



History of Women and Gender in the United States to 1880

History/WGSS 3561, Fall 2018

University of Connecticut

We meet Tu/Th from 3:30-4:45 in MCHU (formerly Laurel) 308

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she/her/hers

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Office Hours: Tues 2:15-3:15, some Weds. 11-12, and by appointment

In this course we learn about and debate what the historical record reveals about the workings of gender and the changing conditions of women's lives in the territories that became the United States. Focusing on women means asking questions about men too—about their roles in the family, society, and the polity and how they understood manhood. Questions that we will address include: When, where, and how much was the sex/gender binary challenged? To what degree have women's experiences differed according to racial/ethnic heritage, class, religion, and region? How have women participated in shaping their own history? What was the changing nature of patriarchal systems? We will also be attentive to the relationship between gender *ideologies* and on-the-ground *practices*. Another aim of the course is to learn about the methodologies that historians have pursued in studying women's lives, especially Native American and African-American women for whom sources can be scarce. A final goal is to have students conduct a modest amount of original research and produce new historical knowledge. Note that 3561 leaves off where Hist/WGSS 3562 (often offered in Spring semester by Prof. McElya!) picks up.

Course objectives: We will

- Analyze many of the ways in which women's and men's histories and stories have been represented by themselves and others
- Become conversant with a range of historical and theoretical approaches to the study of gender

- Develop our critical reading skills. With primary sources, we will work on how to decode unfamiliar wordings and explore angles for interpreting historical documents and artifacts. Secondary sources help us understand contexts, historians' methods and uses of evidence, and disagreements over interpretation
- Hone writing skills and adeptness at verbal expression
- Work with some fascinating documents that have never been published or studied, generating student-authored transcripts, curated abridgements and explanatory materials, and interpretations that may be ready for web publication by the semester's end

Assignments: Each student needs to keep up with the reading assigned for each of our sessions. Indeed, staying on top of the readings is essential for successful performance in the course. Also, note: **Please bring the day's reading (in printed form) to class with you!** This is very important because we will be dissecting, debating, and sometimes writing about or working in small groups with those readings.

- **Three response papers, double-spaced:** For each, you will be responding to a prompt posed by Prof. Dayton; the prompts are either embedded in the syllabus or will be posted on HuskyCT. These papers are meant to be about 2-pages long, although the expected length may vary slightly according to the prompt. Email you paper to me; be aware that I may run these submissions through SafeAssign. Any response paper that comes in late (**without** prior arrangement for an emergency extension) can earn no more than a B. If it's over 7 days late, it becomes a zero.
- **Blue notebook/journal:** I will hand you a blue book on Day 1 to serve as a journal. You will be handing this in every few weeks. This course component asks you to write down **your reactions to and observations about** our readings and class lectures and discussions. Think of it as a form of class participation and engagement—and a way to record your own ideas and to communicate those with me. (Tip: the journal is not for direct note taking or summary of our readings or lectures.) Do make regular entries, at least weekly—perhaps doing this as you do your reading for class. I will be nudging you to write in your journal, plus I will occasionally set aside short periods in class for this. I will give you feedback on your journal entries, and I will definitely learn from them. They are not graded directly, but your overall thoughtfulness and engagement as shown in your entries makes up nearly half of your Class Participation grade (see below).
- **In-Class or on-line quizzes or short writings:** There will be no more than six in-class writings or quizzes, sometimes announced in advance, sometimes not. You are responsible for completing all of these. (If due to an emergency, a student misses one of these, a make-up assignment is required; contact Prof. Dayton for instructions.) In-class writings will be marked on a check/check-

plus/check-minus basis. **In addition**, there will be a timed, open-book on-line quiz (administered via HuskyCT) on our Weeks 13-14 readings.

