

American Women's History to 1865
HIST 355, Spring 2018
MWF 10:10-11, Wilson 107

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Required Books

Major Problems in American Women's History: Documents and Essays, 5th ed., ed. Sharon Block, Ruth M. Alexander, and Mary Beth Norton (MP)
Must be 5th edition. On two-hour reserve in the Undergraduate Library, sold at the bookstore, and available for rent from the publisher: www.cengagebrain.com/shop (ISBN 1-133-95599-1)
Susanna Rowson, Charlotte Temple (Minerva Press, 1791)
Any edition is fine. Free online (search in the library catalog) and on Kindle. Also on two-hour reserve in the Undergraduate Library and sold at the bookstore
Lorene Cary, The Price of a Child (Vintage, 1996)
On two-hour reserve in the Undergraduate Library and sold at the bookstore and online
Elizabeth Keckley, Behind the Scenes, or, Thirty Years a Slave, and Four Years in the White House (1868), preface - chapter 7
At www.docsouth.unc.edu/support/docsouth_books/ you can get a free online copy or order an e-book or paper copy

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, age, sexuality, 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 professor in the UNC History Department and a historian of early America, specializing in the history of interactions among American Indians, Europeans, and Africans. Professor DuVal is the author of many books and articles, including *Independence Lost: Lives on the Edge of the American Revolution* (2015) and *The Native Ground: Indians and Colonists in the Heart of the Continent* (2006).

Assignments

Class Attendance: We will take attendance in class. You may have up to two unexcused absences without penalty. Attendance will count for 10% of your grade.

In-Class Participation: We will have discussions in class every day, with full-period discussions some days (usually Fridays). If the Class Schedule lists a reading assignment for a particular day, come to class that day having completed the reading and being prepared to discuss it. If you do the reading and participate actively and constructively in the discussions throughout the term, you will receive a good participation grade. If you have difficulty speaking in class, please see Ms. Young or Prof. DuVal to discuss how you can participate more. We will explain in class how to record your attendance and participation. Participation will count for 10% of your grade.

Paragraphs: When the syllabus lists a Paragraph Question for your group, at the beginning of that class turn in one typed, double-spaced paragraph of 150 to 200 words (approx. 1/2 page) answering the question. Because one of the goals of the class is to improve your writing, your grade will reflect the quality of the writing as well as the thoughtfulness of your answer to the question. The first sentence of the paragraph should be a strong thesis statement that answers the question. The following sentences should support that thesis. Include examples from the readings, explain how they support your answer, and cite any sources with footnotes. The final sentence should sum up the paragraph. We will not accept late, un-typed, or inordinately short or long paragraphs. There will be a rewrite assignment for the first paragraph. The average of your six paragraphs (including the rewrite) will count for 25% of your grade.

Reading Quizzes: Periodically throughout the semester, there will be reading quizzes on Sakai. These will be basic, factual questions. The quizzes will be open-book and open-note but timed, so do the reading before starting the quiz. Your best five quiz grades will count. There will be no make-up quizzes. The quizzes will count for 15% of your grade.

Paper: For this paper, choose one memoir from the following list and write a paper of approximately 1,500 to 2,000 words (5-6 double-spaced pages). **WARNING:** This paper should not simply discuss the memoir 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. (Each student will read all three but write on only one.) The paper will count for 20% of your 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: The final will have three parts and be cumulative. The first part will focus on a primary source that we read for class. The second part will ask you to interpret a new document in terms of major themes we've discussed in class. The third part will be an essay question on a major theme of the class. The final will count for 20% of your grade.

Class Schedule

Wed., Jan. 10 Introduction to American Women's History

Fri., Jan. 12 Discussion

Reading: Alice Kessler-Harris, "Do We Still Need Women's History?," *Chronicle of Higher Education* 54 (2007), p. B6

<http://chronicle.com.libproxy.lib.unc.edu/article/Do-We-Still-Need-Womens/4897/>

Bawdy Humor on Marriage, 1730s & 1777 (MP 88)

Assignment: From the news or social media, bring in one recent example of humor that uses gender (could be a cartoon, meme, true or fake news story, opinion piece, etc.)

Mon., Jan. 15 No class—UNC Holiday

Wed., Jan. 17 American Women before 1492

Fri., Jan. 19 Discussion

Reading: Great Law of the Iroquois League, c. 1300s (on Sakai)

Samuel de Champlain, 1616 (MP 25-26)

Gerónimo Boscana, 1832 (MP 262-9)

Nancy Shoemaker, "Kateri Tekakwitha: Native Women and Christianity" (MP 35-41)

Paragraph Question for Group A: Choose a major point of Shoemaker's essay, put it in your own words in your paragraph's topic sentence ("Historian Nancy Shoemaker argues that ..."), and use the rest of the paragraph to explain how she supports that point.



