American Women’s History to 1865
HIST 355, Spring 2014
Mon. & Wed. 12-12:50, Davie 112; and Wed. 1-1:50, Murphey 116

Professor: Kathleen DuVal  
Office: Hamilton Hall, #466  
Office hours: M 10:30-11:30, W 2-3, & by appt.  
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Grader: Elizabeth Ellis  
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Required Books
Susanna Rowson, Charlotte Temple (Minerva Press, 1791) (any edition is fine)
Elizabeth Keckley, Behind the Scenes, or, Thirty Years a Slave, and Four Years in the White House (1868), preface - chapter 7

The first three books are available at Student Stores and on two-hour reserve in the Undergraduate Library. Charlotte Temple is also available free online (search in the library catalog) and on Kindle. To access Behind the Scenes, go to: http://www.docsouth.unc.edu/support/docsouth_books/
where you can read online, order an affordable paper copy, or download an e-book.
The Class Schedule (later in this syllabus) lists reading assignments for particular days.

Purpose of the Course
What do American women have in common? What makes their experiences distinct from men and from one another? How have women contributed to the development of the United States? How have they shaped its politics, economy, society, and culture? What assumptions about gender came together in colonial North America, and how did these assumptions affect one another and the legal structures and power relations of the early United States? These are some of the questions we will ask as we explore women’s experiences in (and before) the United States through the American Civil War. Our task will be to identify women’s shared experiences and struggles as well as differences based on nationhood, race, ethnicity, class, geography, family, and countless other categories and influences that have divided them. Topics we will cover include: how women have imagined their place within the institutions of the family, the community, and religion; the lady, the mother, and the female body as contested political terrain; women’s health and sexuality; women’s participation in social movements; and what the concept of womanhood has meant in different historical eras.

About Your Professor
Kathleen DuVal is a historian of early America, specializing in the history of interactions among American Indians, Europeans, and Africans. She is Associate Professor in the UNC History Department. Professor DuVal is the author of The Native Ground: Indians and Colonists in the Heart of the Continent (2006) and co-editor of Interpreting a Continent: Voices from Colonial America (2009). She is currently writing a book on the American Revolution, which includes the history of a Scottish woman who survived the Spanish siege of Pensacola.
Assignments

Attendance and Participation: We will have short discussions during the lectures M & W and longer discussions of the readings during the second hour on W. If the Class Schedule (in this syllabus) lists a reading assignment for a particular day, come to class that day having completed the reading assignment and being prepared to discuss it. Attendance and participation hold no formal percentage of your final grade but are essential to earning a good grade.

Reading Responses: For four of the Wednesdays that the class meets, you must submit, at the beginning of class, a reading response paragraph of 150 to 200 words (approx. 1/2 page) answering the Reading Response Question given for that day. We will assign groups at the start of the semester. We will count off if it is shorter or longer than the word limit and will not accept late reading responses. These four assignments will count for 20% of your final grade.

Reading Quizzes: Periodically throughout the semester, there will be reading quizzes on Wednesday. These will be basic, factual questions. Your best four quiz grades will count. There will be no make-up quizzes. The four quizzes will count for 20% of your final grade.

Midterm Exam: This exam will consist of questions including term IDs and primary source IDs. We will discuss the format as the midterm approaches. Your writing for the midterm will total approximately the equivalent of three typewritten pages (you will write in a blue book). The final will count for 20% of your final grade.

Paper: For this paper, choose one memoir from the following list and write a paper of approximately 1500 words (about 5 double-spaced pages). WARNING: This paper should not simply discuss the autobiography but should make and defend an argument. It should include quotations from and citations to the memoir. During the first few weeks of class, you will sign up for a memoir. Jemison and Bailey are available as pdfs on our Sakai site. You can buy Elizabeth Keckley’s memoir in paper or e-book on the DocSouth website (see below), or access a free copy online at the same site. (Each student will read all three narratives but write on only one.) The paper will count for 20% of your final grade.

