

WOMEN IN THE UNITED STATES TO 1900

HIST 4465

Spring 2023

Dr. Danielle Dumaine

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Class Meetings:

Tuesdays and Thursdays
11-12:20 pm
Wooten Hall, room 112

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Office Hours:

Thursdays
1:30-2:30
Wooten Hall, room 243

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Contact:

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“Women, wake up; the tocsin of reason sounds throughout the universe; recognize your rights.

The powerful empire of nature is no longer surrounded by prejudice, fanaticism, superstition, and lies. ” --Olympe de Gouges

This course will explore the histories of women in the United States from the pre-colonial period to 1900. We will pay particular attention to women's daily lives, work, and political activism. We will explore the roles of race, ethnicity, class, sexuality, and religion in shaping women's experiences. As we do this, we will interrogate histories of capitalism, slavery, colonialism, and other systems of power. In the process, you will all practice reading, writing, and speaking as historians.

Students in this class will learn how to:

- *Read and analyze primary sources (the raw materials of history).*
- *Converse knowingly about major themes and events in women’s history.*
- *Situate contemporary events and debates in their historical context.*
- *Evaluate the current state of the field of women’s history.*
- *Write and speak clearly and compellingly.*

A S S I G N M E N T S

UNIT PAPERS



UNIT PAPERS

This course is divided into four units, two of these units (1, 3) culminate in a 4-5 page paper. For each paper you will have the choice of several different prompts designed to deepen and stretch your thinking on the major themes, topics, and readings discussed in the unit. You are highly encouraged to visit the writing center and/or history help center with paper drafts.

More specific instructions and a grading rubric will be available on Canvas.

Paper #1 is due on February 17th at 11:59 pm

Paper #2 is due on April 14th at 11:59 pm

RESOURCE REVIEW

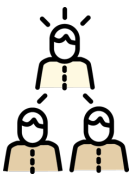


RESOURCE REVIEW

At the end of Unit 3, you will complete a resource review. For this assignment, you can choose a historical monograph (book), a database set, educational website, or any comparable source to review. The review will follow the standard set in *The Journal of American History*. Examples of reviews are provided on Canvas. Each unit contains “suggested resources” that you may utilize for this assignment.

The resource review is due on March 17 at 11:59 pm

PARTICIPATION



PARTICIPATION

Participation is a vital part of your success in this course. Students should come to each class prepared to participate fully in discussion and projects. This means that you should have completed all required reading prior to the class meeting for which it was assigned. Participation will include a combination of group work, discussions, in-class writing, projects, and reflection.

Your participation grade is also tied to your attendance. If you miss a significant number of class meetings it will begin to affect your grade. You should email me in advance of any planned absence and as soon as possible after any unplanned absence.

READING JOURNAL



READING JOURNAL

You are required to keep a journal detailing your reading for each class. Each journal entry should be at least half a page (written) or 500 words (typed). Journals will be periodically collected. Journal entries can be in the form of reading notes, or bullet points/paragraphs addressing any of the following: the argument, the sources, how the reading relates to other texts or course themes, questions you may have, and thoughts and reactions while reading.

ANNOTATED BIBLIOGRAPHY



ANNOTATED BIBLIOGRAPHY

Your final assignment for this course will be an annotated bibliography, due during finals week. For this assignment, you will choose one topic or theme from the course and create an annotated bibliography of at least six sources. You must include at least four secondary and two primary sources. Each source must be documented using Chicago Style citations and include a paragraph explaining the source, its argument, sources (if secondary), and contribution(s). Your annotated bibliography must also include a brief (one-page) introduction.

The Annotated Bibliography is due on May 9th at 11:59 pm

A NOTE ON GRADING AND DEADLINES

Late work: each of you have three “time bank” days that essentially function as an extension on your assignment. If you are using time-bank time you must email me by the original due date to let me know. Students with university-approved absences ([see policy here](#)) will be allowed to make up work up to two weeks after the original due date, unless the reason for the absence is ongoing, in which case we will work together to create a make-up schedule.

