

History of Women in the United States

HIST 188

Spring 2026 Section 01 Hybrid 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/13/2026

Contact Information

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Office Hours

Tuesday, 10:00 AM to 12:00 PM, DMH

Drop-in office hours DMH 237B or Zoom

Course Information

This course is a history class for mostly non-historians that encompasses the diversity of the history of the United States for a diverse group of students. All students bring important skills and attributes to the course, and I look forward to learning together through the semester.

Course Description and Requisites

A multi-faceted history of women in the United States from colonial times to the present.

Satisfies UD GE Area 4. Self, Society, and Equality in the U.S. (formerly Area S), and US 1. U.S. History.

Repeatable for credit.

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all UD GE courses. Completion of, or co-registration in, 100W is strongly recommended.

Grading: Letter Graded

Sustainability Focused - SDG 5: Gender Equality 

* Classroom Protocols

This course will consider issues in the political, social, economic, and cultural history of the United States and the effects of inequality and privilege on the development of American society and institutions. Students will conduct themselves in a civil and respectful manner. Students should avoid colloquial language, characterizations, remarks, or outright slurs that pertain to groups in the abstract or to their fellow students.

Disability Accommodations

I am committed to creating an inclusive and accessible classroom environment for students of all abilities. Students who may need academic accommodations are advised to reach out to the Accessible Education Center as early as possible in the semester for assistance. Knowing that ability status may shift during our time together, please let me know how I can best support your learning needs.

Academic Honesty

All work submitted in this course must be your own and plagiarism detection tools such as Turnitin will be used to monitor academic honesty. If you are unfamiliar or out of practice with the kind of citations that writers use to credit their sources, you can take the plagiarism tutorial and quiz on Canvas or contact the instructor.

Use of AI

This course is designed to develop students' reading, writing, and analytical skills, as well as knowledge of United States History. Therefore, all assignments, analyses, research, and writing submitted in the course should be your own work and created without the use of generative AI, in order to develop these skills. If AI detection tools such as Turnitin suggest that work submitted in the course is AI-generated, students may be required to revise and resubmit their work.

≡ Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global

communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Goals

This course surveys American women's history from the colonial period to the present. Through lectures, case studies, discussions, films, and music, we will consider historical contexts in which American women have shaped (and have been shaped by) social, economic, political, and cultural institutions. The class will focus on relationships between individuals, ethnic/racial groups, and cultural groups in order to better understand and appreciate the diversity of American institutions and cultures. In addition, course readings and materials presented in class will highlight historical and contemporary inequities and efforts by individuals and groups to further America's unfinished journey toward a truly egalitarian society. The class is especially appropriate for History majors and minors, students completing the social science subject matter preparation requirements prior to entering a teaching credential program, and undergraduates from any major seeking to satisfy SJSU Studies Area S and American Institutions US1.

Course Learning Outcomes (CLOs)

GE UD Area 4: Self, Society, and Equality in the U.S.

SJSU Studies courses -- GE UD Areas 2/5, 4, and 3 -- help students integrate knowledge between and among disciplines. SJSU Studies courses develop abilities that enable students to live and work intelligently, responsibly, and cooperatively in multicultural societies and to develop abilities to address complex issues and problems using analytical skills and creative techniques.

In **UD Area 4 courses**, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States. By exploring different perspectives and helping students articulate and discuss their own values, UD Area 4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

GE UD Area 4 Learning Outcomes

Upon successful completion of an GE UD Area 4 course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and

- engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

Writing Practice: Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

US1 Learning Outcomes

To fulfill the requirements for U.S. History, students should be able to explain and evaluate the principal events, developments, and ideas covering a minimum time span of approximately one hundred years in all the territories now in the United States (including external regions and powers as appropriate).

As students explore the historical development of the United States, they should be able to evaluate and synthesize different positions, support analysis with relevant evidence, and create evidence-based interpretations of:

- major subtopics in United States history, such as Native Americans and their interactions with the U.S. government; slavery and its legacies; the foundational ideals of the American Republic; colonization and territorial expansion; economic development; political reform and reaction; immigration to the United States and the experiences of immigrants; foreign relations; wars and conflicts; and movements including religious, labor, civil rights, feminist, and environmental; and
- multiple perspectives related to, for example, diverse cultures, communities, and environments; age, gender, and sexuality; the history and experience of racial, ethnic, and religious minorities; the experiences of people with disabilities; and patterns of race and class relations.

