HST230
WOMEN IN AMERICAN HISTORY

3 Credit Hours

Prepared by:
Gabrielle Everett
August 2007
HST230 Women in American History

I. CATALOGUE DESCRIPTION
   
   A. Pre-requisite: None
   
   B. 3 credit hours
   
   C. This course is a history of women in American society from colonial times to the present. Emphasis is on the roles, status, and achievements of American women and their contribution and relationship to American traditions.

II. EXPECTED LEARNING OUTCOMES WITH ASSESSMENT MEASURES

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

A. Place woman in her proper social context by being able to identify the impact of culture on social roles.

   Students will participate in class discussions after appropriate textbook reading and lecture.

B. Understand the role and place of women in American society by recognizing and identifying key views and values about women that have affected that place.

   Students will take unit exams and participate in class discussions to assess their knowledge level.

C. Identify the contributions of woman to society economically, politically, socially, and in her more traditional role as mother.

   Students will take quizzes and participate in class discussions to assess their knowledge level.

D. Compare and contrast the ideal roles and real roles in context of society and class and know the difference between the two.

   Students will write and receive written feedback and a numerical grade between zero and one hundred on one essay of appropriate word length.

E. Identify the “ideal female” concept (Republican Motherhood, cult of domesticity, Rosie the Riveter, etc) in different historical periods and relate them to the present.
Students will write and receive written feedback and a numerical grade between zero and fifty points on two short essays of appropriate length illustrating their understanding of the concept and how it changes throughout history.

F. Identify representative and famous women and their contributions to history, literature and art.

Students will take quizzes and participate in class discussions to assess their ability to recognize major participates and contributions in history, literature and art.

G. Blend the facts and theories to their everyday lives.

Students will complete an oral history assignment of a living female subject relevant to their lives, receive written feedback and a numerical grade between zero and one hundred points.

III. COURSE OUTLINE (Course content will be drawn from this.)

A. Pre-Revolutionary Era

Objectives:
- Identify and give significance of historical figures of colonial America.
- Explain the position of women in colonial America and how it differed from region to region (i.e. southern colonies vs. New England colonies)

1. Native American Women

Objectives:
- Identify and give significance of historical figures of various Native American tribes.
- List several characteristics of Native American culture.
- Explain the position of women in Native American tribal life, and if and how that position changed after colonial contact and interaction.

2. Southern Women
   a. Plantation Women
   b. Slave Women
   c. Yeoman

Objective: Explain the economic, political, and social differences found with the southern colonies (i.e. plantation vs. yeomen farmer vs. slave).

3. New England Women
   a. Puritans
   b. Dissenters

Objective: Explain the status of women in the New England Puritan culture.

4. Middle Colony Women
B. Revolutionary/Federalist Era

Objective: Identify and give significance of major historical figures.

1. Revolutionary Women
   a. Rebels
   b. Tories
   c. Pacifists

Objectives:
- Assess the role of women in the Revolutionary War
- Define and explain the concept of Republican Motherhood and identify the major historical figures associated with this concept.

2. Great Awakening
   a. White Women
   b. African American Women

Objectives:
- Define and explain the Great Awakening.
- Cite contributions of women to the Great Awakening.

3. Ideology of True Womanhood
   a. Christian Motherhood
   b. Middle-class ideology
   c. Domesticity and the Rise of the Market Age

Objectives:
- Define and explain the concept of the Ideology of True Womanhood.
- Explain how the Ideology of True Womanhood influenced different social classes and immigrant groups in America.

C. Manifest Destiny/Antebellum America/Civil War Era

1. Women and Wage Earning
   a. Market Revolution to Industrial Revolution
   b. the Utopian Experiments

Objectives:
- Analyze how women entered the workforce not only as factory workers but also as independent business people.
- Identify and explain the major Utopian movements of the early 19th century and analyze the role of women in those movements both as members and leaders.

2. Women and Slavery

3. An Expanding Nation
   a. Pioneer Women
   b. Indigenous Women

Objectives:
- List several reasons why women went west and the specific problems they encountered.
- Explain the plight of Native American women, in the context of tribal culture, as Anglo-Americans moved west.
4. Antebellum Reform
   a. Expanding Women’s Sphere
   b. Reform causes
   **Objectives:**
   - Explain the attitudes about the education of women and cite specific positions which countered mainstream thought.
   - Identify the major reform movements of the Antebellum period and the role of women within each movement.
   - Explain the notion of separate spheres for men and women.

5. Civil War
   a. Northern women
   b. Southern Women
   c. Emancipation
   **Objectives:**
   - Identify and give significance of the historical figures from the Civil War era.
   - Identify both the traditional and non-traditional roles open to women during the Civil war.

D. Reconstruction/Industrialization Era
   1. The New South
      a. Black Women
      b. White Women
      c. Racial Conflict and Violence
      **Objective:** Define the concept of “The New South”, and explain how women fit into it.
   2. Wage Labor
      a. Occupations
      b. Unions
      c. Class Conflict
      **Objective:** Identify major labor unions of the period and their attitudes toward the participation of women.
   3. Leisured Classes
      a. Sources of Wealth and Leisure
      b. Reform Movements
      c. Suffrage
      **Objectives:**
      - Explain why more middle class, upper middle class, and upper class women were attending university, what they were majoring in, and what they did with those degrees.
      - Define suffrage and cite key figures in the American women’s suffrage movement.
      - Identify the role of social, economic, and political status played in various reform movements.
      - Explain how lower class, immigrant, and working class women often felt betrayed by their middle and upper class contemporaries.
4. Immigration
   a. Going West
   b. New Immigrants vs. Old Immigrants

   Objective: Define and explain the concept of “new immigration” and “old immigration”.