Revised work: each of you has the opportunity to revise one assignment for a higher grade. Revised work must be submitted within two weeks from the date it was graded.

G R A D I N G

Unit Paper 1: 15%

Participation: 20%

Unit Paper 2: 20%

Annotated Bibliography: 20%

Resource Review: 15%

Reading Journal: 10%

T E X T S

We will use *Women's America: Refocusing the Past* as our main text for the class. It is imperative that you purchase the ninth (2020) edition. It is available here:

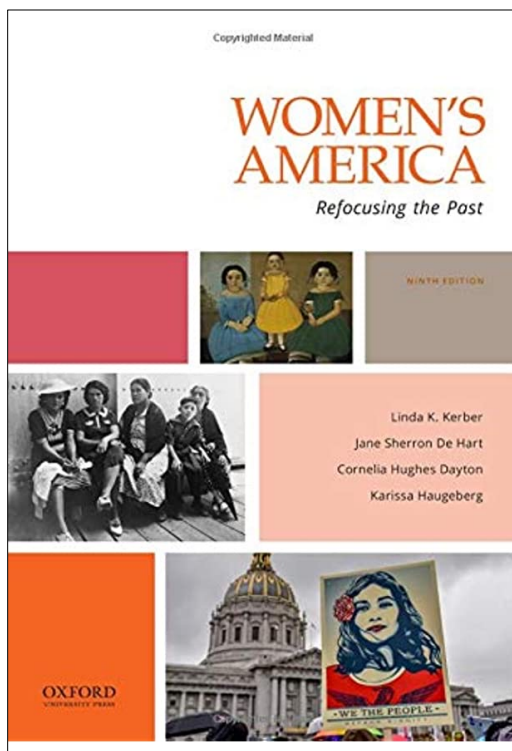
- The UNT Barnes and Noble bookstore (in the Union)
- Voertman's bookstore (1314 West Hickory St)
- Campus Bookstore (900 Avenue C)

There is also a copy on a two-hour hold at the library.

If at any point you feel you need a refresher on US history more broadly, I highly recommend [The American Yawp](#).

We will also be reading Willa Cather's *My Antonia*. Use whatever edition you can find. A full, free PDF is [here](#) and you can find a .99 cent version on Kindle.

Additional readings will be located on Canvas. You should refer to the syllabus before *every class* to see the complete list of assigned reading. The readings for each week can be found in the that unit's module on Canvas under "Materials." Readings include written sources and audio recordings. Every attempt has been made to find accessible sources, but please let me know ASAP if a source is not accessible to you.



This is the edition that you want. Earlier editions will not contain the correct readings.

R E A D I N G S C H E D U L E

UNIT 1

Monstrous Bodies and Unruly Subjects

Week 1, January 17 & 19

Tuesday: No reading

Thursday: Introduction, in *Women's America*, Joan Wallach Scott, "Finding Critical History" (Canvas)

Week 2, January 24 & 26

Tuesday: Anne Marie Plane, "Childbirth Practices among North American Indigenous Women" in *Women's America*; John Lawson on Native American Women, 1709 (Canvas)

Thursday: Jennifer Morgan "Some Could Suckle over Their Shoulder" in *Women's America*

Week 3, January 31 & February 2

Tuesday: Mary Beth Norton, "An Indentured Servant Identifies as 'Both Man and Woeman': Jamestown, 1629 in *Women's America*; Jane Sharp, *The Midwife's Book*, 1671 (Canvas)

Thursday: Carol F. Karlsen, "Inheriting Women and Witchcraft Accusations" in *Women's America*

Week 4, February 7 & 9

Tuesday: Laurel Thatcher Ulrich, "Three Inventories, Three Households" in *Women's America*; Liz Covart, "One Colonial Woman's World" (Canvas)