Sixteenth-Century French engraving of American Indian farmers

Mon., Jan. 22 Women in Western Europe and West Africa

Wed., Jan. 24 Meeting the Men Who Have No Women

Fri., Jan. 26 Discussion

Reading: Judith Carney, "African Women's Influence on Rice Cultivation" (MP 73-76)

Jennifer Morgan, "'Some Could Suckle over Their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770," *William & Mary Quarterly* 54 (Jan. 1997), 167-92 (JSTOR)

Paragraph Question for Group B: Choose a major point of Morgan's essay, put it in your own words in your paragraph's topic sentence ("Historian Jennifer Morgan argues that ..."), and use the rest of the paragraph to explain how she supports that point.

Mon., Jan. 29 Colonial Women, Part I
Rewrite due for Group A.

Wed., Jan. 31 Colonial Women, Part II

Fri., Feb. 2 Discussion
Reading: Cotton Mather, *A Family Well-Ordered*, excerpts (on Sakai)
Esther Burr, 1750s (on Sakai)
Documents on the Salem Witch Trials (on Sakai)

Paragraph Question for Group A: Choose one thing that the documents tell us about women in colonial New England and defend your assertion with references to the document(s).



Mon., Feb. 5 Native American Women and Colonialism
Rewrite due for Group B.

Mon., Feb. 5, 5-7 p.m.: Required Film, *The Witch* (MGM, 2015), room TBA
(alternative non-horror film choice: *The Crucible* (any version))

Wed., Feb. 7 Colonial Slavery

Fri., Feb. 9 Discussion
Reading: Apprenticeships, circa 1700 (MP 59)
Elizabeth Sandwith Drinker, 1758-1780 (MP 61-62)
Chart of Huron Indians' Labor (MP 62)
Mary Prince, 1831 (MP 62-3)
Virginia Bouvier, "Women's Work in California's Spanish Missions" (MP 76-80)

Paragraph Question for Group B: Choose 1-2 of the primary sources (not the Bouvier essay) to make an argument about women's work (for a specific woman, a particular kind of women, or for all women of the era).

Mon., Feb. 12 Property and Status Across North America

Wed., Feb. 14 *A Midwife's Tale* (Laurie Kahn-Leavitt, 1998)

Fri., Feb. 16 Discussion

Reading: Cornelia Hughes Dayton, "Abortion and Gender Relations in Eighteenth-Century New England" (MP 90-98)

Kathleen DuVal, "Indians' Marital and Intercultural Relationships in Colonial Louisiana" (MP 98-108)

Paragraph Question for Group A: Put Cornelia Hughes Dayton's argument in your own words and briefly explain how she supports it.



Daughter of Liberty, 1774 woodcut

Mon., Feb. 19 Women and the American Revolution

Reading: Mary Phillips, 1777 (MP 116)

Mon., Feb. 19, 5-7 p.m.: Required Film, *Mary Silliman's War* (1994), room TBA

Wed., Feb. 21 Citizenship and Education

Reading: Abigail Adams, John Adams, and Mercy Otis Warren, 1776 (MP 113-5)
Petition of Belinda, 1787 (MP 117-8)

Fri., Feb. 23 Discussion

Reading: Susanna Rowson, *Charlotte Temple*

Paragraph Question for Group B: What is one important thing we learn about late eighteenth-century women's history by reading *Charlotte Temple*?

Mon., Feb. 26 American Indian Women in a Changing World

Reading: Seneca Women, 1791 (MP 115-116)

Wed., Feb. 28 Discussion of Mary Jemison (all students)

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

Paragraph Question for Students Writing Jemison Papers: Draft an introductory paragraph for your paper. Underline the argument statement.

Fri., Mar. 2 Workshop for People Writing on Mary Jemison

Optional: Campus Tour “Digging in Our Heels, Angels on Campus: The Herstory of Women at Carolina,” Fri., Mar. 2, starting at 3 p.m. at the UNC Visitors’ Center. To reserve a space, email uncvisitorscenter@unc.edu.

