



WOMEN IN AMERICA, 1600-1865

This course is a research and speaking intensive workshop that seeks to introduce students to women's experiences in the past as a vital component of the making of the United States. In addition, we will explore the history (historiography) of the study of women. Students will read and analyze both primary accounts -- letters, diaries, slave narratives, and novels -- and recent secondary studies that use methods of social history and gender analysis to reconstruct our understanding of American history. During the semester, we will have both lectures, class discussions, class presentations, a mid-term exam, and a final presentation/paper

Dr. Phyllis Hunter

Office: 2119 Moore/HHRA Bldg

Office Hours: M 3:30-4:30 and M 5:00-6:00p.m.

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TEXTS:

Kathryn Kish Sklar and Thomas Dublin, *Women and Power in American History*, 3rd ed. Upper Saddle River, N.J. Prentice Hall, 2009.

Mary Beth Norton, *Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800*. Ithaca: Cornell University Press, 1980

Susanna Rowson, *Charlotte Temple* with Introduction by Cathy Davidson. Oxford University Press, 1986. (Originally published in London in 1791 as *Charlotte, A Tale of Truth*. 1st American edition published by Matthew Carey in Philadelphia in 1794.)

These texts are available for purchase at the University Bookstore.

STUDENT LEARNING OUTCOMES:

1. Students will learn to use various means to locate appropriate primary and secondary sources as demonstrated in oral reports and written papers including bibliographies.
2. Students will learn how to evaluate and interpret various kinds of primary sources as demonstrated in class discussion, exams, written exercises, and oral presentations.
3. Students will learn the changing customs and conditions of life for women in America from 1600 to 1865.
4. Students will explore, through readings, class discussions, and writing assignments, the socially constructed nature of gender and how representations of gender changed over time.
5. Students will learn to develop interpretations of primary and secondary sources on the history of women as demonstrated in class discussion, writing assignments, and class presentations.
6. Students will be able to apply historical interpretation and gender analyses to a case study of an individual women who lived during a part of the historical period covered.
7. Students will learn how to prepare talks and oral reports based on their research and gain experience in presenting their findings to the class orally and in writing.

REQUIREMENTS

CLASS PARTICIPATION:

The most important requirement for this course is a careful reading of the assignments and thoughtful participation in locating, evaluating, and reporting on sources. The assigned reading must be done before coming to class. When you read either secondary or primary sources, please take notes, write down questions, “talk” to the text as you read along. Become an active reader, imagine you are looking at the evidence and having a conversation with the author about it. Then share your ideas and questions in class. You will be graded on class participation based on your contribution during discussion and your individual reports.

Attendance is required and more than three absences will adversely affect your grade. Please bring the appropriate texts, reading notes, and any relevant handouts to class with you.

FINAL PROJECT/PAPER:

In this project students are to use primary sources and the understanding of developments in American women's history gained during the course to research and interpret a woman or community of women that lived during the period under study (1600-1865). The lives of your subjects must be carefully grounded in appropriate historical context. I hope you will choose something that relates closely to your own life -- a paper on your own ancestors, a study of women in your home town if it was settled during the period, research on a teacher if you are planning to become a teacher -- a topic you will enjoy delving into. You might want to research the role of women in your favorite sport or craft, or in a place you have visited with family or friends. Another possibility is to follow up on something in the reading that you find particularly intriguing. You will be doing a 5 minute presentation of your final project to the class. You will also turn in a written paper. Both elements will be part of your grade. The length of the paper should be 6-8 pages with at least three additional pages of supplementary materials such as inventories, letters, maps, deeds, and other primary sources. Detailed instructions will be provided later in the course.

COURSE GRADES:

Class Participation and Reports	40%
Mid-term Exam and shorter written work	30%
Final Paper/Project	<u>30%</u>
	100%

CLASS SCHEDULE

DOING WOMEN'S HISTORY

Mon – Jan 10 Introduction and Database assignments
 Wed – Jan 12 Lecture: Doing History
Reading: Sklar and Dublin, *Women and Power in American History*, “Introduction.”

WOMEN in COLONIAL AMERICA

Mon -- Jan 17 OFF! Martin Luther King Day
 Wed -- Jan 19 Database reports

Mon – Jan 24 Lecture: Regional Differences
 Wed – Jan 26 Class discussion
Reading: *Women and Power*, Sklar and Dublin, *Women and Power*, Chap 1: “Anglo-Algonquian Gender Frontier,” and Chap 3: “Women and Property across Colonial America”

Mon – Jan 31 Workshop on Sarah Goodhue
 Wed – Feb 2 Speaking workshop and Class discussion
Reading: Sklar and Dublin, *Women and Power*, Chap 2: “Beginnings of the Afro-American Family in Maryland”

Mon – Feb 7 Reports on Diary Women

WOMEN IN THE AMERICAN REVOLUTION

Reading: Norton, *Liberty's Daughters*, Chapters 2 and 3
 Wed – Feb 9 Class Discussion

Mon – Feb 14 Library Workshop on Primary Sources Wed
 -- Feb 16 Mary Silliman's War in class

Reading: Norton, *Liberty's Daughters*, Chapters 6 and 7
and Women and Power, Chap 4, “Food Rioters and the American Revolution”

Mon – Feb 21 Class Discussion
Due: Answers from Mary Silliman's War
 Wed -- Feb 23 Reports on Primary sources
Due: Due: Written reports on primary sources

Mon – Feb 28 Midwife's Tale (in-class video
 Wed – Mar 2 **Mid-Term Exam**

Mon – Mar 7 OFF! Spring Break
Wed -- Mar 9 OFF! Spring Break

WOMEN READERS AND WRITERS

Reading: Rowson, *Charlotte Temple* (including Introduction by Davidson)

Mon -- Mar 14 Class Discussion

Wed – Mar 16 Lecture: Women and the Literary Marketplace

Mon -- Mar 21 Visit to Special Collections (2nd floor Jackson Library)

Wed -- Mar 23 Class Discussion and primary source workshop .

Reading: Articles by Mary Kelley [will be posted on Blackboard]

Mon -- Mar 28 Reports on your published work
and Introduction of Final Projects

Due: Short (3-5 pages) paper on issues of power and gender in a published work (Novel, essay, review, or article) by a female author include biographical information. Consider how the issues of gender and power in nineteenth century women's lives are presented in the published work and how they affected the author of the work.

WOMEN AT WORK

Wed -- Mar 30 Class Discussion

Reading: *Women and Power*, Chap 5 “Women, Work, and Protest”

Mon -- Apr 4 Class Discussion

Reading: *Women and Power*, Chap 6: “Domestic Balance of Power” and Blewett, “Sexual Division of Labor” [e-reserves]

Wed -- Apr 6 Work on final project (in class)

Due: Proposal and Bibliography for Final Paper/Project

Mon -- Apr 11 Somerset Place and Class Discussion

Reading: White, “Female Slaves” [on e-reserves]

Wed -- Apr 13 Class Discussion

Reading: *Women and Power*, Chap 10: Victorian Women and Domestic Life.”

FINAL PROJECTS

Mon -- Apr 18 Presentation of Final Projects
Wed -- Apr 20 Presentation of Final Projects

Mon -- Apr 25 *Little Women* the movie

Fri. -- Apr 29 **Due: Written Final Project/Paper**
Due by 5 P.M. in the folder outside my office door.