1. Mary Jemison, Life of Mary Jemison (1824), excerpts (on Sakai)

2. Abigail Bailey, Memoirs of Mrs. Abigail Bailey: Who Had Been the Wife of Major Asa Bailey (late eighteenth century), biography and diary entries (on Sakai)

3. Elizabeth Keckley, Behind the Scenes, or, Thirty Years a Slave, and Four Years in the White House (1868), preface - chapter 7 (see p. 1 of the syllabus to access)

Final Exam: This exam will consist of questions including term IDs and primary source IDs. We will discuss the format as the end of the semester approaches. Your writing for the final will total approximately the equivalent of three typewritten pages (you will write in a blue book). The final will count for 20% of your final grade.
Class Schedule

Week 1—The Long History of American Women

Wed., Jan. 8  Introduction to American Women’s History

Week 2—Early Modern Women

Mon., Jan. 13  American Women before 1492

Wed., Jan. 15  Women in Western Europe and West Africa


Reading Response Question for Group A: Choose and explain one argument against continuing to study women’s history.

Sixteenth-Century French engraving of American Indian farmers

Week 3—Colonial Encounters

Mon., Jan. 20  No class—MLK Day

Wed., Jan. 22  Meeting the Men Who Have No Women


Narrangansett Women, Roger Williams, 1643, EAW, 5-9

Women’s Lives among the Delaware, John Heckewelder, 1819, EAW, 9-11

Iroquois Women in Government, Pierre de Charlevoix, 1721, EAW, 12-14

Reading Response Question for Group B: According to historian Kathleen Brown, what was the Anglo-Algonquian gender frontier?
Week 4—Women and North American Colonies, Part I

Mon., Jan. 27  Native American Women and Colonialism
Wed., Jan. 29  Seventeenth-Century English Colonies

Reading:  A Spiritual Autobiography, Anne Bradstreet, ca. 1670, EAW, 98-102 (starts on p. 101 in 3rd ed.)
Accusations against Elizabeth Morse, Massachusetts, 1679-1680, EAW, 90-5
Examination of Sarah Good (Please see our Sakai site for a pdf of this document.)

Week 5—Women and North American Colonies, Part II

Mon., Feb. 3  Women and Colonial Slavery
Wed., Feb. 5  Property and Status Across North America

Laws on Slave Descent, Virginia and Maryland, 1662-1692, EAW, 51-3 (starts on p. 53 in 3rd ed.)
Skilled Slaves in Maryland, 1748-1763, EAW, 53-5 (p. 55 in 3rd ed.)
Feme Sole Trader Acts, South Carolina, 1712 and 1744, EAW, 76-8 (p. 78 in 3rd ed.)
Reading Response Question for Group A: Put Jennifer Morgan’s argument in your own words and briefly explain how she supports it.

Erhard Schon engraving, 1533
Week 6—Marriage and Reproduction

Mon., Feb. 10          Courtship, Marriage, and Reproduction


Husbands and Wives, Benjamin Wadsworth, 1712, EAW, 27-9

Tied Hand and Foot, Esther Burr, 1756-1757, EAW, 35-41

Reading Response Question for Group B: Put Cornelia Hughes Dayton’s argument in your own words and briefly explain how she supports it.

Week 7—The American Revolution

Mon., Feb. 17          Women and the American Revolution

Wed., Feb. 19          Citizenship and Education

Reading:  Susanna Rowson, *Charlotte Temple*

An Address to George III, Phyllis Wheatley, 1768, EAW, 121-2 (starts on p. 123 in 3rd ed.)

Remember the Ladies, Abigail Adams, 1776, EAW, 127-9 (starts on p. 130 in 3rd ed.)

Reading Response Question for Group A: What is one important thing we learn about late eighteenth-century women’s history by reading *Charlotte Temple*?

Week 8—Women in the Early Republic

Mon., Feb. 24          Women and Work


see next page for reading and writing assignment
Reading: Cherokee Women Resist Removal, 1817,1818, EAW, 198-201 (starts on p. 209 in 3rd ed.)

Reading Response Question for Group B: Put Carroll Smith-Rosenberg’s argument in your own words and briefly explain how she supports it.

