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and by appointment

History 328
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UNC-Greensboro

Women in American History, Part I (to 1880)

This advanced history course is an introduction to the dynamic academic field of women's history focussing on North America between the 1600s and the 1870s.

In designing a course that spans almost three hundred years, thousands of miles, and millions of lives, the professor has to make choices about which topics to include and which to leave out. I have organized this course around two main themes:

The **diversity** of women's historical experiences. What factors other than gender have shaped women's experiences and identities? What divides women, and what brings them together? In addressing these questions we will pay particular attention to race, class, and region.

The process of **doing history**. How do historians find out about and analyze diverse women of the past? How do we decide what questions to ask, and how do we go about answering those questions? In addressing these concerns, we will examine the different kinds of sources that historians use to learn about the past, and how historians learn from and interpret those sources.

Skills

By practicing historical analysis yourself, you will develop skills that will be useful to you whether or not you ever take another history course. These skills include:

reading carefully and efficiently so as to understand an author's main points and to remember important information;

writing clearly and logically so as to convince readers of the validity of your interpretation of the facts.

Readings

Our main activity during class time will be discussing a variety of secondary and primary texts. To succeed in this course, then, you must always complete the readings on time. Always bring the assigned reading to class, including printouts of ereserves.

The following five books are (or will shortly be) available at the campus bookstore: Woloch, *Women and the American Experience: A Concise History*, 2nd ed.; Kerber and De Hart, eds., *Women's America*, 5th ed.; Hurtado, *Intimate Frontiers*; Ulrich, *A Midwife's Tale*; and Jacobs, *Incidents in the Life of a Slave Girl*.

A number of additional required readings are on ereserve. I have also put all of the readings from *Women's America* and *Women and the American Experience* on ereserve, so you may choose not to buy those two books. To search for the readings on electronic reserve go to Library Homepage (<http://library.uncg.edu>), click on the "Reserves" link, and follow instructions from there.

Advice

My favorite college professor used to say that true learning begins when you admit that you're confused. In that spirit, I encourage you to ASK QUESTIONS of me, of other students, and of yourself, both in the classroom and out of it. I really enjoy talking with students. If you can't come to office hours, I can arrange to meet with you at other times.

The keys to doing well in this course are to participate actively, keep up with the reading, and bring imaginative questions to course materials and discussions. Class meetings will focus on discussion in both small and large groups. To benefit from these sessions you will need to invest considerable time outside of the classroom. Expect to spend around six hours each week, on average, preparing for the course – and sometimes more when written assignments are due. But don't expect to become overwhelmed. If you are averaging considerably more than six hours a week, or are feeling overwhelmed, come TALK TO ME. (I also encourage you to contact me as soon as possible if you have a documented disability and wish to discuss academic accommodations.)

I also encourage you to take advantage of the many resources available to UNCG students including the Learning Assistance Center (334-3878) and the University Writing Center (334-3125).

Attendance

Regular attendance is also key to success in this course. In class we will cover information that you won't be able to learn elsewhere and, most importantly, through class discussions we will practice the skills around which this course is designed.

If you must miss class, you should let me know as far in advance as possible. This is partly a matter of courtesy. It is also in your best interest as your grade is likely to suffer. You might miss hand-outs or crucial advice or information about assignments. I will not necessarily bring additional copies of hand-outs or repeat information, so it is always your responsibility to keep up with what is going on in class. In addition, some assignments can only be turned in during class and will not be accepted either late or early.

Academic Integrity

I take my obligations under the Academic Integrity Policy seriously and expect you to do the same. ALL the work you do in this course is subject to the policy. It is especially important that you do not commit PLAGIARISM. Plagiarism is not only an honor code violation, but is also illegal. If you are at all worried that you might be in danger of plagiarism or any other violation, you should ASK me (not another student) in advance.

Grades

Your course grade will be earned through your work on the following assignments, which are described below:

Midterm I:	10%	Primary Source Project:	10%
Midterm II:	20%	Participation:	20%
Final:	20%	(15% reflection papers; 5% in-class writing)	
Group Project:	20%		
(10% group presentation; 10% individual report)			

Assignment Descriptions

All of the assignments are designed to exercise the analytical skills around which this course is designed. They give you many opportunities to let me know how you are responding to and interpreting course materials and to let me respond and evaluate your progress.

Let me know if you are confused about an assignment in any way. Ask questions before the deadline. If you must miss a deadline or a class meeting and let me know AHEAD OF TIME I will consider, but not necessarily accept, your excuse.

