

American Women's History to 1865
HIST 355, Spring 2012
Mon. 12-12:50 & Wed. 12-1:50, Bingham 103

Professor: Kathleen DuVal
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Required Books

Early American Women (EAW), ed. Nancy Woloch, 2nd ed. (McGraw-Hill, 2002)
Susanna Rowson, *Charlotte Temple* (Minerva Press, 1791) (any edition is fine)
Lorene Cary, *The Price of a Child* (Vintage, 1996)

All three books are available at Student Stores and on two-hour reserve in the Undergraduate Library. *Charlotte Temple* is available free online (search in the library catalog) and on Kindle. The Class Schedule (later in this syllabus) lists reading assignments for particular days.

Purpose of the Course

What do American women have in common? What makes their experiences distinct from men and from one another? How have women contributed to the development of the United States? How have they shaped its politics, economy, society, and culture? What assumptions about gender came together in colonial North America, and how did these assumptions affect one another and the legal structures and power relations of the early United States? These are some of the questions we will ask as we explore women's experiences in (and before) the United States through the American Civil War. Our task will be to identify women's shared experiences and struggles as well as differences based on nationhood, race, ethnicity, class, geography, family, and countless other categories and influences that have divided them. Topics we will cover include: how women have imagined their place within the institutions of the family, the community, and religion; the *lady*, the *mother*, and the *female body* as contested political terrain; women's health and sexuality; women's participation in social movements; and what the concept of *womanhood* has meant in different historical eras.

About Your Professor

Kathleen DuVal is a historian of early America, specializing in the history of interactions among American Indians, Europeans, and Africans. She is Associate Professor and Director of Undergraduate Studies in the UNC History Department. Professor DuVal is the author of *The Native Ground: Indians and Colonists in the Heart of the Continent* (University of Pennsylvania Press, 2006) and co-editor of *Interpreting a Continent: Voices from Colonial America* (Rowman and Littlefield, 2009). She is currently writing a book on the American Revolution, which includes the history of a Scottish woman who survived the Spanish siege of Pensacola.

Assignments

Attendance and Participation: We will have short discussions during the lectures M & W and longer discussions of the readings during the second hour on W. If the Class Schedule (in this syllabus) lists a reading assignment for a particular day, come to class that day having completed the reading assignment and being prepared to discuss it. Attendance and participation hold no formal percentage of your final grade but are essential to earning a good grade.

Reading Responses: For nine of the Wednesdays that the class meets, you have the opportunity to write a reading response. Five of these times, you must submit, at the beginning of class, a reading response of 300 words (one page) answering the Reading Response Question given for that day. We will count off if it is shorter or longer than the page limit and will not accept late reading responses. These five assignments will count for 25% of your final grade.

Reading Quizzes: Periodically throughout the semester, there will be reading quizzes on Wednesday. These will be basic, factual questions. Your best five quiz grades will count. There will be no make-up quizzes. The five quizzes will count for 25% of your final grade.

Paper: For this paper, choose one memoir from the following list and write a paper of approximately 1500 words (about 5 double-spaced pages). WARNING: This paper should not simply discuss the autobiography but should make and defend an argument. It should include quotations from and citations to the memoir. During the first few weeks of class, you will sign up for a memoir. All are available online, and I have put paper copies of all three on one-day reserve in the Undergraduate Library. You can also very affordably buy Elizabeth Keckley's memoir in paper or e-book on the DocSouth website. The paper will count for 25% of your final grade.

1. Mary Jemison, *Life of Mary Jemison* (mid-eighteenth century), chapters 1-9
<http://site.ebrary.com.libproxy.lib.unc.edu/lib/uncch/docDetail.action?docID=10015053>

2. Abigail Bailey, *Memoirs of Mrs. Abigail Bailey: Who Had Been the Wife of Major Asa Bailey* (late eighteenth century), read biography and diary entries April 1767-September 1790
<http://solomon.nwld.alexanderstreet.com.libproxy.lib.unc.edu/cgi-bin/asp/philo/nwld/documentidx.pl?sourceid=S696>

3. Elizabeth Keckley, *Behind the Scenes, or, Thirty Years a Slave, and Four Years in the White House* (mid-nineteenth century), preface - chapter 7
http://www.docsouth.unc.edu/support/docsouth_books/ (where you can read online, order an affordable paper copy, or download an e-book)

Final Exam: The exam will ask you to write about major themes we've discussed in class. We will discuss the format as the end of the semester approaches. Your writing for the final will total approximately the equivalent of four typewritten pages (you will write in a blue book). The final will count for 25% of your final grade.

