

HISTORY OF WOMEN IN THE UNITED STATES
21:512:273
FALL 2014

Class Location: Conklin 424

Class Meeting Times: Mon. 2:30-3:50, Wed. 1:00-2:20

Professor: Dr. Beryl Satter

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History Department Office: 323 Conklin

Office Hour: Mondays, 4:00-5:00 p.m. and by appointment (you can usually make an appointment to see me before or after class on Monday or Wednesday).

This course surveys the history of American women from 1600 through 1877. Topics covered include the emergence of the "true woman," or the belief that women were the pure, pious, and passive opposites of men; the acceptance of or challenges to that image of womanhood posed by working class, African-American, Mexican-American, Chinese-American and Native-American women; the myths and realities of women's working lives; and the nineteenth-century abolitionist and women's rights movements.

The course is organized around two themes that are central to the study of women's history. They are "gender" and "difference." "Gender" refers to ideas current in a particular place or time about what it means to be a woman or a man, which help determine the roles women and men play in that society. "Difference" refers to differences between groups of women, such as race or class differences. An awareness of these differences helps us to determine whether or how diverse groups of women have shared common interests or oppressions.

Class Format

This class will be taught through lectures, class discussions, and small group exercises. The small group exercises will focus on the readings and films listed in the syllabus. They are intended to enable you to more fully analyze the readings and films. Discussions by the whole class will tie together their broader themes. Because of the central place of discussion in the class, it is **essential that you complete the assigned readings by the date indicated on the syllabus.**

Course Goals:

- 1) Provide students with a clear understanding of the history of American women from 1600 to 1877.
- 2) Train students to critically analyze primary documents as well as secondary sources.
- 3) Provide students with a historical perspective that enables them to better analyze the current struggles of American women.

Course Requirements:

- 1) Attendance, careful reading of assigned texts by date indicated on syllabus, and participation in class discussion.

- 2) Six short written responses to class readings (a.k.a. homework), due most class sessions, collected six times over the semester.
- 3) Midterm exam held on Wed., October 15.
- 4) Essay, 5-7 pages (typed and double-spaced, approximately 250 words per page), due on Wed., November 12.
- 5) Final exam (cumulative) on Wed., December 17, 3-6 p.m.

Grading

Mid-term exam.....	25%
Essay.....	25%
Final.....	30%
Class Reading Responses..	15%
Class participation.....	5%

How short, informal written responses to class readings (homework) will be graded

I will give you a question or series of questions for most class sessions. These questions are intended to help you reflect on the assigned readings or films. I will collect your written responses six times over the course of the semester. I will not announce in advance when I will be collecting responses. This means that you must always be ready to hand in your written response to class films or readings. Responses can be either typed or handwritten. Late responses will not be accepted (except in the case of excused absences).

Document Essay

You will be asked to write an essay responding to a question that I will give you about a week before the essay is due. Answer the essay question by drawing closely and exclusively on class readings.

Class Participation

Please bring an index card and pen to each class. At the end of class, you will hand in the card with a question or thought about the day's readings and/or discussion. Please include your name and the date on the card. The card will not be graded, but counts toward participation.

When we have full-class discussions, you can participate either by asking questions or making relevant comments. When you are assigned to small groups, each member of the group must take responsibility for sustaining the conversation. This means you must do the reading, come to class with questions or issues for discussion and clarification, and participate in the discussion itself. Your participation grade will take into account both the quantity of your participation and the quality of it. Quality of participation is based on your familiarity with the day's assigned readings and your ability to think critically about them. The participation grade is calculated as follows:

- A: Actively engaged in class discussion and prepared to answer questions
- B: Frequently participated in class discussion and demonstrated preparation
- C: Occasionally participated in class discussion and demonstrated some preparation
- D: Demonstrated minimal participation or preparation for class discussion

- F: Never participated in class discussion

Attendance Policy

Rutgers University-Newark has a strict attendance policy. Students are required to attend every class session and are responsible for all material presented in lectures and readings.

Students are allowed four absences, excused or unexcused, with each further unexcused absence resulting in a deduction of a portion of a letter grade (i.e., B+ dropping to a B). The recognized grounds for absence are illness, curricular or extracurricular activities approved by the faculty, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. It is important to speak to me as soon as possible about any absences you know about in advance. Please arrange with a fellow student for class notes.

Students who miss eight or more sessions for any combination of excused and unexcused absences will not earn credit in this course. Such students should withdraw from the class.

Persistent tardiness will lower your participation grade. In addition, students who arrive more than fifteen minutes late without a recognized excuse will be marked absent without excuse for the class period.

Class Preparation

Like all history classes, this course requires significant reading and preparation. You must take the time to carefully read the assigned articles, documents and textbooks. Everyone reads at a different pace, but you should budget **at least two to three hours** to prepare for **each** class session.

