

## History of Women in the United States to 1877

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Class Location/Time: Thursdays, 2:30-5:20, Hill Hall 115  
Professor: E. Eittreim  
Office: Conklin Hall, Room 326  
Office Hours: by appointment  
Email: eittreim@rutgers.edu

### Course Description:

This course uses women as a lens to better understand the history of the United States from the pre-colonial era through 1877. Topics covered include Anglo-Indian encounters, slavery, the Revolutionary War, colonial settlement, the Civil War, and Reconstruction as well as themes more specific to women and gender, including issues related to families, households, violence, and rights. Course lectures and readings survey perspectives and experiences of women from different backgrounds as well as professional scholarship particular to the study of women's history.

In this class, students will apply analytic reading and writing skills. "Close reading" and "active reading" of primary and secondary sources will be modeled and practiced. Guided and unguided writing assignments will help students to organize their ideas and formulate arguments about class readings and topics covered in the course.

### Course Requirements:

- 1) **Attendance/Participation:** You are required to attend and participate in class discussions and activities.
- 2) **Readings:** You are required to carefully read the assigned texts by the date indicated on the syllabus and complete related writing assignments ("Reading Reactions"). You are also required to bring the assigned readings with you to class to facilitate class discussion.
- 3) **Papers:** You will be assigned one short paper (2 pages – final draft due Sept. 27) and one long paper (5 pages – final draft due Nov. 15) to be completed outside of class. There will be in-class writing workshops to edit and review peers' work before the final drafts are due.
- 4) **Exams:** Midterm exam held on October 11 and final exam TBD.
- 5) **Does History Matter Blog:** You are required to sign up for, share with the class, and submit (a minimum of) one original blog entry on Blackboard that draws from contemporary news relevant to U.S. history. You may post up to two additional blog entries and make comments on your classmates' posts for extra credit.

**Grading:**

Participation:	20%
Short Paper:	10%
Long Paper:	20%
Midterm exam:	20%
Final exam:	20%
Blog:	10%
Reading Reactions*:	+/-

Reading Reactions\*: You are required to complete short writing assignments relevant to course readings. These will be conducted in and out of class on a regular basis and will include simple tasks like writing questions about the reading, listing key terms, note-taking, etc. Extraordinarily good “Reading Reaction” assignments (many check-pluses) will raise your course grade by half a grade (from “B” to “B+,” for example). Barely passable “Reading Reactions” (many check-minuses) will lower your course grade by half a grade (from “B” to “C+” for example). Seriously incomplete “Reading Reactions” will lower your final grade by ONE FULL GRADE (from “B” to “C,” for example).

**Attendance/Tardiness:**

Attendance is required and you are expected to sign in each class. Class will begin on time. Habitual lateness is not acceptable and will be penalized. Do not take the course if you are unable to get to class on time. There will be no make-up opportunities for missed classes.

*Excused vs. Unexcused Absences:* The Rutgers-Newark Undergraduate Catalog ([http://catalogs.rutgers.edu/generated/nwk-ug\\_0608/pg23613.html](http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html)) states: “The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.” If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

*Tardiness and Grade Penalties:* Lateness of twenty minutes or more counts as a half-absence and puts a student at risk of grade penalties (discussed below). Any student who is habitually late for class (five or more times over the course of the semester)—even if the student arrived within twenty minutes after the start of class—will receive a half grade reduction (from a “B” to “C+,” for example).

*Attendance and Grade Penalties:* Any student who misses TWO classes will receive a half grade reduction (from “B” to “C+,” for example). Any student who misses THREE classes will receive a full grade reduction (from “B” to “C,” for example). Any student who misses FOUR or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

**Late writing assignments:**

*Writing Assignments:* Papers must be posted to Blackboard prior to the beginning of class on the dates indicated on the syllabus. For every class day that a paper is not turned in, the paper will lose a full grade reduction (from “B” to “C,” for example). If posted late on the due date (after class has begun), the paper will lose a half-grade reduction (from “B” to “C+,” for example).

*Blog and Reading Reactions:* Late Blog or “Reading Reaction” assignments will not be accepted. One of the main purposes of these assignments is to give students a chance to reflect on and engage with the readings, ultimately preparing them for class. As indicated above, several late assignments can significantly bring down the final grade.

**Technology and Class Environment:**

Use of technology for personal use (texting, social media, etc.) during class time is prohibited. Breaking this code of conduct will result in penalties, including dismissal from class and grade reductions (pertaining to class participation).

Members of the class are expected to create a “safe” learning space by speaking, listening, and engaging with one another in a respectful manner. It is important to both be present—demonstrate that you are engaged in the class—and to consider others’ opinions and ideas regardless of whether they complement or challenge your own. Many of the topics are sensitive (i.e. violence, abortion), and it is important both to respect your own limits as a scholar as well as those of others.