Class Schedule

Week 1—The Long History of American Women

Mon., Jan. 9 Introduction

Wed., Jan. 11 American Women before 1492

Reading: Alice Kessler-Harris, “Do We Still Need Women’s History?,” *Chronicle of Higher Education* 54 (2007), p. B6

<http://chronicle.com.libproxy.lib.unc.edu/article/Do-We-Still-Need-Womens/4897/>



Sixteenth-Century French engraving of American Indian farmers

Week 2—Women in Early Modern Western Europe and West Africa

Mon., Jan. 16 No class—MLK Day

Wed., Jan. 18 Women in Western Europe and West Africa

Reading: Kathleen M. Brown, “The Anglo-Algonquian Gender Frontier,” in *Negotiators of Change*, ed. Nancy Shoemaker (Routledge, 1995), 26-48 (available in E-Reserves)

Narrangansett Women, Roger Williams, 1643, EAW, 5-9

Women’s Lives among the Delaware, John Heckewelder, 1819, EAW, 9-11

Iroquois Women in Government, Pierre de Charlevoix, 1721, EAW, 12-14

Reading Response Question #1: According to historian Kathleen Brown, what was the Anglo-Algonquian gender frontier?



Erhard Schon engraving, 1533

Week 3—Colonial Encounters

Mon., Jan. 23 Meeting the Men Who Have No Women

Wed., Jan. 25 Native American Women and Colonialism

Reading: Susan Sleeper-Smith, "Women, Kin, and Catholicism: New Perspectives on the Fur Trade," *Ethnohistory* 47 (Spring 2000), 423-52,
<http://muse.jhu.edu/journals/ethnohistory/toc/eth47.2.html>

The First Ship, A Chinook Tale, EAW, 22-4

Reading Response Question #2: Put Susan Sleeper-Smith's argument in your own words and briefly explain how she supports it.



engraving of Kateri Tekakwitha

Week 4—Women and North American Colonies, Part I

Mon., Jan. 30 Seventeenth-Century Colonies

Wed., Feb. 1 Viewing of *The Crucible* (Nicholas Hytner, 1996, 124m)

Reading: Accusations against Elizabeth Morse, Massachusetts, 1679-1680, EAW, 90-5
A Spiritual Autobiography, Anne Bradstreet, ca. 1670, EAW, 98-102



"I've been in the doghouse ever since I tried to get my mother-in-law hanged as a witch."

Week 5—Women and North American Colonies, Part II

Mon., Feb. 6 Women and Colonial Slavery

Wed., Feb. 8 Property and Status Across North America

Reading: Jennifer Morgan, “‘Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770,” *William & Mary Quarterly* 54 (Jan. 1997), 167-92, <http://www.jstor.org/stable/2953316>
Laws on Slave Descent, Virginia and Maryland, 1662-1692, EAW, 51-3
Skilled Slaves in Maryland, 1748-1763, EAW, 53-5
Feme Sole Trader Acts, South Carolina, 1712 and 1744, EAW, 76-8
Widows, Wills, and Dower Rights, Va., 1642, and N.Y., 1721-59, EAW, 82-6

Reading Response Question #3: Put Jennifer Morgan’s argument in your own words and briefly explain how she supports it.

Week 6—Marriage and Reproduction

Mon., Feb. 13 Courtship, Marriage, and Reproduction

Wed., Feb. 15 *A Midwife’s Tale* (Laurie Kahn-Leavitt, 1998)

Reading: Cornelia Hughes Dayton, “Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village,” *William and Mary Quarterly* 48 (Jan. 1991), 19-49, <http://www.jstor.org/stable/2937996>

Husbands and Wives, Benjamin Wadsworth, 1712, EAW, 27-9

Tied Hand and Foot, Esther Burr, 1756-1757, EAW, 35-41

Reading Response Question #4: Put Cornelia Hughes Dayton’s argument in your own words and briefly explain how she supports it.

Week 7—Women and the American Revolution

Mon., Feb. 20 Women and the American Revolution

Wed., Feb. 22 Citizenship and Education

Reading: Susanna Rowson, *Charlotte Temple*
An Address to George III, Phyllis Wheatley, 1768, EAW, 121-2
Remember the Ladies, Abigail Adams, 1776, EAW, 127-9

Reading Response Question #5: What is one important thing we learn about late eighteenth-century women’s history by reading *Charlotte Temple*?



Daughter of Liberty, 1774 woodcut

Week 8—Women in the Early Republic

Mon., Feb. 27 Women and Work

Wed., Feb. 29 American Indian Women in a Changing World

Reading: Lorene Cary, *The Price of a Child*

Reading Response Question #6: What is one important thing we learn about early nineteenth-century women's history by reading *The Price of a Child*?

