

## History of Women in the United States to 1877

21:512:273

Section 02

Class Location: Hill Hall – Room 106  
Class Meeting Times: Tuesdays and Thursdays, 10:00 AM – 11:20 AM  
Professor: E. Eittreim  
My Office: 313 Conklin Hall  
Office Phone: 973-353-3823  
Office Hours: before class by appointment or Tuesdays and Thursdays, 1:00-2:00  
My 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 Thursday October 22, 2015.
- 3) Paper 1 due September 24, 2015 and Paper 2 due on Thursday November 19, 2015.
- 4) Journal. You are required to write informal journal entries (one to three pages in length) about the assigned readings for every class meeting\* and bring the journal to every class. Some journal entries will be guided (you will be asked to respond to a specific question/prompt) and others will be free form. The journal will give you a chance to respond to the primary and secondary source readings, be helpful in studying for the exams and used to facilitate class discussions. Journal entries will be collected at unannounced times, at a minimum of five class sessions over the course of the semester. Journal entries will be graded with a check, check minus, and check plus. Please use a three-ring binder with looseleaf paper to facilitate collection of journal entries. (\*No journal entries are due on the days of the midterm exam and paper due dates.)

**Grading:**

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

Journal Entries\*\*: As mentioned above, journal entries 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 (many check-pluses) will raise your course grade by half a grade (from “B” to “B+,” for example). A barely passable journal (many check-minuses) will lower your grade by ONE FULL GRADE (from “B” to “C,” for example). Seriously incomplete journals will lower your final grade by TWO FULL GRADES (from “B” to “D,” for example).

**Attendance/Tardiness:**

Attendance is required. Class will begin on time. Lateness of twenty minutes or more counts as a half-absence and puts a student at risk of grade penalties (discussed below). 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.

*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:**

*Papers 1 and 2:* Papers are due at 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 turned in late on the due date (after class has begun), the paper will lose a half-grade reduction (from “B+” to “C,” for example).

*Journal Entries:* Late journal entries will not be accepted. One of the main purposes of the journal 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.

**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. The standard minimum penalties for students who cheat or plagiarize 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 books are required for the course. They are available at New Jersey Books, 167 University Avenue (corner of University and Bleeker) and at the Rutgers University Book Store. They are also on two-hour reserve at Dana Library.

Required Books

**Text:** Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History With Documents, Volume One: To 1900, THIRD EDITION*. ISBN # 978-0-312-67606-3

**Novel:** 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.rutgers.edu](http://blackboard.newark.rutgers.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.**

**Week 1:**

**Tuesday Sept. 1 – Introduction**

**Thursday Sept. 3 – Sex and Gender**

**Readings:**

**Text:** DuBois/Dumenil, xxvii-xxxv

**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, 8<sup>th</sup> ed.* (Oxford, 2016), 34-43.

**BB:** Sara M. Evans, "Introduction," *Born For Liberty* (New York, 1997), 1-6.

**Week 2:**

**Tuesday Sept. 8 – NO CLASS** [Go to your regularly scheduled classes that meet on Mondays)

**Thursday Sept. 10 – Anglo-Indian Encounters****Readings:**

**Text:** DuBois/Dumenil, 2-28; 36-46.

**BB:** 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.

**BB:** Sara M. Evans, “The First American Women,” *Born For Liberty* (New York, 1997), 7-20.

**Week 3:****Tuesday Sept. 15 – African Women and Slavery****Readings:**

**Text:** DuBois/Dumenil, 28-35; 47-51.

**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.

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

**Thursday Sept. 17 – The Imperial Gaze/Empire****Readings:**

**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:** 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.

**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*, 8<sup>th</sup> ed. (Oxford, 2016), 87-97.

**BB:** Sara M. Evans, “Women Who Came to North America,” *Born For Liberty* (New York, 1997), 21-43.

**Week 4:****Tuesday Sept. 22 – Colonial Worlds and Households****Readings:**

**Text:** DuBois/Dumenil, Chapter 2 Colonial Worlds, 56-88, 103-109.

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

**BB:** T.H. Breen, “An Empire of Goods: The Anglicization of Colonial America, 1690-1776,” *Journal of British Studies* 25, no. 4, *Reviewing the Eighteenth Century* (October 1986), 467-499.

**Thursday Sept. 24 – Colonial Women and Families****Readings:**

**Text:** DuBois/Dumenil, 89-102, 110-116.

**Paper 1 DUE IN CLASS TODAY.****Week 5:****Tuesday 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, 4<sup>th</sup> 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, 8<sup>th</sup> ed.* (Oxford, 2016), 66-79.

