

American Women’s History through 1869
HST 313
108 Kresge Art Center, MW 10:20-11:40

Fall 2019

Prof. Emily Conroy-Krutz, conroyk5@msu.edu

Office Hours: Tuesdays, 10:30-12 or by appointment in 306A Old Horticulture

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Part 1: Course Information

Instructor Information

Prof. Emily Conroy-Krutz

Office: 306A Old Horticulture

Office Hours: Tuesdays, 10:30am-12pm or by appointment

E-mail: conroyk5@msu.edu

Course Description

This course covers the history of women and gender in America from colonization through the end of the Civil War. At the most basic level, women's history has two goals: to include women in the standard narrative of the American past, and to ask how that past looks different once women and gender become our focus. Accordingly, this semester will introduce you to individuals you may not have met yet in your study of the American past and will give you a new perspective on familiar events and themes. Over the course of the semester, we will discuss topics including women's roles in colonial America, the American Revolution, reform movements, and slavery. We will focus much of our attention on the ways in which women were involved in American politics throughout this period, well before they had the right to vote. Throughout the semester you will be asked to think about the ways that ideas about gender structured aspects of American society, politics, and culture.

There is no prerequisite for this course, but it does assume a basic familiarity with American history. If you find yourself confused about the timeline or any other aspect of the course, please make use of my office hours. I am always happy to discuss the course and related issues with students. If my posted office hours conflict with your schedule, email me to set up an appointment at a different time.

If you are looking for a general overview of US history, you might also want to consult *The American Yawp*, a free online US history textbook available at <http://www.americanyawp.com>

This course will be meet in 108 Kresge Art Center on Mondays and Wednesdays from 10:20-11:40. Our class sessions will combine lecture, discussion of readings, and in-class activities.

I hold regular office hours on Tuesday mornings. Please come to office hours to discuss any course-related issues. If you cannot make my regular office hours, send me an email to request an appointment and I will be happy to find a time that works with your schedule.

Required Texts and Online Resources

The following are available for purchase at the campus bookstores and at the reserves desk at the Main Library. All additional readings will be available to download through the course D2L page or as in-class handouts.

- Camilla Townsend, *Pocahontas and the Powhattan Dilemma: An American Portrait* (Hill and Wang)
- Amy S. Greenberg, *Lady First: The World of First Lady Sarah Polk* (Knopf)
- Erica Armstrong Dunbar, *Never Caught: The Washingtons' Relentless Pursuit of their Runaway Slave, Ona Judge* (Simon and Schuster)

- Rosemarie Zagarrì, *A Woman's Dilemma: Mercy Otis Warren and the American Revolution* (Harlan Davidson)
- Rachel Hope Cleves, *Charity and Sylvia: A Same-Sex Marriage in Early America* (Oxford)
- Steven Stowe, *Keep the Days: Reading the Civil War Diaries of Southern Women* (UNC)

On D2L, you can find a copy of this syllabus, course materials and resources, drop boxes for all assignments, and the grade book. I will keep the grade book up to date, but come by office hours if you have any questions

Part 2: Course Objectives

The primary learning objectives for this course are:

- Develop an understanding of the history of American women and gender through 1869
- Develop a familiarity with key texts and themes in American women's history
- Strengthen critical reading comprehension and analysis skills (using both primary and secondary sources)
- Strengthen writing skills: analysis, concision, clarity, argument, and narrative
- Strengthen public speaking skills

You will meet the objectives listed above through a combination of the following activities in this course:

- Regular attendance of class meetings
- Completion of all reading and writing assignments
- Participation in class activities and discussions

