

History of Women in the United States to 1877

21:512:273

Section 02

Class Location: Hill Hall, Room 102
Class Meeting Times: Tuesdays and Thursdays, 11:20-12:30

Professor: E. Eittreim
Office: Conklin Hall, Room 326
Office Hours: Tuesdays and Thursdays, 1:00-2:00 (or 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, careful reading of assigned texts *by date indicated on syllabus*, and participation in class discussions/activities. You are required to **bring the assigned readings with you to class** to facilitate class discussion.
- 2) Midterm exam held on Tuesday, October 25 and final exam TBA.
- 3) Paper 1 due on Tuesday, September 27 and Paper 2 due on Tuesday, November 22. *Papers must be posted on Blackboard BEFORE class on the due date.*
- 4) Journal/Notes: You are required to complete regular journal entries and notes related to the course readings and will be expected to post these assignments on Blackboard. These assignments are designed to give you a chance to respond to the primary and secondary source readings, help you study for the exams, and will be used to facilitate class discussions. "Journal entry" assignments may take various forms, and some will be guided (you will be asked to respond to a specific question/prompt) and others will be free form. Assignments may include writing a few paragraphs, listing key words/phrases, creating open-ended questions, etc.. All assignments will be graded with a check, check minus, and check plus. Specifics regarding these assignments will be posted on the Blackboard website.

Grading:

Participation:	20%
Paper 1:	20%
Paper 2:	20%
Midterm exam:	20%
Final exam:	20%

Journal/Notes**: As mentioned above, journal entries/notes will be graded with a check (if the entry is completed), a check plus (if the entry is particularly well done), or a check minus (if the entry is barely passable). Extraordinarily good journals/assignments (many check-pluses) will raise your course grade by half a grade (from “B” to “B+,” for example). Barely passable journals/notes (many check-minuses) will lower your course grade by half a grade (from “B” to “C+” for example). Seriously incomplete journals/notes 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) 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 four classes will receive a half grade reduction (from “B” to “C+,” for example). Any student who misses six classes will receive a full grade reduction (from “B” to “C,” for example). Any student who misses eight 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 half 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).

Journals/Notes: Late journals/notes will not be accepted. One of the main purposes of the regular journals/notes is to give students a chance to reflect on and engage with the readings, ultimately preparing them for class. As indicated above, several missing journal entries 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:

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

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:

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

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

The rest of the **required readings** can be accessed via Blackboard (blackboard.newark.rugters.edu) and are indicated in the syllabus below as “BB.”

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.

Tuesday Sept. 6 – Introduction

Thursday Sept. 8 – Sex and Gender

- BB:** 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.

Tuesday Sept. 13 – Anglo-Indian Encounters

- BB:** 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.
- BB:** 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.

Thursday Sept. 15 – African Women and Slavery

- BB:** 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.

Tuesday Sept. 20 – The Imperial Gaze/Empire

- BB:** 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.
- BB:** 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.

Thursday Sept. 22 – Colonial Worlds and Households

- BB:** Laurel Thatcher Ulrich, “Three Inventories, Three Household,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8th ed.* (Oxford, 2016), 43-53.

Tuesday Sept. 27 – Colonial Women and Families**Post PAPER 1 BEFORE the class begins!****Thursday Sept. 29 – Captivity in Borderlands**

- BB:** 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.
- BB:** 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.

Tuesday Oct. 4 – The Salem Witchcraft Crisis

- BB:** 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.
- BB:** Excerpts from “The Trial of Anne Hutchinson, 1637,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8th ed.* (Oxford, 2016), 80-83.

Thursday Oct. 6 - Negotiating Sex and Gender in the 18th Century

- BB:** 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.
- BB:** 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.

Tuesday Oct. 11 - Mothers and Daughters of the Revolutionary Era

- BB:** Linda K. Kerber, “Why Diamonds Really Are a Girl’s Best Friend: The Republican Mother and the Woman Citizen,” 117-125.

Thursday Oct. 13 – A Revolution for Whom?

- BB:** 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.

- BB:** 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.

Tuesday Oct. 18 – Sally Hemings: Redefining Family

- BB:** 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.

Thursday Oct. 20 – Redefining Family and Friendship

- BB:** 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.

- BB:** Carroll Smith-Rosenberg, “The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8th ed.* (Oxford, 2016), 189-201.

Midterm Prep:

Formulate questions related to readings that you would like to discuss further and bring these texts/questions to class. To facilitate class discussion, it is advised that you bring all readings to class.

Tuesday Oct. 25 – MIDTERM EXAM IN CLASS.**Thursday Oct. 27 – Women’s Work**

- BB:** “From Market Revolution to Industrial Revolution” and “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*, 196-203, 220-224.

BB: Document, "Eliza R. Hemingway and Sarah Bagley; Testimony on Working Conditions in Early Factories, 1845," in Linda K. Kerber, et al, eds., *Women's America: Refocusing the Past, 8th ed.* (Oxford, 2016), 158-160.

Novel: Sue Monk Kidd, *The Invention of Wings*. (Begin reading. Read entire book by December 8.)

Tuesday Nov. 1 – Agents and Agency in Slavery

BB: Documents, "Two Slave Love Stories," in Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History With Documents, Volume One: To 1900, THIRD EDITION*, 225-232.

