

History 328 S
Fall 2003
11-11:50 MWF



Old Woman with Bible, 1834

Dr. Hunter
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Office Hours
Mon 4:45 - 5:30
Wed 2:15 - 3:15

WOMEN IN AMERICA, 1600-1865

This course seeks to introduce students to women's experiences in the past as a vital component of the making of the United States. In addition, we will explore the history (historiography) of the study of women. Students will read and analyze both primary accounts -- letters, diaries, slave narratives, and novels -- and recent secondary studies that use methods of social history and gender analysis to reconstruct our understanding of American history. This is a speaking intensive course so we will have many opportunities for class discussion and for informal and formal class presentations.

TEXTS:

Katherine Kish Sklar and Thomas Dublin, *Women and Power in American History*, Vol. 1, 2nd edition. Prentice Hall, 2001

Nancy Woloch, *Early American Women: A Documentary History, 1600 - 1900*. McGraw Hill, 1997

Susanna Rowson, *Charlotte Temple* with Introduction by Cathy Davidson. Oxford University Press, 1986. (Originally published in London in 1791 as *Charlotte, A Tale of Truth*. 1st American edition published by Matthew Carey in Philadelphia in 1794.)

These texts are available for purchase at the University Bookstore.

STUDENT LEARNING OUTCOMES:

1. Students will learn the changing customs and conditions of life for women in America from 1500 to 1865.
2. Students will explore, through readings, class discussions, and writing assignments, the socially constructed nature of gender and how ideas about gender changed over time.
3. Students will learn about the changing representations of women in the past
4. Students will learn to develop interpretations of primary and secondary sources on the history of women as demonstrated in class discussion, writing assignments, and class presentations.
5. Students will be able to apply historical interpretation and gender analyses to a case study of an individual women who lived during a part of the historical period covered.
6. Students will gain experience in presenting their findings to the class orally and in writing, with a focus on oral presentation.

REQUIREMENTS**CLASS PARTICIPATION:**

The most important requirement for this course is a careful reading of the assignments and thoughtful participation in class discussion and group exercises. The assigned reading must be done before coming to class. When you read, take notes, write down questions, talk to the text as you read along. Become an active reader, imagine you are looking at the same evidence and having a conversation with the author about it. Then share your ideas and questions in class. You will be graded on class participation.

Attendance is required and more than three absences will adversely affect your grade. Please bring the appropriate texts, reading notes, and any relevant handouts to class with you.

FINAL PROJECT/PAPER:

In this project students are to use primary sources and the understanding of developments in American women's history gained during the course to research and interpret a woman or community of women that lived during the period under study (1600-1865). The lives of your subjects must be carefully grounded in appropriate historical context. I hope you will choose something that relates closely to your own life - a paper on your own ancestors or a study of women in your home town if it was settled during the period -- a topic you will enjoy delving into. You might want to research the role of women in your favorite sport or craft, or in a place you have visited with family or friends. Another possibility is to follow up on something in the reading that you find particularly intriguing. You will be doing a 5-10 minute presentation of your final project to the class. You will also turn in a written paper. Both elements will be part of your grade. The length of the paper should be 6-8 pages with at least three additional pages of supplementary materials such as inventories, letters, maps, deeds, and other primary sources. Detailed instructions will be provided later in the course.

COURSE GRADES:

Class Participation & Group Work	40%
Mid-term Exam and shorter written work	30%
Final Project/Paper	<u>30%</u>
	100%

TIPS FOR SUCCESS:

Read consistently and participate in class -- we will all have a lot more fun and begin to feel the joy of learning, of grappling with questions, of understanding how other historians have answered those questions, and of begin to develop our own historical interpretations. Since this course does not have a final exam, what you do from week to week will be directly related to your success in the course. It won't work to wait until the last minute.

If you have items you have come across in other reading, on TV (if you have time for this!), movies, etc. that relate to the course -- even present day concerns -- bring them to class and share them with us. If you have any concerns or problems related to the course or things you are interested in and want to discuss further, come to office hours -- or just stop in to say hello!