Part 3: Course Schedule

Week One: Course Introduction

Wednesday, August 28 **What is Women's History? What is Gender History?**

Week Two: Encounters

Wednesday, September 4 **Gender, Culture, and Contact**

- Reading: Townsend, ix-84

Week Three: Gender and Religion in Colonial Women's Lives

Monday, September 9 **Gender and Puritanism: Anne Hutchinson**

Wednesday, September 11 **Captivity Narratives: Gender, Race, and Religion**

- Reading: Townsend, 85-178
- Writing: Townsend Response by 5pm on Friday

EXTRA CREDIT OPPORTUNITY: Amy Greenberg talk

Week Four: Gender and Race in Colonial Women's Lives

Monday, September 16 **Gender, Race, and the Creation of Slavery**

Wednesday, September 18 **Indenture, Slavery, and Sex**

- Reading: Jennifer Morgan, “‘Some Could Suckle over their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500–1700.” *The William and Mary Quarterly*, Third Series 54, no. 1 (January 1997), 167–192.
- Reading: Virginia Slave Statutes: on D2L

Week Five: Women’s Work in Colonial America

Monday, September 23 **Labor and Marriage**

Wednesday, September 25 **Primary Sources for Women in Colonial America**

- Reading: Laurel Thatcher Ulrich, “Of Pens and Needles: Sources in Early American Women’s History” *Journal of American History*, VI. 77, No. 1 (June 1990), 200-207) (available via Proquest)
- Reading: Zagarri, xv-98
- Writing: Primary Source Analysis (begun in class) due by 5pm Friday

Week Six: Founding Mothers and Revolutionary Women

Monday, September 30 **Women in the Revolution, 1**

Wednesday, October 2 **Women in the Revolution, 2**

- Reading: Zagarri, 99-171
- Writing: Zagarri Response due by 5pm Friday

Week Seven: Aftermath of the American Revolution

Monday, October 7 **Republican Mothers and Wives**

Wednesday, October 9 **Women’s Education Reforms**

- Reading: Dunbar, xi-98

Week Eight: The Reform Impulse in the Early Republic

Monday, October 14 **Gender, Freedom, and Slavery**

Wednesday, October 16 **Reading Discussion**

- Reading: Dunbar, 99-197
- Writing: Dunbar Response due by 5pm Friday

Week Nine: Antebellum Slavery and Enslaved Women’s Lives

Monday, October 21 **Benevolence and Women’s Reform Movements**

Wednesday, October 23 **Women and Antebellum Slavery**

- Reading: Harriet Jacobs, “The Trials of Girlhood,” “The Jealous Mistress,” and “A Perilous Passage in the Slave Girl’s Life” in *Incidents in the Life of a Slave Girl* (1861), available online at: <https://www.docsouth.unc.edu/fpn/jacobs/jacobs.html>
- Reading: Cleves, 1-100

Week Ten: True Womanhood?

Monday, October 28 **The Cult of True Womanhood**

Wednesday, October 30 **Missionary Embodiments and Challenges of Idealized Femininity**

- Reading: Cleves, 101-204
- Writing: Cleves Response due by 5pm Friday

Week Eleven: Women, Gender and Manifest Destiny

Monday, November 4 **Indian Removal and Resistance Movements**

Wednesday, November 6 **Women's Manifest Destiny**

- Reading: Greenberg, xi-139

Week Twelve: Women's Reform Gets Political

Monday, November 11 **Women, Gender, and Abolition**

Wednesday, November 13 **Library Visit**

- Reading: Greenberg, 140-282
- Writing: Greenberg response due by 5pm on Friday

Week Thirteen: The Beginnings of the Woman's Rights Movement

Monday, November 18 **The Grimké Sisters versus Catharine Beecher**

Wednesday, November 20 **Seneca Falls and the Origins of Women's Rights**

- Reading: Stowe, 1-69

Week Fourteen: What Rights are Women's Rights?

Monday, November 25 **What Rights are Women's Rights?**

Wednesday, November 27—NO CLASS. Happy Thanksgiving!

- Reading: Stowe, 70-158
- Writing: Stowe Response due by 5pm Sunday

Week Fifteen: The Civil War and Reconstruction

Monday, December 2 **Women's Civil War**

Wednesday, December 4 **Reconstruction, Feminism, and Race**

- Final Assignment: Seneca Falls Assignment due 5pm on Friday

Part 4: Grading Policy**Graded Course Activities**

The table below describes the graded course activities including points and activity description.

