Degree Applicable

Glendale Community College
May 2013

COURSE OUTLINE

History 111
The Woman in American History

I. Catalog Statement

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 in society 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, 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: 3.0
Total Course Units: 3.0

Total Lecture Hours: 48.0
Total Faculty Contact Hours: 48.0

Prerequisite: Eligibility for ENGL 101.

Note: This course allows one unit of credit for those who have completed HIST 117 or SOC S 131, and no credit for those who have completed HIST 118.

II. Course Entry Expectations

Skills Level Ranges: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Prior to enrolling in the course, the student should be able to:
1. read at the 12th grade level or higher;
2. write an organized and grammatically correct essay which focuses on a central idea and employs specific details;
3. communicate learning and conceptual understanding through writing assignments;
4. learn material through class discussion and lecture;
5. take good lecture notes;
6. follow extended and fairly complex oral directions;
7. participate in class or group discussion;
8. add, subtract, multiply, and divide using whole numbers, fractions, and decimals.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. identify and assess the effects that traditional and non-traditional, played by women in America during the last 350 years, have had on contemporary women's political, economic, and social life by the roles;
2. understand the economic, political, and social forces that have defined women's roles in society, as these roles have varied by class, ethnicity and race;
3. critically analyze the work that women have done in society to alter the roles assigned to them;
4. assess the impact that race, class, ethnicity, and age have had on women's efforts to gain economic, political, and social power;
5. analyze the power that literary images, popular culture, and stereotypes have had on the roles of women in American society;
6. re-assess the participation of American women in activities in the public domain to establish the roles that women have really played in developing American culture;
7. assess the impact of the women's movements on women as they have varied by race, class, and ethnicity.

IV. Course Content — Total Faculty Contact Hours = 48 hours

A. Colonial Women in Comparative Perspective — 6 hours
   1. Native American women, gender roles in key tribes
   2. Women and life in the Southern colonies
   3. Women and life in Massachusetts
   4. Women and life in Pennsylvania
   5. Challenges to male power, Anne Hutchinson and Mary Dyer

B. American Revolution — 2 hours
   1. An overview of women's roles as deputy husbands in the Revolution
   2. Activist Women: Abigail Adams, Deborah Sampson Gannett, Mercy Otis Warren, and other women among the patriots
   3. Loyalist women

C. Legacies of the Revolution — 2 hours
   1. All men are created equal
   2. Republican motherhood for women
   3. Variation in gains based on class, race, ethnicity, and geography
   4. Women's role changes from producer to consumer
   5. Utopian socialists

D. Middle Class, Native Born Women's Experiences — 2 hours
   1. Change of roles of men and women
   2. Domesticity and the "cult of true womanhood"

3. Women as preservers of morality
4. Women begin to become consumers
5. Decline in family size

E. Reform 2 hours
1. Transcendentalism and revivalism
2. Temperance movement
3. Efforts to stop prostitution and other moral reforms
4. Abolitionism

F. Industrial Development Brings Gainful Work to Working Class Women 1hour
1. Gainful work in the textile mills
2. The family system of labor; women and the "putting out" system
3. Domestic service
4. Utopian socialists
5. Child labor

G. Questions Raised About Women's Rights 2 hours
1. Sarah Grimke challenges the roles and rights of women
2. Lydia Maria Childs argues for new roles for women
3. The Seneca Falls Convention

H. Women in the West 1 hour
1. Native American women
2. Pioneers
3. East and West in comparative perspective

I. The Southern Woman 2 hours
1. Freedom and slavery: White and black women and the double standard
2. The privileges and limitations facing while women
3. Black women and slavery
4. The impact of abolition on southern women—white and black

J. Civil War 2 hours
1. Women's roles—northern and southern women in comparative perspective
2. Impact of the war in comparative perspective
3. What Reconstruction meant for southern African American women and men
4. Changes in women's lives—public and private

K. Public Roles for Middle Class Women in the Late 19th Century 4 hours
1. College education for women
2. Emergence of women's clubs
3. Engagement in social reform
4. Rise of professional reformers

5. The Ballot and reform

L. Experiences of the Twentieth Century Woman Vary By Class 5 hours
1. Immigrant women and gainful work—factory labor and sweat shops
2. Middle class women in the professions
3. Volunteerism for middle class women—social reform continues
4. World War I offers gainful work
5. The 1920's revolution in morals?
6. Final passage of the 19th amendment
7. What suffrage meant for most women in the 1920s

M. Women and the 1930s and 1940s 5 hours
1. Effects of female suffrage on women—limits of political activism
2. Maternalism: Progressive reform motivated by women during the Great Depression
3. The impact of the Great Depression on the average woman
4. Women's contributions in World War

N. The 1950s—African American Women and the Civil Rights Movement 3 hours
1. Bridge women (Ella Baker Septima Clark, Rosa Parks and others) and the struggle to end segregation
2. Ella Baker, Septima Clark, Rosa Parks—leaders

O. The 1950—White Women and Domesticity Revisited 3 hours
1. Retreat to the suburbs for some; social reform continues for others
2. A few women won't go back—foundations of the second wave of the women's movement
3. President's Commission on the Status of Women

P. Aspects of the Women's Movement in Comparative Perspective 3 hours
1. Middle class feminists' critique and demands
2. Working class women's critique and demands
3. African American women speak out
4. New gender roles begin to emerge
5. The Equal Rights Amendment is brought forward and it fails
6. Laws and Supreme Court decisions define rights for women

Q. Conservative Reactions to the Women's Movement 3 hours
1. Do women belong in the public domain?
2. Will the ERA destroy the family?
3. Challenges to the laws and Supreme Court decisions

V. Methods of Instruction

The following methods of instruction may be used in the course:
1. lecture;
2. discussion;
3. multimedia;
4. collaborative learning;
5. individual or group presentations;
6. on-line;
7. guest speakers.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:
1. primary source analysis (e.g. analysis of an essay written by Benjamin Wadsworth to establish the rules he laid out for colonial families, the values that guided the Puritans, and how these compare to our ideas about women's and men's roles in contemporary society);
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 (comparative analysis of the goals set by women during the second wave of the women's movement).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:
1. three to four one-hour examinations and a final examination requiring demonstration of course exit standards;
2. class participation demonstrating course exit standards (e.g. evaluate a debate focused on the significance of race, class, ethnicity, and age have had on women's efforts to gain roles in the public domain as this changed over the course of time);
3. written assignment(s) demonstrating the application of concepts, use of sources, and the ability to (e.g. evaluation of an essay focused on analysis of visual materials which exhibit the cult of true womanhood which defined middle class women's lives in the nineteenth century);
4. critically analyze historical information (e.g. analyze primary source documents focused on the roles of women in the nineteenth century reform drives).

VIII. Textbook(s)

Dubois, Ellen, & Lynn Dumenil. *Through Women's Eyes, Combined Volume: An American History with Documents.* Boston: Bedford St. Martins, 2012. Print.
15.3 Grade Reading level. ISBN: 978-0-312-67603-2

IX. Student Learning Outcomes

Upon successful completion of the required coursework in The Woman in American History, the student will be able to:

1. compare and contrast various historical concepts and different interpretations of women's history in the United States;
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 in shaping women's roles in the United States.