**Thursday Oct. 1 - The Salem Witchcraft Crisis****Readings:**

**BB:** Carol F. Karlsen, “The Devil in the Shape of a Woman” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past, 8<sup>th</sup> ed.* (Oxford, 2016), 53-66.

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

**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.

## **Tuesday Oct. 6 - Negotiating Sex and Gender in the 18<sup>th</sup> Century**

### **Readings:**

**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.

## **Week 6:**

### **Thursday Oct. 8 – Mothers and Daughters of the Revolutionary Era**

#### **Readings:**

**Text:** DuBois/Dumenil, Chapter 3 Mothers and Daughters of the Revolution, 122-152; 153-179.

**BB:** Kate Haulman, “A Short History of the High Roll,” *Common-Place* vol. 2, no.1, October 2001.

**BB:** Sara M. Evans, *Born For Liberty* “The Revolutionary Era,” 45-66 (New York, 1997)

## **Week 7**

### **Tuesday Oct. 13 – A Revolution for Whom?**

#### **Readings:**

**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.
- BB:** Judith Van Buskirk, “They Didn’t Join the Band: Disaffected Women in Revolutionary Philadelphia,” *Philadelphia History*, vol. 62, no. 3, July 1995, 293-305.

### Thursday Oct. 15 – Rights, Freedoms, and Parlor Politics

#### Readings:

- BB:** Rosemarie Zagari, “The Rights of Woman,” *Revolutionary Backlash: Women and Politics in the Early American Republic*. (University of Pennsylvania Press, 2007), 11-45.
- BB:** Catherine Allgor, “Introduction” and “President Thomas Jefferson in Washington City,” *Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government*, (University of Virginia Press, 2000), 1-47.
- BB:** 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.

### Week 8:

### Tuesday Oct. 20 – Redefining Family and Friendship; Midterm Exam Review

#### Readings:

- 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:** Paul E. Johnson, “The Modernization of Greenleaf and Abigail Patch: Land, Family, and Marginality in the New Republic,” in *Women, Families, and Communities: Readings in American History Vol. 1*, eds. Hewitt et al (New York, 2008), 147-163.
- 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, 8<sup>th</sup> 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.

**Thursday Oct. 22 - MIDTERM EXAM IN CLASS.**

**Week 9:**

**Tuesday Oct. 27 – Women, Work, and Politics**

**Readings:**

**Text:** DuBois/Dumenil, Chapter 4: 186-224; 233-247.

**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, 8<sup>th</sup> ed.* (Oxford, 2016), 158-160.

**BB:** Anne M. Boylan, “Women and Politics in the Era before Seneca Falls: Boston and New York City,” in *Women, Families, and Communities: Readings in American History Vol. 1*, eds. Hewitt et al (New York, 2008), 169-178.

**BB:** Jeanne Boydston, “The Pastoralization of Housework,” in Linda K. Kerber, et al, eds., *Women's America: Refocusing the Past, 8<sup>th</sup> ed.* (Oxford, 2016), 128-139.

**Novel:** Sue Monk Kidd, *The Invention of Wings*. (Begin reading. Read entire book by November 19.)

**Thursday Oct. 29 – Association and Reform**

**Readings:**

**BB:** Sara M. Evans, “Age of Association,” *Born For Liberty* (New York, 1997), 67-92.

**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, 8<sup>th</sup> ed.* (Oxford, 2016), 238-242.

**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*, 8<sup>th</sup> ed. (Oxford, 2016), 169-178.

**BB:** Ann Firor Scott, “To Cast Our Mite on the Altar of Benevolence: Women Begin to Organize,” “To Overlap the Modesty of Nature: The Emergence of Female Activism,” *Natural Allies: Women’s Associations in American History* (University of Illinois Press, 1991), 11-36; 37-57.

**Novel:** Sue Monk Kidd, *The Invention of Wings*. (Read entire book by November 19.)

### Week 10:

#### Tuesday Nov. 3 – Agents and Agency in Slavery

##### Readings:

**Text:** DuBois/Dumenil, 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*, 8<sup>th</sup> ed. (Oxford, 2016), 160.

**BB:** Stephanie M.H. Camp, “The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861,” 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), 83-107.

