

**CUYAMACA COLLEGE**  
COURSE OUTLINE OF RECORD

**HISTORY 122 – WOMEN IN EARLY AMERICAN HISTORY**

3 hours lecture, 3 units

**Catalog Description**

Survey of the social, political, cultural, economic and intellectual development of women in America from pre-contact to 1877 in the entire geographic area that is now the United States. Women's experiences are placed in the context of the origins of American institutions and ideals.

**Prerequisite**

None

**Course Content**

- 1) Pre-Columbian Native American women in the entire region that is now the U.S.
- 2) African and African-descended women in the 16th century in the entire region that is now the U.S.
- 3) Women in early colonial Native American and European societies in the 16th century in the entire region that is now the U.S.
- 4) Women and the colonial economy: regional comparisons and contrasts
- 5) Women and work in the colonial period; slavery and servitude and regional examples of work
- 6) Women and patterns of immigration and settlement in the entire region that is now the U.S.
- 7) Women's role in the War for Independence and the impact of the war on women
- 8) Women in the new nation: politics, economics, social movements and foreign policy debates in the Confederation period
- 9) Political philosophy debates during the Confederation period
- 10) Political philosophy of the framers of the Constitution and the debate over the ratification of the Constitution
- 11) Women and work in the Early National and Antebellum periods
- 12) Women, the market economy, and political movements in the Antebellum period
- 13) Women and antebellum reform movements
- 14) Women under slavery and the role of women in the anti-slavery movement
- 15) Women and the Civil War
- 16) The aftermath of the war on women in regions across the entire area that is now the United States
- 17) Women and western expansion focusing on women in California during and after statehood
- 18) 13th, 14th and 15th Constitutional amendments and women
- 19) Women and Reconstruction

**Course Objectives**

Students will be able to:

- 1) Identify and recall major themes, events, interpretations and significant figures of early American history from the colonial period to 1877 from a woman's perspective and analyze the influence and impact of these events on women.
- 2) Recognize and evaluate the evolution of American politics such as constitutional interpretation and change, federal-state relationships, and the growth and power of the Supreme Court; analyze how these developments impacted women.
- 3) Analyze the experiences of women from a variety of geographical regions, and a variety of social, economic, religious, racial, and ethnic backgrounds.
- 4) Analyze the origins of the U.S. political system, the political philosophies of the framers of the Constitution, and the debate concerning women's role in the new nation.

- 5) Explain the role of citizens in creating changes under the United States Constitution and state government, including women's efforts for political equality.
- 6) Describe how women interacted with federal, state and local governments.
- 7) Analyze the social and political reform movements of the antebellum period and the contribution of women to these movements.
- 8) Compare and contrast the development of various geographic regions in the area that is now the United States and how women influenced society, culture and politics in these regions.
- 9) Explain the origin of the California State Constitution and identify key features of the document.
- 10) 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.
- 11) Evaluate women's involvement in the growth of the California population, including how that growth affected local and state institutions.
- 12) Discriminate between primary and secondary sources.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes/exams that measure students' ability to identify, recall and evaluate major interpretations, themes, events, figures and interpretations in Early American and California history from a women's perspective as well as describe the influence of women.
- 2) Quizzes/exams that measure students' ability to identify, recall and evaluate the origins, development and philosophy behind the U.S political system and Constitution, analyze the debate concerning women's role in the new nation, and describe the role of citizens in creating change.
- 3) Quizzes/exams that measure students' ability to identify and explain the origins, structure and key features of the California state constitution.
- 4) In-class group activities and writing assignments that measure students' ability to analyze the experiences of women from a variety of geographical regions, social, economic, religious, racial, and ethnic backgrounds.
- 5) Research papers/written homework that measure students' ability to write analytical papers that explain cultural, economic, social and political changes in early American history and their impact on women; discriminate between primary and secondary sources.

### **Special Materials Required of Student**

None

### **Minimum Instructional Facilities**

Smart classroom with writing boards, overhead projector

### **Method of Instruction**

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Multimedia presentations
- 4) Guest speakers
- 5) Individual and group projects, structured in-class exercises
- 6) Auxiliary use of study groups, peer tutoring and/or instructional office hours

### **Out-of-Class Assignments**

- 1) Reading assignments, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and visits to historic sites

## Texts and References

- 1) Required (representative examples):
  - a. DuBois, Ellen and Lynn Dumenil. *Through Women's Eyes: An American History with Documents*. Bedford-St. Martin, 2015.
  - b. Kerber, Linda, et al. *Women's America: Refocusing the Past*. 8th Edition. Oxford University Press, 2015.
  - c. Norton, Mary Beth, ed. *Major Problems in American Women's History*. 4th Edition. Cengage, 2006.
  - d. Riley, Glenda. *Inventing the American Woman: An Inclusive History to 1877, Volume I*. 4th Edition. Wiley-Blackwell, 2007.
- 2) Supplemental:
  - a. Primary Sources
    1. Woloch, Nancy. *Early American Women: A Documentary History, 1600-1900*. McGraw-Hill, 2013.
    2. Skinner, Ellen. *Women and the National Experience: Primary Sources in American History*. 3rd Edition. Pearson, 2010.
    3. Holmes, Kenneth, ed. *Covered Wagon Women: Diaries and Letters from the Western Trails, 1852: The California Trail, Volume 4*. Bison Books, 2003.
    4. Jacobs, Harriet A. *Incidents in the Life of a Slave Girl*.
    5. Truth, Sojourner. *The Narrative of Sojourner Truth*.
    6. Kornfeld, Eve. *Margaret Fuller: A Brief Biography with Documents*. Bedford-St. Martin, 1996.
  - b. Secondary Sources
    1. Jager, Rebecca. *Malinche, Pocahontas, and Sacagawea: Indian Women as Cultural Intermediaries and National Symbols*. University of Oklahoma Press, 2015.
    2. Cleves, Rachel. *Charity and Sylvia: A Same-Sex Marriage in Early America*. Oxford University Press, 2014.
    3. Hewitt, Nancy and Kirsten Delegard. *Women, Families, and Communities: Readings in American History, Volume I*. 2nd edition. Pearson, 2007.
    4. Berkin, Carol. *Revolutionary Mothers: Women in the Struggle for America's Independence*. Vintage Books, 2006.
    5. Levy, JoAnn. *Unsettling the West: Eliza Farnham and Georgiana Bruce Kirby in Frontier California*. Heydey Books, 2004.
    6. White, Deborah Gray. *Ar'N't I A Woman?: Female Slaves in the Plantation South*. W.W. Norton, 1999.
    7. Zanjani, Sally. *A Mine of Her Own: Women Prospectors in the American West, 1850-1950*. University of Nebraska Press, 1997.
    8. Sterling, Dorothy, ed. *We Are Your Sisters: Black Women in the Nineteenth Century*. W.W. Norton, 1997.

## Student Learning Outcomes

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

- 1) Identify, recall, and evaluate major themes, events, cultures, ideologies, religions, and women in early American history.
- 2) Recognize and evaluate connections between the course of early American history and geographical and climatic factors and identify locations of historical significance, regional differences, and changes in historical geography.
- 3) Evaluate, recognize, and interpret primary sources, art, and literature in historical context, and interpret early American history through analytical categories of race, class, gender, and ethnicity.
- 4) Identify, recognize, and interpret the development of the United States and California constitutions, federal, state, and local governments, and the rights and responsibilities of citizens in an historical context.