



**El Camino College**  
**COURSE OUTLINE OF RECORD – Official**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** History 105

**Descriptive Title:** Women and American History from the Colonial Era to 1877

**Course Disciplines:** History or Women's Studies

**Division:** Behavioral and Social Sciences

**Catalog Description:**

This course is a chronological survey of the history of the United States to 1877 with special emphasis on the contributions of women to colonial society and the nation. The impact of social, political, economic and cultural forces on women's lives will also be examined.

**Conditions of Enrollment:**

**Recommended Preparation:** Eligibility for English 1A

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>3.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>3.00</b>	

**Grading Method:** Letter

**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: 3/18/1996

**Transfer UC:** X Effective Date: July 1997

**General Education:**

**El Camino College:**

**2A – Social and Behavioral Sciences – American Society and History**

Term: Other: Approved

**CSU GE:**

**C2 - Humanities**

Term: Other: Approved

**D4 - Gender Studies**

Term: Other: Approved

**D6 - History**

Term: Other: Approved

**IGETC:**

**3B - Humanities**

Term: Other: Approved

**4F - History**

Term: Other: Approved

## **II. OUTCOMES AND OBJECTIVES**

### **A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. Developing and Arguing a Persuasive Historical Thesis: Upon completion of Women and American History from the Colonial Era to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American women's history to 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### **B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Identify and employ historical methodology to examine the role of women in the United States since 1877.
  - Quizzes
2. Evaluate women's roles in African and Native American societies in the sixteenth and seventeenth centuries.
  - Quizzes
3. Assess the role of gender in the interactions between African, Native American and European societies in North America during the colonial era.
  - Quizzes
4. Compare and contrast the condition of women in the Spanish, French and English colonial societies of North America, paying particular attention to law, family and religion.
  - Quizzes
5. Assess the differences in colonial family patterns in the English colonies.
  - Quizzes
6. Critique the ways in which race and ethnicity impacted women's private and public lives from the colonial era through 1877.
  - Quizzes
7. Trace the role of women in the economy from the colonial era through 1877, paying particular attention to agriculture, the market revolution and early industrialization.
  - Essay exams
8. Identify and assess women's role in the American Revolution and examine how the ideals of the revolution impacted gender expectations and women's roles in society, including the concept of republican motherhood.
  - Quizzes
9. Determine how the notion of patriarchy shaped the public and private lives of diverse women living in the United States through 1877.
  - Presentation
10. Evaluate the condition of women in the western frontiers of Texas, New Mexico and California and compare it to the condition of women in the eastern United States.
  - Presentation
11. Discuss the condition of enslaved women in the South.
  - Quizzes
12. Discuss gender expectations for middle and upper class women during the nineteenth century, including the domestic ideal and separate spheres.
  - Term or other papers

13. Evaluate and explain the role of women including those of diverse backgrounds in movements for social and political reform in the nineteenth century, paying particular attention to the woman's rights movement in the 1850s.
  - Quizzes
14. Describe the ways in which women participated in the Civil War, and determine how it affected their lives.
  - Quizzes
15. Compare and contrast the role of women in the western Mormon, Mexican American, Native American, agricultural and mining communities in the second half of the late-nineteenth century.
  - Essay exams

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Introduction to Women's History A. Historiography and Historical Methodology B. Interpreting History from the Woman's Perspective
Lecture	9	II	Early Colonial Era Women in North America A. Women in Native American and African Societies B. Comparison of Women's Conditions and Lives in European Colonies C. Gender and Interactions between Africans, Native Americans and Europeans
Lecture	6	III	English Colonial Society, 1607-1700 A. European Women in New England, the Middle Colonies and the South 1. Family, Marriage and the Law of Coverture 2. Plantation Life 3. Religion and Witchcraft B. Enslaved Women and the Institution of Slavery C. Impact of European Colonization of Native American Women
Lecture	6	IV	The American Revolution and the Early National Period, 1776-1816 A. Women on the Homefront and Battlefields of the Revolutionary War B. Revolutionary Rhetoric, Republican Motherhood and the Status of Women C. Political and Legal Status of Native American and African American Women D. Women and the Market Revolution
Lecture	9	V	The Mid-1800s A. The Middle Class and the Cult of Domesticity B. Women and the Rise of Factory Production C. Evangelicalism D. The Reform Movement 1. Women as Reformers

			2. Women as Targets of Reform E. The Woman's Movement
Lecture	6	VI	Westward Expansion and Manifest Destiny A. The Status of Native American, Mexican American, and Chinese Women in the West B. Women in Agricultural and Mining Communities C. Enslaved Women in the West
Lecture	6	VII	Slavery Through the Civil War A. Enslaved Women's Work B. Slave Family Life C. The Sexual Demands of Slavery D. Enslaved Women's Resistance E. Patriarchy in Southern Plantation Households F. Abolitionism
Lecture	3	VIII	Women and the Civil War A. The Homefront B. The Battlefield C. The Plantation South D. Enslaved and Freed Women
Lecture	6	IX	Reconstruction through 1877 A. Freed Women B. The Evolving Role of Women in the South C. The Resurgence of Women's Rights and Woman Suffrage D. Women's Work and Unions
<b>Total Lecture Hours</b>		54	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After reading excerpts from Mary Rowlandson's *Captivity Narrative* and the textbook, write a three- to four-page primary document analysis of Rowlandson's book which explains the historical context of the book and reflects upon what it reveals regarding gender roles during the late-seventeenth century, as well as the impact of gender on interactions between Native Americans and British colonial women.

[A primary document is a source created during the historical time period being studied by a student/historian.]

**C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. After reading the textbook, write a five- to seven-page paper with a thesis that answers the following question and provides persuasive evidence and argumentation: To what extent did the American Revolution change the legal, political and social condition of women? Was the American Revolution a revolution for women?
2. After reading *Incidents in the Life of a Slave Girl*, in a five- to seven-page paper describe the Cult of True Womanhood and discuss how it influenced Harriet Jacobs' personal experience of slavery and the way she presented her life to white society in her autobiography.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Quizzes  
Reading reports  
Written homework  
Term or other papers  
Multiple Choice  
Completion  
Presentation

**V. INSTRUCTIONAL METHODS**

Discussion  
Internet Presentation/Resources  
Lecture  
Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

Study  
Answer questions  
Required reading  
Written work

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Ellen DuBois and Lynn Dumenil. Through Women's Eyes: An American History. fourth ed. Macmillan , 2016.

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

Harriet Jacobs, *Incidents in the Life of a Slave Girl*, Belknap, 2009.

Mary Rowlandson, *The Account of Mary Rowlandson and Other Captivity Narratives*, Dover, 2005.

**D. OTHER REQUIRED MATERIALS**

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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### B. Requisite Skills

Requisite Skills
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### C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation Eligibility for English 1A	Students who have college-level reading and writing skills to understand, analyze, and interpret historical concepts and theoretical perspectives discussed in assigned readings will have a greater chance of success. Also, students who demonstrate college-level research and writing skills will have better success with the written assignments in this course.

### D. Recommended Skills

Recommended Skills
Students need to be able read and effectively analyze college-level texts, and they need to be able write a paper that persuasively proves an original thesis. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.

### E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Maria A. Brown on 11/01/1995.

BOARD APPROVAL DATE: 03/18/1996

LAST BOARD APPROVAL DATE: 05/22/2017

Last Reviewed and/or Revised by John Baranski on 10/12/2016