**BB:** 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.

**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*, 8<sup>th</sup> ed. (Oxford, 2016), 179-188.

**Novel:** Sue Monk Kidd, *The Invention of Wings*. (Read entire book by November 19.)

#### Thursday Nov. 5 – Race In/To the West

##### Readings:

**Text:** DuBois/Dumenil, Chapter 5: Expansion, Reform, and Civil War, 252-263, 287-299.

- BB:** 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.
- 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.
- BB:** Albert L. Hurtado, “Sex, Gender, Culture, and a Great Event: The California Gold Rush,” in *Women, Families, and Communities: Readings in American History Vol. 1*, eds. Hewitt et al (New York, 2008), 210-221.
- BB:** Nayan Shah, “Public Health and the Mapping of Chinatown,” *Contagious Divides: Epidemics and Race in San Francisco’s Chinatown*, (Berkeley, 2001), 17-44.
- Novel:** Sue Monk Kidd, *The Invention of Wings*. (Read entire book by November 19.)

### Week 11:

#### Tuesday Nov. 10 – Women’s Rights

##### Readings:

- Text:** DuBois/Dumenil, Chapter 5: Expansion Reform and Civil War, “Seneca Falls Declaration of Sentiments and Resolutions,” 252-286, A-1 to A-4.
- BB:** Gerda Lerner, “The Meanings of Seneca Falls, 1848-1998,” in Linda K. Kerber, et al, eds., *Women’s America: Refocusing the Past*, 8<sup>th</sup> ed. (Oxford, 2016), 221-227.
- BB:** Nancy Hewitt, “Re-rooting American Women’s Activism: Global Perspectives on 1848,” in *Patricia Grimshaw, et al, eds., Women’s Rights as Human Rights: International Historical Perspectives* (London, 2001), 123-137.
- BB:** Sara M. Evans, ““A Time of Division,” *Born For Liberty* “(New York, 1997), 93-118.
- Novel:** Sue Monk Kidd, *The Invention of Wings*. (Read entire book by November 19.)

**Thursday Nov. 12 – A Gendered Civil War****Readings:**

**Text:** DuBois/Dumenil, 300-313.

**BB:** Alice Fahs, “The Feminized Civil War: Gender, Northern Popular Literature, and the Memory of War, 1861-1900,” 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), 130-155.

**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, 8<sup>th</sup> ed.* (Oxford, 2016), 267-276.

**BB:** Drew Gilpin Faust, “‘Trying to Do a Man’s Business’: Slavery, Violence and Gender in the American Civil War,” in *Women, Families, and Communities: Readings in American History Vol. 1*, eds. Hewitt et al (New York, 2008), 227-240.

**Novel:** Sue Monk Kidd, *The Invention of Wings*. (Read entire book by November 19.)

**Week 12:****Tuesday Nov. 17 – A Gendered Reconstruction****Readings:**

**Text:** DuBois/Dumenil, Chapter 6 Reconstructing Women’s Lives North and South, 1865-1900, 320-352.

**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, 4<sup>th</sup> 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 November 19.)

**Thursday Nov. 19 – Discussion, *The Invention of Wings***

**Paper 2 due at the beginning of class.**

**Readings:**

**Text:** DuBois/Dumenil, 353-381.

**Novel:** Sue Monk Kidd, *The Invention of Wings*. (**Read book in its entirety by this class meeting.**)

**Week 13:**

**Tuesday Nov. 24 - Meanings of “Maternal Commonwealth,” 1865-1890; Review**

**Readings:**

**BB:** Sara M. Evans, “‘Maternal Commonwealth’ in the Gilded Age, 1865-1890,” *Born For Liberty* (New York, 1997), 119-143.

**Thursday Nov. 26 NO CLASS THANKSGIVING**

**Week 14:**

**Tuesday Dec. 1: Wests**

**Readings:**

**Text:** DuBois/Dumenil, Chapter 7: Women in an Expanding Nation: Consolidating the West, 388-400

**BB:** Julie Roy Jeffrey, “Introduction,” “‘Glimpses of Western Life,’” “‘Ladies Have the Hardest Time, That Emigrate by Land,’” *Frontier Women: “Civilizing” the West? 1840-1880*, (New York, 1998), 3-64.

**BB:** Jurgen Herbst, “Introduction,” “Beginnings,” “A House of Many Uses,” *Women Pioneers of Public Education: How Culture Came to the Wild West* (2008), 1-6, 9-28.

**Thursday Dec. 3 – Violence in the West**

**Readings:**

- 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 Strelau, “‘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.

**Week 15:****Tuesday Dec. 8 – Colonial Legacies****Readings:**

- 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*, 4<sup>th</sup> ed., eds Vicki L. Ruiz et al (New York, 2008), 178-193.
- BB:** Carol Douglas Sparks, “The Land Incarnate: Navajo Women and the Dialogue of Colonialism, 1821-1870,” in Nancy Shoemaker, *Negotiators of Change* (New York: Routledge, 1995), 135-156.

**Thursday Dec. 10 – Review****Readings/All:**

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: Thursday, December 17 from 8:30-11:30 AM**