

WILLIAM PATERSON UNIVERSITY
History Department
COURSE OUTLINE

1. **Title:** HIST 316 American Women's History

2. **Course Description:**

The experience of American women from colonial times to the present. Explores conditions that shaped women's destiny, analyzes the differences between the historical experience of women from different social classes and ethnic groups and considers the ways American women have perceived their condition and worked to alter it.

3. **Prerequisite:** HIST 101

4. **Course Objectives:**

This course is designed to help students learn the following:

1. Objective 1: To master content area in U.S. women's history, including major themes, historiographical arguments, methods, concepts and ideas.
2. Objective 2: To understand and analyze primary sources and evaluate authorship, bias, context, and accuracy.
3. Objective 3: To develop familiarity with and ability to use a variety of secondary sources.
4. Objective 4: To conduct historical research in the field of women's history.
5. Objective 5: To formulate and communicate clear and evidenced historical ideas and arguments in written and oral form

5. **Student Learning Outcomes and Assessment Guidelines:**

1. Students will demonstrate mastery of the key terms, concepts, interpretations and methods in US women's history. Assessment: They should be assessed through written exams, writing projects, discussions, and oral presentations.
2. Students will analyze primary sources orally and in written form. They may be assessed orally, as they discuss primary sources, including documents from their textbook, contemporary memoirs, and other evidence. Assessment: They should have opportunities to practice analyzing primary sources in class and during on-line discussions. Their examination should draw upon their analytical skills. They might keep a journal analyzing primary source readings, and will select and submit their best analytical work for a grade.
3. Students will read a variety of secondary sources in class and conduct semester-long independent research based on outside primary and secondary sources. Assessment: The Instructor will evaluate their understanding of these sources through graded and ungraded class activities, bibliographic assignments, in-class writing, and a research-based oral report.

4. Students will demonstrate the following skills: the ability to identify an appropriate research topic, use library and electronic sources to locate sources, evaluate secondary and primary sources, demonstrate understanding of the sources used, engage in historical argumentation and analysis, correctly document the sources they use, and explain their conclusions in a written fashion and/or orally, to their classmates. Assessment: Students should produce a research portfolio maintained by themselves or the instructor. Students' research portfolio should include several of the following: a project proposal, two or more evolving bibliographies, progress report(s), drafts, outline, papers. They may also be required to offer an oral presentation of their research for a grade.

5. Students will demonstrate mastery of essay writing skills: formulating a thesis, outlining an essay, formulating introductory and concluding paragraphs, selecting and citing evidence, making historical arguments. Assessment: Students should write ungraded and graded paragraphs and essays in and out of class and complete essay exams. Students also should participate in in-class and electronic discussions, both graded and ungraded.

6. Topical Outline:

1. Theory/Methods in US women's history
2. Native American Women
3. Colonial Women
4. Enslaved/African American Women
5. Women in the Early Republic: Republican Womanhood
6. Domesticity
7. AnteBellum Era/Civil War
8. Women, Work, Family in the Industrial Era
9. Women's Suffrage Movement
10. Gilded Age/Progressive Era: Class, Race, and Ethnicity
11. The New Woman-- Work and Sexuality in the 20th century
12. The Modern Feminist Movement

7. Suggested Teaching Methods and Student Activities:

Includes the following: In-class discussion, documentary readings, independent research, journal writing, electronic research, lecture, group learning, oral reports and presentations.

8. Suggested Assessment techniques: See section 5, above.

9. Suggested Readings:

- Berkin, Carol *First Generations. Women in Colonial America.*
- Formanek-Brunell, Mirriam *Made to Play House: Dolls and the Commercialization of American Girlhood, 1830-1930. Johns Hopkins, 1994.*
- Kerber Linda and De Hart, Rebecca, eds., *Women's America. Refocusing the Past. Oxford, 5th edition.*

10. Supportive Readings

- Blee, Kathleen M. *Women of the Klan*
- Braxadai, Rosalyn Fraad, Ed. *America's Working Women: A Documentary History, 1600 to the Present*
- Clinton, Catherine *The Plantation Mistress*
- Cott, Nancy *The Bonds of Womanhood*
- Deutsch, Sarah *No Separate Refuge*
- DuBois, Ellen and Ruiz, Vicki, eds: *Unequal Sisters: A Multicultural Reader in US Women's History* (second edition)
- Faust, Drew Gilpin *Mother of Invention: Women of the Slaveholding South in the American Civil War*
- Fox-Genovese, E. *Within the Plantation Household*
- Fiol-Matta and Chamberlain, eds *Women of Color and the Multicultural Curriculum* (1994)
- Ginzberg, *Women and the Work of Benevolence*
- Gordon, Linda *Pitied But Not Entitled*
- Higginbotham, Evelyn Brooks *Righteous Discontent: The Women's Movement in the Black Baptist Church, 1890-1920*
- Jones, Jaqueline *Labor of Love, Labor of Sorrow*
- Kelley, Mary *Private Woman, Public Stage*
- Pascoe, Peggy *Relations of Rescue*
- Ryan, Mary *Women in Public: Between Banners and Ballots, 1825-1880*
- Ryan, Mary *Cradle of the Middle Class*

- Smith-Rosenberg, C. *Disorderly Conduct*
- Stansell, Christine *City of Women: Sex and Class in New York, 1789-1860* (Chicago & Urbana; Univ. of Illinois Press, 1987)
- Yellin, *The Abolitionist Sisterhood, Women and Sisters*

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