

Course Information

HIS 328-01 US Women's History to 1865

Instructor: Kelsey Walker

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Office: MHRA 2110

Office Hours: Tues. and Thurs. 10am-10:45am and by appointment

Location: MHRA 2211

Class Time: Tuesdays & Thursdays, 11:00 am-12:15 pm

Course Description

This course will be an examination of women's lives in American history, placing them at the center of our interpretation. We will consider the social, political, cultural, and economic histories of women in the United States, paying attention to how women have played active roles in shaping American history and society. Women's history reveals larger themes in U.S. history, and we will examine the ties between the two. Together, we will work to find answers to the following questions: How did women's lives vary throughout different eras in history? How did women shape their lives? How is history different when viewed from a woman's perspective? What is the value of women's history?

As we go through the class, I want you to consider how the history of America looks different from women's perspectives, how women of all races and classes experienced events (both locally and nationally), and how women's lives changed over time. By viewing history through such a lens, students will have a better comprehension of women's lives through different eras of America's history, a more thorough understanding of the diverse roles women have held, and a stronger grasp on the ways women have both worked within and pushed against societal boundaries to effect more control of their own lives and to gain visibility in American society.

Course Objectives

Students will be able to:

- Utilize inter-disciplinary approaches to evaluate women's history
- Analyze gender, race, and class to assess women's lives in the past
- Examine primary sources to construct original arguments in writing
- Use evidence-based reasoning to interpret the past coherently while developing and presenting a written argument.

Students will also be able to develop a research proposal that:

- Articulates and explains an original research question
- Synthesizes appropriate scholarly resources
- Utilize and interpret primary sources to justify an original argument

Grading

1. Participation and Discussion (10%): Participation in this class is a requirement. To receive full credit for participation, students must come prepared to class having done the reading, thoughtfully completed any study questions, and actively contribute to in-class discussions and activities. See “Participation Rubric” for further details.

2. Guided Reading Questions (15%): For each reading, primary and secondary, you will be assigned study questions (posted on Canvas). You must complete these questions and bring them with you to each class.

3. Analytical Essays (45%): Throughout the semester, you will be assigned 3 short (2-4 pages) essays based on analyzing primary and secondary source evidence. The first essay will be worth 10%, the second 15%, and the third 20%.

4. Research Proposal (30%): As a final project for the course, you will create a research proposal based on your own primary source research. You will develop a research question, a thesis statement that answers that question, and an abstract outline of your project. The proposal will also include an annotated bibliography. **Due: Tuesday, December 4th at 3pm**

Class Policies

Attendance

Students are required to attend class. A maximum of 3 absences are allowed (no documentation required). Once a student reaches 3 absences, he or she will lose 5 points from the final grade for each additional absence. If you miss class, you are still responsible for all discussion, lecture and reading materials. It is up to you to find out about any class announcements, activities, or changes to the syllabus.

Readings

There is no assigned textbook for this course. All assigned readings are available under the “modules” tab on Canvas. You are required to bring a copy of the readings to class on the day that they are due. You may choose to print the readings or bring your computer or tablet to access them during class. To achieve full credit for participation in the course, you must have a copy of the reading for each and every class.

Late Assignments

Responses to the Guided Reading Questions are due in class on the date assigned, late submissions will not be accepted. If you miss class, you may e-mail me your guided reading responses by the time of class and I will accept them at full credit (a picture of hand-written responses is also acceptable). I will not accept Guided Reading responses after the due date. Late submissions for the analytical essays will result in a five point deduction for every day that they are late.

Attendance

Attendance is mandatory. You are allotted three absences at no penalty. For each additional absence, I will deduct 5 points from the final grade. Note also that if you miss an in-class activity, you will receive a zero on it.

I will not collect documentation for absences except in cases where an extended absence is necessary (e.g., hospitalization). Note that beyond the role attendance plays in the grading rubric, a student who seriously neglects attendance and class preparation risks failing the course. You must sign in at the beginning of every class.