- **Web report and occasional other postings:** according to the schedule below and as announced in class, you are responsible for 1 web report posting and, possibly, a few other postings on our required reading.
- **Campus event:** Each student is required to attend and report in writing on a lecture or equivalent event related to gender/feminist issues or the history of gender. Lots of great speakers and films are featured on campus and I like to provide incentives for all of us getting to some of these! See our course Calendar page on HuskyCT for campus events that I have approved in advance (these will include lectures, discussion panels, film screenings, and possibly art exhibits and plays). One option will be the public lecture given by the History Department's Visiting Scholar in Gender & History, Professor Sabine Frühstück, on Thurs Nov. 29 at 4:30. Your posting should be about 1 page long and consist of a two-paragraph summary including thoughtful comments on the event, *plus* a question that you would have liked to ask the speaker(s) or curator/creator (or did ask!). Submit your posting to the dedicated Discussions thread on HuskyCT **within a week of the event**. Campus event postings are part of your Class participation grade. (Students who have a hard time getting to on-campus events because of work or commuting schedules should ask me about alternative options.)
- **Class participation:** I encourage everyone to develop good speaking skills—this is a very important life-skill. Talk with me about ways to join in, if you are finding it daunting or hard. Note that your class **participation grade** will be calculated as follows: 30%--your contributions to our general class discussions; 40%--your blue notebook; 20%--quality of your postings and web reports, plus your work in groups, and the peer feedback forms you fill out during our poster sessions; 10% your Campus Event posting. In terms of the first, students who attend class regularly but almost never volunteer and are poorly informed when called on will receive an in-class participation grade in the C range or below; those who miss many classes will risk an F in this area. Note that there are additional ways to enhance your participation grade: you can earn participation points by emailing me prior to a class session--before 10 a.m. that day--with discussion questions and points; or post these to the dedicated HuskyCt thread (letting me know by email that you are doing so.)
- **Final project:** Each student will be a member of a team researching a fascinating primary document (or set of documents) relating to a particular marriage or divorce—documents that historians have overlooked or never analyzed in depth. For three class sessions in Weeks 11-12, and onward to the end of the semester out-of-class, you will work on analyzing your documents and brainstorming how to present these effectively for the public—on the web or for classroom use. You will work both as a larger team (6-8 students) and in small groups (pairs or trios) on various tasks, like transcribing, abridging,

biographical profiling, research, and web design. (No prior web-design skills are necessary.) Details on step-by-step instructions will be discussed in class and posted on HuskyCT. The pay-off here is that you get practice working with a team (as one does in many workplaces) and that you have the opportunity to produce innovative and original knowledge and materials that could be useful to future students in courses like ours. (Imagine these as potentially posted on the website that will accompany the new edition of *Women's America* (our 'textbook') to be published in 2019. Your Final Project in the course will be assessed on the bases of: 1) the quality of your group's final product (including a final Write-up—see instructions on HuskyCt); and 2) your own individual **Write-up** of your findings and reflection on what you accomplished in doing this research. Both Write-ups are due during exam week, on Thursday Dec. 15 at 5 p.m.

- There is **no mid-term or final exam** in this course.

Apportioned grading for the course:

Participation	30%
Response papers (7% each)	21%
In-class writings/quizzes	10%
Online quiz, Week 14	4%
Final project	35%

Note: A student will not pass the course if he/she/they: 1) receives an average of an F on, or fails to complete, the majority of the papers, quizzes, and in-class writings; or 2) disappears or does not participate sufficiently in the collaborative aspects of the final project, or receives an F on the Final Project Write-up.

If you find yourself having trouble academically or personally during the semester, please don't hesitate to contact and consult with me: my goal is to do what is possible to help you get through the semester.

Before you start work on your written assignments, I want you to be sure that you know what plagiarism, cheating, and other forms of academic misconduct are. A brief, pungent definition is: "Presenting someone else's words or ideas as your own--in any form." This includes doing unauthorized academic work for which another person will receive credit or be evaluated; presenting the same or substantially the same papers or projects in two or more courses without the instructor's knowledge or permission; submitting a paper that contains phrases, sentences, ideas that you gathered from a website, book, article, which you did not put in quotation marks and/or properly attribute. When you turn a paper in, *make sure it is your own work* and that you have cited all sources correctly. (As for your instructors, if I am uncertain that a paper is your original work, I will be submitting it to Safe Assign.) Don't be hesitant to bring up your questions, because this helps everyone think through the issues. Note that the UConn library has a helpful webpage on how and when to cite your sources, and avoiding stealing someone

else's words and work: <https://lib.uconn.edu/about/get-help/research/citing-sources/>

Here's a slide show that's lively and informative:

https://www.emich.edu/library/help/tutorials/assets/plagiarism/story_html5.html

Another good site where you can practice and visualize what works and doesn't work, include the 10 slides at <https://www.indiana.edu/~istd/practice.html>

Classroom rules: Remember to **turn off** laptops, cellphones, and other devices before the start of class. Phones used for texting will be ordered to be put away, or else quarantined until the end of the class session! Come see me in Week 1 if you have a documented disability or other reason for using a tablet or laptop in our regular sessions for note-taking. If I approve the use of a device, you must sit in a designated seat and pledge in writing not to use the device for social media, unauthorized web browsing, or other non-class related activity. However, note that our lab sessions, when we will be working on primary documents and doing original research, are laptop- and device-FRIENDLY!

Required Reading:

Women's America: Refocusing the Past, Vol. 1, ed. Kerber, De Hart, Dayton, and Wu, 8th edition (Oxford University Press, 2015) [You will need to use this edition; the content in previous editions is quite different. Some but not all of the content will be available as pdfs on HuskyCT.]