Course Materials

Online Textbook

Globalyceum American History

Availability: <https://www.globalyceum.com>

One of the texts for this course is Globalyceum American History. Go to: <https://www.globalyceum.com> register, and subscribe for this course with the following Unique Section Number **8HGT3GJA** (This number is case sensitive.) Your purchase options are debit/credit, or Paypal, or you can purchase an access code from the bookstore. Please make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends Chrome, and Firefox. If you have any technical problems during the term, please contact: support@globalyceum.com. You can CC me on the email, but your first contact should be with Globalyceum.

Also, in order for your scores to pass over from Globalyceum to Canvas, you'll need to click the "Connect to Canvas" button.

Course Requirements and Assignments

Module Activities (10 points):

Short analyses of historical documents will be completed using the Globalyceum site. Primary sources will include written documents, pictures, photographs, and data.

In Class Group Activities (5 points):

Students will receive credit for well-prepared participation in small group activities in class.

Module Podcast Journal (15 points):

In many modules, you will listen to an episode of a related podcast on women's history and write a journal response detailing the main issues raised in the episode and your analysis and interpretation of what you learned.

Midterm reflection (100 points):

The midterm reflective essay will ask students to consider course materials up to Module 9. In a short (2-3 page) essay students will reflect on what they have learned about the role of women in the creation and formation of the early United States, and how this confirms or challenges their understanding and relationship to the past.

Final Reflective Project (200 points):

For the final reflective project, you will reflect on your own experience listening to "herstory" podcasts in order to create your own script and recording for a five-minute podcast that will educate the public about the contributions and significance of women's lives. Your series should focus on the postwar period and a woman whose life demonstrated the possibilities or limitations of changes created by the women's rights movement. You should explain why you chose that particular woman and what her life demonstrates to you.

Extra Credit (10 points)

Students may get extra credit for viewing related movies (list of films on Canvas). For films viewed at home, you should upload a receipt, still, or selfie as proof to the Extra Credit assignment on Canvas.

Grading Information

Assignments

This course is based on low-stakes assessment principles. Completing weekly module activities in a timely manner will help to build your skills and comprehension and ensure your success in the course. In an online course, setting a regular work schedule and keeping up with assignments is extremely important.

Grading policy

If you are unable to complete assignments by the due date you may submit within the Unit (typically made up of 3 modules) without explanation or penalty. If you need to submit work after the Unit has closed, you should contact the instructor.

Students will demonstrate their mastery of course learning objectives through the following assessment activities:

Assignments	Points	%	Course Learning Objectives Assessed
Module Primary Source Assignments	140	22.5%	Meets objectives US1 A-B, 4-1, 4-2, 4-3, 4-4
Module Podcast Journals	150	22.5%	Meets objectives US1 A-B, 4-1, 4-2
In Class Group Activities	70	10%	Meets objectives US1 A-B, 4-1, 4-2, 4-3, 4-4.
Midterm reflective essay	100	15%	Meets objectives US1 A-B; 4-1, 4-2
Final reflective project	200	30%	Meets objectives US1 A-B, 4-3, 4-4
Total	660	100	

Writing Requirement

Students will meet the Area S writing requirement by completing the midterm reflective essay (1000 words), the final reflective project (2000 words), ten video journal assignments (approx. 2000 words) and five discussion forum assignments (approx. 1000 words). All writing will be graded by a rubric to provide feedback and evaluation.

Breakdown

Grade	Range	Notes
A+	97-100%	824.5 - 850 points
A	93-6%	790.5 - 824.5 points

Grade	Range	Notes
A-	90-2%	765 - 790.5 points
B+	87-9%	739.5 - 765 points
B	83-6%	705.5 - 739.5 points
B-	80-2%	680 - 705.5 points
C+	77-9%	654.5 - 680 points
C	73-6%	620.5 - 654.5 points
C-	70-2%	595 - 654.5 points
D+	67-9%	569.5 - 595 points
D	63-6%	535.5 - 569.5 points
D-	60-2%	510 - 535.5 points
		A student with a semester average below 60% will fail the course.

