

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**NEW COURSE PROPOSAL**

PROGRAM AREA **HISTORY**

- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

**HIST 470 PEOPLE AND EVERYDAY LIFE IN EARLY AMERICA (3 Units)**

The course focuses on those ordinary men and women whose daily works and activities made what American society was. It covers the time span from the 1600s to the early 1800s; topics include, but are limited to, popular religion, work ethics and labor systems, family and marriage, festivities, leisure, and games, law and order, mass-control policies on crime and punishment, trades and craftsmanship, farming and industries, issues of gender, race, and ethnicities, and early popular unrest, collective actions, and protests. Fulfills the North American category of the History major.

- 2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	<u>3.0</u>	<u>1</u>	<u>30</u>
Seminar	<u>          </u>	<u>          </u>	<u>          </u>
Laboratory	<u>          </u>	<u>          </u>	<u>          </u>
Activity	<u>          </u>	<u>          </u>	<u>          </u>

- 3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is an upper-division course that gives students the opportunity to examine colonial society from the perspective of average people and their daily lives. Many Americans tend to see their history as a chronicle of progress in general and the colonial era as a heroic epic in particular. Early European settlers, that is, fired by a sense of divine mission, braved the severities of an Atlantic crossing and created the free institutions in the wilderness of North America that remain to this day the basis of our democratic society. Much revision has taken place in history for the last several decades and the latest scholarship has given increasing attention to not only those colonial elites and institutions, but also those millions of ordinary people, their experiences, and their contributions to the early growth of American society. This course is so designed to help participants understand the colonial period of American history from the "bottom up," rather than from the "top down," which is usually done in conventional history in the past.

Learning objectives:

Students who successfully complete this course will be able to

- describe the life styles of ordinary peoples in early America.
- write analyses on a variety of social issues, such as race, gender, ethnicity, work, religion, and social control.
- develop explanations of the evolution of colonial life and of the roles average people played in society.

- 4. Is this a General Education Course**                      **YES**                      ☒ **NO**

**If Yes, indicate GE category:**

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Mathematics &amp; Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

**5. Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- 1: Indians and white settlements  
Survivals and bondages.
- 2: Slave trade and slavery  
The plantation system. The slave family and slave community.
- 3: The colonial village  
Roads and transportation. Townships and urban life. Frontier life.  
Farmers and agricultural business.
- 4: Employment and standard of living in towns and cities  
Housing, buildings, and vernacular architecture.
- 5: Faith, magic, worship, and superstition  
Neighborhood and communication.
- 6: Love and courtship  
Family structures and inheritance. Domestic life and material culture.
- 7: Diet, food, and cooking styles  
Child-rearing and midwifery. Population growth and neighborhood expansion.
- 8: Reading and literature  
Schools, literacy, and education.
- 9: Women and gender in early American society  
Women and the household. Marriage and divorce. Health, aging, and medicine.
- 10: Crafts and craftsmen  
Work and work ethics. Immigration, migration, and mobility.  
Women in business.
- 11: Popular religions and evangelism  
Games and leisure time.
- 12: Individual liberties and the colonial legal system  
Wealth, property, and power. Crime and punishment.
- 13: Economic slow-downs and poor relief  
Organizational and collective actions.  
Petitioners and petition processes.
- 14: Power, influence, and social control  
Social and class stratification. Revolt against patriarchy.
- 15: Resistance to tyranny  
Allegiance, loyalty, and leadership. Propaganda, riots, and street actions.  
Protests, uprisings, and rebellions in early America.

**6. References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

Gary B. Nash, *Red, White, and Black: The Peoples of Early America* (1982; Prentice-Hall, 1999).  
David Fisher, *Albion's Seed* (Oxford University Press, 1989).  
John Demos, *A Little Commonwealth* (Oxford University Press, 1970).  
Laurel T. Ulrich, *Good Wives* (1980; Vintage Books, 1991).  
Nian-Sheng Huang, *Franklin's Father Josiah: Life of a Colonial Boston Tallow Chandler, 1657-1745* (American Philosophical Society, 2000).

**7. List Faculty Qualified to Teach This Course.**

History Faculty

**8. Frequency.**

a. Projected semesters to be offered: Fall   X   Spring        Summer       

**9. New Resources Required. NONE**

- a. Computer (data processing), audio visual, broadcasting needs, other equipment
- b. Library needs
- c. Facility/space needs

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11.** If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

History/Nian-Sheng Huang

11-22-02

---

Proposer of Course

Date