**Course Title:** AMERICAN WOMEN’S HISTORY  
**Course Code:** History 120  
**Professor:** Sarah C. Burns  
Sarah.burns@canyons.edu  
**Format:** 100% Online  
**Course Length:** 5 Weeks (Summer); 16 Weeks (Fall and Spring)

**Introduction**
I have been teaching U.S. History at the college and university level for 22 years. My concentration within this discipline is Women’s History and African American History. I have two scholarly articles published in academic journals within these concentrations. I have also published an historical novel, now in its second rendition. Obviously, in any course I teach, you can expect an emphasis on diversity. I love to provide a broad but insightful spectrum of the American historical landscape.

![Image](image.png)

**Deportment/Protocol**

It is my great desire that you participate in this online course with enthusiasm, communicating and commenting on the materials with other students and myself. However, there are special considerations to be taken into account in an online classroom. When you enroll in a college class, you should expect to be both challenged and inspired. However, you should also be expected to treat the experience with respect. In an online academic environment especially, you must remember that your typewritten word is the only communication vehicle between yourself, the instructor, and other classmates. Therefore, please guard against swear words, expressing insensitivity toward other peoples and ethnicities and—in general—any casual references which could easily be misconstrued. Also, avoid typing in all caps, as this is often interpreted as anger or screaming online.
Class Attendance and Participation

First, the good news! In the online classroom, hours of participation are very flexible. The reading assignments, quizzes, threads and responses are lined out in weekly units. As long as you have participated and submitted work within each weekly period, submitted by the due date, you are participating in a timely manner.

Second, the warning: If your participation is consistently late (the day after due date, or longer), your grade will be affected. Furthermore, the spirit of the classroom will be compromised. Please strive to participate in a timely manner, so that your fellow students may be enriched by your participation.

Course Description
History 120 is a survey course in Multicultural American Women’s History, from the 1500s to the present day. Covering more than six centuries of America’s development, as seen through women’s eyes (of every culture and ethnicity), we will be studying: the Early Settlement Period, American Colonization, the French and Indian War, Revolutionary America, the effects of the “cult of domesticity” and “pure republican motherhood” in the Early Republic, Westward Expansion (pioneering women) and Territorial Disputes, Antebellum America, the American Civil War and Reconstruction, the Gilded Age (Industrial Revolution), the Progressive Period, the Roaring Twenties and Depression, both World Wars, 1950s conservatism, 1960s civil activism, and past the third wave of feminism—witnessing women as leaders on the global stage. This survey begins with the roles and locations of very distinct Native American societies and the meeting of numerous cultures within North American, then following more than six centuries of development. Furthermore, in addition to reading history from your major textbook, this class will involve extensive reading and on-line discussion of primary materials from selected websites.

Course Information

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 Canvas Administrator, and establish your Canvas identification and password.

2) Be sure to take a Canvas tutorial, which is available online through the college website, clicking onto the “Canvas” link:
Once you have done the above, log into your course at the following website: https://coc.instructure.com/login/canvas

After logging in, find the title and CRN (course number) of your course. Click onto that link, and the course will open.

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.

After reading and understanding the Syllabus, you should also visit the “Modules” link, open Unit 1/Module 1 and become aware of the first assignment. You will begin all assignments under the “Modules” link: Units/Modules, discussion threads, quizzes, exams, additional Documents.

Your first discussion thread assignment is to visit the thread, “Personal Introductions.” This is also accessed under the “Modules” link, and is the first choice in the “Discussions” link. There, please post something about yourself. This sets a tone of collegiality, and allows you to meet your fellow classmates.

Finally, if you have any specific questions or concerns about this course, don’t hesitate to contact me at: sarah.burns@canyons.edu

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
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.

Textbook information
Required Textbook: Through Women’s Eyes, Fourth Edition

Other relevant course information

Deportment/Protocol
It is my great desire that you participate in this online course with enthusiasm, communicating and commenting on the materials with other students and myself. However, there are special considerations to be taken into account in an online classroom. When you enroll in a college class, you should expect to be both challenged and inspired. However, you should also be expected to treat the experience with respect. In an online academic environment especially, you must remember that your typewritten word is the only communication vehicle between yourself, the instructor, and other classmates. Therefore, please guard against swear words, expressing insensitivity toward other peoples and ethnicities and—in general—any casual references which could easily be misconstrued. Also, avoid typing in all caps, as this is often interpreted as anger or screaming online.

**Class Attendance and Participation**

First, the good news! In the online classroom, hours of participation are very flexible. The reading assignments, quizzes, threads and responses are lined out in weekly units, both within the Syllabus and under the “Assignments” link. As long as you have participated and submitted work within each weekly period, submitted by the due date, you are participating in a timely manner.

Second, the warning: If your participation is consistently late (the day after due date, or longer), your grade will be affected. Furthermore, the spirit of the classroom will be compromised. Please strive to participate in a timely manner, so that your fellow students may be enriched by your participation.

**Additional Resources**

**Canvas**
The course can be accessed via Canvas at cv.canyons.edu on the first day of the course. Follow the login instructions at the bottom of the screen to log in. Here, you can also access Canvas user guides with helpful tips for navigating and using Canvas. For any Canvas related issues please call the Canvas Student Support line at (661)362-3344 during college business hours, or (877)889-9052 for 24/7 support.

**Distance Learning**
Check out the Distance Learning website for more information on a variety of topics that can help you be a successful online student such as: exam proctoring, learning styles, computer skills, and tips for student success. If this is your first online course, feel free to take our online learning readiness assessment to assess your skills.

**The Learning Center (TLC)**
The TLC provides FREE tutoring resource to COC students including:
- Face-to-face & ONLINE tutoring
- Testing Center: offers test proctoring services for courses that have required proctored exams
- Study Jam Review Sessions
- Computers with over 300 software programs
For more information visit the TLC Website.

Disabled Students Program & Services (DSPS)
College of the Canyons DSPS provides educational services and access for eligible students with documented disabilities who intend to pursue coursework at COC. A variety of programs and services are available which afford eligible students with disabilities the opportunity to participate fully in all aspects of the college programs and activities through appropriate and reasonable accommodations. For more information on their services visit the Disabled Students Program & Services website.

Online Counseling
The Counseling Department offers appointments online. You can schedule an appointment by visiting the Online Counseling website. Counselors can help you map out a plan to reach your educational goals as well as advise you on course selection and registration.