

**College of San Mateo  
Official Course Outline**

**1. COURSE ID:** HIST 261    **TITLE:** Women in American History I

**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours

**Method of Grading:** Letter Grade Only

**Recommended Preparation:**

Eligibility for ENGL 100, or Eligibility for ENGL 105

**2. COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

CSM - GENERAL EDUCATION REQUIREMENTS: E1a. American History and Institutions

CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities

**CSU GE:**

CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)

CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions

CSU GE Area D: SOCIAL SCIENCES: US-1

**IGETC:**

IGETC Area 3: ARTS AND HUMANITIES: B: Humanities

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

**3. COURSE DESCRIPTIONS:**

**Catalog Description:**

This course surveys the experiences, contributions, and roles of women in the history of the United States from pre-contact American civilizations through the Civil War and Reconstruction. Through the analytical lenses of race, class, gender, ethnicity and sexuality, students examine the major forces that shaped, and continue to shape, the political, social, cultural, scientific, technological and environmental life of the nation. Specific attention is dedicated to examining the ways that the philosophical foundations of the U.S. Constitution and the government institutions it established impacted women's lives.

**4. STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Demonstrate a basic knowledge of the history of women in America from pre-contact through Reconstruction.
2. Use critical thinking and research skills in the interpretation, explanation, and communication of the history of women in America until 1877 through primary and secondary sources.
3. Analyze and interpret the U.S. Constitution and explain how its philosophical underpinnings shaped, and continue to shape, the lives of women in the United States.
4. Analyze how the intersection of gender, race, ethnicity, sexuality, and social class shaped the lives of women in America from pre-contact through Reconstruction.

**5. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Demonstrate an understanding of U.S. History through the analytical lenses of race, class, gender, ethnicity and sexuality as they impact women's lives.
2. Identify and analyze the evolution of the nation's political institutions and explain the various forces that influenced change over time in relation to women.
3. Explain the various ways that the U.S. Constitution and political institutions have evolved since the late-18th century have impacted women.
4. Explain the major social and cultural contributions of women in America, their causes and effects, and their historical significance.
5. Discuss constitutional and legal developments as they affected women in America.
6. Discuss the main roles of American women in the history of the United States from pre-contact indigenous civilizations through the Civil War and Reconstruction.
7. Identify and define the contributions of diverse racial, ethnic, religious, political, economic, cultural and

social groups to the evolution of the nation and its institutions; understand region diversity within the nation; understand the ways in which these historical legacies continue to inform the social, political, and economic fabric of the nation.

8. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.

## 6. COURSE CONTENT:

### Lecture Content:

1. The Field of Women's History
2. Pre-contact Women
  - A. North American Civilizations
  - B. West African and European Civilizations
  - C. Impact of Exploration and Colonization on Women
3. Roles of Colonial Women
  - A. European Colonies and Coverture
  - B. Women in Borderlands
  - C. Transatlantic Slavery and Slave Codes
4. Revolutionary Women
  - A. Patriots, Loyalists, and the Political Activism of Revolutionary Women
  - B. Republican Motherhood and Definitions of Citizenship
  - C. US Constitution and its Impact on Women's Lives
  - D. Founding Documents as a Framework for Future Political Organizing
5. Industrialization and the Cult of "True Womanhood"
  - A. Transformation of Workplaces and Separate Spheres
  - B. Benevolent Organizations and Women's Activism
  - C. Gender and Sexuality During the Market Revolution
6. Women and Slavery
  - A. Plantations and Women's Property
  - B. Enslaved Women and Families
  - C. Individual and Collective Resistance to the Institution of Slavery
  - D. Constitutional and Legislative Impacts on Slavery
7. Religious Revival and Reform
  - A. The Second Great Awakening and Women
  - B. Seneca Falls and Suffrage
  - C. Constitutional Amendment and State by State Strategies
  - D. The Temperance Movement and Calls for Prohibition
  - E. Women, Abolition, and Calls for Emancipation
8. Women in the West
  - A. Mexican Borderlands
  - B. American Migration West
  - C. Women in the Gold Rush
  - D. Indian Removal and Resistance to Displacement
9. Women in the Civil War
  - A. Nurses and the US Sanitary Commission
  - B. The Confederate Homefront
  - C. Women as Soldiers and Spies
  - D. The Role of Enslaved and Free Women in Emancipation and War
10. Women and Reconstruction
  - A. Reconstruction Amendments and the Suffrage Movement
  - B. Gender and the Jim Crow South
  - C. Reconstructing the West and Female Homesteaders
  - D. Indian Boarding Schools and Indigenous Activism

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Field Trips
- E. Guest Speakers

- F. Individualized Instruction
- G. Service Learning
- H. Other (Specify): Lecture and discussion. Reading assignments in secondary and primary sources. Written and oral reports, reviews and term papers to demonstrate familiarity with the subject matter and the ability to analyze and assess data. Films, videotapes, CDs, DVDs, Internet material, etc., to enhance class presentation. Online assignments such as archival research, forums, wikis, blogs, etc.

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### **Writing Assignments:**

Research papers, portfolios, reading responses, in class essay response, document-based questions. Online assignments such as archival research, forum participation, wikis, and blogs that include written skills and collaboration in class.

### **Reading Assignments:**

Examination of primary and secondary sources - for content as a comparative analysis. Peer editing of research papers, portfolios, reading responses, in class essay response, document-based questions. Online assignments such as archival research, forum posts, wikis, and blogs that include reading and critical thinking skills in class.

### **Other Outside Assignments:**

Examination of primary and secondary sources - for content as a comparative analysis. Completion of research papers, portfolios, reading responses, take home essay response, document based questions. Online assignments such as archival research, forum posts, wikis, and blogs that include reading and critical thinking skills in class. Service learning as a supplement to the course.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Field Trips
- E. Group Projects
- F. Homework
- G. Oral Presentation
- H. Papers
- I. Portfolios
- J. Projects
- K. Quizzes
- L. Research Projects
- M. Written examination

- N. Essay examinations, both midterm and final. Take-home examinations. Oral or written reports/reviews. Both examinations and oral/written presentations will be used to assess the student's critical thinking and analytical skills. Examination of primary and secondary sources - for content as a comparative analysis. Completion of research papers, portfolios, reading responses, take home essay response, document based questions. Online assignments such as archival research, forum participation, wikis, and blogs that include written skills and collaboration outside the classroom. Service learning as a supplement to the course.

## 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Alexander, R. M., Block, S., Norton, M. B.. *Major Problems in American Women's History: Documents and Essays*, 5th ed. Cengage, 2014
- B. DuBois, E.. *Through Women's Eyes: An American History with Documents*, 5th ed. McGraw-Hill, 2016
- C. Kerber, L.. *Women's America: Refocusing the Past*, 9th ed. Oxford, 2019

**Origination Date:** April 2022  
**Curriculum Committee Approval Date:** April 2022  
**Effective Term:** Fall 2022  
**Course Originator:** Tatiana Irwin