



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	HIST
Course Number:	105
Descriptive Title:	Women and American History from the Colonial Era to 1877
Division:	Behavioral and Social Sciences
Department:	History
Course Disciplines:	History, Women's Studies
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.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English 1A
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	3/18/1996
Transfer UC:	Yes
Effective Date:	
General Education: ECC	Area 2A - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English, Area D - Social Sciences
Term:	

Other:	
IGETC:	Area 3B - Humanities, Area 4 - Social and Behavioral Sciences
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Developing and Arguing a Persuasive Historical Thesis</p> <p>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 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Identify and employ historical methodology to examine the role of women in the United States since 1877. 2. Evaluate women's roles in African and Native American societies in the sixteenth and seventeenth centuries. 3. Assess the role of gender in the interactions between African, Native American and European societies in North America during the colonial era. 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. 5. Assess the differences in colonial family patterns in the English colonies. 6. Critique the ways in which race and ethnicity impacted women's private and public lives from the colonial era through 1877. 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. 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. 9. Determine how the notion of patriarchy shaped the public and private lives of diverse women living in the United States through 1877. 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. 11. Discuss the condition of enslaved women in the South. 12. Discuss gender expectations for middle and upper class women during the nineteenth century, including the domestic ideal and separate spheres. 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. 14. Describe the ways in which women participated in the Civil War, and determine how it affected their lives. 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.
Major Topics:	<p>I. Introduction to Women's History (3 hours, lecture)</p> <p>A. Historiography and Historical Methodology</p>

- B. Interpreting History from the Woman's Perspective

II. Early Colonial Era Women in North America (9 hours, lecture)

- 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

III. English Colonial Society, 1607-1700 (6 hours, lecture)

- 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

IV. The American Revolution and the Early National Period, 1776-1816 (6 hours, lecture)

- 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

V. The Mid-1800s (9 hours, lecture)

- 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

VI. Westward Expansion and Manifest Destiny (6 hours, lecture)

- 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

VII. Slavery Through the Civil War (6 hours, lecture)

- 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

VIII. Women and the Civil War (3 hours, lecture)

	<p>A. The Homefront B. The Battlefield C. The Plantation South D. Enslaved and Freed Women</p> <p>IX. Reconstruction through 1877 (6 hours, lecture)</p> <p>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</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	<p>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.</p> <p>[A primary document is a source created during the historical me period being studied by a student/historian.]</p>
Critical Thinking Assignment 1:	After reading the textbook, write a six- to eight-page paper with a thesis that answers the following ques on and provides persuasive evidence and argumenta on: To what extent did the American Revolution change the legal, political and social condition of women? Was the American Revolution a revolution for women?
Critical Thinking Assignment 2:	After reading Incidents in the Life of a Slave Girl, in a six- to eight-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.
Other Evaluation Methods:	Completion, Essay Exams, Multiple Choice, Presentation, Quizzes, Reading Reports, Term or Other Papers, Written Homework, Other (Primary Source Analysis)
Instructional Methods:	Discussion, Lecture, Multimedia presentations
If other:	Internet Presentation/Resources
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Ellen DuBois and Lynn Dumenil. <u>Through Women's Eyes: An American History, Volume 1</u> , 5th ed. Macmillan, 2019.
Alternative Textbooks:	

Required Supplementary Readings:	Harriet Jacobs. <i>Incidents in the Life of a Slave Girl</i> . Belknap, 2009. (Discipline Standard) Mary Rowlandson. <i>The Account of Mary Rowlandson and Other Captivity Narratives</i> . Dover, 2005. (Discipline Standard)
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	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. Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. 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.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Maria A. Brown
Date:	11/01/1995

Original Board Approval Date:	03/18/1996
Last Reviewed and/or Revised by:	Sandra Uribe
Date:	10/26/2022
Last Board Approval Date:	12/19/2022