primary documents and/or historical topics

c. Study guides or examination reviews

d. Multi-media presentations

e. Visual aids, such as PowerPoint slides, transparencies, video/DVDs, etc.

f. Internet websites

g. Guest speakers

h. Collaborative projects.

i. Library resources: books, periodicals, databases, reference works, and internet resources pertaining to Women in Early American History

9. Methods of Evaluating Student Performance

a. Objective tests involving true or false questions, multiple choice, or multiple answer, mapping, or sequencing, which build on knowledge over modules.

b. Quizzes that assess module mastery and SLOs via multiple choice, multiple answer, t/f, sequencing, mapping, or short lists.

c. Oral and written reports on course material involving the use of primary and secondary source material to analyze topics, discuss cause and consequences, and demonstrate course level knowledge of relevant events and people.

d. Written essays based on prompts requirement students to discuss historical events in context, with reference to relevant individuals and case and consequences.

e. Group/Discussion activities involving the analysis of primary and secondary sources related to course material with an eye towards recognizing bias and presentism.

f. Research papers (6-8 pages minimum, 600 word minimum) on significant events, people, concepts, or socio-cultural developments understood within their historical context and demonstrating knowledge of changes over time and consequences.

g. Midterm and final exam with a strong writing (essay) component to assess students’ critical thinking skills as well as the course content. Other types of questions might include multiple choice, multiple answer, listing, defining, mapping, sequences, true/false, and short answer.

10. Outside Class Assignments

a. Prepare for an in-class essay of minimum 600 words about the lives of frontier women in the American West by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.

b. Prepare a research assignment outside of class, comparing and contrasting the experiences of free female slaves in the North and the South, utilizing evidence from lecture, discussions, readings and any supplemental materials.

c. Conduct focused independent research and write a 6-8 page paper (minimum 600 words) on the impact of the Seneca Falls Convention (1848). The paper must demonstrate how their subjects relate to larger questions or themes in Women in Early American History.

d. Prepare for group discussions about the ideas of Barbara Welter’s “Cult of True Womanhood” thesis, utilizing evidence from course materials and independent research.

e. Library and internet research with multiple sources and websites.

f. Take-home exams.

11. **Representative Texts**

a. Representative texts:

1) Kerber, Linda, Sherron, Jane De Hart and Dayton, Cornelia H. *Women’s America: Refocusing the Past.* Volume 1. 7th edition. Oxford, UK: Oxford University Press, 2010.

2) Dubois, Ellen Carol and Dumenil, Lynn. *Through Women’s Eyes: An American History with*

*Documents*. Vol. 1 to 1900. Boston, MA: Bedford St. Martins, 2012.

3) Fleischner, Jennifer, ed. *Incidents in the Life of a Slave Girl Written by Herself by Harriet Jacobs with Related Documents.* Boston, MA: Bedford St. Martins, 2010.

4) Riley, Glenda. *Inventing the American Woman: An Inclusive History*. 4th edition. Hoboken, NJ: Wiley-Blackwell, 2007.

5) Woloch, Nancy. *Early American Women: A Documentary History, 1600-1900*. 2nd edition. New York: McGraw-Hill, 2002.

6) Skinner, Ellen. *Women and the National Experience: Sources in Women’s History, Volume 1 to 1877.* 3rd edition. London: Pearson, 2010.

7) Engstrand, Iris H.W, *Document Sets for California and the West in U.S. History*. Boston, MA: Houghton-Mifflin Co., 2006.

8) *Merriam- Webster Advanced Learner’s English Dictionary*. 9th Ed. 2016.

b. Supplemental texts and workbooks:

None

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

* 1. Analyze primary and secondary source documents in response to an historical thesis.
  2. Explain relationships between the causes of historical events and their effects.
  3. Describe a relevant individual involved in a historical event and explain his/her significance in this event and explain their significance.