

History of Women in the United States to 1877

21:512:273

Section 63

Class Location/Time: Asynchronous/Online (via Blackboard)

<https://blackboard.rutgers.edu/>

Professor: Elisabeth Eittreim, PhD

Office Hours: WebEx or Zoom, by appointment

Contact: 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.

Learning Outcomes:

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, and to make connections between the past and the present.

Course Requirements:

- 1) **Course Materials:** You are required to read/view/listen to the course materials by the date indicated on the syllabus.
- 2) **Weekly Reading Reactions/Attendance (50%):** Each week you will complete specific "Reading Reaction" assignments that give you a chance to engage with the week's assigned course materials. Such assignments will include (but are not limited to): identification of main ideas or concepts, analysis of quotes and historical context, making connections between the past and present, writing or answering questions, reacting to a classmate's post etc. Reading Reactions must be posted to Blackboard by 9:00 AM on the date that the week's readings are due as noted on the syllabus (usually every Thursday), as listed on pages 7-14. Weekly Reading Reactions will also be used to gauge your regular attendance in the course (see further details below).
- 3) **Papers (each 10% of Final Grade):** You will be assigned to write two short papers (2-3 pages) that will ask you to reflect more deeply upon the course materials and topics covered in the course. Students will have the opportunity participate

in virtual “writing workshops” to peer review classmates’ papers. Paper assignments will be posted under the “Papers and Projects” tab on the course Blackboard page.

→ Paper 1 is due by 9:00 AM on Thursday Sept. 24 (Week 4)

→ Paper 2 is due by 9:00 AM on Thursday Oct. 22 (Week 8)

- 4) **Final Project (30% of Final Grade):** You will be assigned a final project related to course materials and women’s history more generally. The final project description will be available on the course Blackboard page under the “Papers and Projects” tab. The final project consists of three components:

→ a final project proposal due by 9:00 AM on Thursday Nov. 19 (Week 12)

→ a final project due by 9:00 AM on Thursday Dec. 10 (Week 15)

→ a final project reflection paper due by 10:00 PM on Thursday December 17 (which corresponds to assigned Final Exam Slot).

Grading:

Weekly Reading Reactions:	50%
Paper 1	10%
Paper 2:	10%
Final Project (All Components):	30%
<i>Final Proposal:</i>	10%
<i>Final Project:</i>	10%
<i>Final Reflection:</i>	10 %

Grading Scale for Assignments

93 - 100	A
90 - 92	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
70 - 76	C
60 - 69	D
59 or less	F

Grading Scale for Final Course Grade

90 - 100	A
87 - 89	B+
80 - 86	B
77 - 79	C+
70 - 76	C
60 - 69	D
59 or less	F

Papers and project components will be graded using a detailed rubric corresponding to the Grading Scale for Assignments noted above. Weekly Reading Reactions will be graded on a simpler 10-point scale detailed on the course Blackboard page. Final course grades will be determined by averaging the assignments based on percentages listed above.

Attendance:

Evidence of weekly attendance is required. As this class is being conducted online asynchronously, **you will demonstrate your attendance by submitting assignments on time each week. All weekly assignments are due by 9:00 AM every Thursday*, from Week 2 through Week 15** (*exception: due to Thanksgiving Break, the Week 13 assignments are due by 9:00 AM on Tuesday Nov. 24).

Students should notify their instructor if illness or personal circumstances prevent them from submitting an assignment on time. It is of the utmost importance that you **communicate with the instructor** if you anticipate an “absence” (i.e., submitting the week’s assignment after the due date) or if you have missed a week’s assignment. You do not need to share personal details or medical notes, but please do communicate by emailing the instructor as soon as possible at eittreim@rutgers.edu. Noting the current pandemic, the instructor will be as flexible as possible (within reason), and can work with students on a case by case basis.

Excused vs. Unexcused Absences: The Rutgers-Newark Undergraduate Catalog (http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html) states that 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.”