**Disabilities:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu)

**Policy on Academic Integrity (Cheating and Plagiarism):**

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and ethical offense. It violates your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. . As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither given nor received any unauthorized assistance on this examination/assignment.”

### **Course Readings:**

Required Readings: The following book is required for the course. It is available at the Rutgers University Book Store and also on two-hour reserve at Dana Library:

Sue Monk Kidd, *The Invention of Wings*. ISBN 978-0-14-312170-1

The remaining required readings for the course can be accessed via Blackboard ([blackboard.newark.rugters.edu](http://blackboard.newark.rugters.edu)).

*Recommended Readings* – In class, I will often cover material that is *not* required reading for the course but is “recommended.” If you would like a textbook to reinforce some of the background material covered in lectures, I recommend the third or fourth editions of the following book: Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents*. This textbook is on reserve at Dana Library.

## **SYLLABUS**

**Reminder: All readings must be completed by the class date under which they are listed below. Any modifications to the assigned readings will be announced in class and posted on Blackboard.**

### **Thursday Sept. 6 – Introduction: Does History Matter?**

### **Thursday Sept. 13 – The Gender Frontier**

Required Readings:

- Kathleen M. Brown, “The Anglo-Indian Gender Frontier” in *Women’s America: Refocusing the Past, 8<sup>th</sup> ed.* in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8<sup>th</sup> ed.* (Oxford, 2016), 12-23.
- Camilla Townsend, “Jamestown: Pocahontas, Powhatan and the Struggle for Virginia” in *Women, Families, and Communities: Readings in American History Vol. 1*, eds. Hewitt et al (New York, 2008), 7-20.

*Recommended Reading:* Chapter 1 in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents*.

**Thursday Sept. 20 - The Imperial Gaze and Slavery**

## Required Readings:

- Jennifer L. Morgan, “Slavery and the Slave Trade,” in *A Companion to American Women’s History*, ed. Nancy A. Hewitt. (Malden, MA, 2005), 20-34.
- Kirsten Fischer, “The Imperial Gaze: Native American, African American, and Colonial Women in European Eyes” in *A Companion to American Women’s History*, ed. Nancy A. Hewitt (Malden, MA, 2005), 3-19.
- Judith A. Carney, “The African Women Who Preceded Uncle Ben: Black Rice in Carolina,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past*, 8<sup>th</sup> ed. (Oxford, 2016), 87-97.

*Recommended Reading:* Chapter 1 in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents*.

**Thursday Sept. 27 – Bodies and Souls in the Colonies**

\*\*\*\*\*SHORT PAPER DUE\*\*\*\*\*

## Required Readings:

- Mary Beth Norton, “An Indentured Servant Identifies as “Both Man and Woeman”: Jamestown, 1629,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past*, 8<sup>th</sup> ed. (Oxford, 2016), 34-43.
- Mary Beth Norton, “Introduction” and “Under an Evil Hand,” *In the Devil’s Snare: The Salem Witchcraft Crisis of 1692*, (New York: Vintage Books, 2003), 1-43.

*Recommended Reading:* Chapter 2 in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents*.

**Thursday Oct. 4 – Negotiating Bodies**

## Required Readings:

- James F. Brooks, ““This Evil Extends Especially to the Feminine Sex’: Negotiating Captivity in the New Mexico Borderlands, 1700-1846,” in *Unequal Sisters: An Inclusive Reader in U.S. Women’s History*, 4<sup>th</sup> ed., eds Vicki L. Ruiz et al (New York, 2008), 41-59.
- Ann M. Little, “Captivity and Conversion: Daughters of New England in French Canada,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past*, 8<sup>th</sup> ed. (Oxford, 2016), 66-79.

- Cornelia Hughes Dayton, “Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century Village,” in *Women, Families, and Communities: Readings in American History Vol. 1*, eds. Hewitt et al (New York, 2008), 58-80.

*Recommended Reading:* See Chapter 2 in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents*.

### **Thursday Oct. 11 – Midterm Exam**

\*\*\*\*\*MID-TERM EXAM\*\*\*\*\*

### **Thursday Oct. 18 – Revolutions for Whom?**

Required Readings:

- Jan E. Lewis, “A Revolution for Whom? Women in the Era of the American Revolution,” in *A Companion to American Women’s History*, ed. Nancy A. Hewitt. (Malden, MA, 2005), 83-99.
- Carol Berkin, “‘The Day of Jubilee is Come’: African American Women and the American Revolution,” in *Women, Families, and Communities: Readings in American History Vol. 1*, eds. Hewitt et al (New York, 2008), 125-135.
- Antonia I. Castañeda, “Sexual Violence in the Politics and Policies of Conquest: Amerindian Women and the Spanish Conquest of Alta California,” in *Women, Families, and Communities: Readings in American History Vol. 1*, eds. Hewitt et al (New York, 2008), 103-118.

