

# HIS 328 U.S. Women’s History to 1865

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## Course Information

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**Office:** MHRA 2104

**Office Hours:** by appointment

**Location:** Bryan 204

**Time:** Tuesdays & Thursdays, 12:30-1:45

This course surveys women's and gender history in the United States. It begins with European-Native American contact and ends with the Civil War. We will explore gender systems, midwifery and childbirth, witchcraft, women's labor and education, families, slavery, and social reform. Students will analyze a wide range of primary sources and historical debates and consider how studying women and gender changes our understanding of U.S. history.

## Course Objectives

- Students will gain a strong understanding of major themes and events in U.S. Women's History to 1865.
- Students will learn how to historically contextualize and analyze a range of primary sources representing different points of view.
- Students will use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument.
- Students will improve their reading and writing skills.

## Grading

### Grade Components:

- Reading Analysis Grades – 70%
- Timeline – 5%
- Midterm Exam/Project – 10%
- Final Exam/Project – 15%

### Grading Scale

99 and above A+, 93 and above A, 90-92 A-, 88-89 B+, 83-87 B, 80-82 B-, 78-79 C+, 73-77 C, 70-72 C-, 68-69 D+, 63-67 D, 60-62 D-, 59 and below F

## Grade Components Details

### Reading Analysis

Reading Analysis Grades will include annotations, contributing discussion questions, participating in discussion of readings (both written/orally in class and written on Canvas), group work, replying to online surveys, and quizzes. Most Reading Analysis assignments will be scored out of 10 points.

### Annotation

You must take notes on (annotate) every reading.

For primary sources, you will do on-text annotations. We will discuss strategies for on-text annotations in class. I will collect primary source on-text annotation at random, so you should be prepared to turn them in every day. These annotations, like all other assignments, are not accepted late. If you are absent on a day that I collect annotations, then your annotation grade for that day will be a zero. If you have a *planned* absence that I am aware of (for example, if you're on an athletic team), you can email your annotations in advance for full credit.

For secondary sources, you will do off-text annotations. (You are also encouraged to do on-text annotations, but I will not collect them.) There is a form for off-text annotations on Canvas. Off-text

annotations are due (almost) every week on Canvas by 12:30pm on Thursday. I strongly suggest that you also print them and bring them to class, as they will help tremendously in discussion and group work. You may not use a laptop or mobile device to look at your annotations in class.

### Discussion Questions

You must sign up to contribute discussion questions for 3 secondary source readings. You cannot contribute questions for more than one secondary source per week. There will be a sign-up sheet on Canvas (due Jan. 14). Once a reading is full, you may not sign up for that reading. There are very strict requirements for contributing discussion questions. See Canvas for how to formulate your questions. I will grade your discussion questions as part of your Reading Analysis Grade.

Discussion questions are due Tuesday at 12:30pm on Canvas. We will discuss the secondary sources on Thursday. I'll pick discussion questions from the ones people submit and post them Tues. afternoon. Every Tuesday evening, you should check Canvas for the discussion questions and be ready to answer them in class. Sometimes I will ask you to answer them on paper as soon as you walk in the door. Other times, we will discuss them in groups or as a class. Answering discussion questions as a group or on paper is part of your Reading Analysis Grade.

### Participating in Discussions

Class discussion is based primarily on the readings. You can find most of the required readings in the Course Pack. We will use the readings in class almost every day. You must annotate them (see above) and bring them to class every day.

Class participation may take many forms, including the following:

- Thoughtfully answering questions posed in class
- Asking thoughtful questions in class
- Being engaged in group work, taking an *active* role in groups
- Participating in the online Canvas discussions
- Visiting my office to ask questions, discuss assignments, get help with assignments you are struggling with

Participate early and often. These points are difficult to recover if you miss them early in the semester. Note that you are required to participate daily, either in person or on Canvas, but you do not have to do both. You only need to participate on Canvas if you did not get a chance to speak in class that day.

I STRONGLY encourage you to participate in the online discussions if you miss a class.

Be sure to post on Canvas in a way that is respectful to your classmates. Remember that I will read these posts just like any other written assignment, so use proper grammar, spelling, punctuation, etc. They don't need to be formal, five-paragraph essays, but they should be easy to read and well thought out. You may reply to my original post, pose a question on the same topic, answer another person's question, or respond to other students' comments. Please do not use these discussions as a place to ask questions about assignments or other "housekeeping" matters. Use email for that instead, or come to my office. Look on Canvas for a Discussion Board Guide.