BB: Document, "Maria Perkins Writes to Her Husband on the Eve of Being Sold," in Linda K. Kerber, et al, eds., *Women's America: Refocusing the Past, 8th ed.* (Oxford, 2016), 160.

BB: Walter Johnson, "Reading Bodies and Marking Race," *Soul by Soul: Life Inside the Antebellum Slave Market*, (1999), 135-161.

Novel: Sue Monk Kidd, *The Invention of Wings*. (Read entire book by Dec. 8.)

Thursday Nov. 3 – Making and Breaking Slavery

BB: 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.

BB: Sharon Block, "Lines of Color, Sex, and Service: Sexual Coercion in the Early Republic," in Linda K. Kerber, et al, eds., *Women's America: Refocusing the Past, 8th ed.* (Oxford, 2016), 179-188.

Novel: Sue Monk Kidd, *The Invention of Wings*. (Read entire book by Dec. 8.)

Tuesday Nov. 8 – Race In/To the West

BB: 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.

BB: 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.

Novel: Sue Monk Kidd, *The Invention of Wings*. (Read entire book by Dec. 8.)

Thursday Nov. 10 – An Age of Reform

BB: “Antebellum Reform” in Ellen Carol DuBois and Lynn Dumenil, *Through Women’s Eyes: An American History With Documents, Volume One: To 1900, THIRD EDITION*, 263-273.

BB: Maureen Fitzgerald, “Habits of Compassion: Irish American Nuns in New York City,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8th ed.* (Oxford, 2016), 169-178.

BB: Document, “The Grimké Sisters, Sarah and Angelina, Talk Truth to Power,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8th ed.* (Oxford, 2016), 238-242.

Novel: Sue Monk Kidd, *The Invention of Wings*. (Read entire book by Dec. 8.)

Tuesday Nov. 15 – Women’s Rights

BB: “Seneca Falls Declaration of Sentiments and Resolutions.”

BB: 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.

Novel: Sue Monk Kidd, *The Invention of Wings*. (Read entire book by Dec. 8.)

Thursday Nov. 17 – A Gendered Civil War

BB: 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.

Novel: Sue Monk Kidd, *The Invention of Wings*. (Read entire book by Dec. 8.)

Tuesday Nov. 22 – Reconstructing Women’s Lives

Post PAPER 2 to Blackboard BEFORE the beginning of class!

Thursday Nov. 24 – NO CLASS – THANKSGIVING RECESS

Novel: Sue Monk Kidd, *The Invention of Wings*. (Read entire book by Dec. 8.)

Tuesday Nov. 29 - A Gendered Reconstruction

BB: 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.

BB: 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.

Novel: Sue Monk Kidd, *The Invention of Wings*. (Read entire book by Dec. 8.)

Thursday Dec. 1 Violence in the West

BB: Lisbeth Haas, “Conflicts and Cultures in the West,” in *A Companion to American Women’s History*, ed. Nancy A. Hewitt. (Malden, MA, 2005), 132-149.

BB: Rose Stremlau, “‘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.

Novel: Sue Monk Kidd, *The Invention of Wings*. (Read entire book by Dec. 8.)

Tuesday Dec. 6: Colonial Legacies

BB: 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.

Novel: Sue Monk Kidd, *The Invention of Wings*. (Read entire book by Dec. 8.)

Thursday Dec. 8 – Discussion of Sue Monk Kidd’s *Invention of Wings*.

Tuesday Dec. 13 – LAST CLASS Review

Formulate questions related to texts that you would like to discuss further and bring these texts/questions to class. To facilitate class discussion, it is advised that you bring all readings to class. *THE FINAL EXAM IS CUMULATIVE*

FINAL EXAM: TBA.

Optional Reading – In class, I will often cover material that is *not* in the required reading for the course. If you would like to a text book to reinforce some of the background material covered in lectures, I recommend the following book: Ellen Carol DuBois and Lynn Dumenuil, *Through Women's Eyes: An American History With Documents*. This text comes in several editions. The chapter suggestions below can be read using the third edition (combined volumes – the brown book), the third edition volume 1 (blue book), or the fourth edition (aqua book). I will also put this text book on reserve in Dana Library in case you would like to access these readings.

Tuesday September 13 – see Chapter 1
Thursday September 15 – see Chapter 1
Tuesday September 20 – see Chapter 1
Thursday September 22 – see Chapter 2
Tuesday September 27 – (Paper 1 due)
Thursday September 29 – see Chapter 2
Tuesday October 4 – see Chapter 2
Thursday October 6 – see Chapter 2
Tuesday October 11 – see Chapter 3
Thursday October 13 – see Chapter 3
Tuesday October 18 – see Chapter 3
Thursday October 20 – see Chapter 3
Tuesday October 25 – (Midterm Exam)
Thursday October 27 – See Chapter 4
Tuesday November 1 – See Chapter 4
Thursday November 3 – See Chapter 4
Tuesday November 8 – See Chapter 4
Thursday November 10 – See Chapter 5
Tuesday November 15 – See Chapter 5
Thursday November 17 – See Chapter 5
Tuesday November 22 – (Paper 2 due)
Thursday November 24 – (Thanksgiving Break)
Tuesday November 29 – See Chapter 6
Thursday December 1 – See Chapter 6
Tuesday December 6 – See Chapter 6