Hello Potential Students of American Women’s History,

Welcome to History 120, a journey into more than 500 years of American Women’s History! That’s right, this story began long before there was a British colony in North America, so our survey will focus first on the western hemisphere just prior to European invasion. The meeting and blending of Europeans and Native Americans from the fifteenth century onward truly created a *New World*, one unprecedented in previous history. If you are unfamiliar with the differing roles of the multitude of Native American women scattered from North America’s eastern woodlands to the southwestern pueblos and the Pacific Northwest, you will be delighted to know that this is where our journey begins.

**Getting Started in your Online Course**

If you have never taken an online course, please prepare yourself in advance by doing the following:

1) Check in with the Blackboard Administrator, and establish your Blackboard i.d. and password.
2) Be sure to take a Blackboard tutorial, which is available online through the college website, clicking onto the “Blackboard” link.
3) Once you have done the above, log into your course at the following website: bb9.canyons.edu.
4) After logging in, find the title and CRN (course number) of your course. Click onto that link, and the course will open.
5) After the source opens up, you should visit the course “Syllabus” link first, so that you become aware of the entire course content and schedule. All links to course content will be found in the Course Menu, highlighted in the left column of the course.
6) After reading and understanding the Syllabus, you should also visit the “Study Units/Modules” link, open Unit 1/Module 1 and become aware of the first assignment.
7) Your first discussion thread assignment is to visit the thread, “Personal Introductions, which is the first choice in the “Discussion Threads” link--and post something about yourself. This sets a tone of collegiality, and allows you to meet your fellow classmates.
8) Finally, if you have any specific questions or concerns about this course, don’t hesitate to contact me at: sarah.burns@canyons.edu

Here is a brief overview of what to expect during our class. History 120 is a survey course in the history of multicultural American women, from the fifteenth century to the present. Covering over five centuries of America’s development up to the present time, we will be studying the following distinct periods:

- Women’s Roles in the Early Settlement Period (Native American and European)
- American Colonization (Wives, Indentures and Slave Women)
- Revolutionary America (Rise of the Cult of Domesticity)
- Westering Women (The Frontier “Drudge”)
- Antebellum America (Abolitionism/Suffrage)
- American Civil War (Volunteers)
- Reconstruction (Serving in the Freedman’s Bureau and Slaves Adjusting to “Freedom”)
- The Suffragists (Becoming Militant)
- Women in World War II (Rosy the Riveter and Beyond)
- From Conformity to Militant Feminism (Protest and Demonstration)
- Moving Into Politics and Breaking the Glass Ceiling
Student Learning Outcomes:

At the conclusion of this course, students should be able to:

1. Evaluate the political, economic, intellectual and social role of women in the history of the United States.
2. Appraise women’s contributions to American culture and examine the problems and obstacles they have experienced and overcome in the course of U.S. development.

Student Learning Objectives:

The objectives of this course are to enable each student to:

1. Analyze the place of women in various Native American tribes.
2. Distinguish women’s general role in colony building in the 17th century and differentiate women’s sphere found in New England, the Mid-Atlantic Colonies, and Southern society.
3. Compare and contrast aspects of social, political and economic life for frontier, plantation, farm, and city women of the 18th, 19th and 20th centuries.
4. Examine the social, economic, and political issues of the market, industrial, and consumer revolutions and analyze their impact for women.
5. Evaluate and explain the “Cult of Domesticity” and discuss its cultural and psychological effects on women, as well as its relevance to U.S. history and gender relations.
6. Appraise the function of reform movements and evaluate their importance in expanding women’s sphere.
7. Compare and contrast life in the antebellum South for white and black women.
8. Examine slave culture and evaluate how it helped black slave women to survive under the pressure of slavery.
9. Assess and explain the meaning and impact of the American Civil War for women.
10. Compare the immigrant experience for the diverse groups of women who have come to the U.S., and evaluate their contributions to American culture.
11. Compare and contrast the life of the urban middle class and the effects of Victorian mores.
12. Relate the progression of the suffrage movement and the roles of particular women involved in the cause.
13. Evaluate the experiences and contributions of women during WWII.
14. Evaluate the impact of the Women’s Rights Movement and its effect on the political, cultural, and economic position of women in U.S. history.
15. Analyze the role of feminism and its reform tradition, as well as describe its effect on limiting reform during the 1970s and 1980s.
16. Compare and contrast shared and individual historical experiences between men and women, and of women of various racial, class and ethnic identities.

Are there benefits to taking this course? Many! Of course, if you are perusing this Orientation Letter, you are already aware that this course is being taught entirely online. What that means for you is that you will be taking this course and meeting your fellow classmates, through the written word, in the virtual world. You will not have to leave the comfort of your home (or whatever venue you use for computer access). Think of how much you will save in gas expenses and lost time in commuting. Entering the online college community obviously offers many time-saving advantages. However, there are certain things to be aware of.

- This is a three-unit course, and you will still be expected to dedicate as much time to the course as a normal in-class course.
- Three units represents three hours per week; double that time for the amount of reading and productive work outside of the “classroom” (six hours).
While there is just one textbook required for this course, there will be much additional work through the web. You will be reading numerous primary documents and historical articles online, provided by leading universities and scholars.

There are other requirements for this course which you will need to be aware of in order to get started. You will need to have:

- At-home, or regular access to a computer
- Microsoft Word or compatible program
- Campus Email Address
- Web browser, such as Mozilla Firefox, Google Chrome, or Internet Explorer
- Computer knowledge in word processing programs, creating files, emailing with attachments, cutting, pasting, etc.
- Good time management skills, in order to remain current with weekly class activities.

The textbook you will be required to use for this course is:

_Through Women’s Eyes; An American History_ (With Documents), 2nd Edition, by Ellen Carol DuBois and Lynn Dumenil
Publisher: Bedford St. Martin’s (© 2009).

When you check into the course, please orient yourself with the course requires by visiting the most important links in the Course Menu: 1) the Syllabus, 2) the Course Schedule, 3) review all of the Units and Modules for Course Content, and 4) Click on the “Discussion Forum” link, post your introduction to classmates under “Personal Introductions.” Afterward, please begin to read the assignments contained in Unit 1/Module 1, to prepare for the first graded discussion thread.

I hope that this introduction to History 120 answers all of the questions you may have. If not, please feel free to contact me at the Voice Mail, phone number, or email address I have provided below. I look forward to meeting you in my virtual classroom very soon.

Cheers,

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