TAKE-HOME MIDTERMS AND FINAL

The midterms and final will be essays in which you have the opportunity to demonstrate your skills of historical analysis. I will give you the exam questions well before they are due, along with more detailed instructions and advice. There will be many ways to approach the questions and many different possible interpretations. I will evaluate each essay on how clear, convincing, and logical the *interpretation* is and how well it uses *evidence* from course materials to make its points.

Late policy: I cannot accept late finals. Late midterms will be accepted with a penalty of one half grade for each twenty-four hours, or portion of twenty-four hours, late. That is, a “B-“ exam will receive a “C+” if it is turned in a few minutes, eight hours, or twenty-four hours late, including weekends. The turn-in time will be when I see the exam, not necessarily when you drop it off. It is your responsibility to make sure I have received a late exam.

GROUP PROJECTS:

Every student will participate in ONE of two group projects, the first on the trial of Anne Hutchinson and the second on the Seneca Falls women’s rights convention. Each group will present and interpret its subject to the rest of the class. This assignment encourages a great deal of creativity. You might, for example, have some members of the group act out Anne Hutchinson’s trial, while others step in and offer some historical analysis. Feel free to use costumes, music, whatever will help in setting the scene and interpreting the historical event. We will organize the groups during the second week of classes. I will provide some sources on the topics, and the groups will meet outside of class to plan their presentation. After the presentation, each member of the group will write up a brief report on the project. The entire group will receive a grade on the presentation, and then each individual will receive a grade on the report.

PRIMARY SOURCE “DIG”

Towards the end of the semester you will choose to do one of two brief research projects either on western women or on women’s experiences during the Civil War. After reading primary sources collected by others and many different historians’ interpretations, this assignment gives you the opportunity “do history” yourself by finding and analyzing primary documents on your own. I will give you directions to internet and published collections of diaries and letters written by women during the mid-nineteenth century. You will find and copy two short passages and then write a short (no more than 600 word) essay in which you interpret your documents, explaining how they illuminate your topic. The Digs will help form the basis for class discussion on the day they are due. I will give you more detailed instructions on this assignment in separate hand-outs. As with the midterms and final, the Digs will be evaluated on how clear, convincing, and logical the essay’s interpretation is.

PARTICIPATION

Reflection Papers and In-class Writing reward you for keeping up with the course and participating actively in it.

Reflection Papers

These are informal written responses that can be turned in any day that reading is assigned. They can be no longer than two printed pages. They give me the opportunity to see how you are understanding and reacting to the readings and they help you prepare for the day's discussion. Use these papers to ruminate, raise questions, or clarify your own ideas.

You will have 34 opportunities to write reflection papers and you must turn in at least eight -- at least one before the first midterm and at least another three before the second midterm. The reflection papers are due on Blackboard by 8:00 am the day for which the reading is assigned. I will give you more information about Blackboard in a separate handout. You must then bring a hard copy of the reflection paper to give me during class -- I will not accept hard copies either after or before class. You will not get credit for a reflection paper unless it is submitted on time to Blackboard AND given to me during class.

I will mark each Reflection Paper with a check, check-plus, check-minus, or zero. In order to receive at least a check on a reflection paper, it must be clear that you have done the reading and given it some serious thought. If you get checks on all eight reflection papers you will earn a B for this part of the course grade. A majority of check-plusses, with no zeros, will earn an A and a majority of check-minuses, with no zeros, will earn a C.

In-Class Writing

On ten random days I will ask you to do some brief writing in class that I will collect. I might, for example, ask you to take five minutes to respond to a lecture. In effect, the in-class writing rewards you for good attendance. You will not know in advance when one of these assignments is coming up. If you are not in class, you do not get credit for that day's writing; if you turn it, you do. In-class writing assignments cannot be made up under any circumstances. I will determine the in-class writing grade by how many of them you turn in. If you complete at least nine you will receive an A; eight will earn a B; seven a C; six a D; and five or fewer an F.

<u>DATE</u>	<u>SUBJECT AND READING</u>	<u>ASSIGNMENT DUE</u>
Monday, January 14	Introducing Women's History (no reading)	
Wednesday, January 16	Constructing Gender "Introduction: Gender and the New Women's History" in <i>Women's America</i> (WA) and DuBois and Ruiz, "Introduction" to <i>Unequal Sisters</i> on reserve ¹	
Friday, January 18	Doing Women's History Malkiel, "Invincible Woman"	
Monday, January 21	MLK, Jr HOLIDAY	
	Gender and Conquest	
Wednesday, January 23	Green, "Pocahontas Perplex" and Rountree, "Pocahontas"	
Friday, January 25	Hurtado, <i>Intimate Frontiers</i> , chapter 1 and Van Kirk, "Role of Native Women in Fur Trade Societies"	
	Colonial America: Overview	
Monday, January 28	No reading	MIDTERM I
Wednesday, January 30	"Traditional America, 1600-1820" in WA and chapter 1 of <i>Women and the American Experience</i> (WAE)	
Friday, February 1	Chapter 2 of WAE and Scott, "Sisters, Wives, and Mothers"	
	Women's Work: The North	
Monday, February 4	Introduction and chapter 1, "August 1787," of <i>A Midwife's Tale</i>	
Wednesday, February 6	Chapter 2, "September 1788," of <i>A Midwife's Tale</i>	
Friday, February 8	Miller, "The Accounts of Tryphena Newton Cooke"	
	Gender Conflicts	
Monday, February 11	Koehler, "The Salem Village Cataclysm" and Karlsen, "The Devil in the Shape of a Woman" in WA	
Wednesday, February 13	No reading	
Friday, February 15	ANNE HUTCHINSON GROUP PRESENTATION	

