

HIS 213 Topics in American History: “Southern Women’s History”

MW 3:30-4:45 in MRHA 1215

Professor: Dr. Mandy L. Cooper

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Office Hours: Monday 1-3 and Wednesday 10:30-11:30 in MHRA 2145 and by appointment

Course Description:

What does southern history look like when women's experiences and actions are placed at the center? This course will seek to answer this question by exploring the history of women in the US South from pre-colonial times to the present. Students will examine the changing experiences and expectations of southern women and how these experiences and expectations were continually shaped by the intersections of gender, race, and class. The course will pay particular attention to the subjects of women and slavery, the impact of the Civil War on gender relations, the changing meaning of race and class in women's lives, women's suffrage in the South, and the Civil Rights Movement.

The readings, lectures, and assignments have been structured to help students think critically about history and not simply memorize facts, dates, places, and names. The course relies on three kinds of sources: lectures, primary materials, and secondary readings. The lectures are intended to introduce analytical ideas: the big themes, questions, and problems from a particular historical moment. Those ideas will then help you analyze the assigned readings. Primary source materials are sources that were created in the historical time period that we're studying. They allow us, as historians, to enter into that period, to get closer to it, and to get a more direct sense of what was happening at the time. Secondary sources, such as the assigned book chapters and articles, are different: they are written after the fact, are filtered through someone else's observations, and are thus removed from the actual time period in question. The analysis of the two kinds of sources is also different. With primary sources, we are focusing on materials generated in the past; in learning how to critically analyze those materials, we are also coming to terms with the dynamics of the past. With secondary sources, we would be weighing what other people said about the past and determining which analysis we find most compelling.

Learning Goals for this Course:

Historical Comprehension (Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods):

- Acquire a basic knowledge of the history of women in the US South from pre-European contact to the present
- Gain a better understanding of the intersections of race, ethnicity, class, and sexuality in the lives of southern women
- Analyze the mutual constitution of gender, race, ethnicity, class, sexuality, nationality, and religion.
- Explain how gender is produced within social institutions and how these institutions affect individual lives.

Historical Analysis (Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view):

- Analyze the intersections of race, class, and gender over time and space
- Develop skills in analyzing primary sources and historical topics – and apply those skills to develop strong analytical arguments

- To analyze scholarship and a variety of media to create original arguments in writing.

Historical Interpretation (Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing):

- Demonstrate the ability to communicate analytical ideas effectively – both in discussion and in writing
- Construct a historical argument
- Critique scholars' interpretations of history

General Education Student Learning Outcomes:

Historical Perspectives:

- Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
- Use evidence to interpret the past coherently, orally and/or in writing

Course Readings:

All course readings will be available either on Canvas or via JSTOR.

Class Structure:

Each class will begin with a lecture that draws from your textbook and other readings. At certain points during class, I may stop and ask you to discuss specific points from the readings and lecture. Your response and discussion should reveal your knowledge of the assigned reading.

Reading Assignments:

Students should complete the assigned readings for a particular lecture before class. You will need to thoroughly read the book chapters and/or articles (posted on Canvas) and come to class prepared to discuss what you have read. We will discuss strategies for reading analytically (and quickly!) in class. While you are not required to purchase or read your textbook, I have included page numbers to give you an idea of what we will go over in class, though I will be covering other topics and using my own methods to organize lectures, and the textbook may be useful at times. If you miss a lecture, the textbook will serve you well, but you should also ask a classmate if he/she would be willing to share a copy of their notes for that day. The primary sources are brief (generally only one to two pages each), and we will go over them in class together. Students are expected to come to class having done the required reading and prepared to thoughtfully engage in the lecture, discussion, and primary source exercise. All primary sources are hyperlinked on the syllabus unless otherwise noted.

Assignments:

Students will complete four assignments. The first assignment will be a primary source analysis. Students will be provided with several different primary sources to choose from and will write a 4-5 page analysis of one source from the provided list. The second assignment will be a response paper (800 words) to the readings for a particular class session of the student's choice. Students will sign up for these response papers on the second day of class. The third assignment will be a group presentation on a historical figure. The final assignment will be a podcast analysis. Students will be provided with several different podcast episodes to choose from and will write a 2-3 page analysis of one source from the provided list. All written assignments should be double-spaced, in 12-point, Times New Roman font, with one-inch margins and your name on each page. Papers should follow the requirements of the Chicago Manual of Style for citations, which is available in the library. More detailed information on the assignments will be handed out in class.