Any student who misses TWO classes (evidenced by not submitting two weeks of Reading Reaction assignments) will receive a half grade reduction (from “B+” to “B,” for example) on their final grade. Any student who misses THREE classes (evidenced by not submitting three weeks of Reading Reaction assignments) will receive a full grade reduction (from “B” to “C,” for example) on their final grade. 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.

Grading Policies/Late Assignments:

Weekly Reading Reactions: Late “Reading Reaction” assignments **will not be accepted** unless a requested extension has been granted. One of the main purposes of these assignments is to give students a chance to reflect on and engage with the readings and course materials, and help students to keep up with the course assignments. **ALL “Reading Reactions” must be posted on Blackboard by 9:00 AM on the Thursday* of that week’s assignments** (*except for Week 13 due to Thanksgiving Break, when the Reading Reaction is due by Tuesday of that week). For example, the first “Reading Reaction” of the semester must be posted by 9:00 AM on Thursday, September 8. Specific “Reading Reaction” assignments will be posted each week. All students are allowed to miss ONE Reading Reaction over the course of the semester without penalty.

Papers/Projects: Papers must be posted to Blackboard by 9:00 AM on the Thursday of the week it is due. As noted elsewhere, paper due dates are 9:00 AM on Thursday Sept. 24 AND Thursday Oct. 22. Project due dates are 9:00 AM on Thursday Nov. 19, 9:00 AM on Thursday Dec. 10, and 10:00 PM on Thursday Dec. 17. If posted after the specific time (i.e. 9:00 AM) on the due date, the paper/project will lose a half-grade reduction (from “B+” to “B” for example). After the due date, for every day that a paper/project is not posted, the paper/project will lose a full grade reduction (from “A” to “B,” for example). Papers and projects will receive a zero if they have not been posted within 2 weeks after the original due date, unless extensions have been granted ahead of time. Unsubmitted papers/project will receive a zero and will bring down your final grade.

Communication:

If you have any questions or concerns about the course, please contact the instructor via email at eittreim@rutgers.edu. To the best of your ability, it is best to ask questions or seek guidance on an assignment PRIOR to its due date (preferably, a week or at least 72 hours in advance). Students can also set up times to discuss assignments or concerns about the course via one-on-one or group virtual meetings using Zoom or WebEx.

It is also critically important that you use and check your **Rutgers email account** on a regular basis. Email messages will be sent out to the whole class using these accounts, and the instructor will use the Rutgers email accounts to reach individuals as needed.

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>.

Class Environment:

It is critical that members of the class help to create a “safe” online learning space by engaging with one another in a respectful and constructive manner. It is important to be considerate of others’ opinions and ideas regardless of whether they complement or challenge your own. Many of the topics covered in the course are sensitive (i.e. violence, rape, abortion, etc.), making it important both to respect your own limits as a scholar as well as those of others. Please reach out to the instructor with questions or concerns.

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. (Name) (Signature/Typed) (Date)." For more information on academic integrity policies, see: <http://academicintegrity.rutgers.edu/>.

Accommodation and Support Statement:

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

SYLLABUS

Course Materials:

All required readings, videos, podcasts, slides, audio etc. are uploaded to the course Blackboard page <https://blackboard.rutgers.edu/>. You do not have to purchase any materials for the course. Course materials are organized in folders by week under the “Weekly Lessons” tab.

Assignment Overview:

All of the week’s course materials must be carefully reviewed and corresponding assignments (Reading Reactions, papers, final project components, etc.) must be completed and posted by 9:00 AM each Thursday (unless otherwise indicated). Reading Reaction assignments will be generally be posted under the “Discussions” tab, paper and project assignments will generally be posted under the “Papers and Project” tab (unless otherwise indicated). Any modifications to the course materials or assignments will be announced via Blackboard’s “Announcements” feature.