### Groupwork/Teams

Early in the semester, I will group you in teams. You will submit many of your assignments as a team throughout the semester. You will also have plenty of chances to assess the performance of your teammates. Please don't hesitate to contact me if there is a problem with your team (or if you love your team and want me to know about it!).

### Quizzes and Surveys on Canvas, Google Drive, etc.

I will occasionally use Canvas, Google Drive, online quiz sites, etc. in order to assess your performance in the class and to elicit feedback from you. You should complete these assignments outside of class, by the required due date. They will typically be very short – 5-10 minutes. These are part of your Reading Analysis Grade.

### In-Class Quizzes

Expect occasional in-class quizzes as part of your Reading Analysis Grade. Quizzes will typically be unannounced. They may happen at the beginning of class (based on readings) or near the end (based on lecture and/or discussion.) They could be multiple choice, short answer, or mini-essay format.

### Timeline

Instructions are forthcoming. This assignment is due April 19, though you should be working on it throughout the semester. There will be one check-in on February 23, when you should have it about halfway finished. Be sure to submit it on Canvas before class.

### Midterm and Final Exam/Project

Both will be based on readings, lectures, and discussions. The final is cumulative. Instructions are forthcoming.

### Class Policies

#### Textbook

There is no required textbook for this course. Most of the readings are in the Course Pack. Anything not in the Course Pack will be on Canvas. You should print all readings from Canvas and bring them to class.

#### Course Pack

A mandatory collection of primary source readings is available at Copy King, 611 West Gate City Blvd. (Between Fulton and Tate St.) Most readings are in the Course Pack. (Very, very occasionally, I will ask you to print a reading from Canvas throughout the semester.) You will need your readings for class by the beginning of Week 2 of the course. Copy King is open 9am-5pm, Mon. through Fri. (Not on the weekend!) If you wait more than a week to pick up the CP, they suggest you give them a call at 336.333.9900. Ask for the “UNCG HIS 328 Course Pack,” or mention my last name, “Dudley-Shotwell.”

#### Videos

Some weeks, I will list a video (usually from John Green’s “Crash Course” series or somewhere else on YouTube) for you to watch at home before the lecture. I will occasionally also list an audioclip. For now, videos are optional. If you find that you are struggling with or are unfamiliar the basic narrative of U.S. history, I suggest that you watch them before doing the readings. They are very short- usually around 10-15 mins. You may use them to contribute to discussion, provided you relate them to women/gender. If it becomes clear that most or all of the class is struggling with the basic narrative of U.S. History, the videos will be required, and there will be quizzes.

#### Late Assignments

Turn in all assignments on time; those turned in late will not receive credit. This includes online assignments and annotations. If you have very extreme, dire, extenuating circumstances, contact me at least 48 hours before an assignment is due, and we will discuss alternate arrangements for completing the assignment.

#### Grade Replacement and Drops

You have the option to replace two grades in the Reading Analysis category. You may not replace any grades in the other categories. See instructions on Canvas for Grade Replacement options, requirements, and due dates.

I will drop your lowest grade in the Reading Analysis category.

#### Absence

Attendance is mandatory. After two absences, you will begin losing points off your final grade—one point for each day that you are absent. (E.g., if your final grade is a 93/A, and you are absent a total of 4 times, your grade will be a 91/A-.) Note also that if you miss an in-class assignment or fail to attend class to turn in an assignment, 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. (Don't forget! Especially at the beginning of the semester when I don't know everyone, if you forget, it's unlikely that I will realize that you didn't sign in, and you won't get credit for attending that day.)

### Tardiness and Housekeeping

Please do not come late to class as it disrupts the class for both your fellow classmates and for me.

The first 5 minutes of class are for "housekeeping." Most days I will take attendance, project the outline of the day so that you can copy it, pass out handouts, and collect annotations. I will also often ask you to spend this time responding to a short writing prompt to kickstart the discussion for the day.

If you come to class more than 5 minutes late, you may not join the class that day, and I will mark you absent. This policy goes into effect beginning Week 2.

