

History of Women in the United States to 1877

21:512:273

Section 01

Class Location/Time: Thursdays, 2:30-5:20, Hill Hall 115

Professor: E. Eittreim

Office: Conklin Hall, Room 326

Office Hours: by appointment

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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 bring the assigned readings with you to class to facilitate class discussion. You are also required to complete short writing assignments ("Reading Reactions") relevant to course readings. These will be conducted out of class on a regular basis and will include simple tasks like writing questions about the reading, listing key terms, note-taking, etc.
- 3) **Papers:** You will be assigned one short paper (2 pages – final draft due Oct. 3) and one long paper (5 pages – final draft due Nov. 26) 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 Oct. 31 and final exam on Dec. 17 (11:45 AM - 2:45 PM).
- 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. women's history.

Grading:

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

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 additional blog entries and make comments on your classmates' posts for additional credit. Extraordinarily good additional blog entries will raise your course grade by half a grade (from "B" to "B+," for example). An incomplete blog entry will lower your final grade by half a grade (from "B+" to "B," 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) 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.

The Writing Center

The Writing Center, 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. Please inform your students that The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills. For more on the Writing Center, see: <http://www.ncas.rutgers.edu/writingcenter>.

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

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.” For more information on academic integrity policies, see:

<http://academicintegrity.rutgers.edu/>.

Violence Prevention and Victim Assistance

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University’s Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>.

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.rutgers.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. 5 – Introduction: Does History Matter?

Thursday Sept. 12 – The Gender Frontier

- Kathleen M. Brown, “The Anglo-Indian Gender Frontier” in *Women's America: Refocusing the Past, 8th ed.* in Linda K. Kerber, et al, eds., *Women's America: Refocusing the Past, 8th 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. 19 - The Imperial Gaze and Slavery

- 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, 8th 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. 26 – Bodies and Souls in the Colonies

- 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, 8th 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. 3 – Negotiating Bodies

*****PAPER 1 DUE*****

- 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, 4th 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, 8th 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. 10 – Revolutions for Whom?

- 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. 17 – “Love” and Work?

- Annette Gordon-Reed, “The Hemings-Jefferson Treaty: Paris, 1789” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8th 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 Oct. 24 – Violence in/to the West

- Miroslava Chávez-García, “Race, Culture, and Justice in Mexican Los Angeles,” in *Unequal Sisters: An Inclusive Reader in U.S. Women’s History, 4th 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 Oct. 31 – Midterm Exam

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

Thursday Nov. 7 – Making Mistresses

- Stephanie Jones-Rogers, “Mistresses in the Making,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8th 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. 14 - Making and Breaking Slavery

- 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*.

Thursday Nov. 21 – Women's Rights and Reform

- 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*.

***Tuesday* Nov. 26 – A Gendered Civil War and Reconstruction (Class SWITCHED from Thursday Nov. 28 due to Thanksgiving Recess)**

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

- 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, 8th 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, 4th 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. 5 – Colonial Legacies (Last Day of Class)

- Rose Stremmlau, "'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, 8th 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, 4th 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