Reminder of Assignment Due Dates:

- Weekly Reading Reactions (50%): on weekly basis, Thursdays by 9:00 AM
 - Paper 1 (10%): Thursday Sept. 24 (Week 4), by 9:00 AM
 - Paper 2 (10%): Thursday Oct. 22 (Week 8), by 9:00 AM
 - Final Project (30%):
 - Final Project Proposal (10%): Thursday Nov. 19 (Week 12), by 9:00 AM
 - Final Project (10%): Thursday Dec. 10 (Week 15), by 9:00 AM
 - Final Project Reflection (10%): Thursday Dec. 17, by 10:00 PM
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Week 1 – Introduction: Does History Matter? (by Friday Sept. 4)

- On course Blackboard page, go to Weekly Lessons tab → Week 1 Folder, which includes following tasks:
 - review syllabus and complete syllabus quiz (by 9:00 AM on Friday Sept. 4)
 - complete technology survey (by 9:00 AM on Friday Sept. 4)
 - complete introductions assignment (by 9:00 AM on Friday Sept. 4)

Week 2 – The Gender Frontier (by Thursday Sept. 10)

- WATCH: Clips from “Making North America: Human,” NOVA (PBS 2015) - 15 minutes <https://www.pbs.org/wgbh/nova/video/making-north-america-human/>
- READ: 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.

- READ: “The True Story of Pocahontas,” *Smithsonian Magazine* (March 23, 2017) <https://www.smithsonianmag.com/history/true-story-pocahontas-180962649/>
- WATCH: “A Conversation with Native Americans on Race,” *The New York Times* (August 15, 2017) - 6 minutes <https://www.nytimes.com/video/opinion/100000005352074/a-conversation-with-native-americans-on-race.html>
- VIEW/LISTEN: Week 2 Slides/Audio

Week 3 – The Imperial Gaze and Slavery (by Thursday Sept. 17)

- READ: 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.
- READ: 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.]
- WATCH: “Roots: The Middle Passage/History” - 3 minutes <https://www.youtube.com/watch?v=0IJrhQE6DZk>
- VIEW/LISTEN: Week 3 Slides/Audio
- WATCH: “A group of black teenagers went searching for a sunken slave ship. It changed how they view slavery,” *The Washington Post* (September 12, 2019) - 10 minutes <https://www.washingtonpost.com/nation/2019/09/13/group-black-teenagers-went-searching-sunken-slave-ship-it-changed-how-they-view-their-history/>

Week 4 – Colonizing Bodies and Souls (by Thursday Sept. 24)

- Paper 1 DUE
- READ: 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.
- READ: Mary Beth Norton, “Introduction,” *In the Devil’s Snare: The Salem Witchcraft Crisis of 1692*, (New York: Vintage Books, 2003), 1-12.
- WATCH: Nicholas Metcalf, “Why we need gender fluidity,” *Tedx Minneapolis* (May 2015) - 15 minutes <https://www.youtube.com/watch?v=ICWB8pfGBvc>

- READ: Tony Enos, "8 Things You Should Know About Two-Spirit People," *Indian Country Today* (March 28, 2017)
<https://indiancountrytoday.com/archive/8-things-you-should-know-about-two-spirit-people-294cNolj-EGwJFOWEnbbZw>
- VIEW/LISTEN: Week 4 Slides/Audio
- Optional/Extra Credit→READ: Stacy Schiff, "Unraveling the Many Mysteries of Tituba, the Star Witness of the Salem Witch Trials," *Smithsonian Magazine* (November 2015)
<https://www.smithsonianmag.com/history/unraveling-mysteries-tituba-salem-witch-trials-180956960/?no-ist>
- Optional/Extra Credit→WATCH: "The Salem Witch Trials," Elizabeth Reis talk on *Teaching History* - 7 minutes <https://teachinghistory.org/best-practices/examples-of-historical-thinking/24551>

Week 5 – Captivity (by Thursday Oct. 1)