Other course readings: these are or will be posted on the course HuskyCT site, under Course Readings.

Be aware that minor changes may be announced to this syllabus as we progress through the semester.

Abbreviations:

SQ = Study Questions (posted on HuskyCt)

Schedule of Meetings and Readings

Week 1

- Tu Aug 28 Introduction to the Course
- Th Aug 30 First Americans' gender ways
Read: Helen Rountree, "Powhatan Indian Women: The People Captain John Smith Barely Saw" (HuskyCT, 22 pp.); *Women's America*: Introduction (pp. 1-9)

Week 2

- Tu Sep 4 Haunted by Pocahontas
Read: *Women's America*: Prof. Kathleen M. Brown's essay, "The Anglo-Indian Gender Frontier" (12-23) [check HuskyCt to see if I have posted a shorter version of the essay that you are welcome to read instead of the one in the book]
Web report and posting (required for Students with Surnames from A-H; optional for others): Become an expert on *The Pocahontas Website*; post per instructions and be ready to report on the site and critique it in class! See instructions on HuskyCT under "Assignments." **Post** by 8 pm Monday, Sep. 3, please.
- Th Sep 6 Defining and debating key terms
Read: Elsa Barkley Brown, "Polyrhythms and Improvization: Lessons for Women's History" (CR, 6 pp.); review *Women's America*: Introduction
Write twice in your journal (your thoughts before, during, and/or after class) on: what does the term feminism/feminist mean to you? what is your experience with people's reactions to and embrace of it? Also, identify at least 2 points made in our readings so far that you plan to use as a guide this semester (quote or paraphrase the points, and give the author and page #).

Week 3

- Tu Sep 11 Settler culture: white women's labor
Read: *Women's America*: Ulrich essay (43-53); excerpt from midwife Martha Ballard's diary (HuskyCT)

Web report and posting (required for students with Surnames from I- P; optional for others): on the dohistory.org site. See HuskyCt for instructions. Post by 8 pm Monday Sep. 10.

Th Sep 13 Among the English: what did they think defined a man, a woman?
Read: *Women's America*: two Connecticut laws, Norton essay (84-87, 34-43) [SQ available on Norton]

Week 4

Tu Sep 18 Disorderly white women
Read: *Women's America*: Document, Trial of Anne Hutchinson (80-83) and Karlsen essay (53-66)
 In-class writing quiz on this week's reading (open book)
HAND in your Blue Notebook in class today, please! (these will be returned to you on Thursday)

Th Sep 20 New France, New Spain, and vast native America: gender rules and stories
Read: TBA

**** DUE by Friday Sep. 21 at 9 p.m. Response paper #1:** email it to Prof. Dayton (use filename: your LAST NAME paper 1.docx)

Week 5

Tu Sep 25 Gender in the European reinvention of slavery
Read: *Women's America*: Morgan essay (24-33) [SQ available]
Web report & posting (required for Students with Surnames from Q-Z; optional for others): go to <http://www.inmotionaame.org/home.cfm>: read the text on the Home page, then go to the bottom of the page and click About this Site and read it; last, click on "Migrations" (top of screen), then the Transatlantic Slave Trade, then choose The Middle Passage: read the text and then click on the images (top ribbon) and look at/read about at least the 1st ten. Take 10+ minutes to explore other parts of the site! Write-up a report as Website Critic—the good and the not-so-good features, how teachers could use the site, what surprised you, etc. And be ready to tell us more in class! **Post by 8 p.m. Monday Sep 24.**

Th Sep 27 Enslaved women: conditions of survival
Read: *Women's America*: Carney essay, Virginia slavery laws and Massachusetts marriage vows (87-97, 106-109). Optional: Sketch of Phillis Wheatley's life (HuskyCT) [SQ on documents]

****DUE Mon. Oct 1 at 9 pm by email attachment: Response paper #2:**
 Identify 2-3 pieces of evidence that powerfully illustrate the special hardships of black women in early America and explain their significance. (See fuller Instructions on HuskyCT under Assignments)

Week 6

Tu Oct 2 Sex, sexual relations, and sexuality
Read: Dayton essay, "Taking the Trade" (HuskyCT)
Visit the website associated with this essay, takingthetrade.org and offer suggestions (in your journal or our class discussion) about how you would improve it or use it in a lesson plan
Bring to class: 2 questions for me as researcher and author

Th Oct 4 Marriage rules and break-ups
Visually assess one issue of a colonial newspaper: how many pages is it? what types of news does it contain, in what sequence? Read carefully at least 4 advertisements (typically found on the final page). (See HuskyCT for how-to)
Lab session in-class

