

# History 213-02 (Spring 2021)

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## Women and Gender in Early America

### Online

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Why is this illustration a problematic representation of what really happened? Let's talk about it during our first week of class!



\*Junius Brutus Stearns, "Hannah Duston Killing the Indians" (1847). Oil on canvas. ([Click for Source](#))

**Instructor:** Ms. Jewel Parker

**Office Hours:** Google Hangouts, by appointment

**Email:** [jcparke2@uncg.edu](mailto:jcparke2@uncg.edu)

## Course Description

This course surveys women's and gender history in America up to 1865. This course explores how social and cultural expectations for gender roles informed reproductive and physical labor, slavery, family dynamics, education, economics, and politics. Focusing on these themes, this course will examine the questions: "How did women's lives vary throughout early American history?" and "How did women shape their lives?" Through answering these questions, students will develop a more thorough understanding of the diverse roles women held and the ways women have worked within and pushed against societal boundaries to control their own lives and gain visibility in American societies. Students will analyze primary sources from diverse perspectives that introduce the controversies, trends, events, and actors in early American history. In addition to exploring women and gender as a historical concept, students will also learn analytical skills employed in the study of history.



\*An Actor-Interpreter portrays Lydia Broadnax ([Click for Source](#))

### General Education Historical Perspectives (GHP) Student Learning Outcomes:

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

### Course Specific Student Learning Outcomes (SLOs):

1. Evaluate how women's experiences shaped the history of colonial America and the early United States.

2. Assess and compare changes in various racial, ethnic, religious, and gender norms and expectations that shaped the United States from its founding through the Civil War.
3. Contextualize and interpret primary and secondary texts to determine validity and reliability and connect them to the larger themes in American history.

### **Course Facilitator Expectations:**

- The course facilitator will provide feedback on all assessments within 24-48 business hours.
- The course facilitator monitors all discussion posts and provides feedback when appropriate.
- The course facilitator will answer all emails from students within 24 business hours on weekdays and 48 hours on weekends.
- Any course updates and new information will be sent via course announcement in Canvas as early in the week as possible.

### **Participant Expectations:**

- Plan to spend at least 2-5 hours a week completing this course. This time includes reviewing the module, submitting your assessments, and participating in the discussions.
- If you are unable to meet a deadline or experience a personal issue, please notify the course facilitator immediately.
- Be respectful of others in your discussion posts and replies. Your feedback should be constructive and sensitive. Think about the replies that you would want to receive. Please review these netiquette guidelines (on Canvas) for the course.
- If you have a specific question about your course, email the course instructor. If you have a general question about the specific topic that week, use the Q & A Discussion Forum (on Canvas) so that everyone can share their answers. Your question and the answer may benefit others in the course.

**Required Texts:** Throughout the semester, we will examine a variety of sources including videos, artwork, and primary and secondary source documents. The following book is available to purchase at the [university bookstore](#).

DuBois, Ellen Carol and Lynn Dumenil. *Through Women's Eyes: An American History with Documents*. 5<sup>th</sup> edition. Boston: Bedford/ St. Martin's, 2019. ISBN: 9781319104931.

### **Course Requirements**

**Reading Quizzes** (GHP 1, 2; SLO 1, 2, 3): Occasionally, the instructor will assign short quizzes of the lecture content and readings for a particular week. Reading quizzes allow the instructor to assess how well students are understanding and interpreting the historical content and historical thinking skills from the reading and lectures. Reading quizzes will be in short answer format. When assigned, reading quizzes will be published on Canvas at the beginning of the week. Students may take the reading quiz as many times as they would like up to the due date and time.

When assigned, reading quizzes will be due on Fridays at 11:59 PM. The instructor will grade and provide feedback for the most recent submission.

