

HIS 723: Nineteenth-Century US Women's History

T 5:30-8:20 in MHRA 2206

Professor: Dr. Mandy L. Cooper

mlcoope2@uncg.edu

Office Hours: Tuesdays & Thursdays, 9:30-10:30 in MHRA 2145, Wednesdays, 11-12 via Zoom & by appointment

UNCG is located on the traditional lands of the Keyauwee and Saura. Let us venture to honor them with our work together.

This graduate reading seminar asks a fundamental question: how did women in the nineteenth-century United States lay claim to and exercise power in all of its many facets? Power, of course, came in many forms: from economic and political power; to resistance, claims to citizenship and other forms of identity; to fights for rights and much more. The course focuses on several key themes, including: freedom/unfreedom, business/credit, race/ethnicity, religion, politics/citizenship, identity, and reproduction. Throughout the semester, students will examine how scholars of women in the nineteenth-century have addressed these themes in their work, both historically and historiographically.

In historical terms, we will read the books with an eye toward developing your own ideas about the meaning and importance of these issues, trends, and themes. In historiographical terms, we will read to understand how historians have discussed the historical issues and how and why that has changed over time. The two are related: your understanding of the assumptions and concerns that shaped historians' interpretations will help you evaluate their historical findings, just as your understanding of the historical issues will help you evaluate historians' interpretations of them

Student Learning Outcomes (SLOs)

Upon completion of this course, students will be able to:

1. Analyze secondary sources for their main argument conceptual framework, methodological approach, use of sources, and historiographical contribution
2. Identify different approaches to the study of nineteenth-century US women's history
3. Write academic prose that is clear, pointed, and analytically rigorous
4. Engage in persuasive, thoughtful, and courteous discussion with academic peers

Required Readings:

Note: all books are available through the university bookstore, and the ones marked with a * are available as e-books with unlimited user access via the library. Many of the books can also be found on their publisher's website, with a significant discount.

*Rebecca Scott & Jean Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*

*Laura F. Edwards, *Only the Clothes on Her Back: Clothing and the Hidden History of Power in the Nineteenth-Century United States*

*Alexandra Finley, *An Intimate Economy: Enslaved Women, Work, and America's Domestic Slave Trade*

*Tiya Miles, *Ties that Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*

*Molly McGarry, *Ghosts of Future Past: Spiritualism and the Cultural Politics of Nineteenth-Century America*

*Lisa Tetrault, *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848-1898*

*Tera Hunter, *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century*

*Hannah Rosén, *Terror in the Heart of Freedom: Citizenship, Sexual Violence, and the Meaning of Race in the Postemancipation South*

*Felicity Turner, *Proving Pregnancy: Gender, Law, and Medical Knowledge in Nineteenth-Century America*

*Carla Bittel, *Mary Putnam Jacobi and the Politics of Medicine in Nineteenth-Century America*

*Jennifer Thigpen, *Island Queens & Mission Wives: How Gender and Empire Remade Hawai'i's Pacific World*

Barbara Welke, *Recasting American Liberty: Gender, Race, Law, and the Railroad Revolution, 1865–1920*

* María Raquel Casas, *Married to a Daughter of the Land: Spanish-Mexican Women and Interethnic Marriage in California, 1820-1880*

Reading Assignments:

Students will read a book each week and come to the weekly meeting prepared to discuss the reading in depth. Each student will sign up to lead discussion for one class session. On the weeks that students do not lead discussion, they will post two discussion questions to the appropriate discussion forum on Canvas by Monday at 5PM. These discussion questions will be factored into the participation grade. (SLO 1, 2, 4)

Other Assignments:

Students will also complete four written assignments over the course of the semester. The first assignment is a critical reading journal with an entry for each book that includes notes on questions, sources, thesis, structure, assessment, further questions, and themes. (SLO 1,2) The second assignment is two professional-style book reviews of books selected from the recommended readings, which will be due the week that the recommended reading is listed. (**Note: you will have the opportunity to revise one of the reviews). (SLO 1, 2, 3) The third and final assignment is a summative historiographical essay due at the end of the semester. (SLO 1, 2, 3)

Grading Breakdown:

Participation: 20%

Leading Discussion: 15%

Book Review 1: 10%

Book Review 2: 10%

Reading Journal: 10%

Historiographical Essay: 30%

Grading Scale:

Letter Grade	% points accumulated
A+	98-100
A	93-97
A-	90.0-92
B+	88-89
B	83-87
B-	80-82

C+	78-79
C	73-77
C-	70-72
D	60-69
F	<60.0

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. Given the circumstances of the COVID-19 pandemic, if you encounter extenuating circumstances that mean you will miss class, you should speak to me personally.

Academic Integrity:

Plagiarism and academic dishonesty will not be tolerated. 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.

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.

