

HIS 709-02 – Introductory Research Seminar: Women in the US South

Monday, 6:30-9:20

MHRA 1304

Instructor: 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

What does southern history look like when women's experiences and actions are placed at the center? How does focusing on women's lives and privileging women's voices better account for, challenge, or change the ways we think about the events that have shaped the U.S. South from pre-colonial times to the present? In this introductory research seminar, we will examine how other historians have placed women's lives at the center of southern history. In particular, we will explore questions of gender, race, class, sexuality, and region as students research and write an article-length paper that reflects original research on a topic of their choosing in relation to the history of women in the U.S. South.

Student Learning Objectives:

At the end of this course, students will be able to:

- Identify an appropriate research topic and relevant primary and secondary sources
- Apply standards of historical scholarship.
- Interpret primary sources in their historical context with an attention to issues of perspective and reliability.
- Analyze secondary sources in terms of arguments, assumptions, methods, and sources.
- Evaluate historiographical debates within the field of imperial history
- Formulate historical questions and arguments, support historical arguments with credible evidence from independent historical research, and communicate the results
- Develop and support an original written argument

Required Readings:

Jones-Rogers, Stephanie. *They Were Her Property: White Women as Slave Owners in the American South*.

(New Haven: Yale University Press, 2019). **NOTE: Paperback release on January 7, 2020.

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T.

FitzGerald. *The Craft of Research*, (Chicago: University of Chicago Press).

Other required readings will be articles, available via JSTOR or another library database.

Recommended Readings:

Kate L. Turabian, Wayne Booth, et. al., *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (Chicago: University of Chicago Press).

Attendance and Participation:

This course will consist of several weeks of group meetings during which we will discuss assigned readings on the history of women in the US South. After these first few weeks, students will meet individually (and sometimes collectively) with the professor to discuss and assist their progress on independent research projects. Attendance at and participation in both class and individual meetings is essential.

Writing Assignments:

The primary purpose of this course is to guide students as they write a 25- 30 page, research paper. Writing a solid research paper takes time, planning, and rewriting (among other things). This is not a project that can be completed the night before it is due. In order to emphasize the importance of planning and editing, I have developed a number of short assignments that will walk you through the many steps involved in producing a research paper. More information will be provided as the semester progresses.

Late Work:

The assignments for this class are designed to build upon each other and guide students toward the production of an original research paper. As a result, it is essential that students turn in all assignments, on time. Any late assignments will not be accepted, and a 0 will be recorded.

Grading Scheme:

Class participation	25%
Short Writing Assignments	15%
Rough Draft	25%
Final Paper	35%

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.

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

January 13	Introduction: Identifying Historical Problems & Historiographical Holes Reading: Danielle McGuire, "'It Was Like All of Us Had Been Raped': Black Womanhood, White Violence, and the Civil Rights Movement" <i>JAH</i> , (December 2004). Tiya Miles, "Circular Reasoning": Recentring Cherokee Women in the Antiremoval Campaigns." <i>American Quarterly</i> 61, No. 2, June 2009. Laura F. Edwards, "The Legal World of Elizabeth Bagby's Commonplace Book: Federalism, Women, and Governance," <i>Journal of the Civil War Era</i> 9, No. 4, (December 2019)
January 20	MLK Day, no class
January 27	Evidence Reading: Jones-Rogers, <i>They Were Her Property</i> . <i>The Craft of Research</i> , Ch. 5 In-Class Presentations on Primary Source Databases

- February 3 Writing about Women in the South
Reading:
The Craft of Research, Ch. 6 & 7
Alexandra Finley, "'Cash to Corinna': Domestic Labor and Sexual Economy in the 'Fancy Trade'" *JAH* 104, no. 2, (Sep. 2017).
Nora Doyle, "'The Highest Pleasure of Which Woman's Nature is Capable': Breast-Feeding and the Sentimental Maternal Ideal in America, 1750-1860," *JAH* 97, no. 4 (March 2011).
Rebecca Jo Plant and Frances M. Clarke, "The Crowning Insult"; Federal Segregation and the Gold Star Mother and Widow Pilgrimages of the Early 1930s"; *Journal of American History*, 102: 2 (September 2015).
Sasha Turner, "The Nameless and the Forgotten: Maternal grief, Sacred Protection, and the Archive of Slavery," *Slavery & Abolition* 38, No. 2, (2017)
Nathaniel Holly, "The Indian Woman Peggy": Mobility, Marriage, and Power in an Early American City," *Early Modern Women* 14, No. 1, (Fall 2019).
**Dr. Finley will Skype in to class.
- February 10 Annotated Bibliography of Primary Sources (No Class)
*Annotated Bibliography Due by 6:30 via Canvas
- February 17 Proposal
Reading:
Read the proposal of your team members and be prepared to critique them in class.
The Craft of Research, Ch. 8 & 9
Writing Assignment:
Choose your research topic and write a 5-7 page proposal in which you do the following: 1) introduce your topic, the historical problem you wish to address, and the significance of your project; 2) compare your project to the important scholarship, central debates, and prevailing arguments that surround your topic; 3) identify the primary sources you will examine and provide examples of how you will examine them. In addition to this 5-7 page report, you must provide a tentative bibliography and a snappy, descriptive title for your project.
**Note: You must submit your proposal to Canvas by February 14 at noon.
- February 24 Research (No Class)
- March 2 Spring Break – No Class
- March 9 Crafting an Argument
Reading Assignment:
The Craft of Research, Ch. 10 & 11
Virginia Summey, "Redefining Activism: Judge Elreta Alexander Ralston and Civil Rights Advocacy in the New South," *The North Carolina Historical Review* 90, No. 3 (July 2013)
Felicity Turner, "Rights and Ambiguities of the Law: Infanticide in the

Nineteenth-Century U.S. South,” *The Journal of the Civil War Era* 4, No. 3 (September 2014), pp. 350-372.

Lauren Duval, “Mastering Charleston: Property and Patriarchy in British-Occupied Charleston, 1780-82,” *WMQ* 75, No. 4 (October 2018).

Writing Assignment:

Draft an elevator statement for your article that explains the topic, argument, and significance, and submit it to Canvas by 5PM on March 8.

**Dr. Summey will visit class.

- March 16 Scheduling and Drafting
Reading Assignment:
 The Craft of Research, Ch. 12, 13, & 14
 Selection from *The Clockwork Muse* (on Canvas)
Writing Assignment:
 Create a research and writing schedule that accounts for every day for the rest of the semester, and bring it to class.
- March 23 Research/Writing (No Class)
 Follow your schedule: Research, write, and revise your article.
- March 30 Rough Drafts
Reading Assignment:
 The Craft of Research, Ch. 16 & 17
 Read the partial rough drafts of team members and be prepared to critique them in class.
Writing Assignment:
 Submit a partial rough draft (10-15 pages) via Canvas by Wednesday, March 25 at noon.
- April 6 Individual Meetings (As Needed)
 Follow your schedule: Research, write, and revise your article.
- April 13 Individual Meetings (As Needed)
 Follow your schedule: Research, write, and revise your article.
- April 20 Individual Meetings (As Needed)
 Follow your schedule: Research, write, and revise your article.
- April 27 Presentations
- May 1 Final Papers Due