CLASS SCHEDULE

DOING WOMEN'S HISTORY

Mon – Aug 18	Introduction
Wed – Aug 20	Doing Women's History
Fri -- Aug 22	Class participation (no reading required)

NATIVES AND STRANGERS

Reading: *Women and Power*, “Introduction” and Kathleen Brown, “The Anglo-Algonquian Gender Frontier,” (1-22)

Mon – Aug 25	Class discussion.
Wed -- Aug 27	Pocahontas
	Reading: <i>Early American Women</i> , Chapter 1: “First Encounters (5-27)
Fri -- Aug 29	Group Work on primary sources

COLONIAL AMERICAN WOMEN

Reading: *Women and Power*, Walsh, “The Planter’s Wife” and Laurel Ulrich, from *Goodwives* (on reserve) or TBA

Mon – Sept 1	OFF Labor Day
Wed. – Sept 3	Class Discussion
Fri -- Sept 5	No Class

Reading: *Women and Power*, Sklar, “To Use Her as His Wife” and *Early American Women*, Chapter 4 “Women and the Law”

Mon – Sept 8	Class Discussion
Wed. – Sept 10	Midwife’s Tale
Fri – Sept 12	Library Workshop on Diaries (in CITI lab at Library)

Mon – Sept 15 Sarah Goodhue workshop
Due: Information on the diary woman you have selected.

Wed – Sept 17	Introduce Diary Women
Fri -- Sept 19	Introduce Diary Women

COLONIAL AMERICAN WOMEN con't

Reading: *Women and Power*, Kulikoff, “Beginnings of the Afro-American Family” and *Early American Women*, Skilled Slaves in Maryland (56-58)

Mon – Sept 22 Class Discussion
 Wed – Sept 24 Visit to Petitions Project
 Fri -- Sept 26 Run Away Slave Adds

WOMEN IN THE AMERICAN REVOLUTION

Reading: *Women and Power*, Ulrich, “Daughters of Liberty” and *Early American Women*, Chapter 6 “Revolutionary Women.”

Mon – Sept 29 Class Discussion
 Wed – Oct 1 Mary Silliman’s War
 Fri -- Oct 3 Finish Mary Silliman’s War

Mon -- Oct 6 Report from Diaries
 Wed -- Oct 8 Report from Diaries
 Fri -- Oct 10 **Mid-Term Exam**

WOMEN READERS AND WRITERS

Reading: Rowson, *Charlotte Temple* (including Introduction by Davidson)

Mon -- Oct 13 OFF – FALL BREAK!
 Wed -- Oct 15 Women and the Literary Marketplace
 Fri -- Oct 17 Visit to Special Collections

Mon -- Oct 20 Class Discussion
Due: Short (3-5 pages) paper on issues of power and gender in Charlotte Temple

Wed -- Oct 22 Begin Final Projects
 Fri -- Oct 24 Library Workshop for Final Project

Mon -- Oct 27 Reports from Diaries – evidence on reading and writing
 Wed -- Oct 29 Reports from Diaries – evidence on reading and writing
Due: Proposal and Bibliography for Final Paper/Project

Fri -- Oct 31 No Class – Dr. Hunter available for meetings on project.

WOMEN AT WORK

Reading: *Women and Power*, Chap 8, Blewett, “Sexual Division of Labor” and Chap 9 Lasser, “Domestic Balance of Power”

Mon -- Nov 3 Class Discussion. .

Reading: *Women and Power*, Chap 10 “Women, Work, and Protest” and *Early American Women*, 187-197.

Wed -- Nov 5 Class Discussion

Fri --- Nov 7 Lowell Mill Girls

Reading: *Women and Power*, Chap 11, White, “Female Slaves” and *Early American Women*, Chap 10

Mon -- Nov 10 Class Discussion

Wed -- Nov 12 Group Work on Women and Slavery

Fri -- Nov 14 Library Workshop on Final Project

REFORMED AND REFORMING WOMEN

Reading: *Women and Power*, Chap 13, Smith-Rosenberg, “The Beauty, the Beast, and the Militant Woman”.

Mon -- Nov 17 Class Discussion

Wed -- Nov 19 *Little Women*

Reading: *Women and Power*, Sklar, Chap 12 “Women’s Rights Emerges” and *Early American Women*, Chap 11

Fri -- Nov 21 Class Discussion

Mon -- Nov 24 Work on primary sources

Wed -- Nov 26 OFF Thanksgiving

Fri -- Nov 28 OFF Thanksgiving

FINAL PROJECTS

Mon -- Dec 1 Presentation of Final Projects
Wed -- Dec 3 Presentation of Final Projects
Fri -- Dec 5 Presentation of Final Projects

Fri -- Dec 12 **Final Papers Due by noon in my folder or box.**