Week 9—Midterm

Mon., Mar. 3
   **Midterm**

Wed., Mar. 5
   12-12:50: Discussion of Mary Jemison for All Students
   1-1:50: Workshop for People Writing on Mary Jemison

Reading: Mary Jemison, Life of Mary Jemison (1824), excerpts (on Sakai)

   SPRING BREAK—NO CLASS
   **start reading Lorene Cary novel**

Week 10—Antebellum America, Part I

Mon., Mar 17
   The Rise of the Middle Class
   **Paper due for those writing on Jemison**

Wed., Mar. 19
   12-12:50: Discussion of Abigail Bailey for All Students
   1-1:50: Workshop for People Writing on Abigail Bailey

Reading: Abigail Bailey, Memoirs of Mrs. Abigail Bailey: Who Had Been the Wife of Major Asa Bailey (late eighteenth century), biography and diary entries (on Sakai)

Week 11— Antebellum America, Part II

Mon., Mar. 24
   Southern Women and Plantation Slavery
   **Paper due for those writing on Bailey**

Reading:  Lorene Cary, *The Price of a Child*
Reading Response Question for Both Groups: What is one important thing we learn about early nineteenth-century women’s history by reading *The Price of a Child*?

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**Week 12—Women and Westward Expansion**

Mon., Mar. 31       Women in the Eighteenth-Century West
Wed. Apr. 2         Women Moving West

          Crossing the Plains, Amelia Stewart Knight, 1853, EAW, 187-92 (not in 3rd ed.—see Sakai)
          A Woman’s View of the Gold Rush, Mary B. Ballou, 1852, EAW, 195-8 (starts on p. 205 in 3rd ed.)

Reading Response Question for Group A: What kind of person was Sacagawea, according to Donna Barbie’s article?
Week 13—Reform

Mon., Apr. 7       Reform Movements

Wed., Apr. 9        12-12:50: Discussion of Elizabeth Keckley for All Students
                    1-1:50: Workshop for People Writing on Elizabeth Keckley

Reading: Elizabeth Keckley, *Behind the Scenes, or, Thirty Years a Slave, and Four Years in the White House* (1868), preface - chapter 7 (see p. 1 of the syllabus to access)

Week 14—The Civil War

Mon., Apr. 14       Women and the Civil War, The North
                    **Paper due for those writing on Keckley**

Wed., Apr. 16       Women and the Civil War, The South

A Union Nurse, Louisa May Alcott, 1863, EAW, 257-61 (starts on p. 269 in 3rd ed.)
Moments of Emancipation, Accounts of Former Slaves, 1865-1937, EAW, 269-77 (starts on p. 281 in 3rd ed.)

Reading Response Question for Group B: Put Drew Gilpin Faust’s argument in your own words and briefly explain how she supports it.
Week 15—Telling Women’s Stories in a World That Was (Mostly) Run By Men

Mon., Apr. 21 Women’s History

Wed., Apr. 23 Conclusion and Review

**FINAL EXAM: Noon-2, Wednesday, May 1, in our regular classroom**

Grading Scale for History 398
93+ A
90-92 A-
87-89 B+
83-86 B
80-82 B-
77-79 C+
73-76 C
70-72 C-
67-69 D+
63-66 D
60-62 D-
0-59 F
On every assignment that you turn in, please write the following and sign:
On my honor, I have neither given nor received unauthorized aid on this assignment.

Honor Code

From The Instrument of Student Judicial Governance, Section IIB. Academic Dishonesty

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including, but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.

2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.

3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.

4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following: a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods); b. Violating or subverting requirements governing administration of examinations or other academic assignments; c. Compromising the security of examinations or academic assignments; d. Representing another’s work as one’s own; or e. Engaging in other actions that compromise the integrity of the grading or evaluation process.

5. Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.

6. Forging, falsifying, or misusing University documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.

7. Violating other University policies that are designed to assure that academic work conforms to requirements relating to academic integrity.

8. Assisting or aiding another to engage in acts of academic dishonesty prohibited by Section II. B.
Guidelines for the Paragraphs

You should write just one paragraph, about half of a page in length, double-spaced.

The paragraphs should be typed in a 12-point font size with reasonable margins (about an inch on each side).