### Printer Problems

Printer problems are never an acceptable excuse for not turning in work on time or not bringing your required materials. Since most of your materials are in the Course Pack and most of your work is due online, I don't expect this issue to arise often. However, in the event that you do need to print something, please plan to do so well in advance. Printers are located all over campus should you need to use them:

<https://its.uncg.edu/Labs/Hours/>

### Notes

Take notes on lectures AND when we discuss readings. You will need all of these notes for your timeline, midterm, and final exam. Class discussion is fair game for the midterm and final.

### Classroom Etiquette

It's okay to eat and drink during class as long as this does not cause a problem for you, me, or the rest of the class. Please limit crunchy, messy, and smelly foods or anything else that could pose a problem for your neighbor. If food becomes a problem, we will discuss it and reconsider this policy.

Please observe all other normal rules of polite classroom behavior. Raise your hand when participating in a large group discussion. Don't talk or make excessive noise when others are talking. I will ask you to leave the classroom if you engage in behaviors that make it difficult for me to teach or for you or other students to learn.

Please do not pack up your bags until I have signaled that class has come to an end! This is very rude. It makes it difficult for your classmates to hear, and it signals to me that you are no longer paying attention. I will do my best to signal that class has come to an end in a timely manner so that you can get to your next appointment on time. Please do your part by waiting to pack up.

### 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 a response within 48 hours, you should assume that I did not receive your message and try again. If you do not receive confirmation of your message, it means that I did not receive it, and you will not receive credit for any information that you communicated.

Most of the time, I will only respond to email between the hours of 9am and 5pm. 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 [hgdudl@gmail.com](mailto:hgdudl@gmail.com) or [hgdudley@uncg.edu](mailto:hgdudley@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/>

I report all cases of plagiarism to the Dean of Students.

## Office Hours

My office hours are by appointment. If you schedule an appointment with me, please treat this appointment the same way you would treat attending class. Notify me immediately (preferably 24 hours ahead of time) if you're going to need to break the appointment. I will count violations of this policy as an absence. (See attendance policy below.)

## Class Schedule

\*All assignments (readings, videos, written assignments) are due at 12:30pm on the day that they are listed unless otherwise noted. All assignments are due in hard-copy unless otherwise noted.

### Week 1: Introductions

Dates	What's Due?	Notes
Tues. Jan. 12	<ul style="list-style-type: none"><li>"Student Information and Diagnostics" online survey due at midnight</li></ul>	The survey link is available on Canvas under Assignments. Canvas will not automatically understand that you have completed the survey, so please be patient while I manually grade them. (Survey grades are for completion only.)
Thurs. Jan. 14	<ul style="list-style-type: none"><li>Lisa Levenstein and Cornelia Dayton, <i>The Big Tent of U.S. Women's and Gender History</i></li><li>Syllabus quiz due (submit via Canvas by midnight)</li><li>Sign up for secondary source discussion questions (submit via Canvas by midnight)</li></ul>	The <i>Big Tent</i> reading is available on Canvas in case you can't get your Course Pack on time to read it. It will also be in your Course Packs. Be prepared for a quiz and a discussion on this reading on Thursday. See the guided reading questions that accompany it.

### Week 2: Anglo-Indian Encounters

Dates	What's Due?	Notes
Tues. Jan. 19	<ul style="list-style-type: none"><li>Christopher Columbus, <i>Letter to Lord Raphael Sanchez, Treasurer to Ferdinand and Isabella</i></li><li><i>European Images of Native American Women</i></li></ul>	Note that for the last source, the pictures themselves are the primary sources, and the text is just a description (a secondary source). Read the description, but concentrate your annotations on the images.
Thurs. Jan. 21	<ul style="list-style-type: none"><li>Brown, <i>Anglo-Indian Gender Frontiers</i></li></ul>	Be sure to annotate each one of the readings!