Laptop/Tablet/Cell Phone Policy

Laptops and tablets are allowed in class, but I expect that they will only be used for taking notes or reviewing assigned readings. If you bring a laptop or tablet you must sit in the front row of class (this is to ensure that you will not misuse the laptop and surf the web during class). Please consider class time a rare break from the Internet. Likewise, please silence your cell phones during class and do not talk or text. Students who are observed talking or texting on their phones or using laptops for purposes that do not belong in the classroom will be counted as absent without excuse for the day.

Late papers and exams

Papers and exams are due on the dates announced in class or indicated below. Unless discussed with me *in advance*, late assignments will have their grades lowered.

Policy on Academic Integrity (Cheating and Plagiarism)

Rutgers University-Newark has detailed policies regarding academic misconduct. It is critical that you learn these rules, because the consequences of breaking them are severe. Basically, you commit misconduct if you represent another's work as your own. Most students know that when they ask a friend to write (or significantly edit) their papers, cut-and-paste text from a website, hand in a paper they find or purchase online, or look at

another student's answers while taking a test, they are breaking the rules. But many well-intentioned students do not realize that even borrowing information without properly attributing the source is also a breach of academic honesty.

Descriptions of plagiarism and Rutgers' official policy on academic integrity can be found at http://catalogs.rutgers.edu/generated/nwk-ug_current/pg582.html and <http://judicialaffairs.rutgers.edu/academic-integrity>. Offenses can result in failure of the assignment, failure of the course, or expulsion from the university. All students must sign the Rutgers honor pledge on all major examinations.

Students with Disabilities

Students with disabilities, including learning disabilities, requiring assistance and/or accommodation should speak with Disability Services in a timely manner.

The Writing Center

The Writing Center, <http://www.ncas.rutgers.edu/writingcenter>, located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. It is available to you free of charge and I encourage you to visit the center during this semester.

Items You Must Purchase

-Sara M. Evans, *Born for Liberty: A History of Women in America* (New York: Free Press, either 1989 or 1997).

-*Women's America: Refocusing the Past, Volume 1*, 7th Edition, eds. Linda K. Kerber, Jane Sherron De Hart, and Cornelia Hughes Dayton (New York: Oxford University Press, 2011). (Note: do not buy both volumes. You should only buy Volume 1.)

These books are available at New Jersey Books, 167 University Avenue (corner of University and Bleeker), and at the Rutgers University Bookstore in Bradley Hall. They are also on reserve at Dana Library.

Please purchase one deck of ruled or unruled 3" x 5" index cards. You will use these to write your question or comment due for each class session.

Items You Must Print

All readings marked with a double asterisk ** on the syllabus are posted in Blackboard, under "Course Documents." This was done for your convenience. However, because we will be working with the readings in class, you must print out the documents. If you don't have the readings for the day printed and in your possession in class, you will be marked as unprepared, and your participation grade will suffer. The best policy is to create a paper folder, put all the documents to date in that folder, and bring it to each class.

Syllabus

Wed. Sept. 3: Introduction to U.S. Women's History

Mon. Sept. 8: Native American Women

**Ramon Gutierrez, *When Jesus Came, the Corn Mothers Went Away*, pp. 3-19

**"Genesis" (chapters 1-3)

**"Carolina Women Observed," 1708, in *Root Of Bitterness, 2nd Edition* [hereafter ROB], 36-41

Sara Evans, *Born for Liberty* (hereafter "Evans"), pp. 7-19.

Wed. Sept. 10: European Migrant Women in the Colonies, Seventeenth Century

-Laurel Thatcher Ulrich, "The Ways of Her Household," in *Women's America* (hereafter "WA,"), 47-56

-Mary Beth Norton, "Searchers Again Assembled": Gender Distinctions in Seventeenth-Century America," in WA, 61-70

-Documents on "Domestic Relations: Marriage, Divorce, Dower," in WA, 57-60

-Evans, pp. 21-34

Mon. Sept. 15: The Persecution of Witches

**"Church Trial of Ann Hibbens," "Ordinary Dealings at Colonial County Courts," and "Susanna Martin, On Trial for Witchcraft," in ROB, pp. 11-16, 17-23, 32-35;

**"Mercy Short, Bewitched," in *Root Of Bitterness, 1st Edition* [hereafter ROB 1].

Wed. Sept. 17: The Corporate Family, Indentured Servants and Slavery

**"Letter from an Indentured Servant," in ROB pp., 59-60

**"The Trappan'd Maiden," in ROB 1.

**"Traveler Peter Kalm on Unfree Labor in Pennsylvania, 1753"

Carol Berkin, "African American Women in Colonial Society," in WA, 90-97

Document on "The Law of Slavery and Freedom," in WA, 98-102

Sharon Block, "Lines of Color, Sex, and Service: Sexual Coercion in the Early Republic," in WA, pp. 164-173

