History 308
History of Women in the United States I
(1500-1870)

Winter 2015
T/R 2:00-3:20
McKenzie 129

Professor Haynes
321 McKenzie Hall
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Office hours: Weds. 10-11:30; Thurs. 10-11:30

Course Overview

This course explores women’s diverse contributions to the societies, cultures, and politics of North America from the colonial period through the Civil War. Beyond simply recording women’s lives, we will also analyze deeper issues of gender. How did early Americans, from a variety of cultural backgrounds, define womanhood? Who did those definitions include and exclude? What kinds of actions and policies did they seem to justify?

Over the span of this course, we will learn how gender ideals and identities have emerged in the context of major historical processes such as colonialism, religious transformation, nation-building, economic development, and the consolidation of state power.

Womanhood, though diverse, is only one gender on a wider spectrum. It has historically taken shape in relation to various understandings of manhood, as well as intermediate and nonconforming genders. While taking women and womanhood as our main topic, our course will be informed by this broad understanding of gender.

In sum, History 308 surveys the ways in which historical women and concepts of womanhood shaped early American identities, power relationships, and platforms for social change.

Learning objectives

In completing this course, students will be able to:

• Explain how women have participated in major developments in U.S. history
• Describe the historical construction of multiple expressions of womanhood
• Evaluate secondary sources while learning from them
• Interpret primary sources in context
• Pull together a variety of primary sources and state their implications for women and gender
Required reading


- **Primary source packets**, posted online and detailed in the schedule below
  
  Note: Reading primary sources can pose particular challenges to students who find the language unfamiliar. Be sure to schedule a generous block of time for each set of readings, and use the weekly primary source interpretation worksheets to boost your comprehension.

Assignments and grading

*The advanced study of history requires independent interpretation and analysis.* All of the assignments in this class will prompt you to think through what you hear and read, rather than simply memorize it.

By “interpretation” I mean understanding the words and deeds of people in the past, discerning meanings that were sometimes hidden, and accounting for how diverse perspectives have shaped reality. The majority of the assigned readings in this class will be **primary sources**, which are the historian’s main tools. Primary sources are materials written or created by people in the past, rather than by modern historians. Each time you read a primary source, interpret it using the questions on the weekly worksheet. Detailed instructions for writing the Primary Source Analysis Essays will follow.

By “analysis” I mean examining a particular interpretation of the past, identifying the sources used to formulate that interpretation, and evaluating its logical and evidentiary merits. You will have the opportunity to analyze two **secondary sources** by writing book reviews of them. Secondary sources are pieces of scholarly writing in which historians interpret primary sources and make an argument about the past. Detailed instructions for writing the Book Reviews will follow.
Grade distribution
10%  Book review 1
15%  Book review 2
10%  Primary source interpretation essay 1
15%  Primary source interpretation essay 2
20%  Midterm exam
30%  Final portfolio (Note: The final portfolio consists of your collected weekly primary source interpretation worksheets, followed by an essay of 5 pages that draws together your interpretations of each source into a comprehensive term paper.)

Grading standards
Readers are trained to grade your written assignments according to the History Department’s standards, as follows. In the event of a grading dispute, I will read your paper or exam closely in light of these standards. Consider carefully whether your work will bear such detailed scrutiny before disputing a grade.

A+: Work of unusual distinction. Therefore, in the History Department, this grade is rarely awarded.

A: Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and reasonably free of errors.

B: Work that satisfies main criteria of the assignment, and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assigned question. (Disregard includes cheating and plagiarism.)

Class policies

 Attendance. There are no required discussion sections in this class. Furthermore, attendance in lectures is not required. However, students will need to listen carefully to the information presented there in order to pass exams and write strong essays. When you do attend lecture, your focus on the subject at hand is expected. I may ask any student to leave for the day if she or he is asleep, texting, talking, whispering, watching
videos, or engaged in any other distracting behavior during the lecture. This policy is intended to make it possible for everyone to concentrate.

**Office hours.** Without discussion sections, office hours can be an incredibly valuable tool available to each student in this class. I encourage you to take advantage of this opportunity to think through primary sources, clarify confusing information, or test out an original interpretation. If you miss a lecture for any reason, it is your responsibility to borrow the relevant notes from a classmate (please do not ask me to repeat the lecture during office hours).

**Late work.** All work is to be completed on or before the due date listed in the schedule below. If for any reason you miss the due date, please turn in your work as soon as possible. The assignment’s grade will be lowered by 10% per day.

**University policies**

**Academic integrity.** This class adheres to the standards of academic integrity agreed upon by the campus community. It is considered plagiarism to represent someone else’s words or ideas as your own. It is considered cheating to use sources or resources beyond those assigned in this class when writing essays, exams, worksheets, or any other written work. This includes encyclopedias, material assigned in other classes, and “class notes” sold online (obviously). When in doubt, always ask! You can read more details at: https://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx

**Accessibility.** The University of Oregon is working to create inclusive learning environments. Please notify me if aspects of the instruction or course design result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155.