Thursday: Virginia's 1662 Law Defining Race-Based Enslavement, A Massachusetts Minister's Slave Marriage Vows, English Jurist William Blackstone Defines Coverture, An Early Divorce Law and Sarah Welsher's Petition, all in *Women's America*

Week 5, February 14 & 16

Tuesday: Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village" (Canvas); Amicus Brief, AHA and OAH, *Dobbs v. Jackson Women's Health*, pp 11-14 (Canvas)

Thursday: No reading, working day for Paper #1

Unit 1 Paper due on February 17 at 11:59 pm

Further Reading and Resource Suggestions:

Carol F. Karlsen. *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*. New York: Norton, 1998.

Gunlög Fur. *A Nation of Women: Gender and Colonial Encounters Among the Delaware Indians*. Philadelphia: University of Pennsylvania Press, 2009.

Sarah M.S. Pearsall. *Polygamy: An Early American History*. New Haven: Yale University Press, 2019.

Dayton, Cornelia H., and Jessica Linker. [Taking the Trade](#).

B.T. Newberg. ["The First Intersex in Colonial America: The Case of Thomas/Ine Hall."](#) The History of Sex Podcast, April 6, 2020.

Liz Covart. [Ben Franklin's World: A Podcast About Early American History](#).

Week 6, February 21 & 23

Tuesday: "The Edenton Tea Party" (Canvas); Philip Dawe, "A society of patriotic ladies, at Edenton in North Carolina (Canvas); Abigail Adams letters (Canvas)

Thursday: Mary Beth Norton, "Eighteenth Century American Women in Peace and War: The Case of the Loyalists" (Canvas); Mrs. A. Hampton to her daughter (Canvas)

Week 7, February 28 & March 2

Tuesday: Philadelphia Women Raise Money Door to Door; Sarah Osborn, Woman of the Army; Grace Growden Galloway, Loyalist; all in *Women's America*

Thursday: Rosemarie Zagari, "The Rights of Women" (Canvas)

Week 8, March 7 & 9

Tuesday: Linda Kerber, "Republican Mothers and Women Citizens" in *Women's America*

Thursday: Annette Gordon-Reed, "The Hemings-Jefferson Treaty: Paris, 1789 in *Women's America*;

Liz Covart, "Erica Dunbar, The Washingtons' Runaway Slave, Ona Judge" (Canvas)

Week 9: March 14 & 16

SPRING BREAK

Resource Review due on March 17 at 11:59 pm

Further Reading and Resource Suggestions:

Rosemarie Zagari. *Revolutionary Backlash: Women and Politics in the Early American Republic*. Philadelphia: University of Pennsylvania Press, 2007.

Barbara B. Oberg, ed.. *Women in the American Revolution: Gender, Politics, and the Domestic World*. Charlottesville: University of Virginia Press, 2019.

Week 10, March 21 & 23

Tuesday: Lydia Maria Child, *The Mother's Book* (Canvas)

Thursday: Carol Smith-Rosenberg, "The Female World of Love and Ritual" in *Women's America*; A Smith College Student Discusses her "Crush," 1881 (Canvas), Alice Mitchell as a "Case of Sexual Perversion," 1892 (Canvas)

Week 11, March 28 & 30

Tuesday: Jeanne Boydston, "The Pastoralization of Housework" in *Women's America*; Eliza R. Hemmingway and Sarah Bagley Testify on Working Conditions in Early Factories, 1845 in *Women's America*

Thursday: Stephanie E. Jones-Rogers, "Mistresses in the Making" in *Women's America*; Maria Perkins Writes to her Husband on the Eve of Being Sold, 1852 in *Women's America*

Week 12, April 4 & 6

Tuesday: Gerda Lerner, The Meanings of Seneca Falls in *Women's America*; "Declaration of Sentiments" in *Women's America*

Thursday: no reading

Week 13, April 11 & 13

Tuesday: Stephanie McCurry, "Women Numerous and Armed: Politics and Policy on the Confederate Home Front" in *Women's America*

Thursday: No reading, working day for Paper #2

Paper #2 is due on April 14th at 11:59 pm

Further Reading and Resource Suggestions:

Rachel Hope Cleves. *Charity and Sylvia: A Same-Sex Marriage in Early America*. Oxford, UK: Oxford University Press, 2014.