The first sentence should be a strong topic sentence. (The paragraph should not be a thought-piece.)

You must include examples and/or quotations to support your topic sentence.

Introduce and explain each quotation. A short quotation is often more convincing than a long one. Do not over-quote.

Cite all evidence that you use, whether you are quoting directly or not, using footnotes.

The final sentence should sum up the paragraph.

Common Writing Mistakes

1) The passive voice weakens prose and obscures meaning; avoid it. In passive sentences, a helping verb precedes a past participle form of an action verb. The subject is at the end of the sentence or missing altogether. “This letter was written by Abigail Adams in 1776.” is in the passive voice. “Abigail Adams wrote this letter in 1776.” is a stronger, clearer sentence.

2) Always use past tense in a history paper.

3) Write out contractions. For example, write “could not” rather than “couldn’t.”

4) Be sure to use commas correctly. When a conjunction (and, or, but, so) links two clauses with their own subjects, use a comma: “Abigail Adams urged her husband to ‘remember the ladies,’ but he made fun of her.” If there is no subject following the verb, the sentence does not need a comma: “John Adams read his wife’s comments but did not take them seriously.” A comma is not strong enough to separate two independent clauses without a conjunction; use a semicolon or separate the sentence in two: “John Adams could vote; Abigail Adams could not.”

5) If one thing changed another, it “affected” it (verb). The change itself is the “effect” (noun).

6) Use “that” with restrictive clauses and “which” with nonrestrictive clauses. “The letter that Abigail Adams wrote in 1776 became famous.” or “The letter , which Abigail Adams wrote in 1776, became famous.”

7) Use a hyphen when you use something-th-century as an adjective but not when it is a noun. “Eighteenth-century people lived in the eighteenth century.”
Some Tips for Reading Primary Documents

Primary sources are the raw documentary materials—written during the periods under study—that are used by professional historians in their efforts to know and understand the past.

Primary Sources: Primary sources were written at the time under study, usually by people directly involved. Primary sources include letters, diaries, newspapers, memoirs, laws, court cases, and images made at the time.

Secondary Sources: Secondary sources are books and articles written well after the time in question, including works of history, textbooks, and the editors’ introductions and other commentary in printed volumes of primary sources.

Reading primary sources requires close, careful, and active reading. Here are some questions to keep in mind:
- Who was the author and what were the author’s purposes in writing this document?
- Why did the author write the document in the form it is in?
- What was the historical context within which the author wrote this document?
- What basic assumptions—religious, social, political, ethnic, racial, gendered, sexual, national, etc.—did the author operate under?

Three broad questions may help you to read these assignments actively rather than passively and prepare to write about them:
1. What strikes you? What aspects of the reading particularly command your attention and for what reason?
2. What surprises or puzzles you? What aspects of the reading challenge or overturn whatever initial expectations you brought to the document?
3. What patterns do you see? What fundamental concerns or values run through the reading? What keywords does the author repeat?

Don’t forget: you’ll often understand a primary source better on the second reading, so try to take the time to read it twice.

“The subject of tonight’s discussion is: Why are there no women on this panel?”
Academic Resources

Accessibility Resources & Service: “AR&S provides reasonable accommodations, so students with disabilities who are otherwise qualified may, as independently as possible meet the demands of University life.” Includes eligibility guidelines and information for how to get started, as well as resources for students with disabilities (including alternative testing options, note-taking requests, and frequently asked questions).
  Website: [http://accessibility.unc.edu](http://accessibility.unc.edu)
  Location: SASB North, Suite 2126
  Phone: 919-962-8300 Email: [accessibility@unc.edu](mailto:accessibility@unc.edu)

Academic Advising: “The mission of the Academic Advising Program in the College of Arts and Sciences is to partner with students to create meaningful educational plans that are compatible with their career and life goals.” For setting up appointments with advisers to discuss matters ranging from course planning to academic difficulty to graduation review.
  Website: [http://advising.unc.edu/](http://advising.unc.edu/)
  Location: Steele Building
  Phone: 919-966-5116

