A. **TITLE:** United States Women’s History
B. COURSE NUMBER: History 304

C. CREDIT HOURS: 3

D. WRITING INTENSIVE COURSE: No

E. COURSE LENGTH: 15 weeks

F. SEMESTER OFFERED: Fall and Spring

G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY: 3 lecture hours per week

H. CATALOG DESCRIPTION: This course explores the social, economic, and political themes in United States Women’s History from pre-European contact through the twenty-first century. The diversity of women is emphasized and issues of class, race, national origin, activism, work, and the role of motherhood will be explored. Citizenship and the status of women in relationship to government will be discussed and analyzed. Three hours of lecture per week.

I. PRE-REQUISITES: 30 credit hours, Expository Writing (ENGL 101) or Oral and Written Expression (ENGL 102), and a 2.50 cumulative GPA, or permission of the instructor.

J. GOALS (STUDENT LEARNING OUTCOMES): By the end of this course, the student will:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tbody>
<tr>
<td>a. Evaluate primary and secondary sources</td>
<td>2. Crit. Thinking</td>
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<tr>
<td>b. Understand and use gender as a system of analysis and consider ways women’s</td>
<td>1. Communication</td>
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<td>history contributes to and alters our understanding of American history</td>
<td>2. Crit. Thinking</td>
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<td>3. Prof. Competence</td>
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<td>c. Identify and discuss factors that contribute to the social construction of</td>
<td>1. Communication</td>
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<td>gender by place and change over time</td>
<td>2. Crit. Thinking</td>
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<td>3. Prof. Competence</td>
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<td>d. Examine diversity of women and identify common</td>
<td>2. Crit. Thinking</td>
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<td>experiences</td>
<td>3. Prof. Competence</td>
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<td>e. Use primary sources to identify and discuss the significance of the</td>
<td>2. Crit. Thinking</td>
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<td>goals, strategies, and results of social movements</td>
<td>3. Prof. Competence</td>
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<td>f. Analyze conflict and coalition among women activists from different</td>
<td>2. Crit. Thinking</td>
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<td>background</td>
<td>3. Prof. Competence</td>
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K. TEXTS: To be determined by the instructor.


**L. REFERENCES:** Other appropriate texts might include:

**Primary Sources:**


**Secondary Sources:**


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**Videos:**


*Ikwe* (1997)


*Nine to Five* (1980)

*Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony* (1999)

*Stepford Wives* (1975)

*Woman of the Year* (1942)


**M. EQUIPMENT:** Smart classroom.

**N. GRADING METHOD:** A-F
O. MEASUREMENT CRITERIA / METHODS:

Exams
Quizzes
Papers
Participation

The following is recommended: Reading-based quizzes, a paper based on the assigned class readings, a midterm exam and a final exam, class discussion, group presentations on social movements, and an Equal Rights Amendment (1920s) debate (with a written component).

P. TOPICAL OUTLINE:

I. Introduction to Women’s History
   A. Stages of Women’s History
   B. Gender as a Category of Analysis

II. Early America, 1600-1820
   A. Indigenous Women: Sexual division of labor; kinship systems; status of Women; fur trade; war
      1. Five Nations of the Iroquois
      2. Pueblo
      3. Ojibwa: Ikwe
   B. Colonial Immigrant Women: Work; birth cycle; family life; legal status
      1. Southern colonies
         a. servant labor system in Virginia
         b. slave labor system in Upper and Lower South
      2. Northern colonies
         a. Massachusetts Puritans
         b. Anne Hutchinson, Mary Rowlandson
         c. witchcraft
      3. Middle colonies
         a. Dutch women in New Netherland
         b. Quaker women in Pennsylvania
   C. Women in the Revolution and New Republic
      1. Choosing sides
      2. Women’s participation in the war
         a. Philadelphia Association
         b. camp followers
      3. Effects of the Revolution
         a. Native American women
         b. African-American women
         c. Republican Motherhood

III. The Many Frontiers of Industrializing America, 1820-1880
   A. The Cult of True Womanhood
   B. Social Movements
      1. moral reform
2. Petition campaign against removal of the Cherokee
3. Labor reform
4. Abolition and women’s rights
   a. Sarah Grimke and Angelina Grimke
   b. Seneca Falls and Elizabeth Cady Stanton
   c. Harriot Jacobs, *Incidents in the Life of a Slave Girl*

C. Civil War
D. Reconstruction

IV. Creating the State in an Industrialized Nation, 1880-1945
A. Clubs
   1. Woman’s Christian Temperance Union
   2. National Association of Colored Women
      a. Ida B. Wells
      b. anti-lynching campaign
B. Education
   1. Zitkala-Sa
   2. Mary McLeod Bethune
C. The Nineteenth Century Woman Suffrage Movement
   1. National Woman Suffrage Association
   2. American Woman Suffrage Association
   3. Victoria Woodhull and the Beecher-Tilton trial
   4. Woman suffrage in the West
D. Work
   1. Garment industry
   2. Clerical work
   3. Domestic work
E. Immigration
   1. Jewish immigrants
   2. Asian immigrants
F. Middle-Class Progressives and Working-Class Labor Activists
   1. Settlement houses
   2. Consumer’s League
   3. Woman’s Trade Union League
   4. International Ladies’ Garment Workers’ Union
   5. Socialist party
G. The Twentieth Century Woman Suffrage Movement
   1. Carrie Chapman Catt and the National American Woman Suffrage Association
   2. Harriot Stanton Blatch and the Women’s Political Union
   3. Alice Paul and the National Woman’s Party
   4. Ida B. Wells Barnett and the Alpha Suffrage Club of Chicago
H. Politics and Culture in the 1920s
   1. Women’s Joint Congressional Committee
   2. Equal Rights Amendment Debate
   2. Flappers
3. Birth control
4. Harlem Renaissance

I. The Great Depression and WWII
1. Gender and Social Security
2. Women in the workplace and the armed forces
   a. segregation in the workplace 
   b. “Rosie the Riveter”
   c. WAC, WAVES, MCWR, SPAR, WASP
3. Internment

V. Struggles against Injustice, 1945-2010
A. Containment and Consumer Culture
   1. Women Strike for Peace versus HUAC
   2. Betty Friedan, “The Way We Were, 1949”
   3. Betty Friedan, The Feminine Mystique
B. Civil Rights
   1. Ella Baker and the Student Non-Violent Coordinating Committee
   2. Fannie Lou Hamer and the Mississippi Freedom Democratic Party
   3. Jo Ann Robinson and the Women’s Political Council
C. The Second Wave
   1. Connections to labor unions and the civil rights movement
      a. Title VII
      b. Pauli Murray and Jane Crow
      c. National Organization of Women
   2. Women’s liberation
      a. making the personal political
      b. consciousness raising
      c. women’s health: Our Bodies, Ourselves; Roe v. Wade
   3. ERA
4. Backlash
   a. Phyllis Schlafly
   b. STOP-ERA
D. Marriage
   1. Loving v. Virginia (1967)
   2. Griswold v. Connecticut (1965)
E. Work and Labor Legislation
   1. migrant workers
   2. sweatshops
   3. welfare reform
F. Sexual Harassment and Violence against Women
   1. Public policy
   2. Anita Hill and Clarence Thomas
   3. Violence against Women Act
G. The Third Wave and Popular Culture
1. Riot grrrl
2. Madonna
3. Lady Gaga