Exams:

There will be two exams, a midterm and a final. Students will be provided with essay topics in advance.

Grading Scheme:

Participation: 10%

Primary Source Analysis: 15%

Response Paper: 10%

Podcast Analysis: 10%

Presentation: 15%

Midterm Exam: 20%

Final Exam: 20%

Attendance Policy:

You are expected to attend every class. Please be aware that it will be very difficult for you to succeed in this course if you do not attend class. If you encounter extenuating circumstances that result in three or more absences, you should speak to me personally. Every absence above three for the semester will result in a lowering of your course grade, unless pre-approved by me.

Late Work:

All papers and assignments are due at the start of class on the date listed on the syllabus. You must take the midterm and final exam on the dates listed on the syllabus.

Academic Integrity:

Plagiarism and academic dishonesty will not be tolerated. Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy.

You can find the full Academic Integrity Policy, here:

<https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>.

Academic Support & Disability Accommodations:

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - <https://ods.uncg.edu/>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

Religious Observance:

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify both myself and your TA in advance of the date of the religious observance.

Policy on Children in Class:

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom.

The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1) I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Writing Center:

The Writing Center provides support for all types of writing assignments. Since you pay for the Writing Center via your student fees, you should take advantage of it to improve your writing. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

Speaking Center:

Besides providing help for in-class presentations, the Speaking Center has useful resources and tips for students who are shy about speaking up in class or section. (speakingcenter.uncg.edu)

Office Hours:

I am always happy to discuss any questions or concerns you have regarding this course. I am always available during office hours, and you are welcome to schedule an appointment outside of those times by emailing me.

History Department Websites:

History Department website: <https://his.uncg.edu>

Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

Syllabus Updates:

Please note that readings and due dates are subject to change. I will notify you of any changes to the course schedule in class.

Course Schedule

Monday, January 13	Introduction -Class Introductions -Syllabus, Class Expectations -Introduction to Southern Women's History
Wednesday, January 15	The First Southern Women
Monday, January 20	MLK Day, no class
Wednesday, January 22	Colonial Encounters

Required Reading: Camilla Townsend, "Amonute's People," in *Pocahontas and the Powhatan Dilemma*

****Podcast Analysis Assignment Handed Out**

Monday, January 27

Women's Life in the Southern Colonies

Primary Sources:

-["We Unfortunate English People Suffer Here": An English Servant Writes Home \(1756\)](#)

Wednesday, January 29

Slavery in the Southern Colonies

Secondary Reading: Joan R. Gunderson, "The Double Bonds of Race and Sex: Black and White Women in a Colonial Virginia Parish," *Journal of Southern History* LII (1986)

Primary Sources:

-[1619 Laws of Virginia, \(Act XII and Act XIII\)](#)

-[Eliza Lucas Letters, 1740-1741](#)

Monday, February 3

Women and the American Revolution

Primary Sources:

-[Women in South Carolina experience occupation, 1780](#)

Wednesday, February 5

Native American Women in the Early Republic South

Secondary Reading: Tiya Miles, "Circular Reasoning": Recentring Cherokee Women in the Antiremoval Campaigns." *American Quarterly* 61, No. 2, June 2009.

Primary Sources:

-Cherokee Women Resist Removal, Petitions of the Women's Councils (1817, 1818)

****Podcast Analysis Due**

Monday, February 10

Southern Honor: The Cases of Rachel Jackson and Peggy Eaton

Wednesday, February 12

The Myth of Scarlett: Southern Women and Plantation Households

Secondary Reading: Laura F. Edwards, "Privilege and Its Price," in *Scarlett Doesn't Live Here Anymore: Southern Women in the Civil War Era*

Primary Sources:

- [Mary Polk Branch remembers plantation life, 1912](#)

Monday, February 17

Enslaved Women

Secondary Reading: Alexandra Finley, "'Cash to Corinna': Domestic Labor and Sexual Economy in the 'Fancy Trade,'" *Journal of American History*, September 2017.