**Discussion Boards** (GHP 1, 2; SLO 1, 2, 3): Most weeks, I will assign a discussion board assignment to help you learn a specific historical skill and enhance student engagement with the course and with one another in an online setting. These measurable assessments will vary in instruction and format. Students will watch the necessary lecture that explains the historical skill for that week, read any accompanying notes or sections from their book, and perform the task themselves. Each discussion board will explicitly link the week’s inquiry question to the textbook and primary source readings. The three larger primary source analyses for each module will be made up of similar types of questions as these weekly discussion board assignments. Except for weeks where there are scheduled university breaks and holidays, the initial post will be due on Wednesdays at 11:59 PM and responses to two classmates will be due on Fridays at 9:00 AM.

**Analysis Assignments:** (GHP 2; SLO 1, 2, 3): There will be three analysis assignments in this course—one for each chronological module, “Colonial America,” “Building America,” and “Changing America.” Each analysis assignment will be skills-driven, based largely on information from lectures, class discussions, readings, and videos. The Module 1 Analysis Assignment will be due on Friday, February 26<sup>th</sup> at 9 AM. The Module 2 Analysis Assignment is due on Thursday, April 1st, and the Module 3 Analysis Assignment is due on Thursday, May 6th, at 11:59 PM. The first 2 analysis assignments will be a smaller percentage grade weight than the the last analysis assignment.

**Extra Credit:** By 9:00 AM on the Friday before a scheduled optional Zoom review session, I will post, in an announcement, one question from the analysis assignment due the following week. You may receive extra credit for completing this question over the weekend and participating in the optional review session on Monday where you will receive feedback on your answer. This will allow you an opportunity to not only make changes to your answer before submitting your analysis assignment, but also provide an opportunity to gain up to 5 extra points on this assessment.

**Late Policy:** Assignments are due on the dates and at the times listed in the course schedule. A late assignment will receive 1 point off for each day it is late (including holidays and weekends). If you anticipate being unable to turn in an assignment on time, you will need to contact me via email or Canvas **before** the day the assignment is due.

## Evaluation

Grades will be based on four different aspects of student performance: (1) reading quizzes, (2) weekly discussion boards, and (3) module primary source analyses. The final grade will be determined according to the following calculation:

<b>Reading Quizzes:</b>	<b>15% total</b>
<b>Discussion Boards:</b>	<b>40% total</b>

<b>Analysis Assignments:</b>	<b>45% total</b>
“Colonial America” Analysis Assignment:	10 %
“Building America” Analysis Assignment:	15 %
“Changing America” Analysis Assignment:	<u>20%</u>
	<b>100% possible</b>

**Grading Scale:** A: 93-100    B+: 87-89    C+: 77-79    D+: 67-69    F: 0-59

                  A-: 90-92    B: 83-86    C: 73-76    D: 63-66

                          B-: 80-82    C-: 70-72    D-: 60-62

**Transparency Statement:** In this class, I seek to be transparent with students about what they will learn and why they learn it, as well as why the class and its assignments are structured in this way. In lieu of module exams, this course will have three analysis assignments that scaffold historical thinking skills as students learn them throughout the course. Each analysis assignment will consist of a variety of questions that will ask students to analyze primary and secondary sources based on historical thinking skills learned in each module. The grade weight percentage of each analysis assignment will increase slightly as students proceed through the course.

**Elasticity Statement:** It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. It is your responsibility to watch for any class announcements about alterations. [Subscribe to Canvas Announcements.](#)

**Academic Integrity:** All work must be your own. UNCG prohibits any and all forms of academic dishonesty. It is the student’s responsibility to know what constitutes academic integrity and to be familiar with UNCG policies which can be found here: <https://osrr.uncg.edu/academic-integrity/>. Students who engage in academic dishonesty (such as plagiarizing part of a paper or cheating on an exam) will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion. Do not attempt it.

## Resources

**Americans with Disabilities Act (ADA):** UNCG seeks to adhere to the ADA and provide equal access to a college education. Students with any questions or needs related to academic accommodations for disabilities should contact the Office of Accessibility Resources and Services (OARS), located in the Elliot University Center, Suite 215. For more information, please see <https://ods.uncg.edu>.