### Week 3: African Women and the Atlantic Slave Trade

Dates	What's Due?	Notes
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Tues. Jan. 26	<ul style="list-style-type: none"> <li>• <i>African Women and the Slave Trade</i></li> <li>• Virginian Luxuries (image)</li> <li>• Newspaper Advertisements: <i>South Carolina Gazette, Charleston, December 23, 1745 &amp; Boston Gazette, April 28, 1755</i></li> <li>• Laws on Women and Slavery: <i>Laws of Virginia</i></li> <li>• <i>According to the Condition of the Mother</i></li> <li>• <i>For Prevention of that Abominable Mixture</i></li> </ul>	This week (and every week afterward), be sure that your primary source annotations include a WWWWWHD chart. (One for each of the primary sources listed left.) You can do it separately and staple it or just do it on the back of the document.
Thurs. Jan. 28	<ul style="list-style-type: none"> <li>• Morgan, <i>Some Could Suckle Over Their Shoulder</i></li> </ul>	

#### Week 4: White Women and Gender in Colonial America

Dates	What's Due?	Notes
Tues. Feb. 2	<ul style="list-style-type: none"> <li>• <i>Trial of Anne Hutchinson</i></li> <li>• Manuals of Advice- Gervase Markham, <i>Country Contentments</i></li> <li>• Letters: Eliza Lucas Pickney, <i>To Miss Bartlett</i></li> <li>• Letters: Elizabeth Springs, <i>To Mr. John Springs White Smith</i></li> <li>• Legal Proceedings: <i>Mrs. Agatha Stubbings &amp; Elizabeth (Tilley) Howland</i></li> </ul>	
Thurs. Feb. 4	<ul style="list-style-type: none"> <li>• Norton, <i>An Indentured Servant Identifies as Both Man and Woeman</i></li> <li>• Little, <i>Captivity and Conversion</i></li> </ul>	

#### Week 5: Scrapbooks/Witchcraft and Gender

Dates	What's Due?	Notes
Tues. Feb. 9	<ul style="list-style-type: none"> <li>• <b>Archive Prep Sheet Due</b></li> </ul>	Class will meet in the Hodges Reading Room in Jackson Library. There will be details about this trip during Week 4.
Thurs. Feb. 11	<ul style="list-style-type: none"> <li>• Karlsen, <i>The Devil in the Shape of a Woman</i></li> </ul>	

#### Week 6: Revolutionary Women and Republican Motherhood

Dates	What's Due?	Notes
Tues. Feb. 16	<ul style="list-style-type: none"> <li>• Hannah Griffiths, <i>The Female Patriots, Address'd to the Daughters of Liberty in America</i></li> <li>• <i>Philadelphia Women Raise Money Door to Door</i></li> <li>• <i>I Have Don as Much to Carry the Warr as Maney</i></li> <li>• <i>Gendering Images of the Revolution</i></li> <li>• Benjamin Rush, <i>Thoughts Upon Female Education</i></li> </ul>	Note that for <i>Gendering Images of the Revolution</i> , the pictures themselves are the primary sources, and the text is just a description (a secondary source). Read the description, but concentrate your annotations on the images. Just do <i>one</i> WWWWWHD table for these images – group them together and be sure that you describe them collectively.
Thurs. Feb. 18	<ul style="list-style-type: none"> <li>• Kerber, <i>Why Diamonds Really Are a Girl's Best Friend</i></li> </ul>	

#### Week 7: Working Women in the Market Revolution

Dates	What's Due?	Notes
Tues. Feb. 23	<ul style="list-style-type: none"> <li>• Eliza R. Hemmingway and Sarah Bagley, <i>Testemony on Working Conditions in Early</i></li> </ul>	

	<p><i>Factories</i></p> <ul style="list-style-type: none"> <li>• <i>Time Table of the Lowell</i></li> </ul> <p><b>Timeline Check-in Due on Canvas</b></p>	
Thurs. Feb. 25	<ul style="list-style-type: none"> <li>• Jeanne Boydston, <i>To Earn Her Daily Bread</i></li> </ul>	

#### Week 8: Review & Midterm

Dates	What's Due?	Notes
Tues. Mar. 1		
Thurs. Mar. 3	<b>Midterm Due</b>	

#### Week 9: Spring Break

Dates	What's Due?	Notes
Tues. Mar. 8	<b>SPRING</b>	
Thurs. Mar. 10	<b>BREAK</b>	

#### Week 10: Women and Bodies

Dates	What's Due?	Notes
Tues. Mar. 15	Readings TBD. Will be available on Canvas during Week 8. Make arrangements to print. They'll be approximately the same length as Tuesday readings typically are.	
Thurs. Mar. 17	Readings TBD. Will be available on Canvas during Week 8. Make arrangements to print. They'll be approximately the same length as Thursday readings typically are.	I'll provide discussion questions for the secondary source reading(s) this week.

