

**History 313:  
American Women's History Through 1869  
Mondays/Wednesdays, 12:40-2:00pm  
122 Berkey Hall  
Fall 2018**

**Prof. Emily Conroy-Krutz**

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

Course Summary:

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>

Required Texts:

The following texts are available for purchase:

- Camilla Townsend, *Pocahontas and the Powhattan Dilemma: An American Portrait* (Hill and Wang)
- Rosemarie Zagari, *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)

Additional readings for the class will be available through the D2L course website.

## Assignments and Grading

This course involves both assigned reading and assigned writing. I expect you to come to class having already completed the reading assignments. Every other week (odd numbers), there will be a written assignment.

**Reading Responses:** Each student will write **three** brief (1 page max) responses to course readings. I will post questions to D2L to help you shape and focus your response, though if you are struck by a theme that I do not mention you should feel free to write about that instead. These are NOT summaries of the reading, but rather should show your interpretation and analysis of the reading. These are to be posted onto the course D2L website.

**Revolution Paper:** For this 5-page paper, you will make an argument about how the Revolution affected women's lives. In addition to course readings, film, and lecture, you will use primary sources that will be available through the course website. This paper is due to the D2L dropbox by 5pm on Fri., Oct. 10. It is worth 15% of your total grade. There is a full prompt and rubric at the end of this syllabus.

**Final Paper: Seneca Falls:** For this paper, you will draw upon course material and additional research to explain a portion of the Seneca Falls Declaration of Sentiments. In that document, women's rights supporters provided a list of grievances that they felt demonstrated the extent of women's subordination in American society. You will select one of these and write a 7-page paper explaining why this was an issue that early feminists felt was important. This paper is due to the D2L dropbox by 5pm on Friday, Dec. 7. A proposal is due two weeks earlier to ensure that your bibliography is appropriate. The paper is worth 20% of your total grade. There is a full prompt and rubric at the end of this syllabus.

**Participation:** Participation will be graded on the basis of attendance, attentiveness during lecture, and participation (including active listening) during in-class discussion and activities.

### **Grade breakdown:**

Responses (3):	30%
Primary Source:	10%
Revolution Paper:	15%
S.F. Proposal:	5%
Seneca Falls Paper:	20%
Participation:	20%

**Grading:** All papers will be graded according to the rubric posted on the assignment sheets. I will keep the gradebook on D2L up to date, so you can always check your grades on the course website. If you have questions about your grades, please come to office hours to discuss them.

**Remember: the time to improve your semester grade is NOW, not at the end of the semester.**

The translation to the 4 Point Scale is as follows:

0-59%:	0	75-79%:	2.5
60-64%:	1.0	80-85%:	3.0
65-69%:	1.5	86-91%:	3.5
70-74%:	2.0	92-100%:	4.0

Course Policies:

***Lateness:*** All late papers (including responses) will be marked down 5 percent per 24 hours from the time that the paper was due. In case of illness or emergency, please be in touch with me as soon as possible so that we can work out a way for you to complete your work.

***Technology in the Classroom:*** You are welcome to use your computer in class to take notes. However, if you are using your computer or phone for non-course-related purposes, you will be asked to put them away for the rest of class. Such behavior is distracting to you, to your fellow classmates, and to the professor. Unless you have specific permission to do so, you may not record class sessions.

***Plagiarism and Academic Dishonesty:*** If you are found to have plagiarized all or portions of your work in this class, you will receive an automatic zero on that assignment. If you are found doing so a second time, you will receive an automatic zero in the course. In accordance with MSU policy, I will also file a report of the incident with the college. Please review MSU's definitions and policies regarding academic integrity here:

<https://www.msu.edu/~ombud/academic-integrity/index.html>

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/>

***Attendance:*** Your attendance in class is expected at every session, though I understand that legitimate absences are sometimes necessary. Accordingly, you have three "free" absences before your participation score is affected. Please use these responsibly, and be in touch if there is a chronic issue that will affect your attendance so that we can work out a plan.

***Resources for Persons with Disabilities:*** If you have a disability that will require accommodations in this class, I will be more than happy to help you. The process for this involves working through RCPD on campus and bringing me a VISA form. To make an appointment with a specialist, contact (517)353-9642. The website is

<http://MYProfile.rcpd.msu.edu>

***Office Hours:*** I hold regular office hours every week on Tuesday mornings. In that time, my office door is open and I am here to talk about the course and related issues. If you would like to meet with me but have a conflict on Tuesday mornings, I am more than happy to schedule meetings at a different time. Simply email me or talk to me after class, and we can find a time that works with our schedules. Please do take advantage of office hours. I am here if you have any questions about the course, if you are having trouble with the readings, writing assignments, or classroom activities, or would like to learn more about related topics.