- READ: James F. Brooks, excerpts of "'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), 41-44, 53-54.
- LISTEN: "Descendants of Native American Slaves in New Mexico Emerge from Obscurity," *NPR* (December 29, 2016) - 5 minutes
<https://www.npr.org/2016/12/29/505271148/descendants-of-native-american-slaves-in-new-mexico-emerge-from-obscurity>
- WATCH: "The Pueblo Revolt," clip from season 1, episode 10 of *Finding Your Roots* (PBS: May 2012) - 4 minutes
<https://www.pbs.org/video/finding-your-roots-pueblo-revolt/>
- READ: 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.
- VIEW/LISTEN: Week 5 Slides/Audio

Week 6 – Toward Revolution(s) (by Thursday Oct. 8)

- LISTEN: "Skeleton War," *MEN, Part 3* in podcast, Scene on Radio (August 8, 2018) - 34 minutes
<https://www.sceneonradio.org/episode-48-skeleton-war-men-part-3/>

- READ: 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.
- READ: Primary Sources: Letters, from Eliza Lucas Pinckney (1722-1793); from Elizabeth Sprigs (1756), 92-94 in Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History With Documents, Volume One: To 1900* (2012).
- VIEW/LISTEN: Week 6 Slides/Audio

Week 7 – Revolutions for Whom? (by Thursday Oct. 15)

- READ: excerpts from 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.
- READ: 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.
- READ: excerpt from "Maintaining the Troops: The Women Who Served," 132-134, "Portraits of Revolutionary Women," 153-161 and "Documents: Phillis Wheatley, Poet and Slave," 168-172 in Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History With Documents, Volume One: To 1900* (2012).
- READ: Abigail Adams to John Adams (March 31 and April 5, 1776), Adams Family Correspondence Digital Edition, Massachusetts Historical Society
<http://www.masshist.org/publications/adams-papers/view?id=AFC01d244>
- VIEW/LISTEN: Week 7 Slides/Audio
- OPTIONAL/EXTRA CREDIT → LISTEN: Carol Berkin, "African American Women and the American Revolution," *American Revolution Institute* (April 10, 2014) - 20 minutes <https://www.americanrevolutioninstitute.org/video/african-american-women-and-the-american-revolution/>

Week 8 – Hemings and a New Republic (by Thursday Oct. 22)

- Paper 2 DUE
- READ: 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.
- WATCH: “Unearthing Sally Hemings’ legacy at Monticello,” *PBS Newshour* (Aug. 1, 2018) - 8 minutes
<https://www.youtube.com/watch?v=0Gm3HtjirMQ>
- WATCH: “Thomas Jefferson’s Descendants Come Together Despite Troubled Past,” *CBS This Morning* (Feb. 14, 2019) - 6 minutes
https://www.cbs.com/shows/cbs_this_morning/video/N_dbAS1uViGQjA52meDnpXta4A2cuYJw/thomas-jefferson-s-descendants-come-together-despite-troubled-past/
- READ: Hemings Primary Source (transcripts)
- VIEW/LISTEN: Week 8 Slides/Audio
- VIEW/WATCH: “Getting Word Oral History Project,” Monticello - 4 minutes
<https://www.monticello.org/getting-word>

Week 9 – In/To the West (by Thursday Oct. 29)

- READ: “Cherokee Women Oppose Removal,” 282-285 (includes primary documents), in Colin G. Calloway, *First Peoples: A Documentary Survey of American Indian History 6th edition*, (2019)
- READ: 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.
- WATCH: clip from “We Shall Remain: Trail of Tears,” *American Experience* (PBS 2010) – 5 minutes
<https://nj.pbslearningmedia.org/resource/akh10.socst.ush.exp.trail/trail-of-tears/>
- READ: Lucy Eldersveld Murphy, “Public Mothers: Creole Mediators in the Northern Borderlands” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8th ed.* (Oxford, 2016), 161-168.
- VIEW/LISTEN: Week 9 Slides/Audio

Week 10 – Making and Breaking Slavery (by Thursday Nov 5)