Classroom Etiquette

Students are permitted to use electronic devices to access the assigned readings. However, cell phone and computer use should be limited to classroom pursuits. If you plan to use an electronic device in class, make sure you are not disrupting your fellow classmates. Use of a cell phone for purposes other than accessing class materials is prohibited.

Email

Email is the best way to reach me. I will always confirm receipt of messages and try to respond quickly. If you do not receive confirmation of your message within 48 hours, it means that I did not receive it.

Most of the time, I will only respond to email between the hours of 9am and 5pm Monday-Friday. Be sure to send in email in adequate time to receive a response, particularly if a due date is coming up.

I will use e-mail to contact you, so you must check your UNCG email account regularly.

You can use kew672@gmail.com or kewalke3@uncg.edu. Please always:

- Include the title of the class in the subject line
- Use a salutation – “Dear,” “Hello,” or even just “Hi” are all fine
- Include your full name at the end

Plagiarism

Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, webpages) must be properly cited. If you use someone else’s exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else’s ideas into your own words, you must also use a citation.

Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Anyone who commits plagiarism will be penalized. For more information, see UNCG’s academic integrity policy:

<http://academicintegrity.uncg.edu/complete/>

Class Schedule:

1	Course Introduction	
DATE	WHAT'S DUE?	NOTES
Tues. 8/14	Introduction	
Thurs. 8/16	<ul style="list-style-type: none"> • Lisa Levenstein and Cornelia Dayton, "The Big Tent of U.S. Women's and Gender History" 	All assigned readings and guided reading questions are available on Canvas. Be sure to print the readings and your responses to bring to class.

2	The Myth of the "Conquest"	
DATE	WHAT'S DUE?	NOTES
Tues. 8/21	<ul style="list-style-type: none"> • Christopher Columbus, Letter to Lord Raphael Sanchez • "Columbus Describes His First Encounter with Indians" SOURCING WORKSHOP	Be sure to complete the written document analysis worksheet for both of these primary sources
Thurs. 8/23	<ul style="list-style-type: none"> • Brown, "Anglo-Indian Gender Frontiers" CORROBORATION WORKSHOP	

3	Women and the Transatlantic Slave Trade	
DATE	WHAT'S DUE?	NOTES
Tues. 8/28	<ul style="list-style-type: none"> • "Excerpts from Virginia slave laws" • "Servitude and Slavery in 17th Century Virginia Courts" CONTEXTUALIZATION WORKSHOP	
Thurs. 8/30	<ul style="list-style-type: none"> • Morgan, "Some Could Suckle Over Their Shoulder" 	

4	The Myth of Colonial Womanhood	
DATE	WHAT'S DUE?	NOTES
Tues. 9/4	<ul style="list-style-type: none"> Norton, "Lady Frances Berkeley and Virginia Politics, 1675–1678" 	
Thurs. 9/6	<ul style="list-style-type: none"> "The Trial and Interrogation of Anne Hutchinson" <p>CLOSE READING WORKSHOP</p>	

5	Witchcraft	
DATE	WHAT'S DUE?	NOTES
Tues. 9/11	<p>RESEARCH QUESTION ROUGH DRAFT DUE</p> <p>Research Workshop: Developing a Research Question Library Presentation</p>	See Canvas for more details
Thurs. 9/13	ANALYTICAL ESSAY 1 DUE	Please print a copy of your essay and bring it to class to submit

6	Revolutionary Women or Republican Mothers?	
DATE	WHAT'S DUE?	NOTES
Tues. 9/18	<ul style="list-style-type: none"> Women in Revolution Primary Source Doc Set 	
Thurs. 9/20	<ul style="list-style-type: none"> Kerber, "Why Diamonds Really Are a Girl's Best Friend" Abigail Adams Letters to John "Remember the Ladies" 	