## Class Schedule:

### ***Week 1: Course Introduction***

August 29: **Introduction: What is Women's History? What is Gender History?**

### ***Week 2: Encounters***

Wednesday, Sept. 5: **Gender, Culture, and Contact**

Reading: Townsend, ix-84

### ***Week 3: Gender and Religion in Colonial Women's Lives***

Monday, Sept. 10: **Gender and Puritanism: Anne Hutchinson**

Wednesday, Sept. 12 **Captivity Narratives: Gender, Race, and Religion**

Reading: Townsend, 85-178

Writing: Townsend Response by 5pm on Friday

### ***Week 4: Gender and Race in Colonial Women's Lives***

Monday, Sept. 17 **Gender, Race, and the Creation of Slavery**

Wednesday, Sept. 19 **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.

Virginia Slave Statutes: on D2L

Listening: Ben Franklin's World episode 069: "Abby Chandler, Law, Order, and Sexual Misconduct in Colonial New England" <https://www.benfranklinsworld.com/episode-069-abby-chandler-law-order-and-sexual-misconduct-in-colonial-new-england/>

### ***Week 5: Women's Work in Colonial America***

Monday, Sept. 24 **Labor and Marriage**

Wednesday, Sept. 26 **Primary Sources for Women in Colonial America**

Reading: Laurel Thatcher Ulrich, "Consort" in *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750* (Vintage Books, 1980), 106-125, available as PDF on D2L

Laurel Thatcher Ulrich, "Pens and Needles: Documents and Artifacts in Women's History," *Uncoverings*, Vol. 14 (1993): 221-228 (available via EBSCO Host)

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)

Writing: Primary Source Analysis (begun in class) due by 5pm Friday

***Week 6: Founding Mothers and Revolutionary Women***

Monday, Oct. 1 **Women in the Revolution, 1**

Wednesday, Oct. 3 **Women in the Revolution, 2**

Reading: Zagarri, xv-98

***Week 7: Aftermath of the American Revolution***

Monday, Oct. 9 **Republican Mothers and Wives**

Wednesday, Oct. 10 **Mary Silliman's War**

Reading: Zagarri, 99-171

Writing: Revolution Paper Due by 5pm Friday

***Week 8: The Reform Impulse in the Early Republic***

Monday, Oct. 15 **Women's Education Reforms**

Wednesday, Oct. 17 **Benevolence and Women's Reform Movements**

Reading: Emma Willard "A Plan for Improving Female Education," (1819), available at:  
<https://archive.org/details/planforimproving00will>

***Week 9: Antebellum Slavery and Enslaved Women's Lives***

Monday, Oct. 22 **Women and Antebellum Slavery, 1**

Wednesday, Oct. 24 **Women and Antebellum Slavery, 2**

Reading: Daina Raimes Berry, "Preconception: Women and Future Increase" and  
"Adolescence, Young Adulthood, and Soul Values," in *Their Price for a Pound of Flesh*  
(Beacon Press, 2017), 10-32, 58-90 available on D2L

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>

Writing: Enslaved Women's Writing Response due by 5pm on Friday

***Week 10: True Womanhood?***

Monday, Oct. 29: **The Cult of True Womanhood**

Wednesday, Oct. 31: **Missionary Embodiments and Challenges of Idealized Femininity**

Reading: Cleves, 1-100

***Week 11: Women, Gender and Manifest Destiny***

Monday, Nov. 5: **Cherokee Removal**

Wednesday, Nov. 7: **Women's Manifest Destiny**

Reading: Tiya Miles, "'Circular Reasoning': Recentring Cherokee Women in the  
Antiremoval Campaigns," *American Quarterly*, Vol. 61, No. 2 (June 2009): 221-243,  
available via JSTOR

Mary Hershberger, "Mobilizing Women, Anticipating Abolition: The Struggle Against  
Indian Removal in the 1830s," *The Journal of American History*, Vol. 86, No. 1 (June  
1999): 15-40, available via JSTOR

***Week 12: Women's Reform Gets Political***

Monday, Nov. 12 **Women, Gender, and Abolition**

Wednesday, Nov. 14 **Library Visit**

Reading: Cleves, 101-204

Maria W. Stewart, "An Address, Delivered at the African Masonic Hall in Boston, Feb. 27, 1833" in *The Liberator* (in two parts) and "Mrs. Stewart's Farewell Address to Her Friends in the City of Boston" (1833), all available online via Women and Social Movements in the United States, 1600-2000

Writing: Cleves response due by 5pm on Friday

***Week 13: Morals, Gender, and Politics***

Monday, Nov. 19 **The Grimké Sisters versus Catharine Beecher**

Reading: Angelina Grimké, "An Appeal to Christian Women of the South" (1836); Catherine Beecher, "An Essay on Slavery and Abolitionism, with Reference to the Duty of American Females" (1837); Angelina Grimke, "The Sphere of Woman and Man as Moral Beings the Same" and "Human Rights not Founded on Sex," in *Letters to Catherine E. Beecher* (1838), all available online at:

<http://utc.iath.virginia.edu/abolitn/grimkeh.html>

Wednesday, Nov. 21—NO CLASS Happy Thanksgiving!