**COVID-19:** As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

**Health and Wellness:** Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/>, or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu)

**\*In the case of a personal or family emergency, contact the Dean of Students office and they will contact all your instructors: deanofstudents@uncg.edu; (336) 334-5514.**

**UNCG Equity, Diversity, and Inclusiveness Statement:** UNCG fully supports and values an inclusive community with visible and meaningful representation of diversity. We seek to promote a climate of civility and respect, where diverse viewpoints and experiences are welcomed. UNCG is committed to protecting the rights of all to ensure that each person in our community is empowered, valued and respected for their contributions to the mission of this university. As a minority-serving institution, we embrace our role as serving a large, diverse student body and we are committed to our mission as providing access and opportunity for all.

**Contra Power Statement:** As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms – both direct and indirect – and can occur in subtle or overt ways. Traditionally, harassment is seen from formal power-over structure. However, harassment can occur without a formal power structure. Contra power, when

a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes and course evaluations. Both Contra power and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent) 336.256.0362 or [mechappe@uncg.edu](mailto:mechappe@uncg.edu)
- University Police (reporting agent) 336.334.4444

For more information on UNCG's policies regarding harassment, visit [http://policy.uncg.edu/university-policies/sex\\_gender\\_harrassment/sex-gender-harrassment.pdf](http://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf)

**Religious Holidays:** It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit:

[https://drive.google.com/file/d/0B3\\_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing](https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing)

**Adverse Weather:** In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates
- In the UNCG Mobile App: You can even set it to provide you alerts
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)
- Visit [Spartanalert.uncg.edu](http://Spartanalert.uncg.edu) or the UNCG homepage: UNCG posts up-to-date information on the main University web site ([uncg.edu](http://uncg.edu)) and on the main Spartan Alert page ([Spartanalert.uncg.edu](http://Spartanalert.uncg.edu)).

Topical Course Schedule:

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## Week 1-Introduction: History Through Women's Eyes

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**1/19-1/22**

*Inquiry Questions: What do historians do? Why do we study history?*

## Week 1 To-Do List:

- **Read:** "Historians Meet Thanksgiving: What Would George Do?" (linked on Canvas) by Sam Wineberg and Eli Gottlieb & "[Why Just 'Adding Context' to Controversial Monuments May Not Change Minds](#)" by Erin Thompson
- **Submit:** Week 1-History Through Women's Eyes Discussion Board
  - First post due by Wednesday, January 20th at 11:59 PM, and respond to two classmates by Friday, January 22nd at 9:00 AM

# Module 1: Colonial America

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## Week 2- Gender Frontiers

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**\*1/25 is the last day to add a course or course section for the standard term, Last day to withdraw from a course for tuition and fees refund; course withdrawal policy in effect after this date.**

**1/25-1/29**

*Inquiry Question: How did Native American and European gender roles differ?*

## Week 2 To-Do List: Analyzing a Visual Source:

- **Lecture:** The Gender Frontier Through Native Women's Eyes
- **Read:** *Through Women's Eyes*, Chapter 1, Section: "Native American Women," pages 4-13.
  - **Primary Source:** *Through Women's Eyes*, European Images of Native American Women, "Pocahontas Convinces Her Father, Chief Powhatan, to Spare the Life of Captain John Smith, from John Smith, *Generall Historie of Virginia*, (1612)," page 44, and "Simon Van de Passe, *Pocahontas* (1616)," page 45.
- **Submit:** Week 2 Discussion Board: Understanding History as an Interpretive Discipline
  - First post due by Wednesday, January 27th at 11:59 PM, and respond to two classmates by Friday, January 29th at 9:00 AM

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## Week 3- Diverse Women, Diverse Experiences

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**2/1-2/5**

*Inquiry Question: Given the wide diversity of women in colonial North America, can you name any similarities in women's experiences across cultures and nations?*