¹ All readings are on electronic reserve except for those in Hurtado, *Intimate Frontiers*, Ulrich, *A Midwife's Tale*, and Jacobs, *Incidents in the Life of a Slave Girl*.

Women's Work: The South

- Monday, February 18 Carr and Walsh, "The Planter's Wife" GRP I REPORTS
- Wednesday, February 20 Berkin, "African American Women in Colonial Society, in WA
- Friday, February 22 No reading: View film and presentation "The Language You Cry In," 7:00 pm, Auditorium, Weatherspoon Art Museum²

Race, Gender, Family

- Monday, February 25 Hall, "African Women in French and Spanish Louisiana"
- Wednesday, February 27 Chapter 2 of *Intimate Frontiers*
- Friday, March 1 Chapter 4, "November 1792," of *A Midwife's Tale*

Birth of a Nation

- Monday, March 4 Chapter 5, "December 1793," and chapter 7, "February 1801" of *A Midwife's Tale*
- Wednesday, March 6 Kerber, "The Republican Mother and the Woman Citizen" in WA
- Friday, March 8 *A Midwife's Tale*, pp. 314-316, 335-345

- Monday, March 11
- Wednesday, March 13 SPRING BREAK
- Friday, March 15

Gender and Industrialization: Constructing Class

- Monday, March 18 "Many Frontiers of Industrializing America" in WA and Chapters 3 and 4 of WAE
- Wednesday, March 20 Boydston, "The Pastoralization of Housework" in WA
- Friday, March 22 Dublin, "Building a Community of Labor" and "Document: Working Conditions in Early Factories" in WA

Middle-Class Lives and Ideals

- Monday, March 25 MIDTERM II
- Wednesday, March 27 Smith-Rosenberg, "Female World of Love and Ritual" in WA and Leavitt, "Under the Shadow of Maternity"
- Friday, March 29 SPRING HOLIDAY

² If you cannot attend this Friday evening event, talk with me about alternative ways to view the film.

Ideals Into Action

- Monday, April 1 Sklar, "Catharine Beecher" and begin reading Jacobs, *Incidents in the Life of a Slave Girl*
- Wednesday, April 3 White, "Nature of Female Slavery," and "Documents: The Testimony of Slave Women" in WA, and at least through chap. XII of Jacobs
- Friday, April 5 finish Jacobs, *Incidents in the Life of a Slave Girl*, including Yellin's introduction

Monday, April 8 "Documents: Claiming Right I: Sarah and Angelina Grimké" in WA and Sklar, "Women's Rights Emerges"

Wednesday, April 10 No reading

Friday, April 12 SENECA FALLS GROUP PRESENTATION

Gender Conflicts: Class, Race, Region

Monday, April 15 Mohr, "Abortion in America" in WA GRP II REPORTS

Wednesday, April 17 Stansell, "Women, Children, and the Uses of the Streets" and Perdue, "Cherokee Women"

Friday, April 19 Chapter 3 of *Intimate Frontiers*

Gender and Conquest

Monday, April 22 Chapter 4 of *Intimate Frontiers*

Wednesday, April 24 PRIMARY SOURCE PROJECT: WESTERN WOMEN

Friday, April 26 No reading

Civil Wars

Monday, April 29 Ginzberg, "A Passion for Efficiency" and Faust, "Enemies in Our Households," in WA

Wednesday, May 1 PRIMARY SOURCE PROJECT: CIVIL WAR WOMEN

Friday, May 3 Jones, "Freed Women?" and "Documents: Counterfeit Freedom" in WA and "Documents: After the Civil War" in WA

Monday, May 6 **Conclusions: Moving On, Looking Back**
"Document: The Women's Centennial Agenda" in WA and "Epilogue" of *A Midwife's Tale*

Friday, May 10 FINAL DUE BY 11am