The Center for Student Academic Counseling: “The Center for Student Academic Counseling offers academic counseling and personal support for all UNC students. Historically, CSAC’s primary objective has been to sponsor programs and activities that promote academic excellence, increase retention, and improve the campus climate for diversity among minority students in general and Native American and African American undergraduates in particular.”
  Website: [http://cssac.unc.edu/programs/student-academic-counseling](http://cssac.unc.edu/programs/student-academic-counseling)
  Location: SASB North, Room 2203
  Phone: 919-966-2143

The Learning Center: “Helps students learn more efficiently and perform better in their course work. Services include Academic Counseling; Reading Program; Tutoring in Math and Sciences; Drop-in Peer Tutoring; Test Prep for GRE, GMAT, LSAT, MCAT; Workshops; and Success Programs for students with LD/ADHD.”
  Website: [http://learningcenter.unc.edu](http://learningcenter.unc.edu)
  Location: SASB North, lower level, Room 0118
  Phone: 919-962-3782 Email: [learning_center@unc.edu](mailto:learning_center@unc.edu)

University Career Services: “UCS serves underclassmen, seniors, graduate students and alumni. Services include individual career advising; internship and employment search assistance; workshops on job-seeking skills; resume mailing service to employers; on-campus interviewing; graduate school preparation assistance; and online internship and job listings and occupational and employer information.”
  Website: [http://careers.unc.edu](http://careers.unc.edu)
  Location: Hanes Hall, Room 219
  Phone: 919-962-6507 Email: [ucs@unc.edu](mailto:ucs@unc.edu)
**The Writing Center**: “The Writing Center is an instructional service that provides writing assistance for students, faculty, and staff. We offer both face-to-face and online consultations, as well as a collection of online resources for writers and educators.”
- Website: [http://writingcenter.unc.edu/](http://writingcenter.unc.edu/) - make appointments online
- Location: SASB North, lower level, Room 0127 (main location) and Greenlaw Hall, Room 221 (satellite space)
- Phone: 919-962-7710 Email: writing_center@unc.edu

**Wellness Resources**

**Carolina Women’s Center**: “The Carolina Women’s Center’s mission is to create an inclusive education and work environment where gender is not a barrier to success, difference and diversity are celebrated, and everyone is safe to live, learn, teach, and work without threat of harm or unequal treatment.” The CWC offers monthly programming (speakers, screenings, discussions, and performances), ongoing trainings/workshops (notably HAVEN training, to increase support for student survivors of sexual violence), and general resources.
- Website: [http://womenscenter.unc.edu/](http://womenscenter.unc.edu/)
- Location: Stone Center, Suite 101
- Phone: 919-962-8305 Email: cwc@unc.edu

**Counseling and Psychological Services**: Providing individual, couples, and group therapy as well as other resources and programs to promote academic and personal wellness for students. Offers information on how to get started and the philosophy behind the programs. Note: first time visits are walk-in only, no appointment necessary.
- Website: [http://campushealth.unc.edu/caps](http://campushealth.unc.edu/caps)
- Location: Campus Health Services (James A. Taylor Building), 3rd Floor
- Phone: 919-966-3658

**Diversity and Multicultural Affairs**: “Diversity and Multicultural Affairs is an office in the Office of the Executive Vice Chancellor and Provost and serves as the diversity arm of the University. DMA is led by the Vice Provost & Chief Diversity Officer and has the responsibility of providing university-wide leadership in building and sustaining an inclusive campus community that values and respects all members of the university community and beyond.”
- Website: [http://diversity.unc.edu](http://diversity.unc.edu)
- Location: South Building, Ground Floor
- Phone: 919-962-6962

**LGBTQ Center**: The Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Center works to foster a welcoming and inclusive environment for UNC-Chapel Hill community members of all sexual orientations, gender identities and gender expressions. We address this mission by allocating our resources across three broad areas: 1) Educational programs; 2) Direct services and resources; 3) Advocacy.”
- Website: [http://lgbtq.unc.edu](http://lgbtq.unc.edu)
- Location: SASB North, Suite 3226
- Phone: 919-843-5376 Email: lgbtq@unc.edu