### Week 3 To-Do List: Recognizing the Differences Between a Primary and Secondary Source:

- **Lecture:** T. Hall, “Both Man and Woeman” Indentured Servant in Jamestown, Virginia
- **Reading:** *Through Women’s Eyes*, Chapter 2, “Colonial Worlds, 1607-1750,” through the end of section, “African Women,” pages 48-59.
  - **Primary Source Reading:** *Through Women’s Eyes*, By and About Colonial Women, “Michael Baisey’s Wife (1654),” page 83, and Women “Jurors,” “*Judith Catchpole* (1656),” page 84.
- **Submit:**
  - Week 3 Reading Quiz due by Friday, February 5th at 11:59 PM
    - Week 3 Discussion Board-Using Legal Documents to Analyze the Diversity of Women’s Experiences
      - First post due by Wednesday, February 3rd at 11:59 PM, and respond to two classmates by Friday, February 5th at 9:00 AM

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## Week 4- Agents of the Devil?: Historians Debate

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2/8-2/12

*Inquiry Questions: How do historians view women’s roles in early American witchcraft trials?*

### Week 4 To-Do List: Understanding Historical Debate

- **Lecture:** The Devil and His Mistresses: Early American Women and Witchcraft
- **Secondary Source Reading:** Excerpt from John Demos’s *Entertaining Satan: Witchcraft and the Culture of Early New England* and Excerpt from Carol F. Karlsen’s *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*
- **Submit:** Week 4 Discussion Board-Analyzing Historians’ Arguments of the Lasting Impacts of Early American Witchcraft Trials
  - First post due by Wednesday, February 10th at 11:59 PM, and respond to two classmates by Friday, February 12th at 9:00 AM

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## Week 5- Women’s Work Through Women’s Eyes

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2/15-2/19

*Inquiry Question: How did the work of planter and middling-class women differ from indentured European and enslaved African women?*

### Week 5-Sourcing: Evaluating Written Documents:

- **Lecture:** Beatrice Plummer: A Case Study of How Colonial Women’s Work Changed With the Seasons
- **Watch:** [“Working Women in Colonial America”](#) (5 minutes, 38 seconds)
- **Read:** *Through Women’s Eyes*, Chapter 2, Section: “Women’s Work and Consumption Patterns,” located in “Northern British Colonies,” pages 66-69.
  - **Primary Source Reading:** *Through Women’s Eyes*, By and About Colonial Women, Letters, “Eliza Lucas Pinckney To Miss Bartlett,” page 89, and “Elizabeth Sprigs To Mr. John Sprigs White Smith in White Cross Street near Cripple Gate London,” page 90.
- **Submit:** Week 5 Discussion Board: Sourcing as a Historical Skill
  - First post due by Wednesday, September 17th at 11:59 PM, and respond to two classmates by Friday, February 19th at 9:00 AM

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## Week 6-Review of Module 1

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2/22-2/26

### Week 6-To-Do List:

- Optional Zoom Review Meeting, Monday, February 22nd at 10:00 AM
  - Zoom Link on Canvas
- **Submit:** Module 1 Analysis Assignment due on Friday, February 26<sup>th</sup> at 9:00 AM

## Module 2: Building America

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### Week 7- Women’s Stories Within Slavery

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3/1-3/5

*Inquiry Question: How did the conditions of captivity and enslavement in early plantation societies affect African women’s experiences of work and motherhood?*

### Week 7 To-Do List: Revisiting Visual Sources:

- **Lecture:** Before Uncle Ben, There Was Black Women
- **Reading:** *Through Women’s Eyes*, Chapter 1, Section: “African Women and the Atlantic Slave Trade,” through the end of section, “African Slavery in the Americas,” pages 25-33.
  - **Primary Source:** “Figure 1: Two Female Slaves Pounding Grain With a Mortar and Pestle, Located Left of the Main Mast, On the Quarterdeck,” Painting of the

Danish Slave Ship, Fredensborg II, c. 1785, from Judith A. Carney's "'With Grains In Her Hair': Rice in Colonial Brazil" (On Canvas)

- **Submit:** Week 7 Discussion Board- Slavery's Hidden Stories in Art
  - First post due by Wednesday, March 3rd at 11:59 PM, and respond to two classmates by Friday, March 5th at 9:00 AM