Week 7

Tu Oct 9 Women, gender, and pre-1776 politics
Read: An Address to the Ladies (1767 Boston Post-Boy); 1774 "tea party" petition from the Ladies of Edenton, North Carolina; 1775 British cartoon satirizing the Edenton ladies (HuskyCt)

Th Oct 11 Women in the American Revolution
Read: *Women's America*: Documents, Kerber essay, 2 images (110-25, 255-56); Seneca women address a 1791 delegation (HuskyCt)

Week 8

Tu Oct 16 Molly Brant and Sally Hemings; legacies of the revolution
Read: *Women's America*: Gordon-Reed essay (97-105); Optional: 4-min interview with the author on Sally's brother (web-link, HuskyCt)

In-class writing (open book): What were Sally Hemings's options in 1789 in Paris? Explain why or why not you think there is good evidence for Hemings having made a "treaty" with Jefferson as Prof. Gordon-Reed argues.

HAND in your Blue Notebook in class today, please! (these will be returned to you on Thursday)

Th Oct 18 The new nation: tenement living, factories, and workplace conditions
Read: *Women's America*: Boydston and Block essays, document on working conditions at mills (128-39, 158-60, 179-189)

Week 9

Tu Oct 23 Antebellum plantations/labor camps: girlhood, womanhood
Read: *Women's America*: Jones-Rogers and Glymph essays (139-57)

Th Oct 25 Female friendships
Read: *Women's America*: Smith-Rosenberg essay (189-201); on-line: Laura Miller's *Salon* summary of Rachel Hope Cleve's new book, [Charity and Sylvia: A Same Sex Marriage in Early America](#)" (June 29, 2014)

In-class short writing: assess the strength of evidence in CSR's essay and identify a 1- or 2-sentence passage that articulates her central thesis/argument

Start working on Response Paper #3: due in a week!

Week 10

Tu Oct 30 Contraception and Abortion
Read: *Women's America*: Mohr essay, the Comstock Act (202-212) [SQ available for Mohr]

Th Nov 1 Seneca Falls and what followed
Read: *Women's America*: Grimké's documents, Lerner essay, plus Seneca Falls "Declaration" and Married Women's Property Acts documents (221-27, 247-252) [SQ available]

Due at start of Thursday's class (by email): Response paper #3

Week 11

Tu Nov 6 **Lab session week**
 Research set-up and start: marital dispute document(s)
Read and mark-up the primary document(s) you are assigned and come ready to brainstorm in small working groups about abridging and publishing these. **Come** to class with laptops!

Th Nov 8 More in-class work on your document; divvy up team member tasks. Give yourselves (each class member!) as assignment for steps to accomplish for Tuesday

Week 12

Tu Nov 13 De-briefing on Lab week accomplishments and assessment/planning for where we go from here with your Final Projects. In-class Lab session on next steps.

Th Nov 15 Trio of reformers: Sojourner Truth, Amelia Bloomer, and Harriet Jacobs
Read: *Women's America*: Kendall and Watkins (242-47); Truth's visiting card, images of/captions on reformers (252-54, 257-59); review Block essay on Harriet Jacobs (179-189)

Thanksgiving Break week: Nov. 17-25

Week 13

Tu Nov 27 Borderlands and western lands
Read: Dubois & Dumenil on the multicultural West (including the Gold Rush), and Eulalia Pérez on work at a California mission (HuskyCt); *Women's America*: Stremlau essay (272-81) [SQ available on Stremlau]

Th Nov 29 Civil War [we will meet for 45 minutes, so that those who wish to can attend the Gender & History series lecture by Prof. Sabine Frühstück, at 4:30 today!]
Read: *Women's America*: McCurry essay and one document (267-76, 287)

Week 14

Tu Dec 6 Civil War Aftermaths
Read: *Women's America*: Hunter essay and Reconstruction documents, 276-86, 288-89, 292-97); Jessica Lynch on "Boston" marriages (HuskyCt weblink)
 Be sure to write a journal entry on this week's issues & readings. **HAND in your Blue Notebook in class today, for the final time!**
 N.B.: First 15 minutes of class session: SET Course Evaluations

****On-line quiz on our Weeks 13-14 reading, HuskyCT:** You are required to complete this timed, open book quiz by Monday Dec. 10 at midnight

Th Dec 8 Final Projects: SLAM presentations; peer review of text to go on the web; self-assessments of your research journeys, etc.

****Your Final Project write-ups (Group and Individual) serve as the final exam in the course. These are due by email attachment by Thursday Dec. 15 at 5 p.m., and, if so announced, by hard copy (under Prof. Dayton's office door).**