Mon., Mar. 5, and Wed., Mar. 7 SPRING BREAK—NO CLASS

Week 9—Women's Bodies, Maternal Bodies

Mon., Mar. 12 Motherhood (Nora Doyle)

Wed., Mar. 14 Workshop for People Writing on Mary Jemison

Reading: Jemison, if you are in the Jemison group

Week 10—Middle-Class Women in Antebellum America

Mon., Mar 19 The Rise of the Middle Class

****Paper due for those writing on Jemison****

Wed., Mar. 21 Women Outside of Marriage

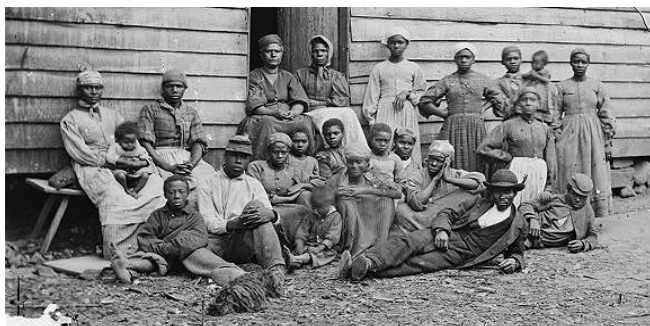
Reading: *The Great Divorce Case: A Full and Impartial History of the trial of the Petition of Mrs. Sarah M. Jarvis for a Divorce from her Husband the Rev. Samuel F. Jarvis.*

<http://galenet.galegroup.com.libproxy.lib.unc.edu/servlet/MMLT?af=RN&ae=Q100118131&src=http=a&ste=14>

Reading Response Question #7: What do you think is the central issue in the Jarvis divorce case?

Week 11—Southern Women and Plantation Slavery

Mon., Mar. 26 Southern Women and Plantation Slavery



1862 photograph, Library of Congress

Wed., Mar. 28 Workshop for People Writing on Abigail Bailey

Reading: Bailey, if you are in the Bailey group

Week 12—Women and Westward Expansion

Mon. Apr. 2 Women in the West

****Paper due for those writing on Bailey****



John Gast, *American Progress*, 1872

Wed. Apr. 4 Women Moving West

Reading: Donna Barbie, “Sacagawea: The Making of a Myth,” in *Sifters*, ed. Theda Perdue (Oxford, 2001), 60-76 (available in E-Reserves)

Crossing the Plains, Amelia Stewart Knight, 1853, EAW, 187-92

A Woman’s View of the Gold Rush, Mary B. Ballou, 1852, EAW, 195-8

Cherokee Women Resist Removal, 1817, 1818, EAW, 198-201

Reading Response Question #8: What kind of person was Sacagawea, according to Donna Barbie’s article?

Week 13—Reform

Mon., Apr. 9 Reform Movements



Abolitionist image

Wed., Apr. 11 Workshop for People Writing on Elizabeth Keckley

Reading: Keckley, if you are in the Keckley group

Week 14—Women and the Civil War

Mon., Apr. 16 Women and the Civil War, The North

****Paper due for those writing on Keckley****

Wed., Apr. 18 Women and the Civil War, The South

Reading: Drew Gilpin Faust, “Altars of Sacrifice: Confederate Women and the Narratives of War,” *Journal of American History* 76 (March 1990), 1200-28,
<http://www.jstor.org/stable/2936595>

Sojourner Truth Speaks, 1851, EAW, 247-9

A Union Nurse, Louisa May Alcott, 1863, EAW, 257-61

Moments of Emancipation, Accounts of Former Slaves, 1865-1937, EAW, 269-77

Reading Response Question #9: Put Drew Gilpin Faust’s argument in your own words and briefly explain how she supports it.



Civil War photograph, Library of Congress

Week 15—Telling Women’s Stories in a World That Was (Mostly) Run By Men

Mon., Apr. 23 Women’s History (please note there is a reading assignment for today)

Reading: Carroll Smith-Rosenberg, “The Female World of Love and Ritual: Relations Between Women in Nineteenth-Century America,” *Signs* 1 (Autumn 1975), 1-29,
<http://www.jstor.org/stable/3172964>

Wed., Apr. 25 Conclusion and Review

****FINAL EXAM: Noon-1, Saturday, April 28, in our regular classroom****

Please see Sakai for additional information, including more guidelines for the writing assignments and a copy of the honor code, which is in effect for all classes at UNC.