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## Week 8- Women's Captivity Stories

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**3/8-3/12**

*Inquiry Questions: How did women's experiences in captivity differ? How were their experiences similar?*

### **Week 8 To-Do List: Information Literacy Assignment:**

- **Lecture:** Captivity and Conversion in French Canada
- **Reading:** *Through Women's Eyes*, Chapter 2, Section: "Beyond the British Settler Colonies," pages 72-78.
  - **Primary Source Reading:** Hannah Duston Captivity Narrative by minister, Cotton Mather (on Canvas) and Elizabeth Hanson Captivity Narrative originally documented by E.H. (on Canvas)
- **Submit:**
  - Week 8 Reading Quiz due on Friday, March 12th at 11:59 PM
  - Week 8 Discussion Board-Vertical Versus Lateral Reading
    - First post due by Wednesday, March 10th at 11:59 PM, and respond to two classmates by Friday, March 12th at 9:00 AM

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## Week 9- Revolutionary Women

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**\* March 15<sup>th</sup> is the last day to withdraw from a course without incurring a WF grade (withdraw failing)**

**3/15-3/19**

*Inquiry Questions: What did "taking sides" mean for Native American women, enslaved and free Black women, and Anglo-American colonists during the Revolutionary War?*

### **Week 9 To-Do List: Introduction to Close Reading:**

- **Lecture:** Not All Women Were Patriots: The Revolution in the Lives of Indigenous Women

- **Reading:** *Through Women's Eyes*, Chapter 3, Section: "The Growing Confrontation," through the end of "Maintaining the Troops: The Women Who Served," pages 105-115.
  - **Primary Source Readings:** *Through Women's Eyes*, Phillis Wheatley, Poet and Slave, Letters, "To Arbour Tanner, Boston May 19<sup>th</sup> 1772," page 143, and "To Rev. Samson Occom" page 144.
- **Submit:**
  - Week 9 Reading Quiz due on Friday, March 19th at 11:59 PM
  - Week 9 Discussion Board: Close Reading Practice
    - First post due by Wednesday, March 17th at 11:59 PM, and respond to two classmates by Friday, March 19th at 9:00 AM

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## Week 10- History & Myth Through Women's Eyes

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**3/22-2/26**

*Inquiry Question: Was the American Revolution a "revolution" for America's women?*

### **Week 10 To-Do List: Comparing and Contrasting Secondary Sources:**

- **Lecture:** Women's History & Myths as Revolutionary Legacies
  - **Secondary Sources:**
    - **Watch:** "[Being Betsy: Why Living History Matters](#)," a TEDx Talk
    - **Read:** "[How Betsy Ross Became Famous: Oral Tradition, Nationalism, and the Invention of History](#)" by Laurel Thatcher Ulrich
- **Submit:** Week 10 Discussion Board: Comparing and Contrasting Arguments
  - First post due by Wednesday, March 24th at 11:59 PM, and respond to two classmates by Friday, March 26th at 9:00 AM

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## Week 11-Review of Module 2

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**\*No class Friday April 2<sup>nd</sup>. Spring holiday. Classes dismissed; offices closed.**

**3/29-4/1**

### **Week 11 To-Do List:**

- Optional Zoom Review Meeting, Optional Zoom Review Meeting, Monday, March 29th at 10:00 AM
  - Zoom meeting link on Canvas
- **Submit:**
  - Module 2 Analysis Assignment due on Thursday, April 1st at 11:59 PM

# Module 3: Changing America

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## Week 12-Intimacy & Disciplining Women's Bodies

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4/5-4/9

*Inquiry Question: How did the ideology of true womanhood shape women's lives, even when their economic and social realities did not match the ideal?*