Criteria

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

When	Topic	Notes
UNIT ONE Women in Colonial and Revolutionary America January 22	Module 1: Introduction	READ: Globalyceum, "Overview of American Women's History"

When	Topic	Notes
January 26	Module 2: Colonial America	<p>READ: Globalyceum Tatiana Irwin, "Colonial Women, 1607-1750"</p> <p>ACTIVITY: European Views of Native Women</p> <p>ASSIGNMENT: Module 2 Journal</p>
February 2	Module 3: Revolutionary Women	<p>READ: Globalyceum: Emily Tiepe, "Revolutionary Mothers and Republican Motherhood"</p> <p>ACTIVITY: Women's Education and Republican Motherhood</p>
UNIT TWO Women and Social Change February 9	Module 4: Women and Antebellum Reform	<p>READ: Globalyceum, Erin Miller "Women and the Antebellum Reform Movement"</p> <p>ACTIVITY: History and Abortion</p> <p>ASSIGNMENT: Module 4 Journal</p>
February 16	Module 5: The Struggle for Women's Suffrage	<p>READ: Globalyceum, Eva Mo, "The Struggle for Women's Suffrage"</p> <p>ACTIVITY: Elizabeth Cady Stanton and the AERA</p> <p>ASSIGNMENT: Module 5 Journal</p>
February 23	Module 6: Women of Spanish America	<p>READ:</p> <p>ASSIGNMENT: Module 6 Journal</p>
UNIT THREE UNIT 3: Women in Expanding America March 2	Module 7: Women in the South	<p>READ: Globalyceum, Thavolia Glymph, "The War Within"</p> <p>ACTIVITY: The Richmond Bread Riots</p> <p>ASSIGNMENT: Module 7 Journal</p>
March 9	Module 8: Women in an Expanding America	<p>READ: Globalyceum, Patricia Evridge Hill, "Women of the West and South"</p> <p>ACTIVITY: The Women's Suffrage Movement and the West</p> <p>ASSIGNMENT: Module 8 Journal</p>

When	Topic	Notes
March 16	Module 9: Women in the West	<p>READ: Globalyceum, Libra Hilde, "Native Americans in the late 19 Century"</p> <p>ASSIGNMENT: Module 9 Journal</p> <p>MIDTERM REFLECTION</p>
UNIT FOUR Women at Work and at War March 23	Module 10: Working Women	<p>READ: Globalyceum, Allison Hepler, "Women at Work, 1870-1940"</p> <p>ACTIVITY: Dorothea Lange and Hispanic Farmworkers</p> <p>ASSIGNMENT: Module 10 Journal</p>
April 6	Module 11: Women at War	<p>READ: Globalyceum, Gabrielle Goldberg, "Women at War and Peace"</p> <p>ACTIVITY: Women and the Homefront</p> <p>ASSIGNMENT: Module 11 Journal</p>
April 13	Module 12: Women in the Postwar Civil Rights Movement	<p>READ: Globalyceum, Mark Brilliant, "Gender Equality"</p> <p>ACTIVITY: The Legacy of Perez v Sharp</p> <p>ASSIGNMENT: Module 12 Journal</p>
UNIT FIVE Modern Feminism: Rights and Reactions April 20	Module 13: The Feminist Movement	<p>READ: Globalyceum, Christine Eubank, "Modern Feminism, 1960-present"</p> <p>ACTIVITY: The Equal Rights Amendment</p> <p>ASSIGNMENT: Module 13 Journal</p>
April 27	Module 14: Conservative Backlash	<p>Reading: Christine Eubank, "Modern Feminism and Reactions"</p> <p>ACTIVITY: Sexual Harassment and Anita Hill</p> <p>ASSIGNMENT: Module 14 Journal</p>
May 4	Module 15: LGBT Movement	<p>READ: Globalyceum, Bethany Moreton, "Gay and Lesbian History"</p> <p>ACTIVITY: Rapid Social Change and the LGBT Community</p> <p>Module 15 Journal</p>

When	Topic	Notes
May 17	FINAL REFLECTIVE PROJECT	