#### Week 11: Women and Slavery in Antebellum America

Dates	What's Due?	Notes
Tues. Mar. 22	<ul style="list-style-type: none"> <li>• Maria Perkins, <i>Writes to Her Husband on the Eve of Being Sold</i></li> <li>• Mary Boykin Chesnut, <i>Slavery a Curse to Any Land</i></li> <li>• Harriet Jacobs – <i>Trials of Girlhood</i></li> <li>• <i>Running a Thousand Miles for Freedom</i> –</li> </ul>	
Thurs. Mar. 24	<ul style="list-style-type: none"> <li>• Glymph, <i>Women in Slavery</i></li> </ul>	

#### Week 12: Women in an Expanding Nation

Dates	What's Due?	Notes
Tues. Mar. 29	<ul style="list-style-type: none"> <li>• <i>Cherokee Women Petition the National Council</i></li> <li>• <i>Rules for Indian Boarding Schools</i></li> <li>• Selection from Laura Ingalls Wilder, <i>Little House on the Prairie</i></li> <li>• <i>American Progress</i> -- <a href="http://www.loc.gov/pictures/resource/ppmsc.a.09855/">http://www.loc.gov/pictures/resource/ppmsc.a.09855/</a></li> </ul>	Be sure to annotate the <i>American Progress</i> image as its own entity.
Thurs. Mar. 31	<ul style="list-style-type: none"> <li>• Selection from Adrienne Caughfield, <i>True Women and Westward Expansion</i></li> </ul>	



Week 13: Antebellum Reform

Dates	What's Due?	Notes
Tues. Apr. 5	<ul style="list-style-type: none"> <li>• <i>Am I Not a Woman and a Sister?</i></li> <li>• Maria Stewart, <i>On Religion and Morality</i> –</li> <li>• Sojourner Truth – <i>I Am as Strong as Any Man</i></li> <li>• Elizabeth Cady Stanton, Address to the National Woman Suffrage Convention</li> <li>• Selections from Maria Stewart</li> <li>• Kerry Washington's performance of Sojourner Truth's "Ain't I a Woman?" speech available: <a href="https://www.youtube.com/watch?v=yq3AYiRT4no">https://www.youtube.com/watch?v=yq3AYiRT4no</a> <ul style="list-style-type: none"> <li>○ OR you can watch Cicely Tyson's portrayal at: <a href="https://www.youtube.com/watch?v=-oYR1eiGous">https://www.youtube.com/watch?v=-oYR1eiGous</a></li> <li>○ The accompanying text to Truth's speech is in the Course Pack, so use that to annotate.</li> </ul> </li> </ul>	Personally, I think Tyson's portrayal is better, but feel free to watch either or both.
Thurs. Apr. 7	<ul style="list-style-type: none"> <li>• Lerner, <i>The Meanings of Seneca Falls</i></li> </ul>	

Week 14: Women and the Civil War

Dates	What's Due?	Notes
Tues. Apr. 12	<ul style="list-style-type: none"> <li>• <i>Women on Civil War Battlefields</i></li> <li>• Selection from Louisa May Alcott, <i>Hospital Sketches</i></li> <li>• A.S. Hitchcock, <i>Young Women Particularly Flock Back and Forth</i></li> </ul>	Note that for <i>Women on Civil War Battlefields</i> , the pictures themselves are the primary sources, and the text is just a description (a secondary source). Read the description, but concentrate your annotations on the images. Just do ONE WWWWWD table for these images – group them together and be sure that you describe them collectively.
Thurs. Apr. 14	<ul style="list-style-type: none"> <li>• McCurry, <i>Women, Numerous and Armed</i></li> <li>• McDevitt, <i>The Brave Black Women Who Were Civil War Spies</i></li> </ul>	I'll provide discussion questions for McDevitt.

Week 15: Review and Final

Dates	What's Due?	Notes
Tues. Apr. 19	<b>Final Exam Review Sheet Due</b> <b>Timeline Due</b>	
Thurs. Apr. 21		

**FINAL EXAM BLOCK:** Friday, April 29, 3:30-6:30pm