E. Populism/Progressivism/World War I Era
1. Populism
   a. Settlement House Movements
   b. Class Conflict

   Objective: Explain the historical significance of the settlement house movement and the major figures involved in it.

2. Progressivism
   a. Reform Movements
   b. Union Movements
   c. Suffrage/Feminist Movements

   Objectives:
   • Explain the Triangle Shirtwaist factory tragedy and identify key figures in the labor movement.
   • Identify Margaret Sanger and her role in the birth control movement.
   • Define suffrage and cite key figures in the American women’s suffrage movement.
   • Define the club movement of the Progressive era.
   • Explain how women used progressive reform movements to enter the public men’s sphere.
   • Explain the Winning Plan and how women used it to gain the right to vote in 1920.

3. The Great War
   a. Pacifist Women
   b. Anti-war Women
   c. Patriotic Women

   Objective: Explain the impact of World War I on women and their role in society.

F. Roaring Twenties/Great Depression/World War II Era
1. 1920s
   a. Political Women
   b. Stereotypes

   Objectives:
   • Define the Equal Rights Amendment, and explain how Alice Paul and the Woman’s Party were involved in changing the goal from suffrage to equality.
   • Explain the seemingly apolitical nature of women during the twenties.
2. 1930s
   a. Women and Work
   b. Women’s New Deal

   **Objectives:**
   - Explain how the Great Depression slowed or halted the women’s movement.
   - Identify major organizations with FDR’s New Deal, and explain how some or all those specifically affected women.

3. World War II
   a. Military Women
   b. War Work
   c. the Home front

   **Objectives:**
   - Define propaganda, and explain how it was used during World War II to motivate women to embrace non-traditional roles.
   - Identify key figures and explain the role women played in the military and its support services during World War II.
   - Define “blue-star mothers” and “gold-star mothers”.
   - Explain how propaganda was used to drive women from the workplace and back into the home when World War II ended.

G. Post-War America Era (1945-1965)

   **Objective:** Identify key historical figures and vocabulary from this time period.

1. Cold War

   **Objectives:**
   - Explain the role that women played in the military and its support services during the Korean police action.
   - Identify the key figures and organizations that fell victim to “red-baiting” and the HUAC.

2. Middle and Upper-class Women
   a. New Affluence
   b. Feminine Mystique
   c. Voluntary Associations

   **Objectives:**
   - Explain the seemingly apolitical nature of women during the fifties.
   - Define the feminine mystique and explain the historical relevance to the emerging feminist movement.
   - Explain the influence of women’s voluntary associations.

3. Working-Class Women
   a. Union work

   **Objective:** Explain how the renewed focus on family in the 1950s re-emphasized rigid gender roles.
4. Civil Rights  
a. Freedom Summers  
b. Sexism within the Movement  

Objectives:  
• Cite the contributions of women to the various civil rights movements.  
• Explain the role of sexism in the Civil Rights Movement.  

5. Women and Public Policy  
a. Equal Rights Amendment  
b. President’s Commission on the Status of Women  
c. Feminist Revival  

Objectives:  
• Explain the significance of the President’s Commission on the Status of Women.  
• Identify the root causes of the feminist revival.  

H. Modern Feminist Era (1965 - )  

Objective: Define key vocabulary and identify major historical figures.  

1. Women’s Liberation  
a. Sexual Revolution  
b. Vietnam War Protest  
c. Equal Rights Amendment  
d. Reproductive Rights  

Objectives:  
• Define the sexual revolution and attempt to explain it.  
• Explain the role and significance of lesbians in the sexual revolution, ERA, and reproductive rights movements.  
• Explain the role that women played in the military and its support services during the Vietnam conflict.  
• Identify key figures and explain the role of women in the anti-war movement during the Vietnam era.  

2. Defense of Traditional Womanhood  
a. STOP-ERA and the New Right  
b. Pro-Life Movements  
c. Presidential Politics  

Objectives:  
• Identify the major defenders of “traditional womanhood” and explain the significance.  
• Assess the role of presidential politics in various women’s causes and movements.  

3. Women, Work, and Family  
a. Labor Force  
b. Changing Family/Personal Life  
c. Feminist Revival
Objectives:
- Evaluate the changing role of women both in the home and in the workplace.
- Evaluate traditional and non-traditional families and the role of women.
- Speculate on a possible feminist revival.

IV. METHODS OF INSTRUCTION

A. Lecture
B. Class Discussion
C. Written Assignments
D. Reading Textbooks
E. Project

V. REQUIRED TEXTBOOK(S)

Dubois, Ellen Carol and Lynn Dumenil. *Through Women’s Eyes: An American History with Documents.* Boston: Bedford/St. Martin’s, 2005

VI. REQUIRED MATERIALS

A. Textbook(s)
B. Paper and writing utensils
C. Access to newspapers, periodicals, and the internet

VII. SUPPLEMENTAL REFERENCES

A. Library
B. Current periodicals
C. Television shows and motion pictures
D. St. Louis History Museum/Art Museum
VIII. METHODS OF EVALUATION

A. Tests
B. Writing assignments
C. Journals
D. Oral History Project
E. Final Exam

GRADING SCALE
A – consistent excellence (and near perfect attendance/zero tardiness)
B – superior work (few absences/little tardiness)
C – average
D – below average
F – failing (miss 5 or more days [MW class])

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000. ext. 169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. See College Website:
http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84