Evans, pp. 34-43

Mon. Sept. 22: Indenture, Slavery, and “Natural” Inequality

**Londa Schiebinger, “Skeletons in the Closet: The First Illustrations of the Female Skeleton in Eighteenth-Century Anatomy,” in Catherine Gallagher and Thomas Laqueur, eds., *The Making of the Modern Body*, pp. 42-72

Evans, pp. 45-59

Wed. Sept. 24: Debates over Revolutionary and Post- Revolutionary Womanhood

Documents, “Supporting the Revolution,” in WA, 134-137

Linda Kerber, “The Republican Mother and the Woman Citizen,” in WA, 147-153

**"Abigail Adams vs. John Adams," in Alice S. Rossi, ed., *The Feminist Papers*, pp. 7-15

**"Diary of Mary Cooper" in ROB, pp. 61-66

Evans, pp. 59-66

Mon. Sept. 29: Sexual Coercion of Servants and Slaves: the case of Thomas Jefferson and Sally Hemings

Annette Gordon-Reed, “The Hemings-Jefferson Treaty: Paris, 1789” in WA, 139-146

**Mia Bay, “In Search of Sally Hemings in the Post-DNA Era,” in *Reviews in American History* 34 (2006), pp. 407-426

Wed. Oct. 1: Women and Work in the Early 19th Century

**Gerda Lerner, "The Lady and the Mill Girl," in Cott and Pleck, eds., *A Heritage of Her Own*, pp. 182-196

**Jeanne Boydston, "To Earn Her Daily Bread: Housework and Antebellum Working-Class Subsistence," in *Unequal Sisters*, pp. 80-92.

Documents: “Working Conditions in the Early Factories, 1845,” in WA, 186-188.

**"Domestic Management in the Letters of Martha Coffin Wright," in ROB, pp. 161-166

Evans, pp. 81-87.

Mon. Oct. 6: The Cult of True Womanhood

**Barbara Welter, "The Cult of True Womanhood," pp. 115-122;

**"Sweethearts and Wives," in ROB 138-147

Documents: “Claiming Rights I,” in WA, 233-240

Wed. Oct. 8: Private Lives of Victorian True Women

Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations Between Women in Nineteenth-Century America," in WA, pp. 189-204

James C. Mohr, "Abortion in America," in WA, pp. 205-223

Mon. Oct. 13: Women Debate the "Woman's Sphere:" Moral Reform Societies and Associations, 1820-1860

**Christine Stansell, "Women, Children, and the Uses of the Streets: Class and Gender Conflict in New York City, 1850-1860," in Kerber and DeHart, eds., *Women's America*, Third Edition, pp. 133-148

Maureen Fitzgerald, "Habits of Compassion: Irish American Nuns in New York City," in WA, 214-243

**"A Moral Reformer Makes Her Rounds," "Peculiar Responsibilities, and Difficulties, of American Women," "Maria Stewart Sees Chains on the Soul," and "An Afternoon Call," in ROB, pp. 198-203, 132-137, 113-117, and 204-207

Evans, pp. 67-81

Wed. Oct. 15: MIDTERM EXAM

Mon. Oct. 20: Differences between Women

**Elsa Barkley Brown, "What Has Happened Here?" in *"We Specialize in the Wholly Impossible"*, eds. Hine, King and Reed, pp. 39-54

**"New York Woman on a North Carolina Plantation" "James Curry's Mother," and "Narratives of Escaped Slaves," in ROB, pp. 167-173, 239-242, 252-257.

Wed. Oct. 22: In the Plantation Household: Southern Womanhood, Black and White

**Deborah Gray White, "Jezebel and Mammy: The Mythology of Female Slavery," in White, *Ar'n't I a Woman?* pp. 27-61;

**"Cornelia's Life on a Tennessee Farm," pp. 138-141

**Mary Boykin Chestnut, "A Confederate Lady's Diary," in ROB 1, pp. 209-216.

Evans, pp. 87-92, 107-112

Documents, "The Testimony of Slave Women," in WA, 161-163

Mon. Oct. 27: Film: "The Life and Legend of Sojourner Truth"

Document, "Photograph of Sojourner Truth," in WA, p. 269-271.

**Sojourner Truth, biography, "Reminiscences by Frances D. Gage of Sojourner Truth, for May 28-29, 1851," and Sojourner Truth's "Speech at the New York City Convention," in Lauter, ed., *Heath Anthology* vol. 1, pp. 1908-1914

Wed. Oct. 29: Gender Systems in Conflict: Missionary Women and Chinese Women

**Peggy Pascoe, "Gender Systems in Conflict," in DuBois and Ruiz, eds., *Unequal Sisters*, pp. 123-140.

Rose Strelau, "'I Know What an Indian Woman can Do': Sarrah Winnemucca Writes about Rape on the Northern Paiute Frontier," in WA, 272-282.