Mon., Mar. 5 Nineteenth-Century Religion

Reading: Declaration of Sentiments, 1848 (*MP* 141-143)

****Paper due for those writing on Jemison****

Wed., Mar. 7 Transformations and Continuities in Women’s Work

Fri., Mar. 9 through Fri., Mar. 16 Spring Break—No Class

****start reading Lorene Cary novel****

Mon., Mar. 19 The Working Class and the Middle Class

Reading: Keep within the Compass (*MP* 134)

Wed., Mar. 21 Discussion of Abigail Bailey (all students)

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)

Paragraph Question for Students Writing Bailey Papers: Draft an introductory paragraph for your paper. Underline the argument statement.

Fri., Mar. 23 Workshop for People Writing on Abigail Bailey

Optional: Campus Tour “Digging in Our Heels, Angels on Campus: The Herstory of Women at Carolina,” Fri., Mar. 23, starting at 3 p.m. at the UNC Visitors’ Center. To reserve a space, email uncvisitorscenter@unc.edu.



1862 photograph, Library of Congress

Mon., Mar. 26 Southern Women and Plantation Slavery

****Paper due for those writing on Bailey****

Reading: Harriet Jacobs, 1861 (*MP* 164-166)

Wed., Mar. 28 Discussion of Lorene Cary, *The Price of a Child*

Reading: Lorene Cary, *The Price of a Child*

Paragraph 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*?

Fri., Mar. 30 No Class—UNC Holiday



John Gast, *American Progress*, 1872

Mon., Apr. 2 The West before American Expansion

Reading: Eulalia Callis Petition, 1780s (*MP* 135-137)

Wed. Apr. 4 Moving West

Fri., Apr. 6 No Class (to make up for film)

Mon., Apr. 9 Reform Movements

Reading: American Female Moral Reform Society, 1839 (*MP* 137-138)

Anti-Slavery Convention, 1837 (*MP* 138-141)



Abolitionist image

Wed., Apr. 11 Discussion of Elizabeth Keckley (all students)
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)
Paragraph Question for Students Writing Keckley Papers: Draft an introductory paragraph for your paper. Underline the argument statement.

Fri., Apr. 13 Workshop for People Writing on Elizabeth Keckley

Mon., Apr. 16 Women and the Civil War, The North
Paper due for those writing on Keckley
Reading: Cornelia Hancock, 1863 (*MP* 203-204)

Wed., Apr. 18 Women and the Civil War, The South
Reading: Sarah Morgan, 1863 (*MP* 202-203)
Ella Gertrude Clanton Thomas, 1865 (*MP* 205)



Civil War photograph, Library of Congress

Fri., Apr. 20 No Class (to make up for film)

Mon., Apr. 23 Telling Women's Stories in a World (Mostly) Run By Men
Reading: Estelle B. Freedman, "A Personal History of Women's History" (*MP* 2-8)
Vicki L. Ruiz & Leisa D. Meyer, "'Ongoing Missionary Labor': A Conversation on Chicana Studies/History" (*MP* 8-12)
Mia Bay, "Black Women Historians and Black Women's History" (*MP* 12-18)
Assignment: Bring in a news story that connects women's history to women in the present.

Mon., Apr. 23, 5-7 p.m.: Required Film, *The Beguiled* (2017), room TBA
(alternative film choice: *Cold Mountain* (2003))

Wed., Apr. 25 Conclusions & Review

Fri., Apr. 27 No Class (to make up for film—but do come see us in office hours!)

****FINAL EXAM: 8-10 a.m., Monday, Apr. 30, in our regular classroom****

Grading Scale

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

Please note that the instructor reserves to right to make changes to the syllabus when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.

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.

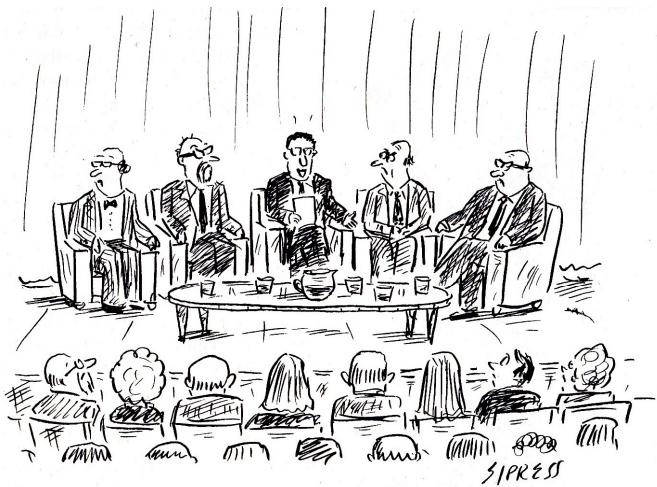
5. Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.

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.

Please see Sakai for other helpful documents.



"The subject of tonight's discussion is: Why are there no women on this panel?"