Nora Doyle. *Maternal Bodies: Redefining Motherhood in Early America*. Chapel Hill: University of North Carolina Press, 2018.

Martha Hodes. *The Sea Captain's Wife: A True Story of Love, Race, and War in the Nineteenth Century*. New York: W.W. Norton and Company, 2006.

Stephanie E. Jones-Rogers. *They Were Her Property: White Women as Slave Owners in the American South*. New Haven: Yale University Press, 2019.

Thavolia Glymph. *Out of the House of Bondage: The Transformation of the Plantation Household*. Cambridge, UK: Cambridge University Press, 2008.

Stephanie McCurry. *Confederate Reckoning: Power and Politics in the Civil War South*. Cambridge: Harvard University Press, 2010.

Week 14, April 18 & April 20

Tuesday: Ida B. Wells, "Southern Horrors" in *Women's America*; Tera Hunter "Reconstruction and the Meanings of Freedom" in *Women's America*

Thursday: Willa Cather, *My Antonia*, Book I

Week 15, April 25 & April 27

Tuesday: "Who Were History's "Female Husbands"? with Professor Jen Manion" (Canvas)

Thursday: Willa Cather, *My Antonia*, Book II

Week 16, May 2 & May 4

Tuesday: Willa Cather, *My Antonia*, Books III-V

Thursday: no reading, pre-finals day

The Annotated Bibliography is due on May 9th at 11:59 pm

Further Reading and Resource Suggestions:

Jen Manion. *Female Husbands: A Trans History*. Cambridge, UK: Cambridge University Press, 2020.

Mary Farmer-Kaiser. *Freedwomen and the Freedmen's Bureau: Race, Gender, and Public Policy in the Age of Emancipation*. New York: Fordham University Press, 2010.

Crystal N. Feimster. *Southern Horrors: Women and the Politics of Rape and Lynching*. Cambridge: Harvard University Press, 2009.

C O U R S E P O L I C I E S

ATTENDANCE POLICY:

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

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LATE WORK AND MISSED ASSIGNMENTS: Students with university-approved absences ([see policy here](#)) will be allowed to make up work up to two weeks after the original due date, unless the reason for the absence is ongoing, in which case we will work together to create a make-up schedule. For all other late and missed assignments, students have a 72-hour time bank (in 24-hour increments) to make up assignments. This means that you have three one-day extensions, to be used separately or in combination with one another. If you are using time-bank time you must email me by the original due date to let me know.

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RECORDING OF LECTURE: In the event that we have a synchronous (live) session in this course it will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

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ADA ACCOMMODATION:

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](#).

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ACADEMIC INTEGRITY

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

SEXUAL DISCRIMINATION AND ASSAULT: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources>.

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ACCEPTABLE STUDENT BEHAVIOR: Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

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EMERGENCY NOTIFICATION & PROCEDURES: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

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R E S O U R C E S

History Help Center: You can schedule a Zoom tutoring appointment Monday through Friday, 8 am to 5 pm	HISTORYHELPCENTER@UNT.EDU
Counseling and Mental Health:	https://studentaffairs.unt.edu/counseling-and-testing-services
Center for Students with Disabilities: The ODA has in-person office hours are from 8:00 a.m. - 5:00 p.m., from Monday through Thursday. On Fridays, the ODA is open remotely from 8:00 a.m. - 5:00 p.m.	https://disability.unt.edu/
To report sexual harassment, sexual violence, relationship violence and/or stalking:	https://deanofstudents.unt.edu/report