7	Working Women in the Market Revolution	
DATE	WHAT'S DUE?	NOTES
Tues. 9/25	<ul style="list-style-type: none"> • B. Julianna, "Factory Life as it Is, By an Operative" • Letters from Sarah Bagley To Angelique Martin 	
Thurs. 9/27	<ul style="list-style-type: none"> • Jeanne Boyston "To Earn Her Daily Bread: Housework and Antebellum Working-Class Subsistence" • William Sanger, "New York Prostitutes" 	

8	Women and Slavery in Antebellum America	
DATE	WHAT'S DUE?	NOTES
Tues. 10/2	<ul style="list-style-type: none"> • Stevenson, "Distress and Discord in Slave Families" • Harriet Jacobs, excerpt from "Incidents in the Life of a Slave Girl" 	
Thurs. 10/4	<ul style="list-style-type: none"> • McCurry, "The Two Faces of Republicanism" 	

9	Fall Break	
DATE	WHAT'S DUE?	NOTES
Tues. 10/9	Fall Break 10/5-10/9 No Class	
Thurs. 10/11	Class Cancelled- Work on Analytical Essay 2	

10	Women in an Expanding Nation	
DATE	WHAT'S DUE?	NOTES
Tues. 10/16	<ul style="list-style-type: none"> • Petitions by Cherokee Women • Native American Boarding Schools Primary Source Doc Set with Questions • Native American Boarding Schools Photos with Questions 	Be sure to bring these sources to class, including the images.
Thurs. 10/18	<ul style="list-style-type: none"> • Johnson, "Domestic Life in the Digging" 	

11	Research and Writing Workshop	
DATE	WHAT'S DUE?	NOTES
Tues. 10/23	<p>ANALYTICAL ESSAY 2 DUE</p> <p>Writing Workshop: How to Write a Thesis Statement</p>	Bring a copy of your essay to submit in class
Thurs. 10/25	<p>MEET IN JACKSON LIBRARY: FINDING SOURCES</p>	Meet in CitiLab of Jackson Library during our normal class time. Attendance required.

12	Women in Antebellum Reform Movements	
DATE	WHAT'S DUE?	NOTES
Tues. 10/30	<ul style="list-style-type: none"> • Henderson, "Sympathetic Violence: Maria Stewart's Antebellum Vision of African American Resistance" • Primary Source Doc Set Women in Antebellum Reform 	
Thurs. 11/1	<ul style="list-style-type: none"> • Tetrault, "Getting Acquainted with History" 	

13	Women in the Civil War	
DATE	WHAT'S DUE?	NOTES
Tues. 11/6	<ul style="list-style-type: none"> • Excerpt from Louisa May Alcott, Hospital Sketches • A.S. Hitchcock letter (1864) • McDevitt, "The Brave Black Women Who Were Civil War Spies" • McCurry, "Women, Numerous and Armed" 	
Thurs. 11/8	<ul style="list-style-type: none"> • Glymph, "Rose's War" 	

14	Gender in Reconstruction	
DATE	WHAT'S DUE?	NOTES
Tues. 11/13	<ul style="list-style-type: none"> • Edwards, "The Disappearance of Susan Daniel and Henderson Cooper" 	
Thurs. 11/15	ANALYTICAL ESSAY 3 DUE	

15	Writing Workshop	
DATE	WHAT'S DUE?	NOTES
Tues. 11/20	<p>Research Proposal Thesis Statement Rough Draft Due</p> <p>Writing Workshop: Refining Your Thesis</p>	See Canvas for more details
Thurs. 11/22	THANKSGIVING BREAK- No Class	

16	Last Class	
DATE	WHAT'S DUE?	NOTES
Tues. 11/27	Research Proposal Annotated Bibliography Rough Draft Due	See Canvas for more details

FINAL DRAFT RESEARCH PROPOSAL DUE:

TUESDAY DECEMBER 4th at 3pm

*E-mail a copy of your research proposal to kew672@gmail.com or kewalke3@uncg.edu. If you wish to submit a hard copy, please turn it into my mailbox in the History department along with an e-mail notification to me that you have done so.