### **Week 12 To-Do List: Introduction of Contextualization:**

- **Lecture:** Sex and Service
- **Reading:** *Through Women's Eyes*, Chapter 4, Section: "The Ideology of True Womanhood," to "Domesticity in a Market Age," pages 157-166.
  - **Primary Source Reading:** *Through Women's Eyes*, Prostitution in New York City, 1858, William W. Sanger's "*The History of Prostitution: Its Extent, Causes, and Effects throughout the World* (1858)," pages 192-195.
- **Submit:** Week 12 Discussion Board: Contextualization of a Primary Source
  - First post due by Wednesday, April 7th at 11:59 PM, and respond to two classmates by Friday, April 9th at 9:00 AM

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## Week 13-Women Healers & Sufferers

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4/12/4/16

*Inquiry Questions: The textbook, notes that "slavery turned black and white women against each other and set their interests and their perspectives in direct opposition." Explain this statement by explaining how the system of slavery both connected and divided Black and white women.*

### **Week 13 To-Do List: Introduction to Historical Empathy:**

- **Lecture:** Until Quickening
- **Reading:** "The Labor of Enslaved Midwives in Revolutionary Virginia" by Sara Collini (linked on Canvas)
  - **Primary Source Readings & Corresponding Textbook Readings:** *Through Women's Eyes*, Mothering Under Slavery, "*The Planter's Guide and Family Book of Medicine* (1848)," page 197, and FWP Interview, "*Fannie Moore Remembers Her Mother and Grandmother* (1937)," pages 198-199, Harriet Jacobs "*Incidents in the Life of a Slave Girl*, (1861)," pages 202-203.
- **Submit:** Week 13 Discussion Board: Contextualization Through Historical Empathy

- First post due by Wednesday, April 14th at 11:59 PM and respond to two classmates by Friday, April 16th at 9:00 AM

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## Week 14-Women of the West Coast

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**4/19-4/23**

*Inquiry Question: What was the significance of U.S. territorial expansion for American women?*

### **Week 14 To-Do List: Analyzing the Strengths and Weaknesses of Primary Sources:**

- **Lecture:** California Girls
- **Reading:** *Through Women's Eyes*, Chapter 5, Section: "An Expanding Nation, 1843-1861," through "The Gold Rush," pages 223-235.
- **Primary Source Readings:** primary sources on Juana Briones (on Canvas)
- **Submit:**
  - Week 14 Reading Quiz due on Friday, April 23rd at 11:59 PM
  - Week 14-Discussion Board: Evaluating Historical Sources on Juana Briones
    - First post due by Wednesday, April 21st at 11:59 PM, and respond to two classmates by Friday, April 23rd at 9:00 AM

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## Week 15-War and Women Redefine the Nation

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**\*April 28<sup>th</sup> is the last day of class.**

**4/26-4/30**

*Inquiry Question: When considering various women's labor and family roles, what changes and continuities can you identify in the antebellum and Civil War periods?*

### **Week 15 To-Do List: Contextualizing Assignment:**

- **Lecture: Reforming Society**
- **Reading:** *Through Women's Eyes*, Chapter 5, Section: "Antebellum Reform," through "Emancipation," pages 235-255.
- **Primary Source Reading:**
  - *Through Women's Eyes*, "The Soldiers," and "F.O.C. Darley, *A Woman in Battle—Michigan Bridget* " *Carrying the Flag* (1888)," pages 282-286.
  - *Through Women's Eyes*, "The Soldiers," and "Madam Velazquez in Female Attire (*left*) and Harry T. Buford, 1<sup>st</sup> Lieutenant, Independent Scouts, Confederate States Army (*right*)," pages 282-286.

- **Submit:** Week 15 Discussion Board: Primary Source-Contextualization Assignment
  - First post due by Wednesday, April 28th at 9:00 AM, and respond to two classmates by Wednesday, April 28<sup>th</sup> at 11:59 PM

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## Week 16-Review of Module 3

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**5/3-5/6**

**Week 16 To-Do List:**

- Optional Zoom Review Meeting, Optional Zoom Review Meeting, Monday, May 3<sup>rd</sup> at 10:00 AM
  - Zoom meeting link on Canvas
- **Submit:**
  - Module 3 Analysis Assignment due on Thursday, May 6<sup>th</sup> at 11:59 PM