Primary Sources:

- [Harriet Jacobs on rape and slavery, 1860](#)

-[Vilet Lester to Miss Patsey Patterson, Aug. 29, 1857](#)

****Podcast Analysis Due**

Wednesday, February 19	Yeoman Women and Free Women of Color
Monday, February 24	Women and Slavery in the South Primary Sources: - <u>Angelina Grimké, <i>Appeal to Christian Women of the South</i>, 1836</u>
Wednesday, February 26	Midterm Exam
SPRING BREAK	
Monday, March 9	Women, Slavery, and the Civil War Secondary Reading: Drew Gilpin Faust, “Enemies in Our Households: Confederate Women and Slavery,” in <i>Mothers of Invention: Women of the Slaveholding South in the American Civil War</i> **Primary Source Analysis Assignment Handed Out
Wednesday, March 11	Women, Slavery, and the Civil War, continued Primary Sources: -The Louisianian Sarah Morgan Proudly Proclaims Herself a Rebel, 1863 -Ella Gertrude Clanton Thomas Describes Conditions in the Confederacy and Criticizes Northern Women, 1865
Monday, March 16	Southern Women and Reconstruction Secondary Reading: Thavolia Glymph, <i>Out of the House of Bondage: The Transformation of the Plantation Household</i> , “‘A Makeshift Kind of Life’: Free Women and Free Homes,” (Chapter 6)
Wednesday, March 18	Jim Crow, part I Secondary Reading: Crystal N. Feimster, “The Gender and Racial Politics of the Anti-Lynching Movement,” in <i>Southern Horrors: Women and the Politics of Rape and Lynching</i> . Primary Sources: - <u>Ida B. Wells-Barnett, <i>Lynch Law in America</i> (1900)</u> - <u>Mary Church Terrell, <i>The Progress of Colored Women</i> – Feb. 18, 1898</u>
Monday, March 23	Jim Crow, part II **Primary Source Analysis Due
Wednesday, March 25	Women & Reform in the New South Secondary Reading: Glenda Gilmore, “Diplomatic Women,” in <i>Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920</i> Primary Sources: -Lugenia Burns Hope, <i>The Neighborhood Union: Atlanta, Georgia</i> (c. 1908)

Monday, March 30	Votes for Women! Southern Women and the Vote
Wednesday, April 1	Southern Women in the Beginning of the Twentieth Century Primary Sources: -Mary Church Terrell Praises the Club Work of Colored Women, 1901
Monday, April 6	Southern Women and the Great Depression Secondary Reading: Jane Becker, "Lucy Morgan: The Penland School of Handicrafts and the Southern Appalachian Craft Revival," in <i>North Carolina Women, Their Lives and Times, Vol. II</i>
Wednesday, April 8	Women & Civil Rights, Part I Secondary Reading: Charles M. Payne, "A Woman's War," in <i>I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle</i> Primary Sources: - Rosa Parks on Life in Montgomery, Alabama (1956-1958) -Oral History of Mary Dora Jones
Monday, April 13	Presentations
Wednesday, April 15	Presentations
Monday, April 20	Rethinking the Master Narrative: Women & Civil Rights, Part II Secondary Reading: Danielle L. McGuire, "Walking in Pride and Dignity" in <i>At the Dark End of the Street: Black Women, Rape and Resistance – a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power</i> Primary Sources: - Fannie Lou Hamer: Testimony at the Democratic National Convention 1964
Wednesday, April 22	White Women and Massive Resistance
Monday, April 27	The South and Modern Feminism Secondary Reading: Marjorie Julian Spruill, "The Mississippi 'Takeover': Feminists, Antifeminists, and the International Women's Year Conference of 1977," in <i>Mississippi Women: Their Histories, Their Lives, Volume 2</i>
Wednesday, April 29	The Continuing Challenges of Being Southern and Female Review Session & Course Wrap-Up

Final Exam Due Wednesday, May 6 by 6:30PM