***Week 14: The Woman's Rights Movement***

Monday, Nov. 26 **Seneca Falls and the Origins of Women's Rights**

Wednesday, Nov. 28 **What Rights are Women's Rights?**

Reading: Stowe, 1-69

Elizabeth Cady Stanton et al, "Declaration of Sentiments" (1848), available online at <http://ecssba.rutgers.edu/docs/seneca.html>

Writing: Final Paper topic and proposed sources due Wednesday

***Week 15: The Civil War and Reconstruction***

Monday, Dec. 3 **Women's Civil War**

Wednesday, Dec. 5 **Reconstruction, Feminism, and Race**

Reading: Stowe, 70-158

Final Assignment: Seneca Falls Assignment due 5pm on Friday, Dec. 7

## **Revolution Paper**

Historians have debated what the Revolution meant for American women. When the Declaration of Independence declared that “all men are created equal,” how did Americans imagine women to fit in? The new roles that the Revolution created for women, most significantly “republican womanhood,” imagined new roles for women that were rooted in very old assumptions about what types of behavior was appropriate for women to undertake. The effects of the Revolution for women could be quite different if we think about social roles, economics, the law, politics, religion, or culture. It also requires attention to race, class, location, and other factors that could alter what it meant to be a woman in early America.

For this assignment, you will write a paper that makes an argument about how the American Revolution affected the lives of women, with attention to issues of race, class, location, etc. You will sort through primary and secondary historical sources to make your argument and to support it with historical evidence. To do this, you will use the primary sources made available on the course D2L website, along with materials from lecture, assigned course reading (especially Rosemarie Zagari’s biography of Mercy Otis Warren), and the film “Mary Silliman’s War.”

The paper should be approximately 5 pages long (1300-1500 words long). Please include a word count at the end of your paper. As you format, please be sure to include your name and page numbers. You should be sure to include citations for all quotations and paraphrased material from the document you analyze, any other reading you use, and lecture. Please use Chicago style footnotes. If you are unfamiliar with this style, you can refer to the following link: <https://owl.english.purdue.edu/owl/resource/717/01/>

The papers will be graded according to the following rubric:

- Did you meet the minimum length requirement? (1 point)
- Did you cite your sources properly? (2 points)
- Do you reference at least two primary sources in addition to the general course readings and film? (2 points)
- Is your writing clear? Are there significant grammatical or spelling errors? (2 points)
- Do you make a clear *argument* with a *thesis statement*? (2 points)
- Do you support that argument with *evidence* derived from primary and secondary sources? Do you explain how women’s lives were affected by the Revolution, with careful and appropriate reliance on historical sources? (4 points)
- Are you attentive to issues of race, class, and region that affect the experiences of women in early America? (3 points)

Total: 15 points

## **Seneca Falls Paper**

In 1848, when early feminists created the first women's rights convention in the United States, they based their written sentiments on the Declaration of Independence. Just as Jefferson created a list of grievances against King George to explain the reasons why America claimed its independence from Britain, Elizabeth Cady Stanton created a list of grievances that she "submitted to a candid world" to demonstrate the need for a women's rights movement. For this paper, you will select one of these grievances and write a research paper that explains why this was an issue that Stanton included. The paper should have a thesis that makes an argument about what this particular grievance can tell us about women's roles in the early nineteenth century. To help you demonstrate this argument, you will do secondary and primary source research.

As you research, you will use (at least) two secondary sources in addition to our course readings. Appropriate secondary sources include academic books (tip: look for a university press, although some trade press books will be appropriate) and articles in scholarly journals. When in doubt, ask! ***In almost all circumstances, websites WILL NOT be sufficient sources.*** We will have a class session at the Library to help you identify and locate appropriate sources. You will also use (at least) one primary source to demonstrate the importance of this topic.

By Friday of week 13, you will submit a **proposal** to D2L. This will include your chosen grievance and a proposed bibliography.

The paper itself is due at the end of week 15 (on Friday, Dec. 7) and should be approximately 7 pages long (1750-2100 words long). Please include a word count at the end of your paper. As you format, please be sure to include your name and page numbers. You should be sure to include citations for all quotations and paraphrased material from the document you analyze, any other reading you use, and lecture. Please use Chicago style footnotes. If you are unfamiliar with this style, you can refer to the following link: <https://owl.english.purdue.edu/owl/resource/717/01/>

Due on Friday, Dec. 7 by 5pm.

The papers will be graded according to the following rubric:

- Did you meet the minimum length requirement? (1 point)
- Did you cite your sources properly? (2 points)
- Is your writing clear? Are there significant grammatical or spelling errors? (2 points)
- Do you have a thesis that makes an argument about what this particular grievance tells us about women's status in the early nineteenth century? (5 points)
- Did you use 2 (minimum) appropriate scholarly secondary sources to help you make your argument? (2 points)
- Did you use 1 (minimum) primary source to help you make your argument? (2 points)
- Did you effectively use these sources and their arguments to demonstrate the significance of the grievance you selected? (6 points)

Total: 20 points