**Sexual assault and harassment.** The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.
If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

**Schedule**

**Week 1**  
**Course introduction**  
T. Jan. 6  **Placing women in early America**  
➤ Read: *Mohawk Saint*, preface, 1-58  

Th. Jan. 8  **Women & gender in precolonial North America**  
➤ Read: *Mohawk Saint*, 59-124  

**Week 2**  
**Anglo-Indian-African gender frontiers**  
T. Jan. 13  **Anglo-Indian-African gender frontiers**  
➤ Read: *Mohawk Saint*, 125-205  

Th. Jan. 15  **Lecture: Of wives and wenches**  
➤ **Due: Book Review 1, Mohawk Saint**

**Week 3**  
**Nations of women**  
T. Jan. 20  **Carnal women**  
➤ Read: Transcripts from the Trial of Anne Hutchinson (1637-38) 1-6; Anne Bradstreet, *The Tenth Muse Lately Sprung up in America* (1650) selections; Examination of Sarah Ahaeton (1668); Testimony of Ann Putnam (1692) in *Salem Witchcraft Papers*.  
➤ Write: Primary source interpretation worksheet 1  

Th. Jan. 22  **Becoming American women**  
➤ Read: William Blackstone, “Of Husband and Wife” (1765); Elizabeth Magawley Letter to the Editor of the *Philadelphia American Weekly Mercury* (1730/31); Katherine Garret, *Confession and Dying Narrative* (1738); Sarah Osborn’s World (Memoir, 1743) 93-136; *The Diary of Elizabeth Drinker*, 25-54.  
➤ Write: Primary source interpretation worksheet 2

**Week 4**  
**Daughters of liberty?**  
T. Jan. 27  **How women fought for independence**  
➤ Read: Phillis Wheatley, “To the Right Honorable William, Earl of Dartmouth, His Majesty’s Principal Secretary of State for North America” (1773) and Letter to Sansom Occum,” 1774; Mercy Otis Warren, Letter to Catherine Macaulay (1774); Abigail Adams, Letters to John Adams and Mercy Otis Warren, 1776-1778; Enslaved women’s petitions (1782-1783); Hannah Foster, *The Coquette*, introduction, 1-44
Th. Jan. 29  
Transatlantic feminism and postrevolutionary blacklash
   ➢ Write: Primary source interpretation worksheet 3

Week 5  
Republican womanhood
T. Feb. 3  Republican mothers, runaway wives, and seduced daughters
   ➢ Due: Primary Source Interpretation Essay 1, The Coquette

Th. Feb. 5  
Midterm

Week 6  
Not all wives
T. Feb. 10  Women at work
   ➢ Read: Charity and Sylvia, 1-67; Second Annual Report of the Managers of the Society for the Encouragement of Faithful Domestic Servants in New York (1827) 1-19; Harriet Hanson Robinson, Loom and Spindle; or, Life Among the Early Mill Girls (re: October 1836) 83-96.

Th. Feb. 12  
Never to marry
   ➢ Charity and Sylvia (68-204)
   ➢ Write: Primary source interpretation worksheet 4

Week 7  
Reformers and radicals
T. Feb. 17  Gender in utopia
   ➢ Due: Book Review 2, Charity and Sylvia

Th. Feb. 19  
Abolitionists and other “ultras”
   • Read: Angelina Grimké, Appeal to the Christian Women of the South (1836) 1-36; Catherine Beecher, An Essay on Slavery and Abolition...Duty of American Females (1837) Lydia Maria Child, Grace Douglass, and Angelina Grimké, Appeal to the Women of the Nominally Free States (1837) 14-50; “Just Treatment of Licentious Men,” Friend of Virtue (Jan. 1838); Mary Gove, “Solitary Vice” (1839)1-18; begin Incidents in the Life of a Slave Girl (1-30).
   • Write: Primary source interpretation worksheet 5

Week 8  
The rights and wrongs of woman
T. Feb. 24  Building a “Woman Movement”
   ➢ Read: Sarah Grimké, Letters on the Equality of the Sexes (1838) 3-13, 22-26, 74-97, 115-28; Thomas Herttell, “The Right of Married Women to Hold and Control Property” (1839) 76-79; Margaret
Fuller, “The Great Lawsuit: Man versus Men, Woman versus Women,” *The Dial* (1843)1-47; The “Declaration of Sentiments” of the Seneca Falls Convention (1848); Nancy Prince, Address to the Fifth National Women’s Rights Convention (1854); continue *Incidents in the Life of a Slave Girl* (31-75).

Th. Feb. 26  **Motherhood in Black and White**  
- Read: *Incidents in the Life of a Slave Girl* (76-195).  
- Write: Primary source interpretation worksheet 6

**Week 9**  
**“The woman’s war”**

T. Mar. 3  **Sectionalism and settler colonialism**  
- Due: Primary Source Interpretation Essay 2: *Incidents in the Life of a Slave Girl*.

Th. Mar. 5  **Battle scars**  
- Read: Mary Chestnut diary excerpts; Benjamin Butler, To the Mayor of New Orleans (1862) 83-88; Harriet Jacobs correspondence (1861-63, appended to *Incidents in the Life of a Slave Girl*); primary sources in *We Are Your Sisters*, ed. Dorothy Sterling, 309-31, 355-58.  
- Write: Primary source interpretation worksheet 7

**Week 10**  
**Reconstructing womanhood**

T. Mar. 10  **Fractured feminisms**  
- Read: Reconstruction amendments; Mary Livermore, *The Story of my Life* (469-486); *The Revolution* (1868-70) selections; *Woman’s Journal* (1870) selections; Frances Ellen Watkins Harper correspondence, 1867-75; Victoria C. Woodhull “Memorial to the Honorable the Senate and House of Representatives of the United States in Congress Assembled” (Dec. 21, 1870).  
- Write: Primary source interpretation worksheet 8

Th. Mar. 13  **Course conclusion: Enduring themes in US women’s history**

**Final portfolios due: Monday, March 16, 12:30 p.m., via Safeassign**