- READ: 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.
- READ: excerpt from Walter Johnson, “Reading Bodies and Marking Race,” *Soul by Soul: Life Inside the Antebellum Slave Market*, (1999), 135-161.
- READ: “Two Slave Love Stories: William and Ellen Craft,” 225-230 in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents, Volume One: To 1900* (2012).
- LISTEN and VIEW: Eve Abrams, “Remembering New Orleans’ Overlooked Ties to Slavery,” NPR (July 28, 2015) – 3 minutes
<https://www.wfdd.org/story/remembering-new-orleans-overlooked-ties-slavery>
- READ: excerpt from Erica Armstrong Dunbar, “Introduction,” 1-5 in *A Fragile Freedom: African American Women and Emancipation in the Antebellum City* (Yale University, 2008)
- VIEW/LISTEN: Week 10 Slides/Audio

Week 11 – Antebellum Reform (by Thursday Nov. 12)

- READ: “Antebellum Reform,” 263-273, in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents, Volume One: To 1900* (2012).
- READ: Susan Zaeske, “Signatures of Citizenship: Debating Women’s Antislavery Petitions,” 213-221 and “Documents: The Grimké Sisters, Sarah and Angelina, Talk Truth to Power,” 238-242 in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8th ed.* (Oxford, 2016), 213-221.
- WATCH: clip on Lowell from “The Rise of Capitalism,” *A Biography of America* (Annenberg Learning,) - 3 minutes
<https://www.learner.org/series/a-biography-of-america/the-rise-of-capitalism/>
- READ: “Harriet Robinson, Lowell Girls (Primary Source),” *Modern History Sourcebook* (Fordham University)
<https://sourcebooks.fordham.edu/mod/robinson-lowell.asp>
- VIEW/LISTEN: Week 11 Slides/Audio

Week 12 – Women’s Rights (by Thursday Nov. 19)

- Final Project PROPOSAL DUE
- READ: “Entering New Territory: Women’s Rights” in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents, Volume One: To 1900* (2012), 273-277.
- WATCH: “The Vote,” *The American Experience* (PBS: June 2020) - 15 minutes
<https://www.pbs.org/wgbh/americanexperience/films/vote/?feature=Video#part01>
- READ: “The Declaration of Sentiments” (Primary Source)
http://www.womensrightsfriends.org/pdfs/1848_declaration_of_sentiments.pdf
- WATCH: “Sojourner Truth Speech of 1851, ‘Ain’t I A Woman,’” performed at Kansas State University’s 8th Diversity Summit on April 1, 2011. Performed by Pat Theriault – 4 minutes
<https://www.youtube.com/watch?v=XilHJc9IZvE>
- VIEW/LISTEN: Week 12 Slides/Audio

Week 13 – A Gendered Civil War (by *Tuesday* Nov. 24 – due to Thanksgiving break)

- READ: excerpts from “Women on the Civil War Battlefields,” in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents, Volume One: To 1900* (2012), 300-312.
- READ: excerpts from 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.
- READ: “Rutgers Professor on How Harriet Tubman Came to Slay,” *Rutgers Today* (November 19, 2020)
<https://www.rutgers.edu/news/rutgers-professor-how-harriet-tubman-came-slay>
- VIEW/LISTEN: Week 13 Slides/Audio

Week 14 – Gendering Reconstruction (by Thursday Dec. 3)

- READ: excerpt from 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.
- READ: 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.
- READ: “Documents: Roda Ann Childs, ‘I was more dead than alive’” and “Reconstruction Amendments, 1868, 1870” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8th ed.* (Oxford, 2016), 288-289.
- VIEW/LISTEN: Week 14 Slides/Audio

Week 15 – Colonial Legacies, Resistance and Resilience (by Thursday Dec. 10)

- Final PROJECT due
- READ: Susan B. Anthony Trial 1873, Three Primary Sources
- 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, 8th ed.* (Oxford, 2016), 227-237.
- VIEW/LISTEN: Week 15 Slides/Audio

Final Exam – *There is no final exam for the course. Instead, a FINAL REFLECTION PAPER is due at the regularly scheduled exam time.*

- **Final REFLECTION paper due by 10:00 PM on Thursday Dec. 17**