Evans, pp. 93-101, 104-107.

Mon. Nov. 3: Women in the American West

**Sarah Winnemucca Hopkins, "Life among the Piutes," in C. Fischer, ed., Let Them Speak for Themselves, pp. 260-267

**"Cherokee Women Address Their Nation" and "Iron Teeth Remembers the Cheyenne Removal," in ROB, pp. 177-178, 224-229.

**"Missionary to Indian Territory," and "An Indian Teacher Among the Indians," in ROB, pp. 179-184, 423-425;

**"Letters of Narcissa Whitman," in ROB 1.

--PAPER TOPIC HANDED OUT--

Wed. Nov. 5: Migrant and Immigrant Women in 19th Century America

**"Margaret McCarthy Writes Home," and "Since We Came to America," in ROB, pp. 152-155, 218-223.

**"Emigration from New York To Michigan," in ROB 1.

**"Reaching Oregon," in ROB, 193-197;

Mon. Nov. 10: Mexican-American Women in the Southwest

**"Eulalia Perez in Mexican California," in ROB, 185-192

Wed. Nov. 12: Women and Abolition

PAPER DUE

Mon. Nov. 17: Abolitionist Debates

**"Virginia Ladies' Petition to Eliminate Slavery," "An Appeal to the Women of the Nominally Free States," "Sarah Parker Redmond on American Slavery," in ROB, pp. 243-245, 246-251, 258-259;

Susan Zaeske, "Signatures of Citizenship: Debating Women's Antislavery Petitions," in WA, pp. 224-232

**Frances Ellen Watkins Harper, biography, "The Slave Mother," and "Speech: On the Twenty-Fourth Anniversary of the American Anti-Slavery Society," in Lauter, ed., *Heath Anthology* vol. 1, pp. 1915-1919, 1922-1925.

Wed. Nov. 19: The Women's Rights Movement

- Documents, "Claiming Rights II," in WA, pp. 264-268
- Gerda Lerner, "The Meaning of Seneca Falls, 1848-1998," in WA, pp. 257-263
- Evans, pp. 93-95, 101-104.

Film, "Rebel Hearts"

Mon. Nov. 24: Ideas of the Women's Rights Movement

**"Debate at Woman's Rights Convention (1854)" (on religion); writings by Sarah Grimke, Elizabeth Smith Miller, Gerrit Smith and Elizabeth Cady Stanton (on fashion); documents by Robert Dale Owen, Henry B. Blackwell and Lucy Stone (on marriage); "Resolutions Passed at a Woman's Rights Convention (1851)" (on suffrage); and Orestes A. Brownson, "The Woman Question (1869 and 1873)" (anti-women's rights) in Kraditor, ed., pp. 108-113, 122-131, 148-150, 220-222, 192-194.

**"A Daughter of Temperance Exhorts Her Sex," in ROB pp. 208-212.

Wed. Nov. 26: NO CLASS: THANKSGIVING

Mon. Dec. 1: Women and the Civil War

** "Union Women in Wartime," "Gertrude Clanton Thomas's Civil War Diary," and "A Freedwoman before the Southern Claims Commission," in ROB pp. 268-273, 274-280, 281-285

Drew Gilpin Faust, "Enemies in Our Households: Confederate Women and Slavery," in WA, 283-294

Evans, pp. 112-118

Wed. Dec. 3: The Debate over Black Suffrage and Women's Suffrage: the 13th, 14th and 15th Amendment

**Sojourner Truth, "Address to the First Annual Meeting of the American Equal Rights Association" (1867) in Lauter, ed., *Heath Anthology*, pp. 1914-1915;

**"Susan B. Anthony's Constitutional Argument (1873)" and Henry B. Blackwell, "What the South Can Do (1867)," in Kraditor, ed., pp. 243-252, 253-257.

Tera W. Hunter, "Reconstruction and the Meanings of Freedom," in WA, 298-308

Evans, pp. 119-125.

Mon. Dec. 8: Women and Work in the Gilded Age

**"New Beginnings" "Slavery Made Us Tough" and "White Folks Still on Top," in *We Are Your Sisters* pp. 309-349;

**"Speak Out on Domestic Service," and "The Story of a Sweatshop Girl," in *ROB*, pp. 359-363, 426-432

Evans, pp. 125-143.

Wed. Dec. 10: Class Review

Document, "The Women's Centennial Agenda, 1876," in *WA*, pp. 331-333

**Frances Willard, "The Dawn of Woman's Day," and "Mary Church Terrell Greet the National Congress of Mothers," in *ROB*, 399-405, 406-408

Final Exam: Wednesday, December 17, 3:00 to 6:00 p.m., this classroom.