*Recommended Reading:* See Chapter 3 in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents*.

### **Thursday Oct. 25 – “Love” and Work?**

Required Readings:

- Annette Gordon-Reed, “The Hemings-Jefferson Treaty: Paris, 1789” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8<sup>th</sup> ed.* (Oxford, 2016), 97-105.
- Marla R. Miller, “Eggs on the Sand: Domestic Servants and Their Children in Federal New England,” in *Women, Families, and Communities: Readings in American History Vol. 1*, eds. Hewitt et al (New York, 2008), 136-146.
- “Prostitution in New York City, 1858,” (Document) in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents, Volume One: To 1900, THIRD EDITION*, 220-224.

*Recommended Reading:* See Chapters 3 and 4 in Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History With Documents*.

### **Thursday Nov. 1 – Violence in/to the West**

Required Readings:

- Miroslava Chávez-García, “Race, Culture, and Justice in Mexican Los Angeles,” in *Unequal Sisters: An Inclusive Reader in U.S. Women's History*, 4<sup>th</sup> ed., eds Vicki L. Ruiz et al (New York, 2008), 108 -117.
- Theda Perdue, “Cherokee Women and the Trail of Tears,” in *Women, Families, and Communities: Readings in American History Vol. 1*, eds. Hewitt et al (New York, 2008), 182-194.

*Recommended Reading:* See Chapter 4 in Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History With Documents*.

### **Thursday Nov. 8 – Making Mistresses**

Required Readings:

- Stephanie Jones-Rogers, “Mistresses in the Making,” in Linda K. Kerber, et al, eds., *Women's America: Refocusing the Past*, 8<sup>th</sup> ed. (Oxford, 2016), 139-146.
- Sue Monk Kidd, *The Invention of Wings*, 1-150.

*Recommended Reading:* See Chapter 4 in Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History With Documents*.

### **Thursday Nov. 15 - Making and Breaking Slavery**

\*\*\*\*\*LONG PAPER DUE\*\*\*\*\*

Required Readings:

- Walter Johnson, “Reading Bodies and Marking Race,” *Soul by Soul: Life Inside the Antebellum Slave Market*, (1999), 135-161.]
- Sue Monk Kidd, *The Invention of Wings*, 151-262.

*Recommended Reading:* See Chapter 4 in Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History With Documents*.

**\*Tuesday\* Nov. 20 – Women’s Rights and Reform (No Class Thursday Nov. 22 due to Thanksgiving Recess)**

Required Readings:

- Nancy A. Hewitt, “Re-rooting American Women’s Activism: Global Perspectives on 1848,” *Women’s Rights and Human Rights: International Historical Perspectives* (Palgrave, 2001), 123-137.
- Sue Monk Kidd, *The Invention of Wings*, 263-369.

*Recommended Reading:* See Chapter 5 in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents*.

**Thursday Nov. 29 – A Gendered Civil War and Reconstruction**

Required Readings:

- Stephanie McCurry, “Women Numerous and Armed: Politics and Policy on the Confederate Home Front,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8<sup>th</sup> ed.* (Oxford, 2016), 267-276.
- Elsa Barkley Brown, “To Catch the Vision of Freedom: Reconstructing Southern Black Women’s Political History, 1865-1880,” in *Unequal Sisters: An Inclusive Reader in U.S. Women’s History, 4<sup>th</sup> ed.*, eds Vicki L. Ruiz et al (New York, 2008), 156-177.
- Jean Fagan Yellin, “Marching Without a Lance: Giving Meaning to Freedom,” in *Women, Families, and Communities: Readings in American History Vol. 1*, eds. Hewitt et al (New York, 2008), 241-256.

*Recommended Reading:* See Chapters 5 and 6 in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents*.

**Thursday Dec. 6 – Colonial Legacies**

Required Readings:

- Rose Stremmler, “‘I Know What an Indian Woman Can Do’: Sarah Winnemucca Writes about Rape on the Northern Paiute Frontier,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8<sup>th</sup> ed.* (Oxford, 2016), 227-237.
- Devon A. Mihesuah, “‘Too Dark to Be Angels’: The Class System among the Cherokees at the Female Seminary,” in *Unequal Sisters: An Inclusive Reader in U.S. Women’s History, 4<sup>th</sup> ed.*, eds Vicki L. Ruiz et al (New York, 2008), 178-193.



*Recommended Reading:* See Chapter 6 in Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History With Documents*.

**Final Exam - TBD**