For the reading responses, you will write a paragraph (no more than a page) in advance of our seminar discussion of each book. This is your space to reflect on the themes in the book that stood out most to you, to raise any questions that you might have, and to connect themes in the book to lecture topics.

<i>Points</i>	<i>Description</i>	<i>Due Date</i>
10	Participation	Ongoing
10	Townsend Response	September 13
10	Primary Source Analysis	September 27
10	Zagarri Response	October 4
10	Dunbar Response	October 18
10	Cleves Response	November 1
10	Greenberg Response	November 15
10	Stowe Response	December 1
5	Final Paper Proposal	November 22
15	Final Paper	December 6
100	Total Points Possible	

Late Work Policy

Assignments must be submitted by the given deadline or will receive a late penalty of 5% point reduction per day. If you need an extension, **please get in touch as soon as possible** so that we can work something out.

Viewing Grades

Grades will be posted to the course D2L page, usually within a week of submission. If you have questions or would like to discuss your grades or the comments on assignments, please come to office hours or make an appointment.

Letter Grade Assignment (Grading Scale)

The table below describes the relationships between the 4.0 scale, percent, and performance. The second column describes the percentage associated with the 4-point scale grade. The third column describes the performance represented by that grade and percentage.

<i>4-Point Scale</i>	<i>Percentage</i>	<i>Performance</i>
4.0	92 to 100%	Excellent Work
3.5	86 to 91%	Very Good Work
3.0	80 to 85%	Good Work
2.5	75 to 79%	Average Work
2.0	70 to 74%	Below Average Work
1.5	65 to 69%	Poor Work
1.0	60 to 64%	Very Poor Work
0	0 to 59%	Failing Work (or No Work)

Part 5: Course Policies

Academic Honesty

Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Social Science adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#))

You are expected to complete all course assignments without assistance from any uncited source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. If you are found to have violated these expectations, you will receive a penalty grade of zero for that assignment. A second violation will result in a zero for the course. In both cases, I will complete the required paperwork with the college to report academic dishonesty.

To avoid charges of plagiarism, it is essential that you cite your sources appropriately in your writing! For the response papers, since we will be all discussing a single, shared text, you can simply use parentheses to indicate page numbers. However, in your formal papers, I expect you to use footnote citations. A guide for annotation in the Chicago style can be found here:

<https://owl.english.purdue.edu/owl/resource/717/01/>

Limits to Confidentiality

Materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Classroom or Assignment Accommodations

I am happy to provide any needed accommodations to those students who require them. The Resource Center for Persons with Disabilities (RCPD) states: "Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form." Please present this form to me at the start of the term, or as soon as possible after you have received it.

- [To make an appointment with a specialist, contact: \(517\) 353-9642](tel:(517)353-9642) Or TTY: (517) 355-1293
- [Web site for RCPD: http://MYProfile.rcpd.msu.edu](http://MYProfile.rcpd.msu.edu)

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is Feb. 1. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Disruptive Behavior

Article 2.III.B.4 of the [Academic Freedom Report \(AFR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [AFR](#) states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

Participation

Students are expected to participate in all course activities as listed on the course calendar. Participation is worth 15% of your final course grade. This incorporates your attendance and your active engagement in course activities, including discussion (both as a speaking and a listening participant). I will take attendance at each class meeting. After three absences, your participation grade will drop. If you have an ongoing issue that will affect your attendance, please get in touch so that we can plan accordingly to be sure that you can still get as much as possible out of the course. Michigan State University does provide [Special Consideration Absences](#).

Office Hours

I hold weekly office hours, and welcome students to come by and discuss any course matters with me then. If you cannot make my scheduled office hours, I am happy to make an appointment. If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. Being proactive will help us to find a solution.