COVID-19 Policies

As we return for Spring 2023, all students, faculty, and staff and all visitors to campus are required to uphold UNCG’s culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.
- Staying home when 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.
- Completing a [self-report](#) when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.
- Staying informed about the University's policies and announcements via the [COVID-19](#) website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

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 a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, 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 Contrapower 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
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

Classroom Conduct:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

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](tel: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

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

Week 1 Foundations in US Women's & Gender History

Tuesday, January 10

Readings:

Cornelia H. Dayton & Lisa Levenstein, "The Big Tent of U.S. Women's and Gender History: A State of the Field," *Journal of American History* 99, no. 3, Dec. 2012: 793-817.

Joan W. Scott, "Gender as a Useful Category of Historical Analysis," *The American Historical Review* 91, no. 5, (Dec. 1986): 1053-1075.

Jeanne Boydston, "Gender as a Question of Historical Analysis," *Gender & History* 20, no. 3, (November 2008): 558-583.

Week 2: Claiming/Proving Freedom in the Early National Period

Tuesday, January 17

Required: Rebecca Scott & Jean Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*

Recommended: Erica Armstrong Dunbar, *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge*

Week 3: Business/Credit

Tuesday, January 24

Required: Laura F. Edwards, *Only the Clothes on Her Back: Clothing and the Hidden History of Power in the Nineteenth-Century United States*

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

Week 4: Enslaved Women

Tuesday, January 31

Required: Alexandra Finley, *An Intimate Economy: Enslaved Women, Work, and America's Domestic Slave Trade*

Recommended: Stephanie Camp, *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*

Week 5: Native Americans

Tuesday, February 7

Required: Tiya Miles, *Ties that Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*

Recommended: Tadeusz Lewandowski, *Red Bird, Red Power: The Life and Legacy of Zitkala-Ša*

Week 6: Religion

Tuesday, February 14

Required: Molly McGarry, *Ghosts of Future Past: Spiritualism and the Cultural Politics of Nineteenth-Century America*

Recommended: Emily Bingham, *Mordecai: An Early American Family*

Week 7: Politics in the Antebellum Era

Tuesday, February 21

Required: Lisa Tetrault, *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848-1898*

Recommended: Nancy Isenberg, *Sex & Citizenship in Antebellum America* OR Martha S. Jones, *All Bound Up Together: The Woman Question in African American Public Culture, 1830-1900*

Week 8: Identity & Personhood in the Civil War Era

Tuesday, February 28

Required: Tera Hunter, *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century*

Recommended: Tiya Miles, *All That She Carried: The Journey of Ashley's Sack, a Black Family Keepsake*
OR Thavolia Glymph, *The Women's Fight: The Civil War's Battles for Home, Freedom, and Nation*

Week 9

Tuesday, March 7

SPRING BREAK

Week 10: Claiming Citizenship/Resistance during Reconstruction & Jim Crow

Tuesday, March 14

Required: Hannah Rosén, *Terror in the Heart of Freedom: Citizenship, Sexual Violence, and the Meaning of Race in the Postemancipation South*

Recommended: Sarah Haley, *No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity*

Week 11: Medicine/Reproduction in the Nineteenth Century

Tuesday, March 21

Required: Felicity Turner, *Proving Pregnancy: Gender, Law, and Medical Knowledge in Nineteenth-Century America*

Recommended: Janet Farrel Brodie, *Contraception and Abortion in Nineteenth-Century America*

Week 12: Politics/Education/Professionalization in the Late 19th Century

Tuesday, March 28

Required: Carla Bittel, *Mary Putnam Jacobi and the Politics of Medicine in Nineteenth-Century America*

Recommended: Devon A. Mihesuah, *Cultivating the Rosebuds: The Education of Women at the Cherokee Female Seminary, 1851-1909* OR Lynn Dorothy Gordon, *Gender and Higher Education in the Progressive Era*

Week 13: Imperialism

Tuesday, April 4

Required: Jennifer Thigpen, *Island Queens & Mission Wives: How Gender and Empire Remade Hawai'i's Pacific World*

Recommended: Jane Simonsen, *Making Home Work: Domesticity and Native American Assimilation in the American West, 1860-1919* OR Anne F. Hyde, *Empires, Nations, and Families: A New History of the North American West, 1800-1860*

Week 14: Gender, Law, & Rights in the 19th Century

Tuesday, April 11

Required: Barbara Welke, *Recasting American Liberty: Gender, Race, Law, and the Railroad Revolution, 1865-1920*

Recommended: Tamika Nunley, *At the Threshold of Liberty: Women, Slavery, and Shifting Identities in Washington, D.C.*

Week 15: The West

Tuesday, April 18

Required: María Raquel Casas, *Married to a Daughter of the Land: Spanish-Mexican Women and Interethnic Marriage in California, 1820-1880*

Recommended: Linda Gordon, *The Great Arizona Orphan Abduction* OR Nicole M. Guidotti-Hernández, *Unspeakable Violence: Remapping U.S. and Mexican National Imaginaries*

Week 16: Conclusions

Tuesday, April 25

Final Papers due Friday, April 28 by 10AM